

Department of Education

Townsend Building 401 Federal Street Suite 2 Dover, Delaware 19901-3639 <u>education.delaware.gov</u> **Cynthia Marten** Secretary of Education 302-735-4000 302-739-4654 (fax)

May 29, 2025

Heidi Greene Head of School Campus Community Charter School 350 Pear Street Dover, DE 19904

RE: FFY 2023 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

Dear Ms. Greene:

Thank you for your ongoing dedication and commitment to educating students with disabilities. We encourage you to use the information in this report to celebrate growth and identify opportunities for continued improvement.

Under the IDEA, the Delaware Department of Education (Department) has a responsibility to review the data of local education agencies (LEAs) relating to targets identified in the State's Performance Plan (SPP) and to make annual determinations on LEA performance. The State must monitor the implementation of Part B, enforce Part B in accordance with the provisions at 34 CFR 300.604(a)(1), and (a)(3), (b)(2)(i) and (b)(2(v), and (c)(2), and annually report on performance under Part B. The primary focus of the State's monitoring activities must be on:

- Improving educational results and functional outcomes for all children with disabilities; and
- Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

For FFY 2023, LEAs are receiving their annual determination based on a combination of the following compliance and results indicators:

Compliance:

•	Indicator 4B	Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
•	Indicators 9 & 10	Disproportionate Representation Related to Identification
•	Indicator 11	Timely Initial Evaluations
•	Indicator 12	Early Childhood Transition from Part C to Part B
•	Indicator 13	Transition Planning in the IEP
•	Timely/Accurate Data	Child Count Data, Exiting Data, Discipline Data, Maintenance of Effort, Excess Cost, Focused Monitoring, CEIS/CCEIS
•	Relevant Audit Findings	Cyclical Monitoring of Special Education Records, Cyclical Fiscal Monitoring, Single Audit/Delaware Division of Accounting

The Delaware Department of Education is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran's status in employment or its programs and activities.

FFY 2023 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

Results:

- Indicator 1 Graduate Rate
- Indicator 2
 Drop-Out Rate
- Indicator 3A
 Indicator 3B
 Participation Rate for Children with IEPs in the State Assessment
 Proficiency Rate for Children with IEPs against Grade Level
 Academic Achievement Standards
- Indicator 3C Proficiency Rate for Children with IEPS against Grade Level Modified and Alternate Academic Achievement Standards
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5
 Education Environments (Children 5-21)
- Indicator 6
 Preschool Environments (Children 3-5)
- Indicator 7
 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

Attached, please find an overview of the "IDEA General Supervision & Reporting Requirements" along with an explanation of how your LEA's determination was calculated. The response table provides the Department's analysis of the reported data, and identifies, by indicator, your LEA's status in meeting its targets.

Based on a review of your LEA's data, the Department has determined your LEA *Meets Requirements* in implementing the requirements of the IDEA. Your LEA is encouraged to continue to analyze current data and develop action steps to improve outcomes for students with disabilities in your LEA.

Your Exceptional Children Resources liaison, Joyce Leatherbury, will be in contact with you to review your LEA's IDEA Annual Determination. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail <u>dale.matusevich@doe.k12.de.us</u>.

Sincerely,

Dale Matusevich Director, Exceptional Children Resources

DM/JS Attachment

cc: Cynthia Marten, Secretary of Education Monica Minor Gant, Ph.D., Associate Secretary, Academic Support Laura Axtell, Board President Stephanie Hemm, Acting Special Education Coordinator Leroy Travers, Education Associate, Charter School Office Joyce Leatherbury, Education Associate, Exceptional Children Resources Barbara Mazza, Education Associate, Exceptional Children Resources

IDEA General Supervision & Reporting Requirements

The Department's General Monitoring Duties Under the IDEA

By way of background, the IDEA requires the Department to monitor the implementation of Part B of the IDEA in the LEAs throughout the State, and to annually report to the public on the performance of the State and each LEA. The Department's monitoring activities must primarily focus on: (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements of Part B, with a particular emphasis on the requirements most closely related to improving educational results for children with disabilities. The Department is responsible for monitoring LEAs using quantifiable indicators in certain priority areas, and for using qualitative indicators to allow an adequate measure of performance in each area. IDEA regulations outline the three priority areas as: (1) the provision of FAPE in the least restrictive environment; (2) the State's exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services; and (3) disproportionate representation of racial and ethnic groups in special education and related services, to the extent such representation is the result of inappropriate identification.

The State Performance Plan and Annual Performance Reports

The IDEA further requires the State to have a performance plan in place that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA, and describes how the State will improve the implementation of Part B. As part of its State Performance Plan (SPP), the State must establish measurable and rigorous targets for various indicators under the three priority areas mentioned above. The SPP currently has seventeen indicators, and the State must report annually to the U.S. Department of Education on the performance of the State under the SPP.

In addition to its federal submission, the Department is responsible for reporting annually to the public on the performance of each LEA located in the State on the targets described in the SPP. On an annual basis, each LEA must use the targets established in the SPP, and the three priority areas mentioned above, to analyze and report on its local performance to the Department. In turn, the Department will review the LEA's performance and assign a determination level.

Based on the Department's analysis of data provided by each LEA, and information obtained through audits, monitoring visits, administrative complaints, due process proceedings, and any other publicly available information, the Department assigns one of the following determination levels: Meets the requirements and purposes of IDEA; Needs Assistance in implementing the requirements of IDEA; Needs Intervention in implementing the requirements of IDEA; or Needs Substantial Intervention in implementing the requirements of IDEA.

Federal and state regulations addressing the SPP, APR, and the LEA's reporting obligations can be found at 34 C.F.R. §§ 300.600-602, 646 and 14 DE Admin Code §§ 927.1.0 through 7.0, and §§ 40.0 through 46.0.

FFY 2023 LEA Annual Determinations

FFY 2023 determinations were made based on a combination of the following compliance and results indicators:

Compliance:

•

- Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
 - Indicators 9 & 10 Disproportionate Representation Related to Identification
- Indicator 11 Timely Initial Evaluations
- Indicator 12 Early Childhood Transition from Part C to Part B
- Indicator 13
 Transition Planning in the IEP
- Timely/Accurate Data Child Count Data, Exiting Data, Discipline Data, Maintenance of Effort, Excess Cost, Focused Monitoring, CEIS/CCEIS
 Delevant Audit Eindings Civilian Manitering of Special Education Reserves Civilian
- Relevant Audit Findings Cyclical Monitoring of Special Education Records, Cyclical Fiscal Monitoring, Single Audit/Delaware Division of Accounting

Results:

- Indicator 1 Graduate Rate
- Indicator 2 Drop-Out Rate
 - Indicator 3A Participation Rate for Children with IEPs in the State Assessment
- Indicator 3B Proficiency Rate for Children with IEPs against Grade Level
- Academic Achievement Standards
- Indicator 3C Proficiency Rate for Children with IEPS against Grade Level Modified and Alternate Academic Achievement Standards
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5
 Education Environments (Children 5-21)
 - Indicator 6 Preschool Environments (Children 3-5)
- Indicator 7 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

				Criteria				
Meets Requirements	=	≥ 80% (compliance and results combined)	and	LEA is engaged in Tier I Universal Monitoring Corrective Action Plan.	and/ or	LEA is engaged Tier II Focused Monitoring.		
Needs Assistance =		60% to 79% (compliance and results combined)	and/ or	LEA is engaged Tier III Targeted Monitoring Intervention Plan.	and/ or	Outstanding Noncompliance beyond 1 year		
Needs Intervention	=	≤ 59% (compliance and results combined)	and/ or	LEA is engaged in Tier IV Intensive Monitoring Compliance Agreement.	and/ or	Outstanding Noncompliance beyond 2 years	and/ or	LEA is Needs Assistance for 2 consecutive years
Needs Substantial Intervention	=	LEA in Needs Intervention for 3 or more consecutive years						

