Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

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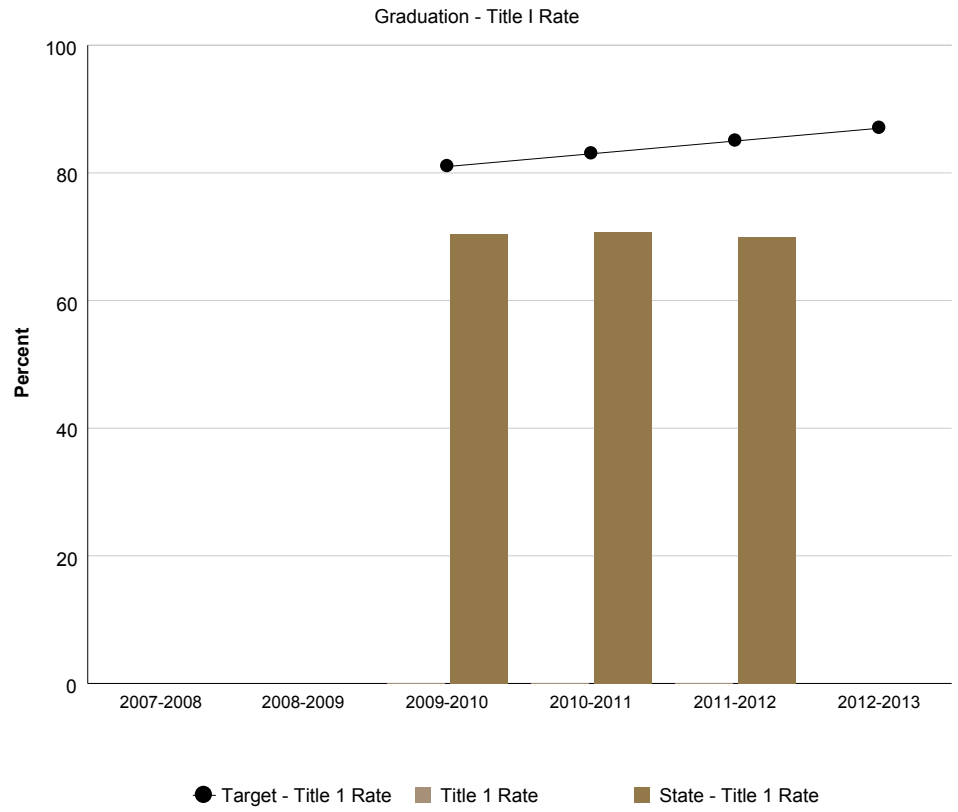
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B1: Percent of students with IEPs graduating from high school with a regular diploma in four years or less.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Title 1 Rate	No Value	No Value	*	*	*	No Value
State - Title 1 Rate	No Value	No Value	70.41	70.73	69.96	No Value
Target - Title 1 Rate	No Value	No Value	81.00	83.00	85.00	87.00

Data source: EASIER
Data Range: FFY 2009 (2009-10) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 5 students were reported in a grade or standard
2) All students were reported in a single performance category

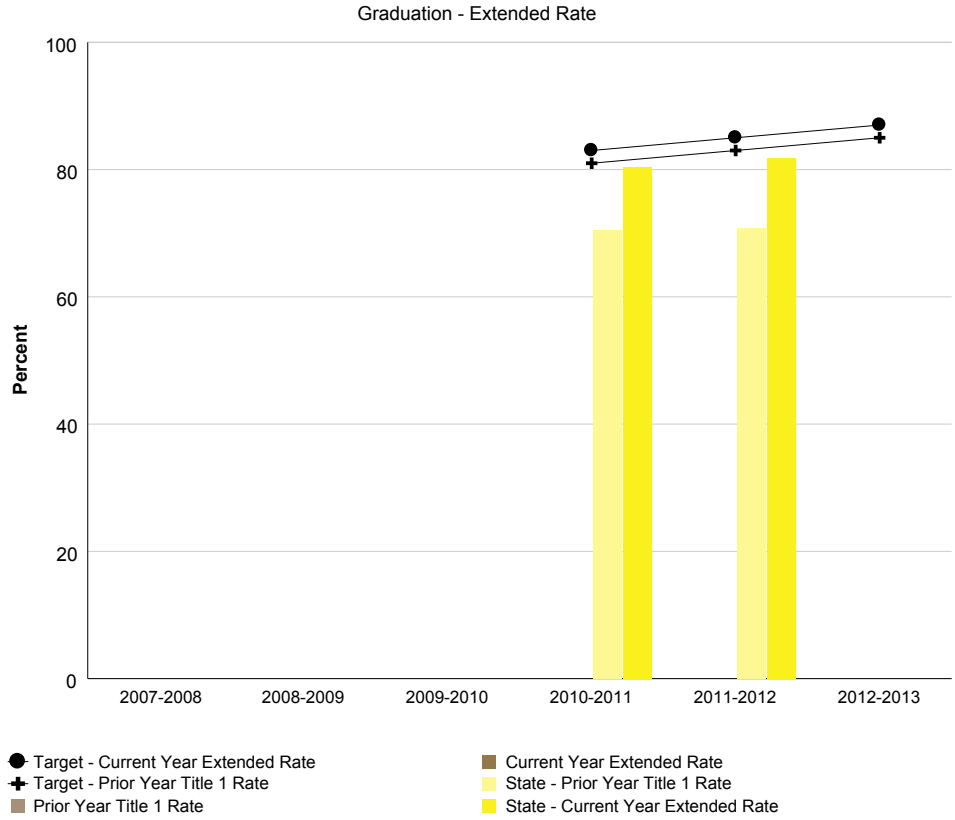
Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2009 (2009-2010) were collected during 2008-2009 school year and data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B1: Percent of students with IEPs graduating from high school with a regular diploma in four years or less compared to the number of students graduating from high school in five years or less.



	2008-2009	2010-2011	2009-2010	2007-2008	2012-2013	2011-2012
Prior Year Title 1 Rate	No Value	*	No Value	No Value	No Value	*
Current Year Extended Rate	No Value	*	No Value	No Value	No Value	*
State - Prior Year Title 1 Rate	No Value	70.41	No Value	No Value	No Value	70.73
State - Current Year Extended Rate	No Value	80.44	No Value	No Value	No Value	81.74
Target - Prior Year Title 1 Rate	No Value	81.00	No Value	No Value	85.00	83.00
Target - Current Year Extended Rate	No Value	83.00	No Value	No Value	87.00	85.00

Data source: EASIER
Data Range: FFY 2010 (2010-11) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

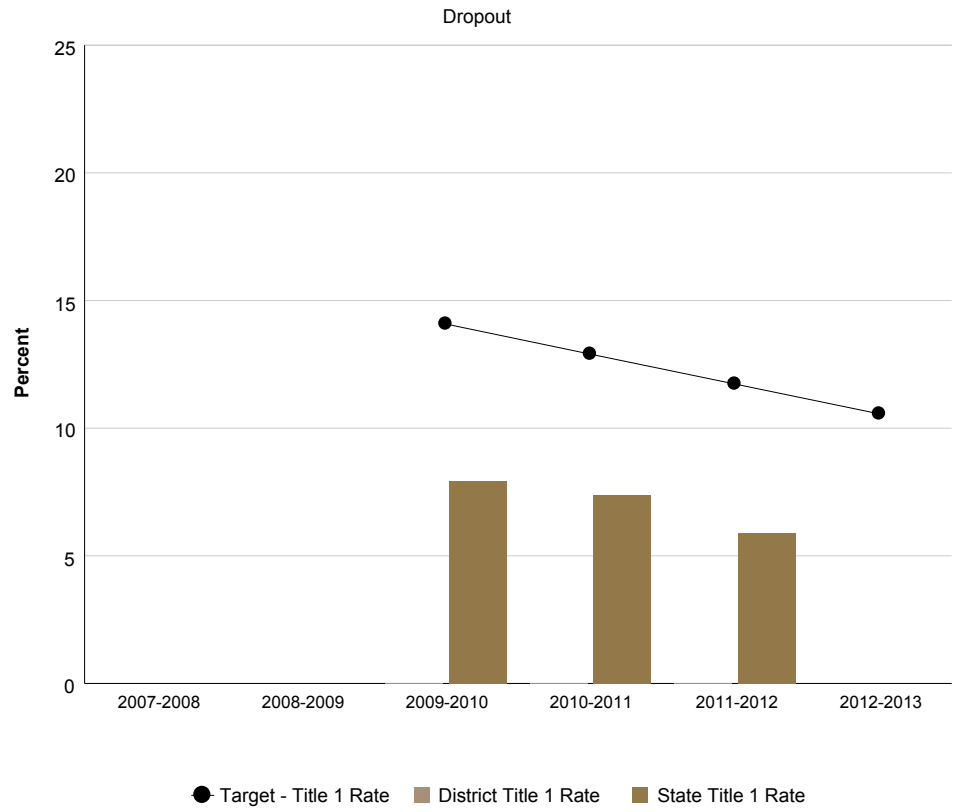
Note: The data for Indicator B1 lag one year. This means that the data reported for FFY 2009 (2009-2010) were collected during 2008-2009 school year and data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B2: Percent of students with IEPs dropping out of high school.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Title 1 Rate	No Value	No Value	*	*	*	No Value
State Title 1 Rate	No Value	No Value	7.94	7.40	5.88	No Value
Target - Title 1 Rate	No Value	No Value	14.08	12.90	11.73	10.56

Data Source: EASIER
Data Range: FFY 2009 (2009-10) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Note: The data for Indicator B2 lag one year. This means that the data reported for FFY 2009 (2009-2010) were collected during 2008-2009 school year and data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.

