

**South Dakota Special Education Performance Information  
State Report Card for 2013-14**

Indic. #	Indicator	Measurement	2013-14 Target	2013-14 State Students Den.*	2013-14 State Students Num.*	2013-14 State Rate	Did State Meet the Target
1	Graduation Rate <sup>^</sup>	Percent of youth with IEPs graduating from high school with a regular diploma in four years	83.00%	812	502	61.82%	N
2	Drop Out Rate <sup>^</sup>	Percent of youth with IEPs dropping out of high school in one year	3.11%	4,469	113	2.53%	Y
3	Statewide Assessment	<i>Participation and performance of children with disabilities on statewide assessments:</i>					
3A	State AMO Objectives	<i>Percent of districts meeting the state's AMO objectives for progress for disability subgroups</i>	24.48%				N/A
3B	Participation Rate	<i>Participation rate for children with IEPs:</i> Reading Math	99.40% 99.40%				N/A N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i> Reading Math	47.50% 47.65%				N/A N/A
4	Suspension / Expulsion Rate <sup>^</sup>	<i>Rates of suspension and expulsion:</i>					
4A	Suspension / Expulsion Rate, Overall	Percent of districts that have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	1.30%			0.00%	Y
4B	Suspension / Expulsion Rate, By Ethnicity	Percent of districts that have a significant discrepancy by race/ethnicity in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year and this significant discrepancy is the result of policies, practices, and procedures	0.00%			0.00%	Y
5	LRE for students	<i>Percent of children with IEPs aged 6 through 21 served:</i>					
5A	Regular Classroom	Inside the regular class 80% or more of the day	66.00%	15,688	10,916	69.58%	Y
5B	Separate Classroom	Inside the regular class less than 40% of the day	6.00%	15,688	852	5.43%	Y
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	3.80%	15,688	316	2.01%	Y

\*State Students Den. = number of students in the denominator; State Students Num. = number of students in the numerator

Any rate that is based on fewer than 10 students should be interpreted with caution

<sup>^</sup>Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

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<b>6</b>	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>					
<b>6A</b>	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	21.45%	2,666	560	21.01%	N
<b>6B</b>	Separate Classroom	Separate special education class, separate school, or residential facility.	16.26%	2,666	427	16.02%	Y
<b>7</b>	Child Outcomes	<i>Percent of preschool children with IEPs</i>					
<b>7A</b>	Social-emotional skills	Summary 1: Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	79.15%	229	171	74.67%	N
		Summary 2: Percent of children who were functioning within age expectations by the time exited.	84.15%	799	675	84.48%	Y
<b>7B</b>	Acquisition and use of Knowledge and Skills	Summary 1: Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	64.99%	518	357	68.92%	Y
		Summary 2: Percent of children who were functioning within age expectations by the time exited.	55.96%	799	513	64.21%	Y
<b>7C</b>	Use of appropriate behaviors	Summary 1: Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	67.10%	350	239	68.29%	Y
		Summary 2: Percent of children who were functioning within age expectations by the time exited.	72.10%	799	594	74.34%	Y
<b>8</b>	Parent Involvement	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	77.30%	5,388	4,518	83.85%	Y

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9	Disprop. R/E	Percent of districts that have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	0.00%			0.00%	Y
10	Disprop. R/E, Disability Category	Percent of districts that have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%			0.00%	Y
11	25 School Day Timeline for Evaluations	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within the 25 School Day Timeline for Evaluations	100.00%	4,932	4,925	99.86%	N
12	Transition from Part C to Part 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 birthday	100.00%	599	593	99.00%	N
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	485	418	86.19%	N
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.					
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	15.50%	381	45	11.81%	N
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	66.50%	381	267	70.08%	Y
14C	Measurement C	Percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment plus Measurement B.	81.00%	381	324	85.04%	Y

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