Spring 2025 IDEA Annual Determination for FFY 2023

Campus Community Charter School

Compliance Indicators	Data From: (Time Period)	SPP Target 2021	State Data	LEA Data	LEA Score	Possible Points
Indicator 4B: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices.	2022-2023	0.00%	33.33%	Compliant	1	1
Indicator 9: Disproportionate Representation All Disabilities	2023-2024	0.00%	0.00%	Compliant	1	1
Indicator 10: Disproportionate Representation Specific Disabilities	2023-2024	0.00%	17.07%	Compliant	1	1
Indicator 11: Initial Evaluations Conducted Within Timeline	2023-2024	100.00%	98.36%	100.00%	2	2
Indicator 12: Early Childhood Transition from Part C to Part B	2023-2024	100.00%	98.39%	NA	NA	NA
Indicator 13: Secondary Transition	2023-2024	100.00%	99.59%	-	2	2
Timely / Accurate Submission:				100.00%	2	2
Additional Relevant Audit Findings				NA	NA	NA

Note: For Indicators 11, 12, 13: If LEA data is 95% - 100%, LEA score = 2 If LEA data is 75% - 94.90%, LEA score = 1 If LEA data <75%, LEA Score = 0

	0011110		ter Scho			
Results Indicators	Data From: (Time Period)	SPP Target 2022	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2022-2023	82.12%	81.82%	NA	NA	NA
Indicator 2: Drop Out Rate	2022-2023	7.67%	10.79%	0.00%	1	1
Indicator 3A: Participation Rate for Children with IEPs - ELA						
Grade 4		95.00%	97.44%	-	1	1
Grade 8	2023-2024	95.00%	93.20%	-	1	1
High School		95.00%	88.35%	NA	NA	NA
Indicator 3A: Participation Rate for Children with IEPs - MATH						
Grade 4		95.00%	97.16%	-	1	1
Grade 8	2023-2024	95.00%	92.62%	-	1	1
High School	1	95.00%	88.29%	NA	NA	NA
Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - ELA						
Grade 4		28.54%	13.01%	-	1	1
Grade 8	2023-2024	24.57%	7.81%	-	0	1
High School		24.69%	8.85%	NA	NA	NA
Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - MATH Grade 4	1	28.04%	13.98%		1	1
Grade 8	2023-2024	20.85%	3.42%	-	0	1
High School	2023-2024	20.85%	1.89%	- NA	NA	I NA
		20.38%	1.89%	NA	NA	NA
Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - ELA						
Grade 4		33.17%	25.25%	NA	NA	NA
Grade 8	2023-2024	45.17%	17.48%	NA	NA	NA
High School		44.54%	9.35%	NA	NA	NA
Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - MATH						
Grade 4		37.35%	5.05%	NA	NA	NA
Grade 8	2023-2024	30.21%	11.65%	NA	NA	NA
High School		23.90%	14.02%	NA	NA	NA
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities	2022-2023	9.52%	9.52%	Under Threshold	1	1
Indicator 5A: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day	2023-2024	67.54%	65.11%	98.70%	1	1
Indicator 5B: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day	2023-2024	13.59%	15.07%	-	1	1
Indicator 5C: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served In Separate Schools, Residential Facilities, and in Homebound/Hospital Placements	2023-2024	4.03%	4.53%	-	1	1