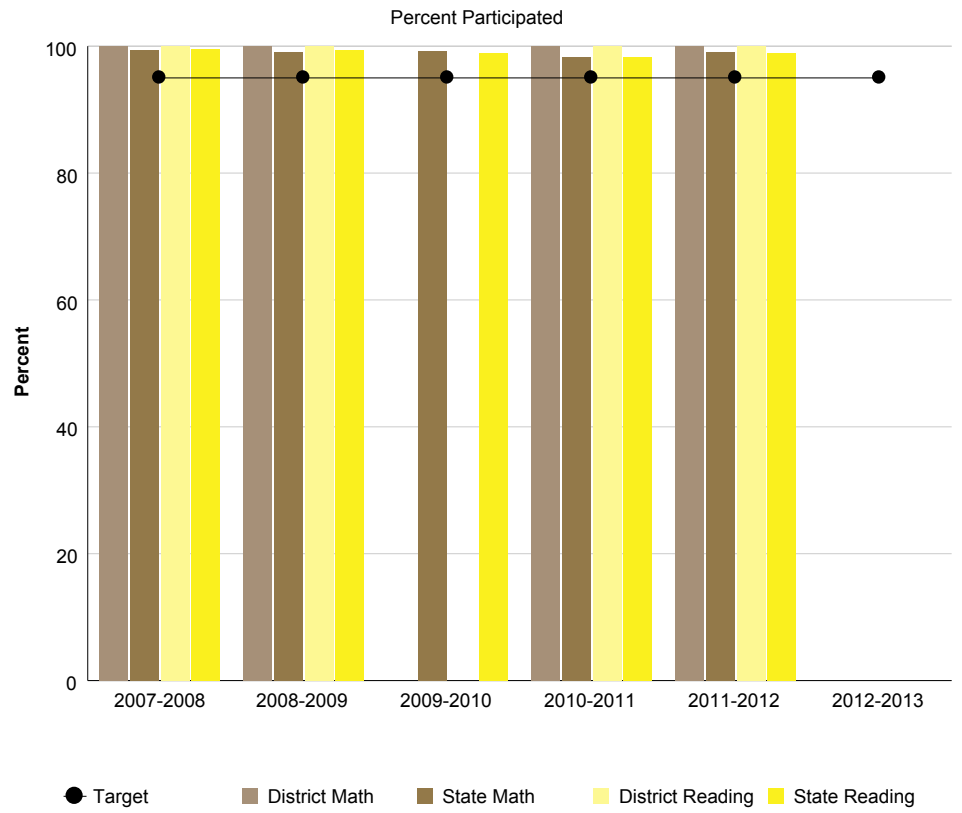
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 3rd Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	100.00	100.00	*	100.00	100.00	No Value
State Math	99.46	99.08	99.30	98.29	99.13	No Value
District Reading	100.00	100.00	*	100.00	100.00	No Value
State Reading	99.62	99.37	98.92	98.34	98.96	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

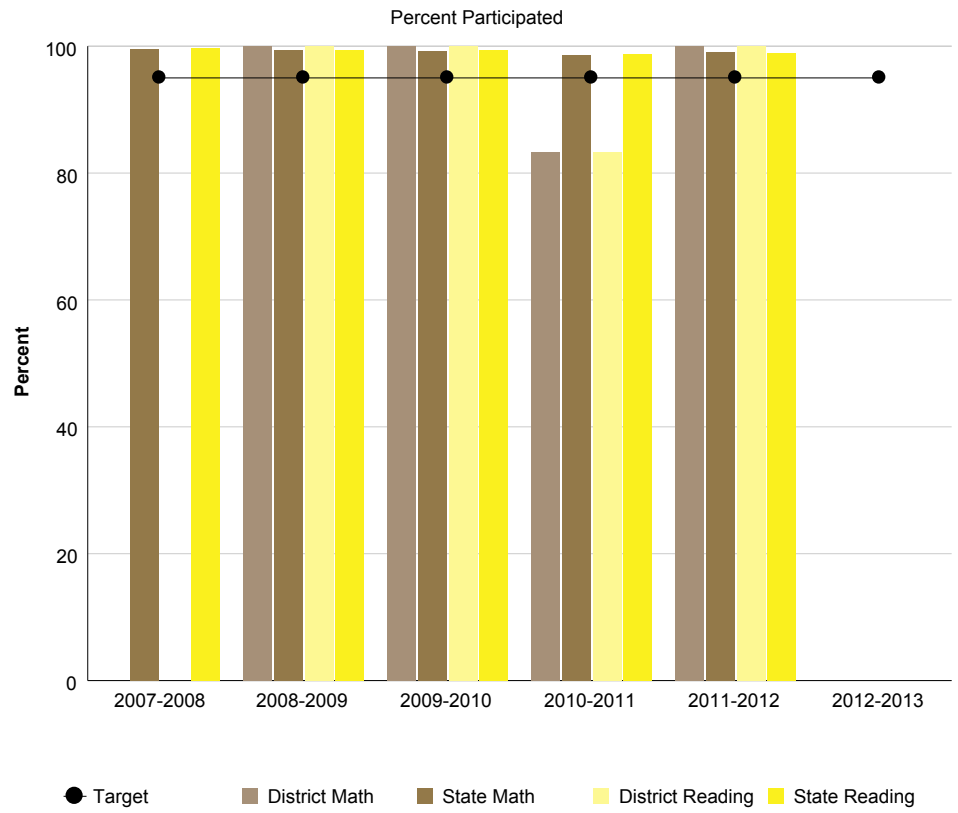
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 4th Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	*	100.00	100.00	83.33	100.00	No Value
State Math	99.60	99.46	99.28	98.62	99.08	No Value
District Reading	*	100.00	100.00	83.33	100.00	No Value
State Reading	99.77	99.46	99.39	98.76	98.89	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
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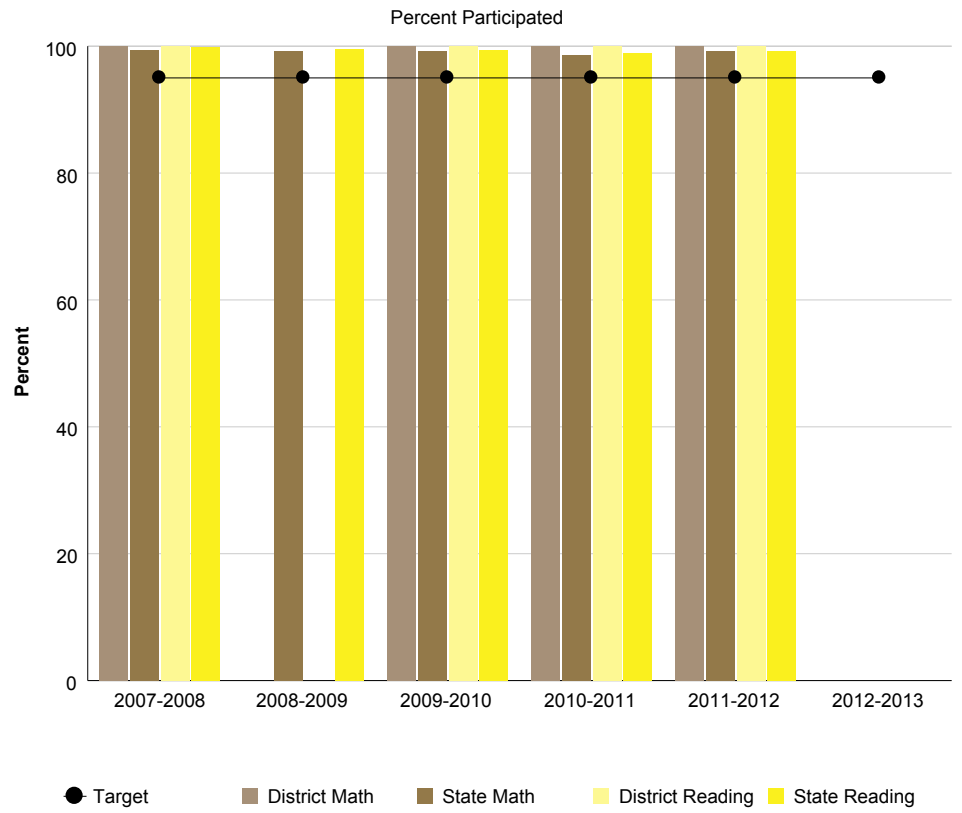
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 5th Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	100.00	*	100.00	100.00	100.00	No Value
State Math	99.37	99.22	99.26	98.67	99.31	No Value
District Reading	100.00	*	100.00	100.00	100.00	No Value
State Reading	99.82	99.48	99.40	98.85	99.16	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

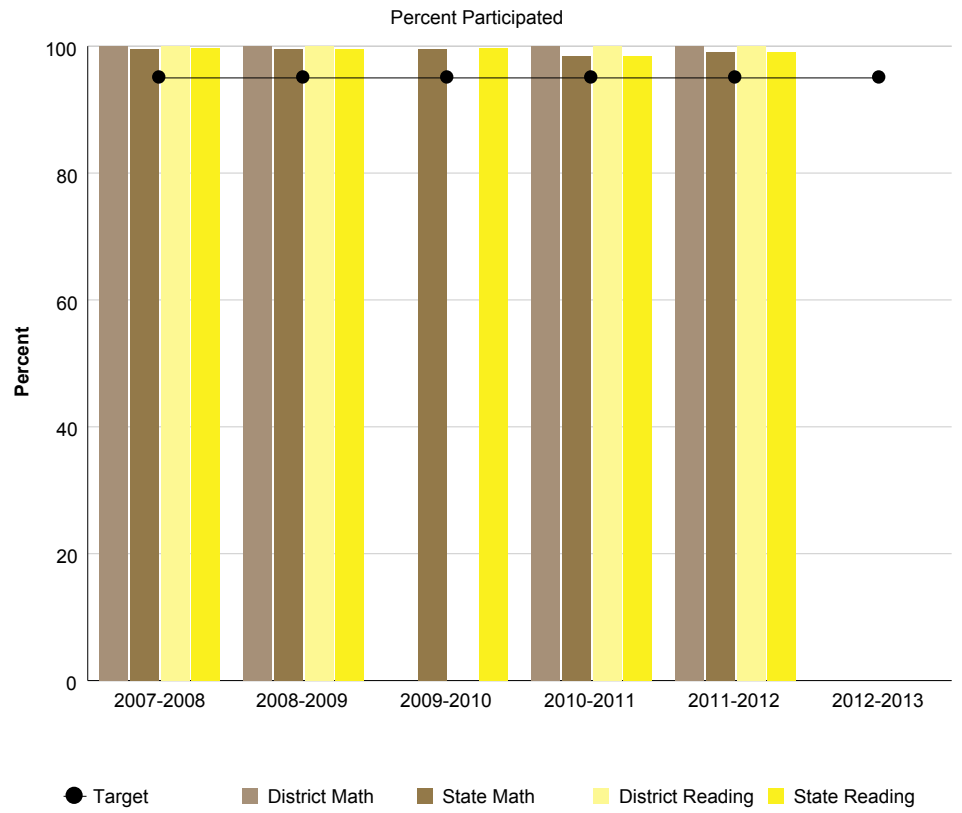
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 6th Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	100.00	100.00	*	100.00	100.00	No Value
State Math	99.50	99.49	99.62	98.43	99.04	No Value
District Reading	100.00	100.00	*	100.00	100.00	No Value
State Reading	99.70	99.55	99.66	98.51	99.04	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

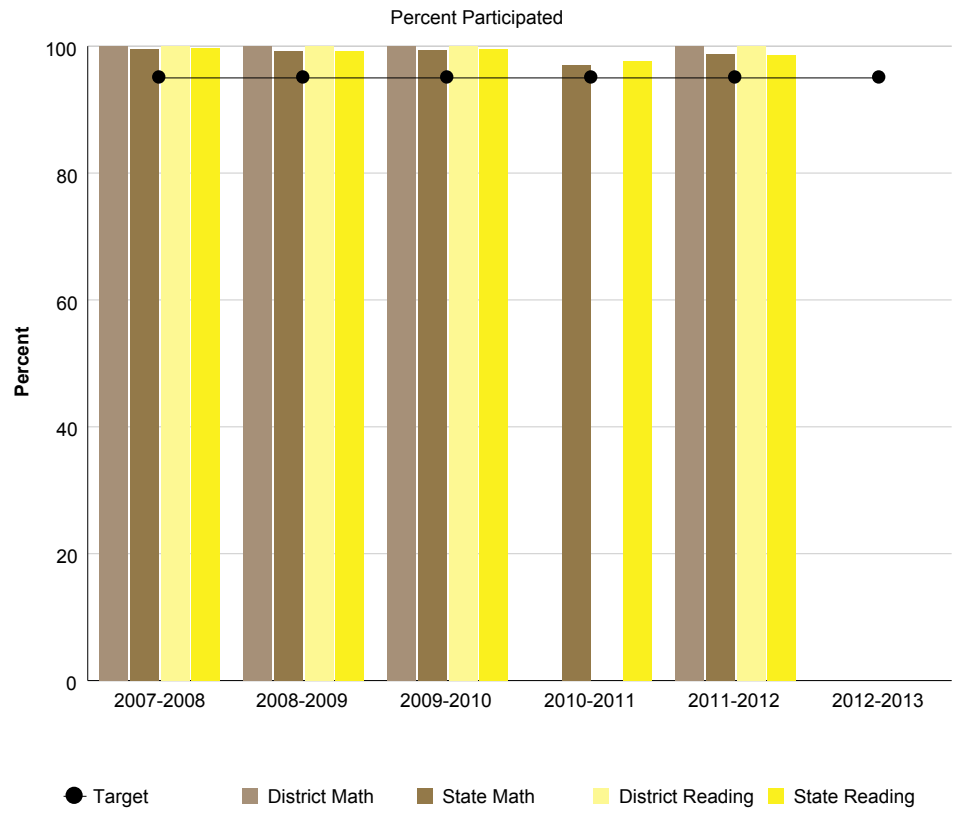
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 7th Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	100.00	100.00	100.00	*	100.00	No Value
State Math	99.51	99.17	99.37	96.95	98.70	No Value
District Reading	100.00	100.00	100.00	*	100.00	No Value
State Reading	99.66	99.17	99.47	97.73	98.53	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

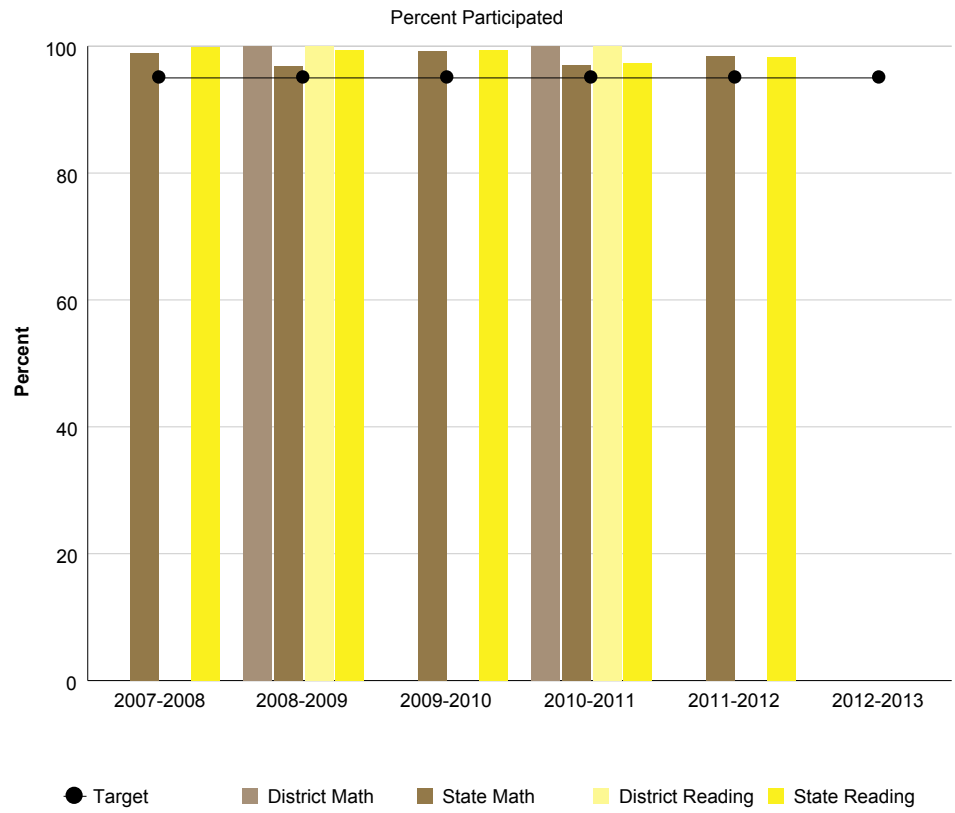
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 8th Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	*	100.00	*	100.00	*	No Value
State Math	98.84	96.82	99.26	97.06	98.52	No Value
District Reading	*	100.00	*	100.00	*	No Value
State Reading	99.83	99.39	99.36	97.39	98.36	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 5 students were reported in a grade or standard
2) All students were reported in a single performance category

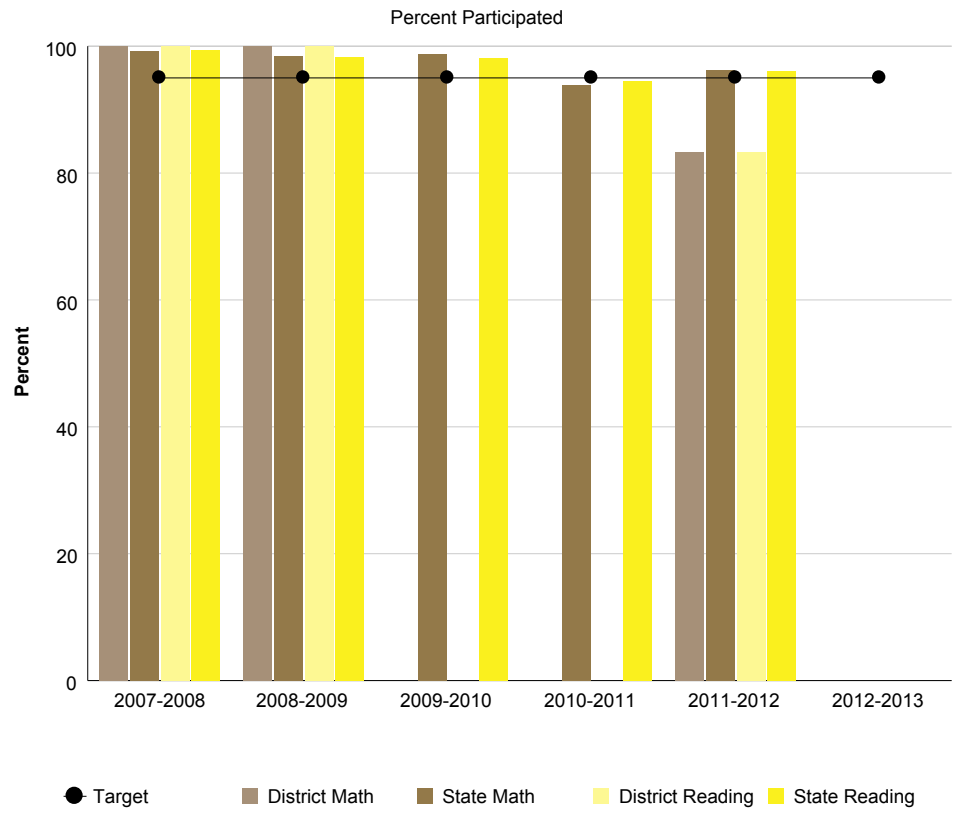
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3B: Participation rate for students with IEPs in a regular assessment with no accomodations, regular assessment with accomodations, alternate assessment against grade level standards, or alternate assessment against achievement standards.