Indicator 64: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childhood Program And Receiving Hegular Early Childhood Program Age 3 Age 4 Age 4 Age 5 Second Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility Age 4 Age 5 So Attending a Separate Special Education Class, Separate School, or Residential Facility Age 4 Age 4 Age 4 Age 4 Age 4 Age 5 So Attending a Separate Special Education Class, Separate School, or Residential Facility Age 5 School Environments: Percent of Children Aged 3 to 5 Receiving Special Education Class, Separate School, or Residential Facility Age 4 Age 4 Age 4 Age 5 School Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 3 School Education and Related Services in Home Age 3 School On 10 Age 5 Not 2 Not 2 No	Score Possible Points	LEA Data LEA Score	State Data	SPP Target 2022	Data From: (Time Period)	Results Indicators					
to 5 Attending a Regular Early Childhood Program and Receiving. He Majority O'Special Education and Related Services in the Regular Early Childhood Program Age 3 Age 4 Age 5 Indicator 6B: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Cass, Separate School, or Residential Facility Age 3 Age 4 Age 4 Age 5 Indicator 6B: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Cass, Separate School, or Residential Facility Age 3 Age 4 Age 5 Indicator 6E: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Cass, Separate School, or Residential Facility Age 3 Age 3 Age 4 Age 5 Indicator 7A: Percent of Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 3 Age 4 Age 5 Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills Percent Untrine Age 3 Att 2023-2024 Receiving Special Education and Related Services in Home Age 4 Age 5 Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills Percent Untrine Age Expectation Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Untrine Age Expectation Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Leg 4 Store 4 Arget 3 to 5 Who Demonstrate Improved Skills in Used Finowledge Add Skills Percent Untrine Age Expectation Percent Within Age Expectation Percent Within Age Expectation Determination Elucator Points Percent Untrine Age Expectation Determination Recent Add Endings Percent Within Age Expectation Determination Recent Add Endings Percent Within Age Expectation Determination Recent Add Endings Percent Within Age Expectation Determination Recent Add Endings Percent						Indicator 6A: Preschool Environments: Percent of Children Aged 3					
Regular Early Childhood Program >>35.90% 35.41% NA NA Age 3 Age 4 2023-024 >>36.90% 35.41% NA NA Age 4 2023-024 >>42.970% 42.89% NA NA NA Age 5 NA NA NA NA NA NA NA Indicator 68: Preschool Environments: Percent of Children Aged 3 50.80% 42.26% NA NA NA Age 4 2023-024 <33.50%											
Age 3 2023-2024 >>35.41% NA NA NA Age 4 2023-2024 >>42.26% NA NA NA Indicator 68: Preschool Environments: Percent of Children Aged 3 >>47.00% 46.15% NA NA NA Rge 3						the Majority of Special Education and Related Services in the					
Age 4 2023-2024 >=42.70% 42.89% NA NA Age 5 NA NA NA NA NA Indicator 68: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility 2023-2024 Age 4 2023-2024 <						Regular Early Childhood Program					
Age 5 >=47.90% 46.15% NA NA Indicator 68: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility NA NA NA Age 3 2023-2024 <=33.50%	A NA	NA NA	35.41%	>=36.90%		Age 3					
Indicator 68: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility Age 3 Age 4 Age 4 Age 5 Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Necesiving Special Education and Related Services in Home Age 4 Age 5 Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills Percent Increase Rate of Growth Percent Increase Rate of Growth Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in vositive Social/Emotional Skills Percent Increase Rate of Growth Percent Increase Rate of Growth Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in vositive Social/Emotional Skills Percent Increase Rate of Growth Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Vositive Social/Emotional Skills Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation Determination Summary EA Compliance Indicator Points Z Annual Determination: EA Compliance Indicator Points Z Annual Determination: EA Compliance Indicator Points Z Additional Relevant Audit Findings NA EA Trail Points Possible Compliance Indicator Points Z Annual Determination: EA Compliance Indicator Points Z Annual Determination: EA Total Points Z Annual Determination: EA Compliance Indicator Points Z Annual Determination:	A NA	NA NA	42.89%	>=42.70%	2023-2024	Age 4					
b 5 Attending a Separate Special Education Class, Separate School, or Residential Facility Age 3 Age 4 Age 5 Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 4 Age 3 Age 4 Age 4 Age 3 Age 4 Age 4 Age 5 Age 4 Age 4 Age 5 Age 4 Age 5 Age 4 Age 5 Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills Demonstrate Improved Skills in Positive Social/Emotional Skills Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills M Skills Percent Within Age Expectation Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Que 5 Appropriate Behaviors Percent Uncrease Rate of Growth Percent Within Age Expectation 2023-2024 <	A NA	NA NA	46.15%	>=47.90%		Age 5					
to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility Age 3 Age 4 Age 5 Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 4 Age 3 Age 4 Age 4 Age 3 Age 4 Age 4 Age 4 Age 5 Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 4 Age 5 Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills Percent Within Age Expectation Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Within Age Expectation Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA NA<						Indicator CD, Droschool Environments, Descent of Children Aged 2					
School, or Residential Facility Age 3 2023-2024 <33,50%						5					
Age 3 c=39.50% 47.12% NA NA Age 4 2023-2024 c=39.50% 47.12% NA NA Age 5 2023-2024 c=37.10% 40.13% NA NA Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 3 Age 4 2023-2024 <=1.80%											
Age 4 2023-2024 <39.50%	<< <td><<<td><<td><<td><<</td><td>IA NA</td><td>ΝΔ</td><td>47 12%</td><td><=39 50%</td><td></td><td></td></td></td></td>	<< <td><<td><<td><<</td><td>IA NA</td><td>ΝΔ</td><td>47 12%</td><td><=39 50%</td><td></td><td></td></td></td>	< <td><<td><<</td><td>IA NA</td><td>ΝΔ</td><td>47 12%</td><td><=39 50%</td><td></td><td></td></td>	< <td><<</td> <td>IA NA</td> <td>ΝΔ</td> <td>47 12%</td> <td><=39 50%</td> <td></td> <td></td>	<<	IA NA	ΝΔ	47 12%	<=39 50%		
Age 5 <=37.10%	0.66% NA NA NA Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills 2023-2024 88.31% 80.40% NA NA Percent Increase Rate of Growth Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA Indicator 7E: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills NA NA Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Increase Rate of Growth Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA					2023-2024					
Indicator 7C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home Age 4 Age 4 Age 5 Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills Percent Increase Rate of Growth Percent Within Age Expectation Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Increase Rate of Growth Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation Indicator Points IEA Compliance Indicator Points IEA Timely/Accurate Data					2023 2024						
to 5 Receiving Special Education and Related Services in Home Age 3 2023-2024 <	<<0.80%	A NA	NA NA	40.15%	<-37.10%		Age 3				
to 5 Receiving Special Education and Related Services in Home Age 3 2023-2024 <	<<0.80%						Indicator 6C. Preschool Environments: Percent of Children Aged 2				
Age 3 2023-2024 <=1.80%						-					
Age 4 Age 52023-2024<<<NANANAAge 5 <td>A NA</td> <td>NA NA</td> <td>0.66%</td> <td><=1.80%</td> <td></td> <td></td>	A NA	NA NA	0.66%	<=1.80%							
Age 5 <	A NA	NA NA	0.16%	<=0.80%	2023-2024						
Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Image: Constraint increase Rate of Growth 2023-2024 88.31% 80.40% NA NA NA Percent Within Age Expectation 2023-2024 88.31% 80.40% NA NA NA Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills 87.72% 83.65% NA NA NA Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA NA Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who 2023-2024 87.72% 83.65% NA NA NA Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA NA Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation NA Percent Within Age Expectation NA Percent Within Age Expectation NA <	A NA	NA NA	0.33%	<=0.60%	-						
Demonstrate improved Skills in Positive Social/Emotional Skills 2023-2024 88.31% 80.40% NA NA Percent Increase Rate of Growth 2023-2024 88.31% 80.40% NA NA Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who 50.21% 44.78% NA NA Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA Percent Nurthin Age Expectation 2023-2024 87.72% 83.65% NA NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32%	l					0					
Demonstrate improved Skills in Positive Social/Emotional Skills 2023-2024 88.31% 80.40% NA NA Percent Increase Rate of Growth 2023-2024 88.31% 80.40% NA NA Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who 50.21% 44.78% NA NA Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA Percent Nurthin Age Expectation 2023-2024 87.72% 83.65% NA NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32%						Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who					
Percent Within Age Expectation 2023-2024 50.21% 44.78% NA NA Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills 83.65% NA NA Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA Percent Uncrease Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 54.42% NA NA Percent Within Age Expectation 2023-2024 89.32% 54.42% NA NA Determination Summary Annual Determination: LEA Compliance Indicator Points 7 Meets Requirements Possible Compliance Indicator Points 2 Possible Additional Relevant Audit Findings NA NA											
Percent Within Age Expectation 50.21% 44.78% NA NA Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge 87.72% 83.65% NA NA NA Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA NA Percent Within Age Expectation 2023-2024 87.72% 47.62% 47.29% NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 54.42% NA NA Determination Summary Annual Determination: LEA Compliance Indicator Points 7 Meets Requirements Possible Compliance Indicator Points 2 Possible Compliance Indicator Points 2 Possible Timely/Accurate Data Points 2 Possible Results Indicator Points 11	IA NA	NA NA	80.40%	88.31%	2022 2024	Percent Increase Rate of Growth					
Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Increase Rate of Growth Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors 2023-2024 89.32% 83.37% NA NA NA Percent Increase Rate of Growth Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA NA Percent Increase Rate of Growth Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA NA Determination Summary 2023-2024 80.25% 54.42% NA NA NA LEA Compliance Indicators Points 7 Meets Requirements Possible Compliance Indicator Points 2 LEA Timely/Accurate Data Points 2 Note: Additional Relevant Audit Findings NA Possible Additional Relevant Audit Findings NA 11 Possible Results Indicator Points 11 LEA Timely/Accurate Data Points 11 20 Possible Results Indicator Points 13 LEA Results Indicator Points 13 20 2	IA NA	NA NA	44.78%	50.21%	2023-2024	Percent Within Age Expectation					
Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA Parcent Increase Rate of Growth Percent Within Age Expectation 2023-2024 87.72% 83.65% NA NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors 2023-2024 89.32% 83.37% NA NA NA Percent Increase Rate of Growth 2023-2024 60.25% 54.42% NA NA NA Percent Within Age Expectation 2023-2024 80.32% 83.37% NA NA NA Determination Summary 2023-2024 60.25% 54.42% NA NA NA LEA Compliance Indicators Points 7 Meets Requirements Possible Compliance Indicator Points 2 LEA Timely/Accurate Data Points 2 Note: Additional Relevant Audit Findings NA Possible Additional Relevant Audit Findings NA 11 Possible Results Indicator Points 11 LEA Timely/Accurate Data Points 11 20 Possible Results Indicator Points											
and Skills Percent Increase Rate of Growth 2023-2024 87.72% 83.65% NA NA Parcent Within Age Expectation Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 80.25% 54.42% NA NA Determination Summary						Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who					
Percent Increase Rate of Growth2023-202487.72%83.65%NANAPercent Within Age Expectation2023-202447.62%47.29%NANAIndicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate BehaviorsPercent Increase Rate of Growth2023-202489.32%83.37%NANAPercent Within Age Expectation2023-202489.32%54.42%NANAPercent Within Age Expectation2023-202460.25%54.42%NANADetermination SummaryAnnual Determination:LEA Compliance Indicator Points7Meets RequirementsPossible Compliance Indicator Points22Possible Timely/Accurate Data Points2NAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points20						· · · · · -					
Percent Within Age Expectation 2023-2024 47.62% 47.29% NA NA Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA Percent Within Age Expectation 2023-2024 89.32% 54.42% NA NA Determination Summary 2023-2024 60.25% 54.42% NA NA LEA Compliance Indicators Points 7 Meets Requirements Possible Compliance Indicator Points 2 Possible Timely/Accurate Data Points 2 Additional Relevant Audit Findings NA NA NA LEA Results Indicator Points 11 Possible Results Indicator Points 11 Possible Results Indicator Points 20 Possible Total Points 20											
Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Increase Rate of Growth 2023-2024 B9.32% 83.37% NA Percent Within Age Expectation 2023-2024 B9.32% 54.42% NA NA NA Percent Within Age Expectation 2023-2024 B9.32% 54.42% NA NA Na Natisitation Na					2023-2024						
Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA NA Percent Within Age Expectation 2023-2024 60.25% 54.42% NA NA NA Determination Summary	IA NA	NA NA	47.29%	47.62%		Percent Within Age Expectation					
Demonstrate Improved Skills in Use of Appropriate Behaviors Percent Increase Rate of Growth 2023-2024 89.32% 83.37% NA NA NA Percent Within Age Expectation 2023-2024 60.25% 54.42% NA NA NA Determination Summary											
Percent Increase Rate of Growth Percent Within Age Expectation2023-202489.32%83.37%NANADetermination Summary LEA Compliance Indicators Points7Annual Determination:LEA Compliance Indicator Points7Meets RequirementsPossible Compliance Indicator Points7Image: Compliance Indicator PointsLEA Timely/Accurate Data Points2Note:Additional Relevant Audit FindingsNANAPossible Additional Relevant Audit Findings11Possible Results Indicator Points13LEA Total Points20Possible Total Points20Possible Total Points20Possible Total Points20						5					
Percent Within Age Expectation2023-202460.25%54.42%NANADetermination SummaryAnnual Determination:LEA Compliance Indicators Points7Meets RequirementsPossible Compliance Indicator Points7Image: Compliance Indicator Points7LEA Timely/Accurate Data Points2Note:Note:Additional Relevant Audit FindingsNANAImage: Compliance Points11Possible Additional Relevant Audit Findings11Possible Results Indicator Points20Possible Results Indicator Points2020Possible Total Points20Possible Total Points20222020Possible Total Points22202020Possible Total Points22202020Possible Total Points22202020Possible Total Points22202020Possible Total Points22202020Possible Total Points222020Possible Total Points2220<						Demonstrate Improved Skills in Use of Appropriate Behaviors					
Percent Within Age Expectation60.25%54.42%NANADetermination SummaryLEA Compliance Indicators Points7Meets RequirementsPossible Compliance Indicator Points7Meets RequirementsLEA Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Note:4dditional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNA11Possible Results Indicator Points13LEA Total Points20202224	IA NA	NA NA	83.37%	89.32%	2022-2024	Percent Increase Rate of Growth					
LEA Compliance Indicators Points7Meets RequirementsPossible Compliance Indicator Points7LEA Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22	IA NA	NA NA	54.42%	60.25%	2023-2024	Percent Within Age Expectation					
LEA Compliance Indicators Points7Meets RequirementsPossible Compliance Indicator Points7LEA Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22											
LEA Compliance Indicators Points7Meets RequirementsPossible Compliance Indicator Points7LEA Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22		nual Determination:	٨n			Determination Summary					
Possible Compliance Indicator Points7LEA Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22					7	-					
LEA Timely/Accurate Data Points2Possible Timely/Accurate Data Points2Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22		leets Requirements	IV								
Possible Timely/Accurate Data Points2Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22						· · ·					
Additional Relevant Audit FindingsNAPossible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22				Noto							
Possible Additional Relevant Audit FindingsNALEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22				14016.							
LEA Results Indicator Points11Possible Results Indicator Points13LEA Total Points20Possible Total Points22											
Possible Results Indicator Points13LEA Total Points20Possible Total Points22						-					
LEA Total Points20Possible Total Points22											
Possible Total Points 22											
					90.91%						
Percentage: 90.91%				l	30.31%	רכולכוונמצב.					