Indicator B3B: 11th Grade Participation



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	100.00	100.00	*	*	83.33	No Value
State Math	99.19	98.43	98.75	93.88	96.24	No Value
District Reading	100.00	100.00	*	*	83.33	No Value
State Reading	99.40	98.26	98.19	94.50	96.14	No Value
Target	95.00	95.00	95.00	95.00	95.00	95.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

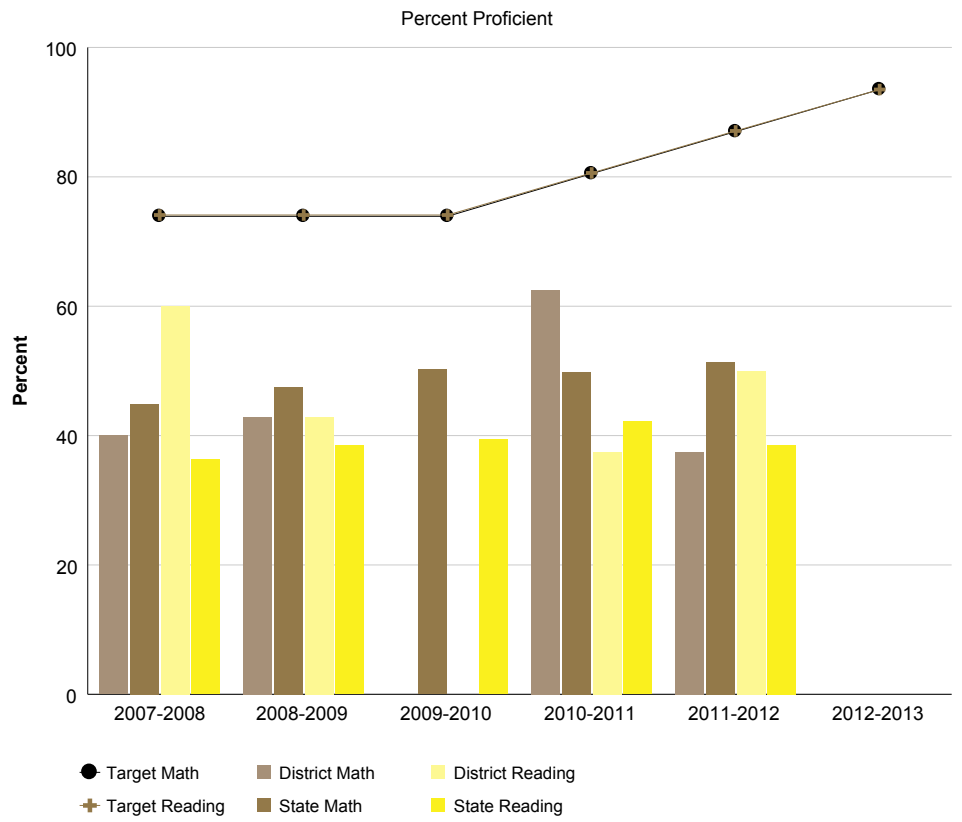
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 3rd Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	40.00	42.86	*	62.50	37.50	No Value
State Math	44.91	47.50	50.21	49.84	51.35	No Value
District Reading	60.00	42.86	*	37.50	50.00	No Value
State Reading	36.28	38.47	39.38	42.16	38.58	No Value
Target Math	73.90	73.90	73.90	80.50	87.00	93.50
Target Reading	74.10	74.10	74.10	80.60	87.10	93.50

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

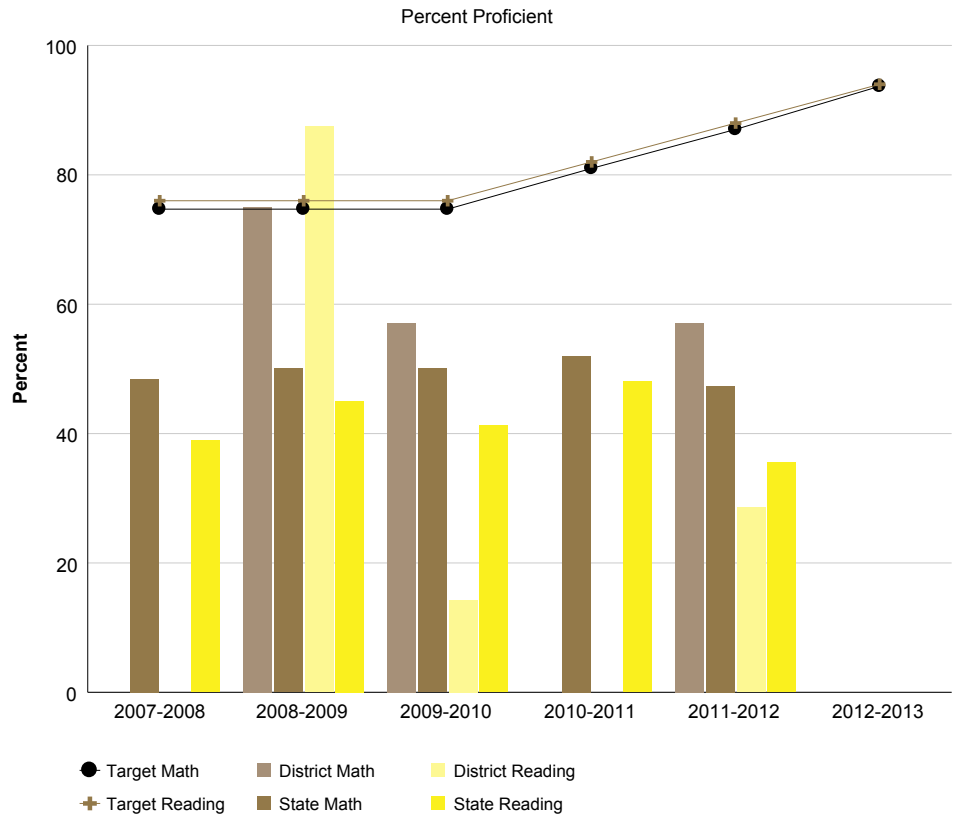
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 4th Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	*	75.00	57.14	*	57.14	No Value
State Math	48.44	50.05	50.08	51.98	47.38	No Value
District Reading	*	87.50	14.29	*	28.57	No Value
State Reading	38.92	45.01	41.23	48.08	35.51	No Value
Target Math	74.70	74.70	74.70	81.00	87.03	93.70
Target Reading	76.00	76.00	76.00	82.00	88.00	94.00

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 5 students were reported in a grade or standard
2) All students were reported in a single performance category

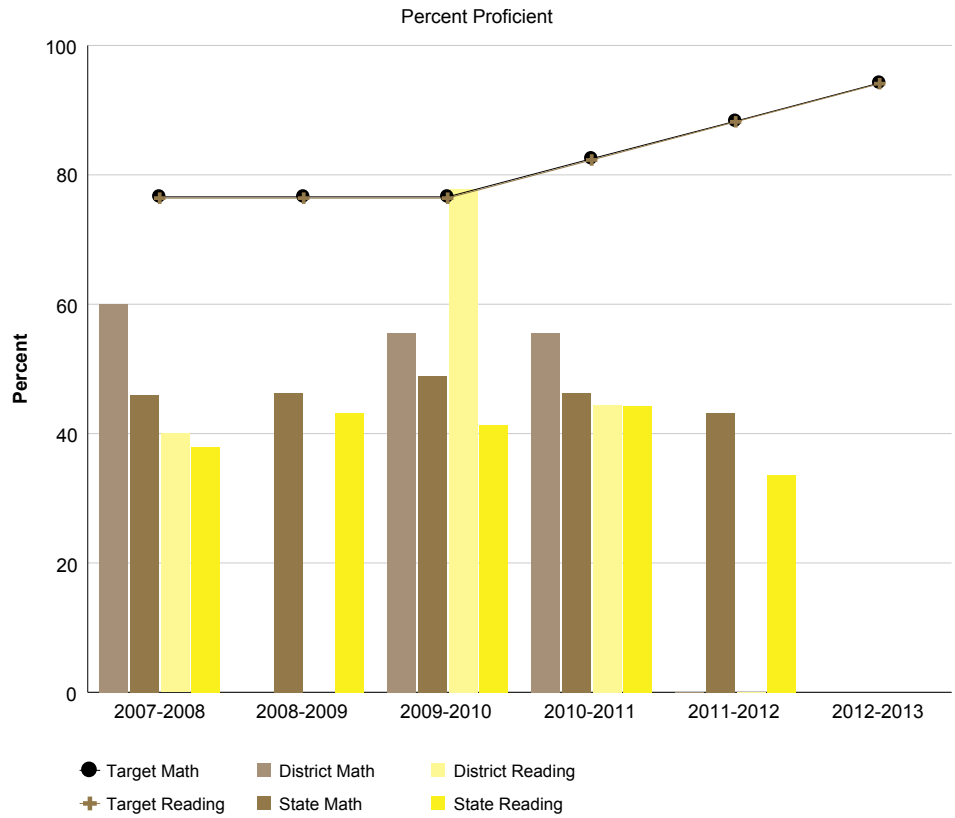
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 5th Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	60.00	*	55.56	55.56	0.00	No Value
State Math	45.98	46.31	48.90	46.27	43.15	No Value
District Reading	40.00	*	77.78	44.44	0.00	No Value
State Reading	37.96	43.18	41.32	44.26	33.64	No Value
Target Math	76.60	76.60	76.60	82.50	88.30	94.20
Target Reading	76.40	76.40	76.40	82.30	88.20	94.10

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
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2) All students were reported in a single performance category

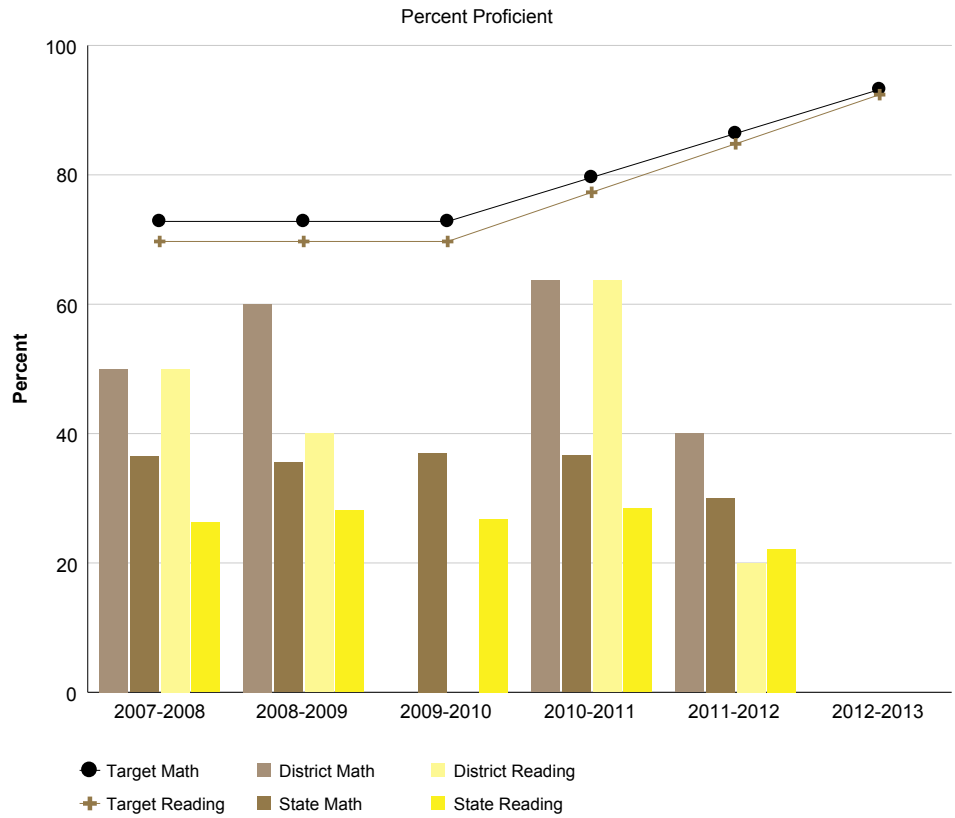
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 6th Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	50.00	60.00	*	63.64	40.00	No Value
State Math	36.44	35.51	36.99	36.63	30.01	No Value
District Reading	50.00	40.00	*	63.64	20.00	No Value
State Reading	26.24	28.08	26.83	28.45	22.15	No Value
Target Math	72.80	72.80	72.80	79.60	86.40	93.20
Target Reading	69.70	69.70	69.70	77.30	84.80	92.40

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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2) All students were reported in a single performance category

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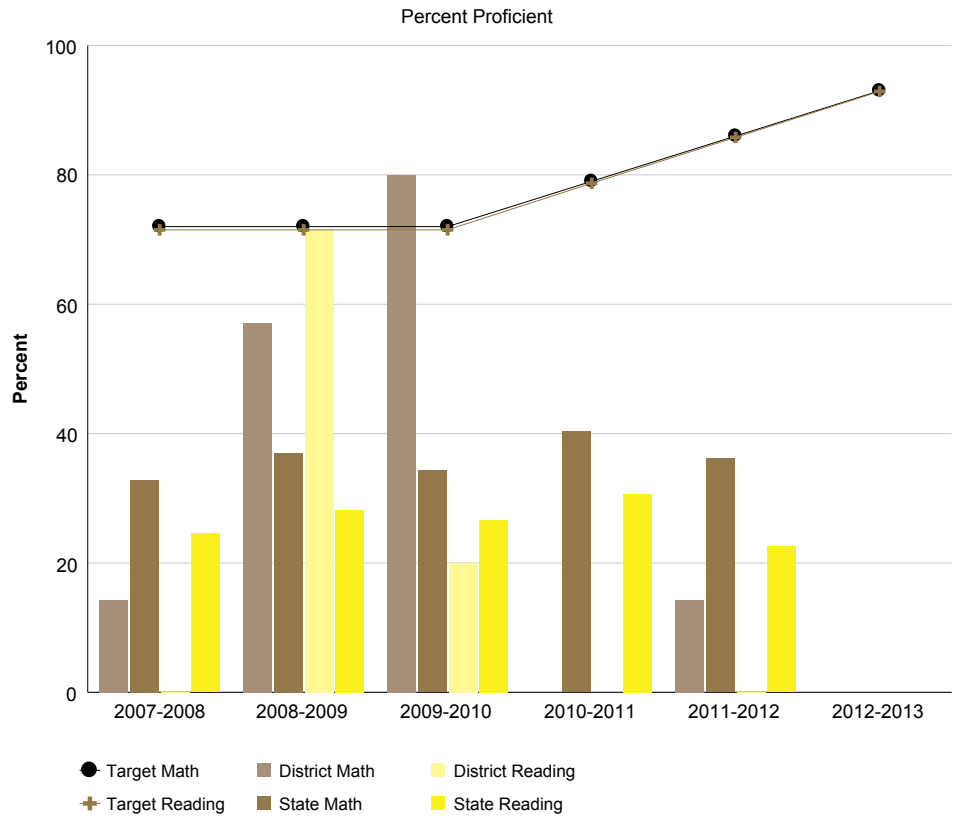
Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 7th Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	14.29	57.14	80.00	*	14.29	No Value
State Math	32.83	37.04	34.31	40.34	36.12	No Value
District Reading	0.00	71.43	20.00	*	0.00	No Value
State Reading	24.55	28.16	26.67	30.69	22.54	No Value
Target Math	72.00	72.00	72.00	79.00	86.00	93.00
Target Reading	71.50	71.50	71.50	78.70	85.80	92.90

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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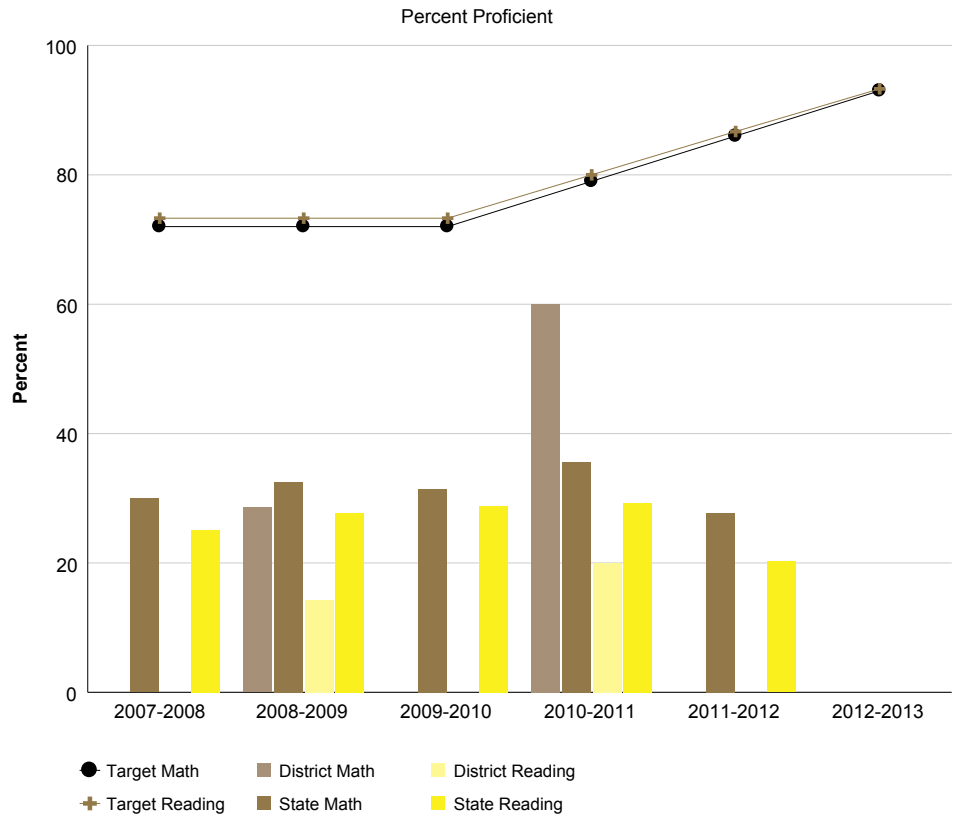
Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 8th Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	*	28.57	*	60.00	*	No Value
State Math	29.95	32.48	31.41	35.60	27.76	No Value
District Reading	*	14.29	*	20.00	*	No Value
State Reading	25.11	27.71	28.81	29.28	20.25	No Value
Target Math	72.00	72.00	72.00	79.00	86.00	93.00
Target Reading	73.30	73.30	73.30	80.00	86.70	93.30

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
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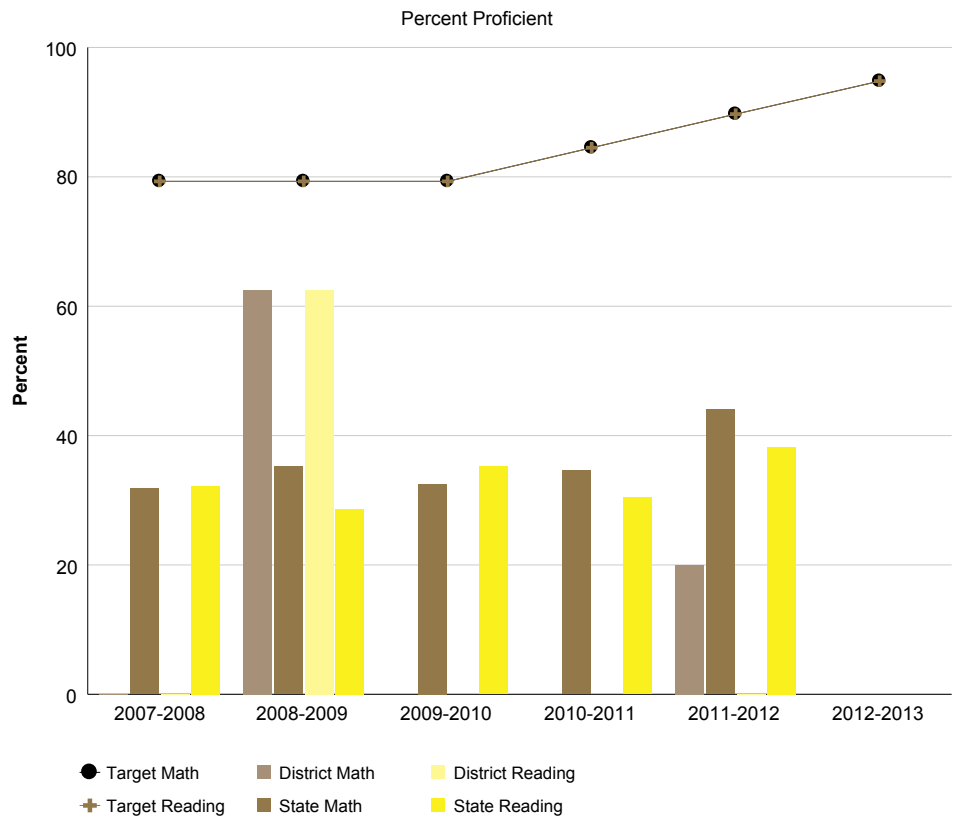
Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B3C: Proficiency rate for students with IEPs against grade level standards and alternate achievement standards.