	te							LEA Data	
ndicator 1	<u>School Year</u> 2022-2023	<u>State Target</u> 82.12%	<u>State Data</u> 81.82%			<u>Total Students Exited</u> NA	<u>Graduated with a</u> <u>Regular Diploma</u> NA	<u>% SWD Who</u> <u>Graduated</u> NA	<u>Met Targe</u> NA
lote:	2022 2023	0212270	01102/0						1073
	graduates but no spe	cial education graduat	es or LEA did not have an	v graduates or the LEA had	no special education student	ts eligible to graduate			
	5.4444465 844 110 596			, Bradadee er ene 227 maa					
rop-Out Rate								LEA Data % SWD who Dropped	
dicator 2	School Year	State Target	State Data			Total Students Exited	Drop-Outs	Out	Met Targ
<u></u>	2022-2023	7.67%	10.79%			NA	-	0.00%	Yes
ote:									
articipation Ra	ate for Children with	n IEPs - ELA							
		State	State					LEA Data	
ndicator 3A	School Year	Target	<u>Data</u>	Grade	Subject	Number Eligible	Number Tested	Percent Tested	Met Targ
	2023-2024	95.00%	97.44%	4	ELA	-	-	-	Yes
	2023-2024	95.00%	93.20%	8	ELA	-	-	-	Yes
	2023-2024	95.00%	88.35%	HS	ELA	NA	NA	NA	NA
ote: SY - 2023	3-2024 = FFY 2023								
N/A = In	the specified grade	level, the LEA does not	i have students of does he	ot have students eligible to	lake the assessment.				
	ata fan Children with								
articipation Ra	ate for Children with		State					LEA Data	
·		State	State	Grade	Subject	Number Fligible	Number Tested	LEA Data Percent Tested	Met Tar
·	School Year	State <u>Target</u>	<u>Data</u>	<u>Grade</u>	<u>Subject</u> MATH	Number Eligible	<u>Number Tested</u>	LEA Data <u>Percent Tested</u>	
·	<u>School Year</u> 2023-2024	State <u>Target</u> 95.00%	<u>Data</u> 97.16%	4	MATH	<u>Number Eligible</u> -	Number Tested - -		Yes
	<u>School Year</u> 2023-2024 2023-2024	State <u>Target</u> 95.00% 95.00%	<u>Data</u> 97.16% 92.62%	4 8	MATH MATH	-	-	Percent Tested - -	Yes Yes
ndicator 3A	<u>School Year</u> 2023-2024 2023-2024 2023-2024	State <u>Target</u> 95.00%	<u>Data</u> 97.16%	4	MATH	<u>Number Eligible</u> - - NA	<u>Number Tested</u> - - NA	Percent Tested	Yes
ndicator 3A lote: SY - 2023	<u>School Year</u> 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023	State <u>Target</u> 95.00% 95.00% 95.00%	<u>Data</u> 97.16% 92.62% 88.29%	4 8	MATH MATH MATH	-	-	Percent Tested - -	Yes
ndicator 3A Note: SY - 2023 N/A = In	<u>School Year</u> 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade	State <u>Target</u> 95.00% 95.00% 95.00%	Data 97.16% 92.62% 88.29% t have students or does no	4 8 HS	MATH MATH MATH	-	-	Percent Tested - -	Yes Yes
ndicator 3A lote: SY - 2023 N/A = In	<u>School Year</u> 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade	State <u>Target</u> 95.00% 95.00% 95.00% level, the LEA does not	Data 97.16% 92.62% 88.29% t have students or does no	4 8 HS	MATH MATH MATH	-	-	<u>Percent Tested</u> - - NA	Yes Yes
ndicator 3A lote: SY - 2023 N/A = In roficiency Rate	<u>School Year</u> 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade	State Target 95.00% 95.00% level, the LEA does not	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA	4 8 HS	MATH MATH MATH	-	-	Percent Tested - - NA LEA Data	Yes Yes
ote: SY - 2023 N/A = In roficiency Rate	<u>School Year</u> 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca	State Target 95.00% 95.00% level, the LEA does not idemic Achievement State State Target 28.54%	Data 97.16% 92.62% 88.29% t have students or does not tandards - ELA State Data 13.01%	4 8 HS ot have students eligible to	MATH MATH MATH take the assessment. Subject ELA	- - NA	- - NA	Percent Tested - - NA LEA Data % of SWD Meeting	Yes Yes NA <u>Met Tarr</u> Yes
dicator 3A ote: SY - 2023 N/A = In roficiency Rate	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024	State Target 95.00% 95.00% level, the LEA does not idemic Achievement State State Target 28.54% 24.57%	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81%	4 8 HS ot have students eligible to <u>Grade</u> 4 8	MATH MATH MATH take the assessment. <u>Subject</u> ELA ELA	- NA NA <u>Number Tested</u> -	- - NA <u>Number Meets</u> - -	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - -	Yes Yes NA <u>Met Tar</u> Yes No
ote: SY - 2023 N/A = In roficiency Rate	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024	State Target 95.00% 95.00% level, the LEA does not idemic Achievement State State Target 28.54%	Data 97.16% 92.62% 88.29% t have students or does not tandards - ELA State Data 13.01%	4 8 HS ot have students eligible to <u>Grade</u> 4	MATH MATH MATH take the assessment. Subject ELA	- - NA	- - NA	LEA Data % of SWD Meeting Proficiency	Yes Yes NA <u>Met Tar</u> Yes
ote: SY - 2023 N/A = In roficiency Rate dicator 3B	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023	State Target 95.00% 95.00% 95.00% level, the LEA does not idemic Achievement State Target 28.54% 24.57% 24.69%	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85%	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS	MATH MATH MATH take the assessment. Subject ELA ELA ELA	- - NA <u>Number Tested</u> - - NA	- NA NA <u>Number Meets</u> - - NA	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA	Yes Yes NA <u>Met Tar</u> Yes No NA
ndicator 3A lote: SY - 2023 N/A = In roficiency Rate ndicator 3B	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade	State Target 95.00% 95.00% 95.00% level, the LEA does not idemic Achievement State Target 28.54% 24.57% 24.69%	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85%	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS	MATH MATH MATH take the assessment. Subject ELA ELA ELA	- NA NA <u>Number Tested</u> -	- NA NA <u>Number Meets</u> - - NA	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA	Yes Yes NA <u>Met Targ</u> Yes No NA
ndicator 3A N/A = In roficiency Rate ndicator 3B N/A = In N/A = In assessm	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade the specified grade	State Target 95.00% 95.00% level, the LEA does not demic Achievement State Target 28.54% 24.57% 24.69% level, the LEA does not	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85% t have students, the LEA d tandards - MATH	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS	MATH MATH MATH take the assessment. Subject ELA ELA ELA	- - NA <u>Number Tested</u> - - NA	- NA NA <u>Number Meets</u> - - NA	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA students participated in LEA Data	Yes Yes NA <u>Met Tarr</u> Yes No NA
Note: SY - 2023 N/A = In Proficiency Rate ndicator 3B N/A = In assessmutroficiency Rate	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade tent. e in Grade Level Aca	State Target 95.00% 95.00% level, the LEA does not demic Achievement State Target 28.54% 24.57% 24.69% level, the LEA does not demic Achievement State	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85% t have students, the LEA d tandards - MATH State	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS	MATH MATH MATH take the assessment. Subject ELA ELA ELA ELA ble to take the assessment, o	- - NA <u>Number Tested</u> - - NA	- NA <u>Number Meets</u> - - NA to take the test but zero	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA students participated in LEA Data % of SWD Meeting	Yes Yes NA <u>Met Tarr</u> Yes No NA the
ndicator 3A Note: SY - 2023 N/A = In Proficiency Rate ndicator 3B Note: SY - 2023 N/A = In assessm	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade tent. e in Grade Level Aca School Year	State Target 95.00% 95.00% level, the LEA does not idemic Achievement State Target 28.54% 24.57% 24.69% level, the LEA does not idemic Achievement State Target	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85% t have students, the LEA of tandards - MATH State Data	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS loes not have students eligi	MATH MATH MATH take the assessment. Subject ELA ELA ELA ble to take the assessment, o	- - NA <u>Number Tested</u> - - NA or the LEA had students eligible f	- NA NA <u>Number Meets</u> - - NA	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA students participated in LEA Data	Yes Yes NA <u>Met Tarr</u> Yes No NA the <u>Met Tarr</u>
Iote: SY - 2023 N/A = In Proficiency Rate Indicator 3B Iote: SY - 2023 N/A = In assessmutroficiency Rate	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade tent. e in Grade Level Aca School Year 2023-2024	State Target 95.00% 95.00% level, the LEA does not idemic Achievement State Target 28.54% 24.57% 24.69% level, the LEA does not idemic Achievement State Target 28.04%	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85% t have students, the LEA d tandards - MATH State Data 13.98%	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS loes not have students eligi	MATH MATH MATH take the assessment. Subject ELA ELA ELA ble to take the assessment, o Subject MATH	- - NA <u>Number Tested</u> - - NA or the LEA had students eligible f	- NA <u>Number Meets</u> - - NA to take the test but zero	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA students participated in LEA Data % of SWD Meeting	Yes Yes NA <u>Met Tarr</u> Yes No NA the <u>Met Tarr</u> Yes
Iote: SY - 2023 N/A = In Proficiency Rate Indicator 3B Iote: SY - 2023 N/A = In assessmutroficiency Rate	School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade e in Grade Level Aca School Year 2023-2024 2023-2024 2023-2024 3-2024 = FFY 2023 the specified grade tent. e in Grade Level Aca School Year	State Target 95.00% 95.00% level, the LEA does not idemic Achievement State Target 28.54% 24.57% 24.69% level, the LEA does not idemic Achievement State Target	Data 97.16% 92.62% 88.29% t have students or does no tandards - ELA State Data 13.01% 7.81% 8.85% t have students, the LEA of tandards - MATH State Data	4 8 HS ot have students eligible to <u>Grade</u> 4 8 HS loes not have students eligi	MATH MATH MATH take the assessment. Subject ELA ELA ELA ble to take the assessment, o	- - NA <u>Number Tested</u> - - NA or the LEA had students eligible f	- NA <u>Number Meets</u> - - NA to take the test but zero	Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - NA students participated in LEA Data MA	Yes Yes NA <u>Met Tar</u> Yes No NA the <u>Met Tar</u>

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

2 2 2 10te: SY - 2023-202 N/A = In the assessment. roficiency Rate in t 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2	specified grade lev	State Target 33.17% 45.17% 44.54% el, the LEA does not lemic Achievement State	÷	Grade 4 8 HS does not have students eligit	<u>Subject</u> ELA ELA ELA Die to take the assessment, or	<u>Number Tested</u> NA NA NA	NA NA NA NA NA	% of SWD Meeting <u>Proficiency</u> NA NA NA tudents participated i	<u>Met Target?</u> NA NA NA
2 2 2 10te: SY - 2023-202 N/A = In the assessment. roficiency Rate in t ndicator 3C Sa 2	2023-2024 2023-2024 2023-2024 24 = FFY 2023 specified grade lev the Alternate Acad	33.17% 45.17% 44.54% el, the LEA does not emic Achievement	25.25% 17.48% 9.35% have students, the LEA	4 8 HS	ELA ELA ELA	NA NA NA	NA NA NA	NA NA NA	NA NA NA
2 ote: SY - 2023-202 N/A = In the : assessment. roficiency Rate in t dicator 3C Sa	2023-2024 2023-2024 24 = FFY 2023 specified grade lev the Alternate Acad	45.17% 44.54% el, the LEA does not emic Achievement	17.48% 9.35% have students, the LEA	HS	ELA ELA	NA NA	NA NA	NA NA	NA NA
2 ote: SY - 2023-202 N/A = In the assessment. oficiency Rate in t dicator 3C Sa 2	2023-2024 24 = FFY 2023 specified grade lev the Alternate Acad	44.54% el, the LEA does not emic Achievement	9.35% have students, the LEA	HS	ELA	NA	NA	NA	NA
ote: SY - 2023-202 N/A = In the assessment. oficiency Rate in t dicator 3C	24 = FFY 2023 specified grade lev the Alternate Acad	el, the LEA does not emic Achievement	have students, the LEA						
N/A = In the assessment. oficiency Rate in t dicator 3C Sc 2	specified grade lev the Alternate Acad	emic Achievement	·	does not have students eligil	ble to take the assessment, o	r the LEA had students eligible	to take the test but zero s	tudents participated i	n the
assessment. oficiency Rate in t <u>dicator 3C</u> 222	the Alternate Acad	emic Achievement	·	does not have students eligil	ole to take the assessment, o	r the LEA had students eligible	to take the test but zero s	tudents participated i	n the
roficiency Rate in t dicator <u>3C</u> <u>S</u>	the Alternate Acad		Standards - MATH						in the
idicator 3C So			Standards - MATH						
2	chool Year	State						LEA Data	
2	chool Year		State					% of SWD Meeting	
		Target	Data	Grade	Subject	Number Tested	Number Meets	Proficiency	Met Target?
2	2023-2024	37.35%	5.05%	4	MATH	NA	NA	NA	NA
	2023-2024	30.21%	11.65%	8	MATH	NA	NA	NA	NA
2	2023-2024	23.90%	14.02%	HS	MATH	NA	NA	NA	NA
assessment.		el, the LEA does hot	nave students, the LLA	udes not have students engin	Sie to take the assessment, of	r the LEA had students eligible	to take the test but zero s	tudents participated i	
iap in Proficiency R	Rates (Grade Level	Academic Achieven	nent Standards) - ELA			LEA Data	LEA Data		
		State	State			% of ALL Meeting	% of SWD Meeting	Proficiency	
dicator 3D Se	chool Year	Target	Data	Grade	Subject	Proficiency	Proficiency	GAP	Met Target
2	2023-2024	27.19%	26.04%	4	ELA	-	-		Yes
2	2023-2024	35.36%	32.71%	8	ELA	-	-	-	No
2	2023-2024	32.69%	35.90%	HS	ELA	NA	NA	NA	NA
ote: SY - 2023-202	24 = FFY 2023								
N/A = In the	specified grade lev	el, the LEA does not	have students, the LEA	does not have students eligil	ole to take the assessment, o	the LEA had students eligible	to take the test but zero s	tudents participated i	n the
assessment.									
* Percent of	students with disat	bilities meeting prof	iciency was greater than	the percent of ALL meeting	proficiency resulting in a neg	ative proficiency gap.			
ap in Proficiency R	Rates (Grade Level)	Academic Achieven	nent Standards) - MATH			LEA Data	LEA Data		
		State	State			% of ALL Meeting	% of SWD Meeting	Proficiency	
ndicator 3D So	chool Year	Target	Data	Grade	Subject	Proficiency	Proficiency	GAP	Met Target

		State	State			% OF ALL WREELING	% OF SWD Weeting	Proficiency	
Indicator 3D	School Year	Target	Data	Grade	<u>Subject</u>	Proficiency	Proficiency	GAP	Met Target?
	2023-2024	28.60%	24.91%	4	MATH	-	-		Yes
	2023-2024	28.58%	21.39%	8	MATH	-	-	-	Yes
	2023-2024	20.68%	16.58%	HS	MATH	NA	NA	NA	NA

Note: SY - 2023-2024 = FFY 2023

N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

* Percent of students with disabilities meeting proficiency was greater than the percent of ALL meeting proficiency resulting in a negative proficiency gap.