Indicator B3C: 11th Grade Proficiency



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District Math	0.00	62.50	*	*	20.00	No Value
State Math	31.79	35.20	32.52	34.61	44.05	No Value
District Reading	0.00	62.50	*	*	0.00	No Value
State Reading	32.19	28.63	35.23	30.42	38.28	No Value
Target Math	79.30	79.30	79.30	84.50	89.70	94.80
Target Reading	79.30	79.30	79.30	84.50	89.70	94.80

Data Source: AYP database
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
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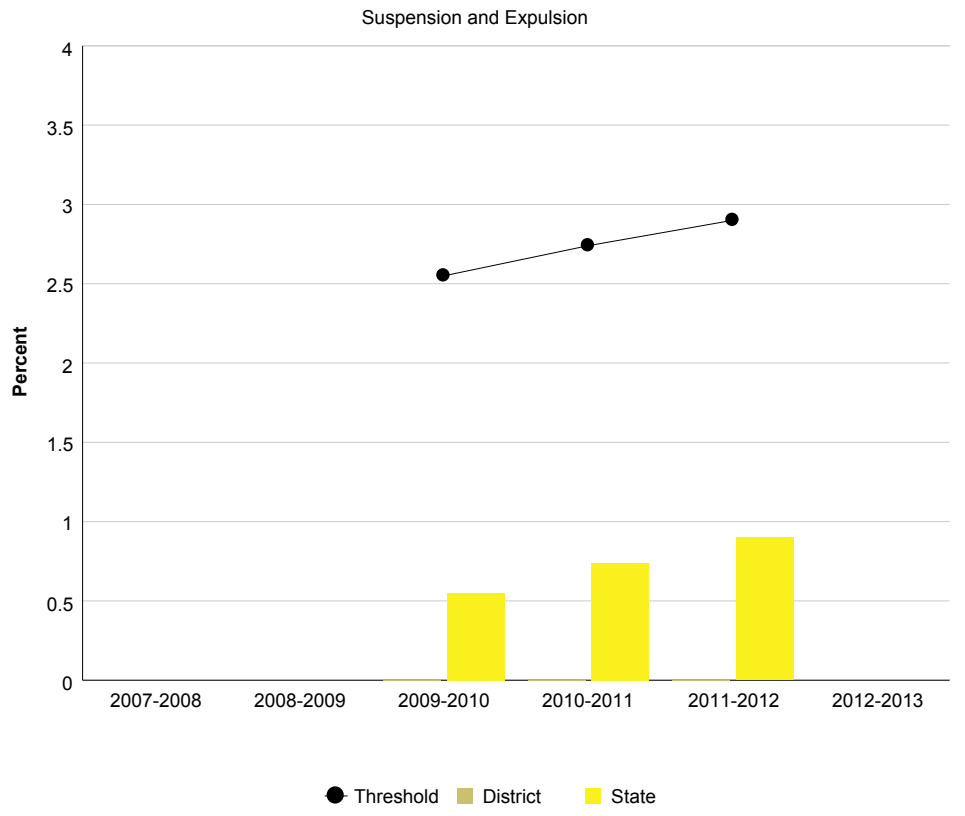
Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B4A: Percent of students with IEPs suspended or expelled for more than 10 days.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	0	0	0	No Value
State	No Value	No Value	0.55	0.74	0.90	No Value
Threshold	No Value	No Value	2.55	2.74	2.90	No Value

Data Source: EASIER
Data Range: FFY 2009 (2009-10) - FFY 2011 (2011-12)

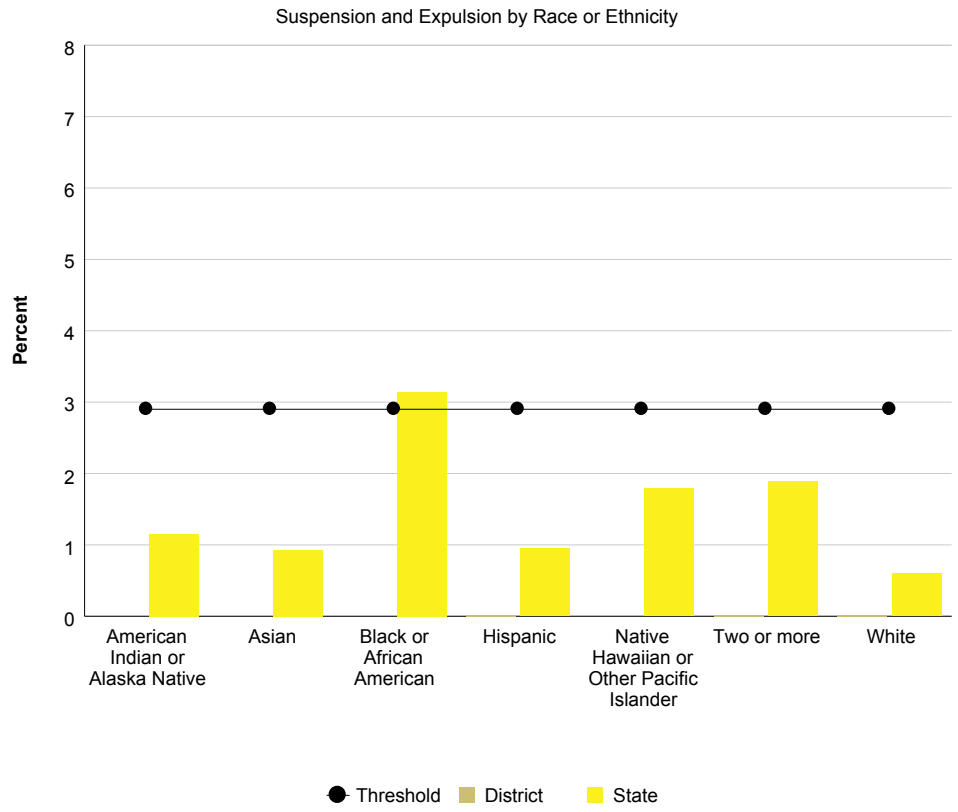
Note: The data for Indicator B4A lag one year. This means that the data reported for FFY 2009 (2009-2010) were collected during 2008-2009 school year and data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B4B: Percent of students with IEPs suspended or expelled for more than 10 days by race or ethnicity.



	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Two or more	White
District	No Value	No Value	No Value	*	No Value	*	0
State	1.15	0.93	3.14	0.95	1.79	1.89	0.60
Threshold	2.90	2.90	2.90	2.90	2.90	2.90	2.90

Data Source: EASIER
Data Range: FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

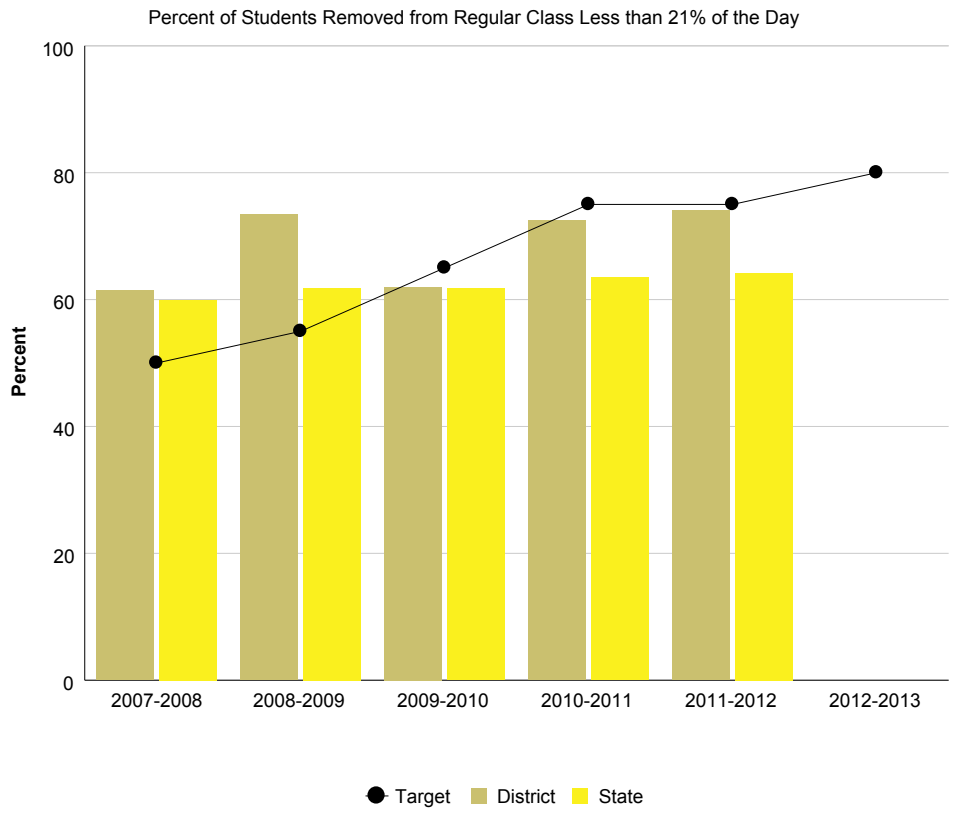
Note: The data for Indicator B4B lag one year. This means that the data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5A: Percent of students with IEPs aged 6 through 21 removed from regular class less than 21% of the day.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	61.43	73.44	61.97	72.46	74.03	No Value
State	59.97	61.81	61.72	63.47	64.18	No Value
Target	50.00	55.00	65.00	75.00	75.00	80.00

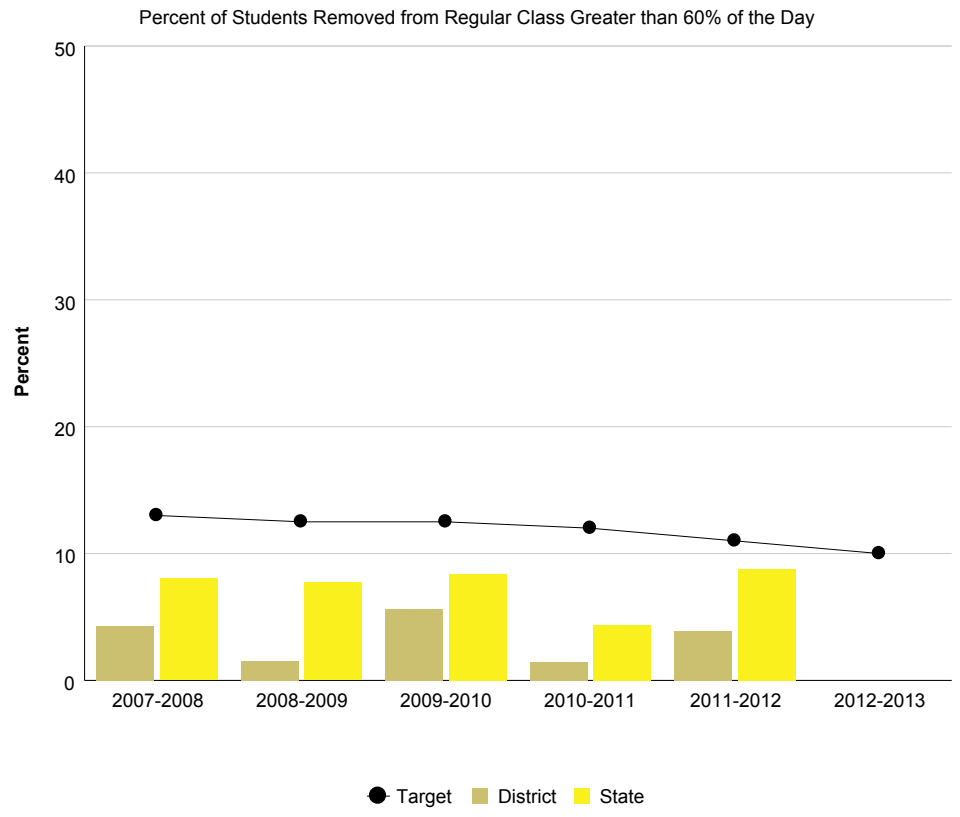
Data Source: IMS
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5B: Percent of students with IEPs aged 6 through 21 removed from regular class greater than 60% of the day.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	4.29	1.56	5.63	1.45	3.90	No Value
State	8.03	7.72	8.36	4.37	8.76	No Value
Target	13.00	12.50	12.50	12.00	11.00	10.00