Significant Disc	crepancy in the Rate	e of Long-Term Suspens	sion and Expulsion	s of Students with Disabilities	-				
							Non-SWD Suspended	_	
Indicator 4A	School Year	State Target	State Data	SWD Enrollment	Non-SWD Enrollment	SWD Suspended > 10 Days	<u>> 10 Days</u>	LEA Data (Rate Ratio)	Compliant?
	2022-2023	9.52%	9.52%	67	335	-	-	0.00	Yes
Note:									
Significant Disc	crepancy in the Rate	e of Long-Term Suspens	sions and Expulsion	s of Students with Disabilities by Rad	ce/Ethnicity and Noncomp	liant Policies, Procedures, and	Practices		
Indicator 4B	School Year	State Target	State Data	Race	SWD Enrolled	SWD Suspended > 10 Days	Met Target?	LEA Data (Rate Ratio)	Compliant?
	2022-2023	0.00%	33.33%	Hispanic/Latino	-	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	Native American	-	NA	NA	NA	NA
	2022-2023	0.00%	33.33%	African American	31	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	White	19	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	Asian American	-	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	Native Hawaiian/Pacific Islander	-	NA	NA	NA	NA
	2022-2023	0.00%	33.33%	Multi-Racial	-	-	Yes	0.00	Compliant
Note:									
Percent of Chile	ldren With IEPs Ageo	d 5 Who Are Enrolled in	n Kindergarten and	Aged 6 to 21 Served Inside the Regu	lar Class 80% or More of th	ie Day			
					Number of SWD	LEA Data	
Indicator 5A	School Year	State Target	State Data			Number of SWD	In LRE A	<u>% in LRE A</u>	Met Target?
	2023-2024	67.54%	65.11%			77	76	98.70%	Yes
Note:									
Percent of Chile	ldren With IEPs Ageo	d 5 Who Are Enrolled in	n Kindergarten and	Aged 6 to 21 Served Inside the Regu	lar Class Less Than 40% of	the Dav			
			Ū				Number of SWD In		
Indicator 5B	School Year	State Target	State Data			Number of SWD	LRE B	LRE Data % in LRE B	Met Target?
	2023-2024	13.59%	15.07%			77	-	-	Yes
Note:									
Percent of Chile	ldren With IEPs Ageo	d 5 Who Are Enrolled in	n Kindergarten and	Aged 6 to 21 Served In Separate Sch	ools, Residential Facilities	, and in Homebound/Hospital		195.9	
Indianton FC		State Torget	State Data			Number of SWD	Number of SWD	LRE Data	Mark Towner 2
Indicator 5C	<u>School Year</u> 2023-2024	<u>State Target</u> 4.03%	<u>State Data</u> 4.53%			77	<u>In LRE C</u> -	<u>% in LRE C</u> -	Met Target? Yes
Note:									
Preschool Envi	ironments: Percent (of Children Aged 3 to 5	Attending a Regula	ar Early Childhood Program and Rece	iving the Majority of Speci	al Education and Related Servi	ices in the Regular Earl	y Childhood Program	
Indicator 6A	School Year	State Target	State Data	Age	Total Number of SWD		Total in 6A	Percent Receiving	Met Target
	2023-2024	>=36.90%	35.41%	3	NA		NA	NA	NA
		>=42.70%	42.89%	4	NA		NA	NA	NA
		>=47.90%	46.15%	5	NA		NA	NA	NA
		have the death and 0.5							
Note:	NA = LEA did not	have students ages 3-5	in a preschool pro	gram.					

Preschool Envir	onments: Percent o	of Children Aged 3 to 5 At	tending a Separate S	pecial Education Class, Sep	arate School, or Residential Fa	cility			
Indicator 6B	School Year	State Target	State Data	Age	Total Number of SWD		Total in 6B	Percent Receiving	Met Target
	2023-2024	<=39.50%	47.12%	3	NA		NA	NA	NA
		<=39.50%	42.26%	4	NA		NA	NA	NA
		<=37.10%	40.13%	5	NA		NA	NA	NA
Note:	NA = LEA did not	have students ages 3-5 in	a preschool program						
Preschool Envir	onments: Percent o	of Children Aged 3 to 5 Re	ceiving Special Educa	tion and Related Services in	n Home				
Indicator 6C	School Year	State Target	State Data	Age	Total Number of SWD		Total in 6C	Percent Receiving	Met Target
	2023-2024	<=1.80%	0.66%	3	NA		NA	NA	NA
		<=0.80%	0.16%	4	NA		NA	NA	NA
		<=0.60%	0.33%	5	NA		NA	NA	NA
Note:	NA = LEA did not	have students ages 3-5 in	a preschool program						
Preschool Outc	omes: Percent of Pr	eschool Students Aged 3	to 5 Who Demonstra	te Improved Skills in Positiv	ve Social/Emotional Skills				
		7A1: Positive ocial/Emotional Skills :				7A2: Positive Social/Emotional Skills :			
Indicator 74		ercent Increased Rate of	State Data	LEA Data	Mot Target	Percent Within Age	State Data	LEA Data	Mot Torgot
Indicator 7A	<u>School Year</u> 2023-2024	Growth State Target 88.31%	<u>State Data</u> 80.40%	<u>LEA Data</u> NA	<u>Met Target</u> NA	Expectation State Target 50.21%	<u>State Data</u> 44.78%	<u>LEA Data</u> NA	<u>Met Target</u> NA
	2023-2024	00.5170	00.4070	NA	NA	50.21/0	44.7070	NA	NA .
Note:	NA = LEA did not	have students ages 3-5 in	a preschool program						
Preschool Outc	omes: Percent of Pr	eschool Students Aged 3	to 5 Who Demonstra	te Improved Skills in Acquis	sition and Use of Knowledge a	nd Skills			
		1: Acquisition and Use of	-			7B2: Acquisition and Use of			
		Knowledge and Skills:				Knowledge and Skills:			
		crcent Increased Rate of				Percent Within Age			
Indicator 7B	School Year	Growth State Target	State Data	LEA Data	Met Target	Expectation State Target	State Data	LEA Data	Met Target
	2023-2024	87.72%	83.65%	NA	NA	47.62%	47.29%	NA	NA
Note:	NA = LEA did not	have students ages 3-5 in	a preschool program						
			- p p0						
Preschool Outc	omes: Percent of Pr	eschool Students Aged 3	to 5 Who Demonstra	te Improved Skills in Use of	Appropriate Behaviors				
	-	104 . I lan af Ammanulata							
	<u>_</u>	<u>C1: Use of Appropriate</u>				7C2: Use of Appropriate			
		Behaviors: Percent				Behaviors: Percent Within			
1		creased Rate of Growth	Charles D. 1		NA	Age Expectation State	Charles D	154.5	Mark T.
Indicator 7C	School Year	State Target	State Data	LEA Data	Met Target	Target	State Data	LEA Data	Met Target
	2023-2024	89.32%	83.37%	NA	NA	60.25%	54.42%	NA	NA
Noto		have students ages 2 F in	a proschool program						
Note:	NA – LEA UIU NOT	have students ages 3-5 in	a prescribbi program						