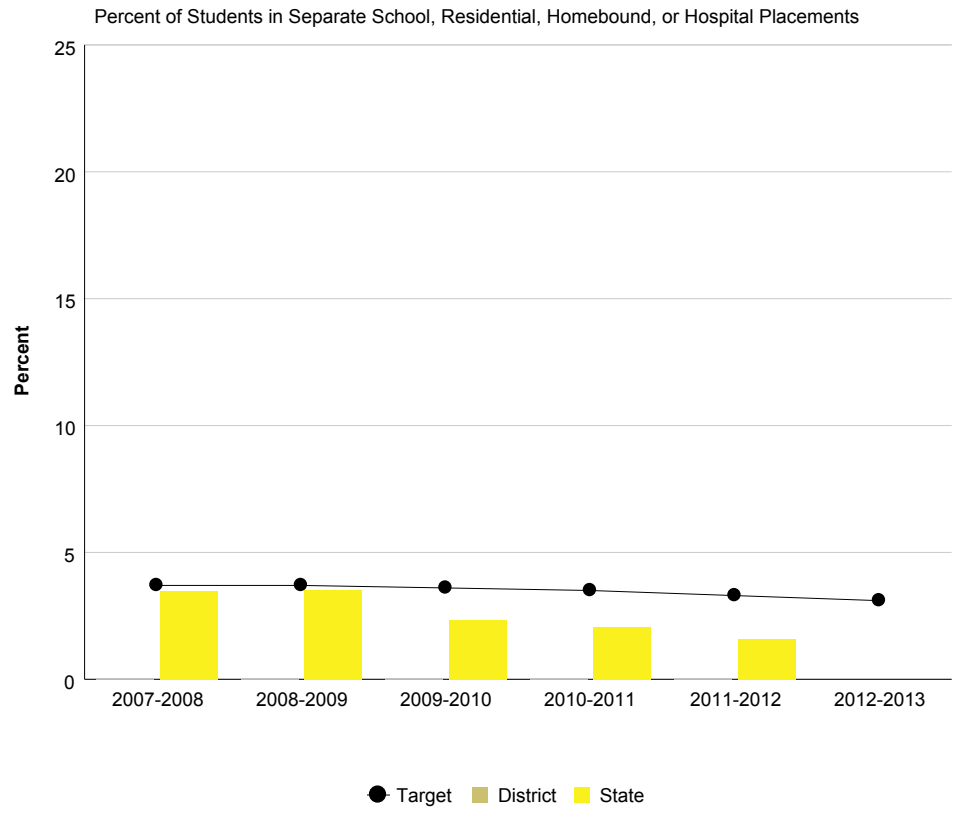
Data Source: IMS
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B5C: Percent of students with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	0	0	0	0	0	No Value
State	3.47	3.52	2.33	2.06	1.60	No Value
Target	3.70	3.70	3.60	3.50	3.30	3.10

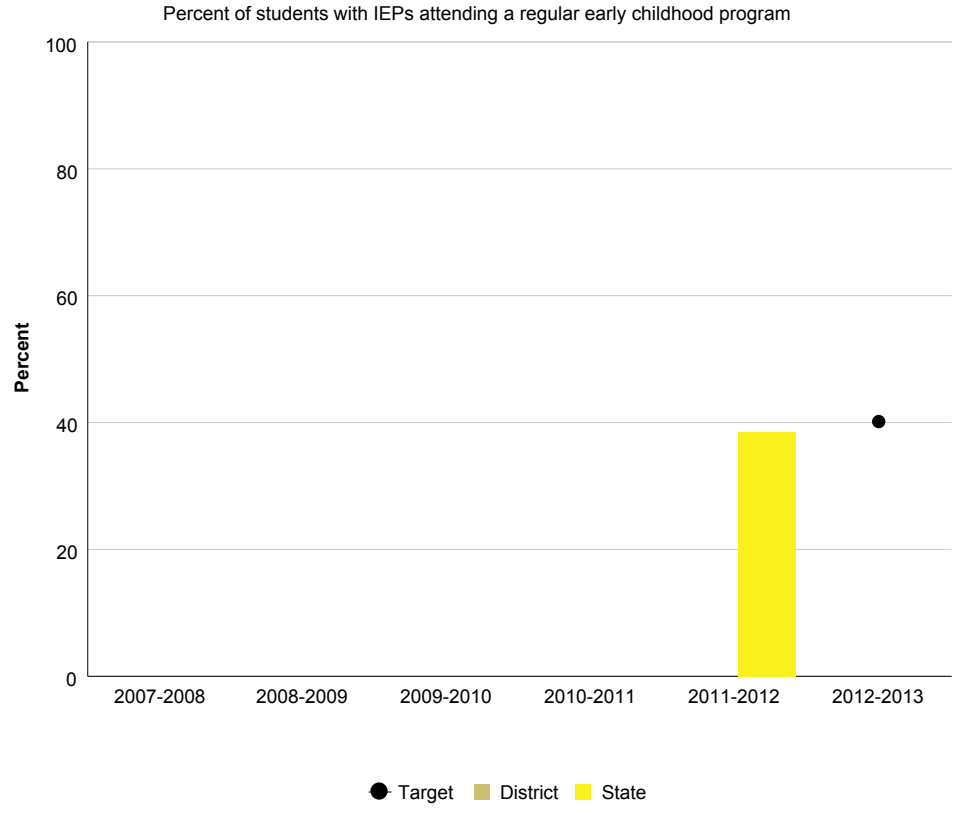
Data Source: IMS
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6A: Percent of students with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of services in the regular early childhood program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	No Value	No Value	*	No Value
State	No Value	No Value	No Value	No Value	38.54	No Value
Target	No Value	No Value	No Value	No Value	No Value	40.00

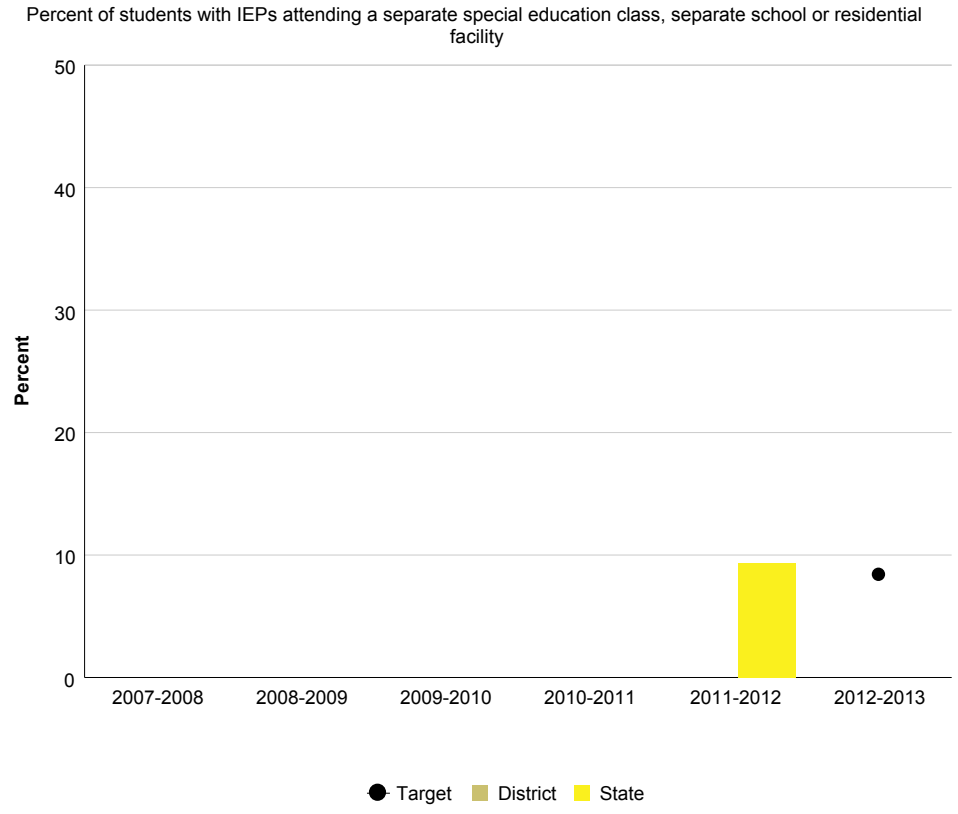
Data Source: IMS
Data Range: FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B6B: Percent of students with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	No Value	No Value	*	No Value
State	No Value	No Value	No Value	No Value	9.35	No Value
Target	No Value	No Value	No Value	No Value	No Value	8.35

Data Source: IMS
Data Range: FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
* Data has been masked to protect the identity of students using one of the following criteria:
* Data has been masked to protect the identity of students using one of the following criteria:
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