				Campus Com	munity Charter School				
Percent of Pare	ents with a Child Red	ceiving Special Educatio	n Services Who Report Tha	at Schools Facilitated Pare	nt Involvement as a Means of	Improving Services and Resu	ults for Children with Dis	abilities	
Indicator 8	<u>School Year</u> 2023-2024	State <u>Target</u> 91.50%	State <u>Data</u> 81.60%		Total Number of <u>Respondents</u> 0	<u>Number Agree</u> 0	<u>Number Disagree</u> 0	LEA D ata <u>% Agree</u> NA	<u>Met Target?</u> NA
Note:	NA = LEA did not	receive any survey resp	onses.						
Disproportiona	ite Representation o	of Racial and Ethnic Gro	ups in Special Education a	nd Related Services That i	s a Result of Inappropriate Ide	entification			
Indicator 9	<u>School Year</u> 2023-2024	<u>State Target</u> 0.00%	<u>State Data</u> 0.00%				<u>LEA Data Compliant</u> Compliant		<u>Met Target?</u> Compliant
Note:	State data reflect	s % of LEAs with Dispro	portionate Representation	as a result of inappropriat	e identification.				
Disproportiona	te Representation o	of Racial and Ethnic Gro	ups in Specific Disability C	ategories That is a Result	of Inappropriate Identificatior	ı			
Indicator 10	<u>School Year</u> 2023-2024	State Target 0.00%	<u>State Data</u> 17.07%				<u>LEA Data Compliant</u> Compliant		Met Target? Compliant
Note:	State data reflec	cts % of LEAs with Dispro	portionate Representation	n as a result of inappropria	te identification.				
Evaluations Co	nducted Within 45 S	School Days or 90 Calen	dar Days, Whichever is Les	s, of Receiving Parent Con	sent for Initial Evaluation				
Indicator 11	<u>School Year</u> 2023-2024	<u>State Target</u> 100.00%	<u>State Data</u> 98.36%		<u>Total Number of Initial</u> <u>Evaluations</u> -	Number Within Timelines -	<u>Number Not Within</u> <u>Timelines</u> 0	<u>% LEA Data Within</u> <u>Timelines</u> 100.00%	<u>Met Target?</u> Yes
Note:									
-		nt of Children Referred mplemented by Their Th	by Part C Prior to Age 3 Wl hird Birthday	ho Are Found Eligible for P	art B, and				
					Number of Children Found Eligible/IEP Implemented	Number of Students Refer	red Minus Not Eligible	LEA Data % Who Received Services by	
Indicator 12	<u>School Year</u> 2023-2024	<u>State Target</u> 100.00%	<u>State Data</u> 98.39%		by Age 3 NA	and/or Parent	··· ·· · · · · · · · · · · · · · · · ·	Age 3 NA	<u>Met Target?</u> NA
Note:	NA = LEA did not	have students transition	ning from Part C to Part B.						

				Campus Community Charter School			
Percent of Youth	h Age 14 or in the 8	th grade with an IEP Th	hat Includes Coord	d, Measurable, Annual IEP Goals and Transition Services That Will Reasonably Enable the	Student to Meet		
the Post-Second	dary Goals						
				Total Number of IEPs Number of IEPs Meeting		LEA Data % Meeting	
Indicator 13	School Year	State Target	State Data	Reviewed Standard		<u>Standard</u>	Met Target?
	2023-2024	100.00%	99.59%	· · ·		-	Yes
Note:							
				l, Had IEPs in Effect at the Time They Left School, and Were: Group A. Enrolled in Higher Ed			
				etitively Employed Within One Year of Leaving High School, or Group C. Enrolled in Higher ployed or in Some Other Employment Within One Year of Leaving	Education or in		
			, or c omposition				
				Total Number of			
Indicator 14	School Year	State Target	State Data	Total Number of Exiters Respondents	Group A Respondents	LEA Data % Group A	Met Target?
	2022-2023	50.14%	51.09%	NA NA	NA	NA	NA
		.					
		State Target	State Data	<u> </u>	Group B Respondents NA	LEA Data % Group B	Met Target?
		70.82%	63.99%		NA	NA	NA
		State Target	State Data	(Group C Respondents	LEA Data % Group C	Met Target?
		100.00%	71.78%		NA	NA	NA
Note:	NA = LEA did not	have students with IEP:	s exiting seconday	ation.			
Timely and Accu			School Year	a		Compliant?	
,	urate Data						
,	urate Data		2023-2024	– d Count		Yes	
,	urate Data			– d Count ing Data		Yes Yes	
,	urate Data			– d Count ing Data ipline Data		Yes Yes Yes	
	urate Data			– d Count ing Data ipline Data ntenance of Effort		Yes Yes Yes Yes	
	urate Data			– d Count ing Data ipline Data		Yes Yes Yes	

Additional Relevant Audit Findings	School Year Audit	Compliant?
	2023-2024 Cyclical Monitoring of Special Educaiton Records	N/A
	Cyclical Fiscal Monitoring	N/A
	Single Audit/Delaware Division of Accounting	N/A



Indicator	Description	Business Rule	Note(s)
1 (20 U.S.C. 1416 (a)(3)(A))	Percent of youth with IEPs graduating from high school with a regular diploma.	Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma Divided by the number of all youth with IEPs who left high school (ages 14-21) in the denominator.	NA = LEA had graduates but no special education graduates or LEA did not have any graduates.
2 (20 U.S.C. 1416 (a)(3)(A))	Percent of youth with IEPs dropping out of high school.	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out Divided by the number of all youth with IEPs who left high school (ages 14-21) in the denominator.	NA = LEA did not have students ages 14-21 who exited from high school.
3A (20 U.S.C. 1416 (a)(3)(A))	 Participation and performance of children with IEPs on Statewide assessments: Participation rate for children with IEPs. 	Number of children with IEPs participating in an assessment Divided by the total number of children with IEPs enrolled during the testing window. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. Note: The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.	N/A = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment.
3B (20 U.S.C. 1416 (a)(3)(A))	 Participation and performance of children with IEPs on Statewide assessments: Proficiency rate for children with IEPs against grade level academic achievement standards. 	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards Divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment. Calculate separately for math and reading. Account for ALL children with IEPs, in grades 4, 8, and high school. <i>Note: Include children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i>	NA = LEA does not have students in the specified grade level, the LEA does not have students in the specified grade level eligible to take the assessment, or the LEA had students in the specified grade level eligible to take the test but 0 students participated in the assessment Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency



Indicator	Description	Business Rule	Note(s)
3C (20 U.S.C. 1416 (a)(3)(A))	Participation and performance of children with IEPs on Statewide assessments: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.	Number of children with IEPs scoring at or above proficient against alternate academic achievement standards Divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. Note: The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.	N/A = LEA does not have students in the specified grade level, the LEA does not have students in the specified grade level eligible to take the assessment, or the LEA had students in the specified grade level eligible to take the test but 0 students participated in the assessment Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency.
3D (20 U.S.C. 1416 (a)(3)(A))	Participation and performance of children with IEPs on statewide assessments: Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards Subtracted from the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. <i>Note: The proficiency rate includes all children enrolled</i> <i>for a full academic year and those not enrolled for a full</i> <i>academic year. Only include children with disabilities</i> <i>who had an IEP at the time of testing.</i>	N/A = LEA does not have students in the specified grade level, the LEA does not have students in the specified grade level eligible to take the assessment, or the LEA had students in the specified grade level eligible to take the test but 0 students participated in the assessment * = Percent of students with disabilities meeting proficiency was greater than the percent of ALL meeting proficiency resulting in a negative proficiency gap.



Indicator	Description	Business Rule	Note(s)
4A (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))	Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	 State Determination: Number of LEAs that met the state established cell or "N" size Divided by The number of LEAs that met the state established cell or "N" size and exceeded the state bar (rate-ratio). LEA Determination: Number of SWD Suspended or Expelled > than 10 days Divided by Number of General Ed Students Suspended or Expelled > than 10 days An LEA meets target if they exceed the rate ratio but had too few students in the cell. An LEA meets the target because they did not exceed rate ratio. An LEA does not meet the target if they exceed state established cell or "N" size and the state bar (rate ratio). Note: For SY 2022-2023: N Size = 0/Rate Ratio = 3.0	
4B (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))	 Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. 	 State Determination: Number of LEAs that met the state established cell or "N" size Divided by The number of LEAs that met the state established cell or "N" size and exceeded the state bar (rate-ratio). LEA Determination: Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by General Ed Students Suspended > than 10 days Divided by General Ed Students in LEA An LEA meets the target if they exceed the rate ratio but had too few students in the cell. An LEA meets the target if they exceed the rate ratio but are in compliance. An LEA does not meet the target if they exceed the state bar (rate ratio) and was found to be noncompliant. Note: For SY 20222-2023: Cell Size = 3/Rate Ratio = 3.0 	



Indicator	Description	Business Rule	Note(s)
5 (20 U.S.C. 1416(a)(3)(A))	 A. Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served: B. Inside the regular class 80% or more of the day C. Inside the regular class less than 40% of the day D. In separate schools, residential facilities, or homebound/ hospital placements. 	 A. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class 80% or more of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100. B. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class less than 40% of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class less than 40% of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs)] times 100. C. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served in separate schools, residential facilities, or homebound/hospital placements Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 served in separate schools, residential facilities, or homebound/hospital placements Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100. 	
6 (20 U.S.C. 1416(a)(3)(A))	 Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program B. Separate special education class, separate school or residential facility. C. Receiving special education and related services in the home. 	 A. # of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) Divided by the total # of children ages 3, 4, and 5 with IEPs times 100. B. # of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility Divided by the total # of children ages 3, 4, and 5 with IEPs times 100. C. # of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home Divided by the total # of children ages 3, 4, and 5 with IEPs times 100. 	NA - LEA did not have students ages 3-5.



Indicator	Description	Business Rule	Note(s)
7 (20 U.S.C. 1416 (a)(3)(A))	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social- emotional skills (including social relationships); Acquisition and use of knowledge and skills (including early language/ communication and early literacy) Use of appropriate behaviors to meet their needs.	Of those preschool children who entered or exited the preschool program below age expectations in the Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	NA - LEA did not have students ages 3-5 in a preschool program.
8 (20 U.S.C. 1416(a)(3)(A))	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities Divided by Total number of respondent parents of children with disabilities. Indicator data is documented out to two decimal points. Meets or does not meet target is based on the percentage out to two decimal points without rounding. If a respondent indicated unsure or N/A or if the item was left blank, that respondent was removed from the total number of respondents (denominator) and was not counted in LEA's Data % Agree.	 NA – LEA did not receive any survey responses. Yes* = LEA met the target with 5 or less survey responses. No* = LEA did not meet the target and had 5 or less survey responses.



Indicator	Description	Business Rule	Note(s)
	Percent of districts with	State Determination	State data reflects %
	disproportionate	Number of LEAs with disproportionate	of districts with
	representation of racial	representation of racial and ethnic groups in special	Disproportionate
	and ethnic groups in	education and related services	Representation as a
	special education and	Divided by	result of
	related services that is	representation of racial and ethnic groups in special	inappropriate
	the result of	education and related services that is the result of	identification.
	inappropriate identification.	inappropriate identification	
		LEA Determination	
		LEA Compliant:	
		LEA was not identified with Disproportionate	
		Representation as a result of both conditions:	
		 LEA did not meet or exceed the relative risk 	
		ratio of 2.0	
		 LEA did not meet the minimum cell size of 15 in 	
		one or more racial and ethnic groups in special	
		education and related services	
		LEA was not identified with Disproportionate	
		Representation as a result of one of the conditions:	
9		 LEA did not meet or exceed the relative risk ratio of 2.0 or 	
(20 U.S.C.		 LEA did not meet the minimum cell size of 15 in 	
1416(a)(3)(C))		one or more racial and ethnic groups in special	
1410(0)(0)(0))		education and related services	
		LEA was identified with Disproportionate	
		Representation as a result of both conditions,	
		however Disproportionate Representation was not	
		the result of inappropriate identification:	
		 LEA did meet or exceed the relative risk ratio of 	
		2.0	
		 LEA did meet the minimum cell size of 15 in one 	
		or more racial and ethnic groups in special	
		education and related services	
		LEA Noncompliant:	
		LEA Noncompliant:	
		LEA was identified with Disproportionate Representation as a result of both conditions and	
		Disproportionate Representation was the result of	
		inappropriate identification:	
		• LEA did meet or exceed the relative risk ratio of	
		2.0	
		LEA did meet the minimum cell size of 15 in one or more	
		racial and ethnic groups in special education and related	
		services.	



Indicator	Description	Business Rule	Note(s)
10 (20 U.S.C. 1416(a)(3)(C))	Description Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Business Rule State Determination Number of LEAs that meet the State-established cell size for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education disability categories that is the result of inappropriate identification Divided by Number of LEAs that meet with State-established cell size for one or more racial/ethnic groups times 100. LEA Determination LEA Compliant: • LEA was not identified with Disproportionate Representation as a result of <u>both conditions</u> : • • LEA did not meet or exceed the relative risk ratio of 2.0 • LEA did not meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. • LEA was not identified with Disproportionate Representation as a result of <u>one of the conditions</u> : • • LEA did not meet or exceed the relative risk ratio of 2.0 <u>or</u> • • LEA did not meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. • LEA did neet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. • LEA did meet or exceed the relative risk ratio of 2.0 • LEA did meet the minimum cell size of 10 in one or more racial and ethnic groups in special	Note(s) State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.



Indicator	Description	Business Rule	Note(s)
11 (20 U.S.C. 1416(a)(3)(B)) (14 DE Admin Code § 925.2.0	Percent of children who were evaluated within 45 school days or 90 calendar days, whichever is less, of receiving parental consent for initial evaluation.	Number of children for whom parental consent to evaluate was received Divided by Number of children whose evaluations were completed within 45 school days or 90 calendar days, whichever is less Evaluation met the exception (a) criteria (the parent of the child repeatedly fails or refuses to produce the child for the evaluation). The initial evaluation was found to be in compliance. Evaluation met the exception (b) criteria (the child enrolls in a school of another public agency after the relevant timeframe has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. Exception (b) applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.) The initial evaluation was found to be in compliance.	NA - no initial evaluations were reported.
12 (20 U.S.C. 1416(a)(3)(B))	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.	 A. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination B. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday C. Number of those found eligible who have an IEP developed and implemented by their third birthdays D. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied E. Number of children who were referred to Part C and determined eligible for Part C less than 90 days before their third birthdays 	NA - LEA did not have students transitioning from Part C to Part B.



Indicator	Description	Business Rule	Note(s)
13 (20 U.S.C. 1416(a)(3)(B)) 13 (20 method 1416(a)(3)(B)) 1416(a)(ent of youth with aged 16 and above an IEP that includes opriate measurable secondary goals are annually ated and based of an age- opriate transition sees, including ses of study, that reasonably enable student to meet e postsecondary s, and annual IEP s related to the ent's transition ices needs. There must be evidence the student was ed to the IEP Team ting where sition services are to iscussed and ence that, if opriate, a esentative of any icipating agency was ed to the IEP Team ting with the prior ent of the parent or ent who has hed the age of	Business Rule Number of youth in grade 8 or aged 14 (and above) with IEPs that contain each of the required components for secondary transition Divided by Number of youth with IEPs in grade 8 or aged 14 (and above)	Note(s) NA - LEA did not have students of transition age in grade 8 or ages 14 and above.



Indicator	Description	Business Rule	Note(s)
14 (20 U.S.C. 1416(a)(3)(B))	 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: Enrolled in higher education within one year of leaving high school. Enrolled in higher education or competitively employed within one year of leaving high school. 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. 	 A. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school Divided by the number or respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school B. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school C. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school] 	NA - LEA did not have students with IEPs exiting secondary education.



Indicator	Description	Business Rule	Note(s)
Timely/ Accurate Data	 Timely/accurate submission of the following data: Child Count Data (2023-2024 SY) Exiting Data (2023- 2024 SY) Discipline Data (2023-2024 SY) Maintenance of Effort (FY 2024) Excess Cost (FY 2024) Focused Monitoring (2023-2024 SY) CEIS/CCEIS Identification (2023- 2024 SY) 	 Total points earned Divided by Total possible Point Scoring 2 points = Percentage reflects at least 95% compliance 1 point = Percentage reflects at least 75% and less than 95% compliance 0 points = Percentage reflects less than 75% compliance O points = Percentage reflects less than 75% compliance 	
Additional Relevant Audit Findings	 Additional Relevant Audit Findings include the following: Cyclical Monitoring of Special Education Records (2023-2024 SY) Fiscal Cyclical Monitoring (2023-2024 SY) Single Audit/Delaware Division of Accounting (2023-2024 Report) 	 Total points earned Divided by Total possible Point Scoring 2 points = Percentage reflects at least 95% compliance 1 point = Percentage reflects at least 75% and less than 95% compliance 0 points = Percentage reflects less than 75% compliance 	