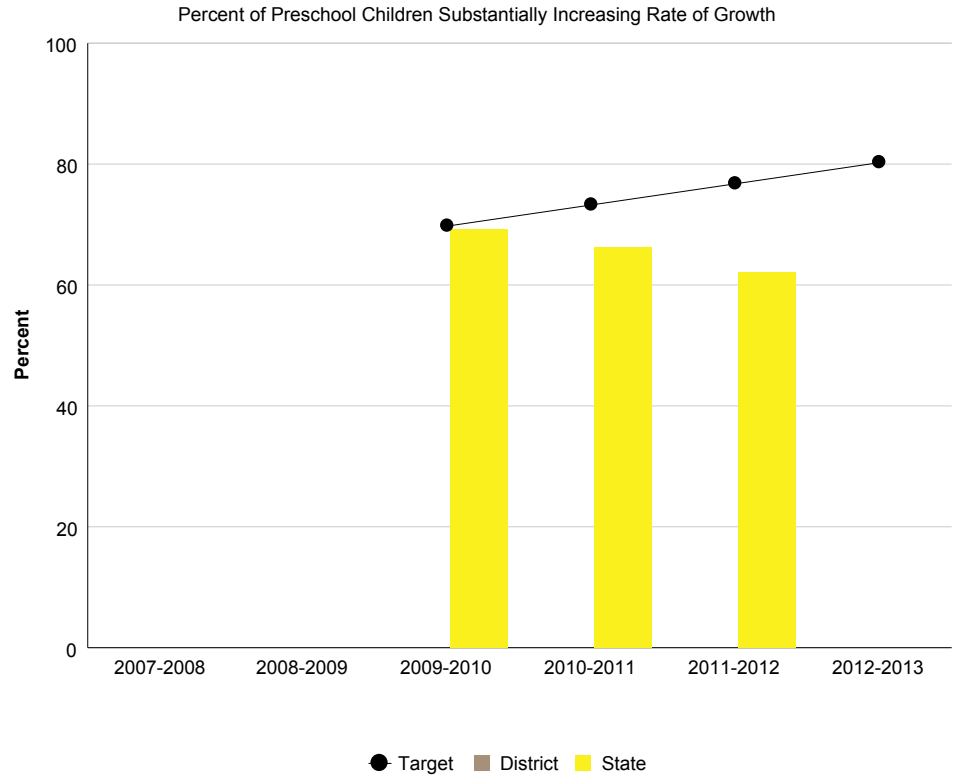
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 year of age or exited the program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	*	No Value	No Value	No Value
State	No Value	No Value	69.29	66.26	62.10	No Value
Target	No Value	No Value	69.75	73.25	76.75	80.25

Data Source: IMS
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

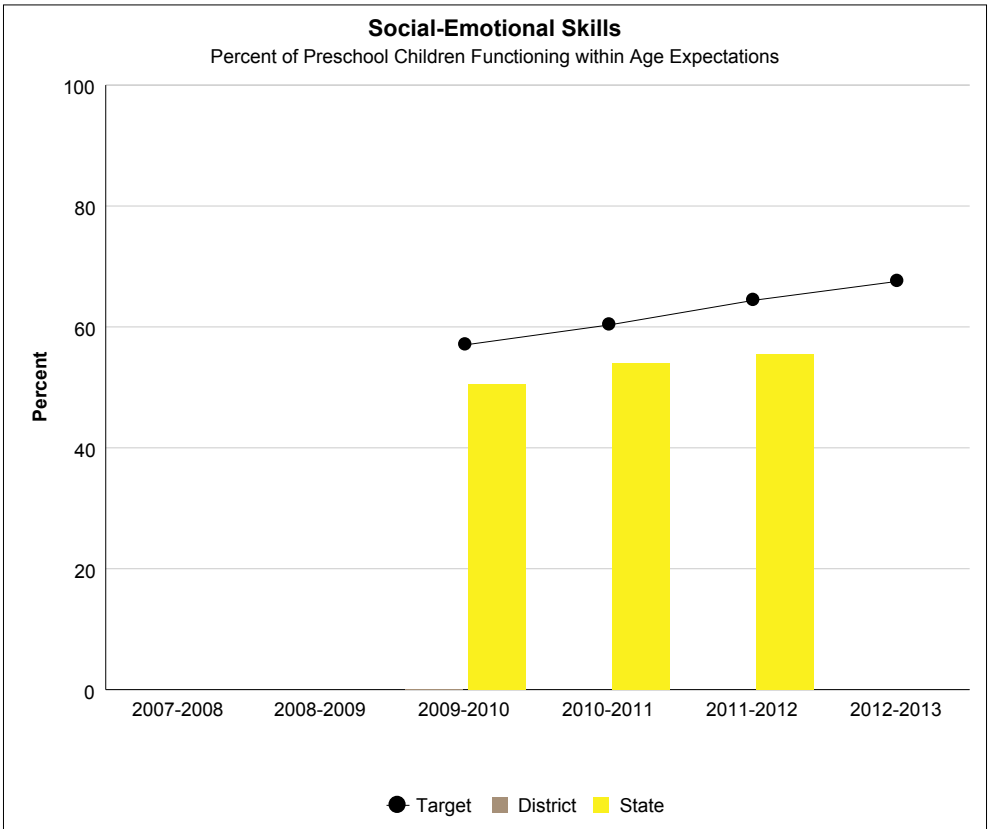
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7A: Percent of preschool students with IEPs who demonstrate improved positive social-emotional skills.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	*	No Value	No Value	No Value
State	No Value	No Value	50.54	53.93	55.43	No Value
Target	No Value	No Value	57.04	60.34	64.40	67.54

Data Source: IMS
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

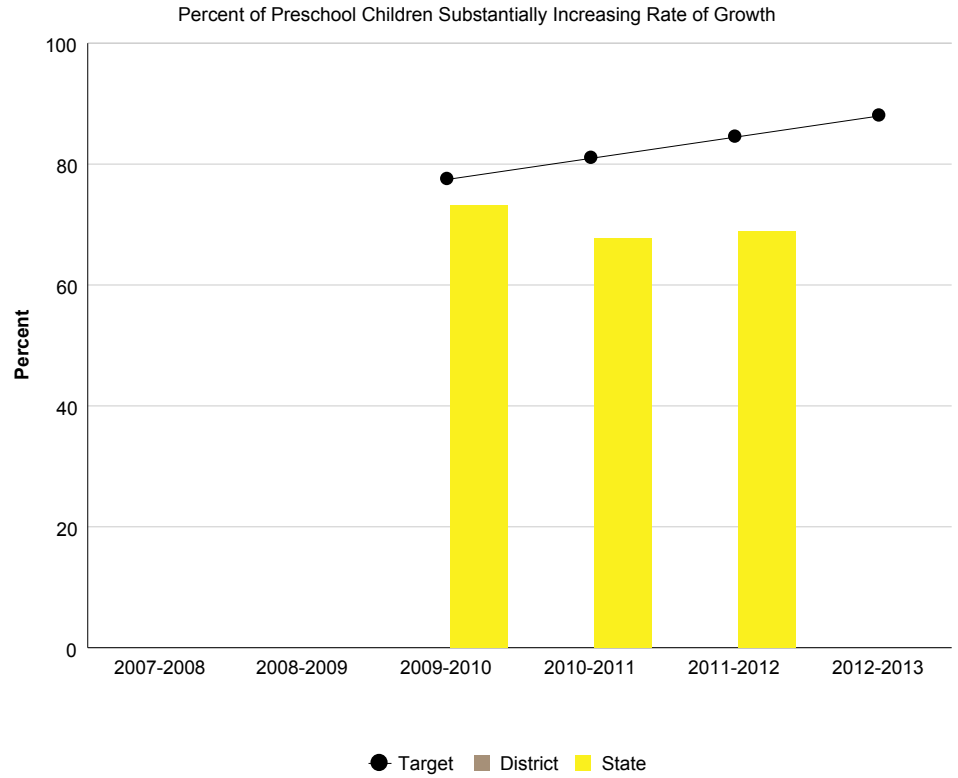
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquistition and use of knowledge and skills.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	*	No Value	No Value	No Value
State	No Value	No Value	73.14	67.69	68.85	No Value
Target	No Value	No Value	77.47	80.97	84.47	87.97

Data Source: IMS
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

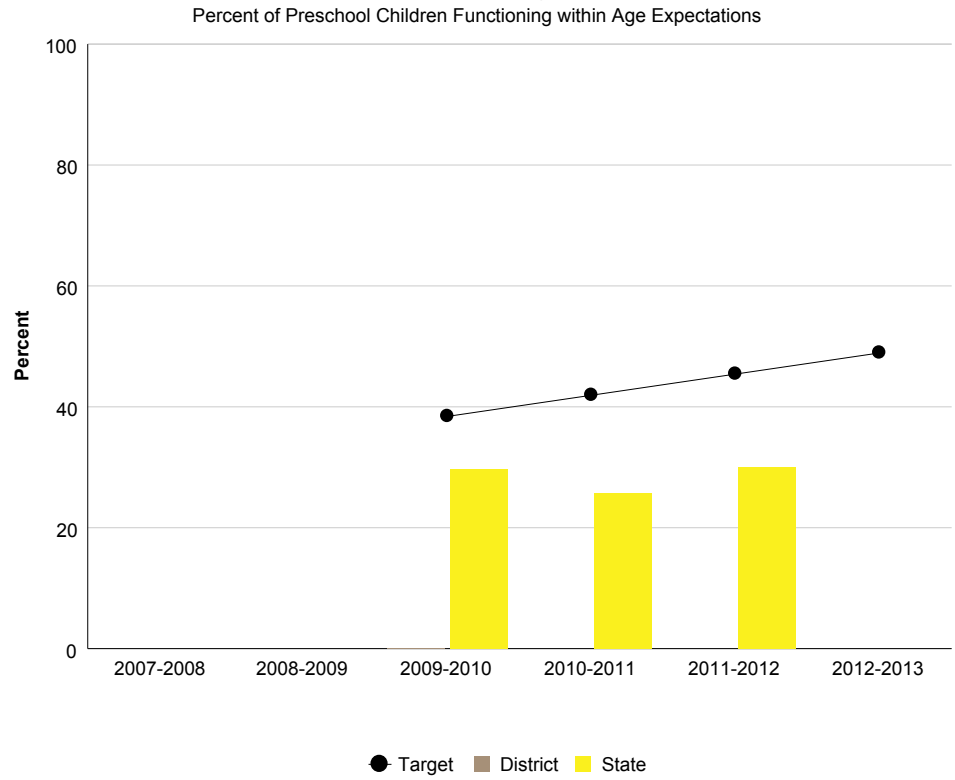
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7B: Percent of preschool students with IEPs who demonstrate improved acquistition and use of knowledge and skills.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	*	No Value	No Value	No Value
State	No Value	No Value	29.65	25.80	29.96	No Value
Target	No Value	No Value	38.42	41.92	45.42	48.92

Data Source: IMS
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

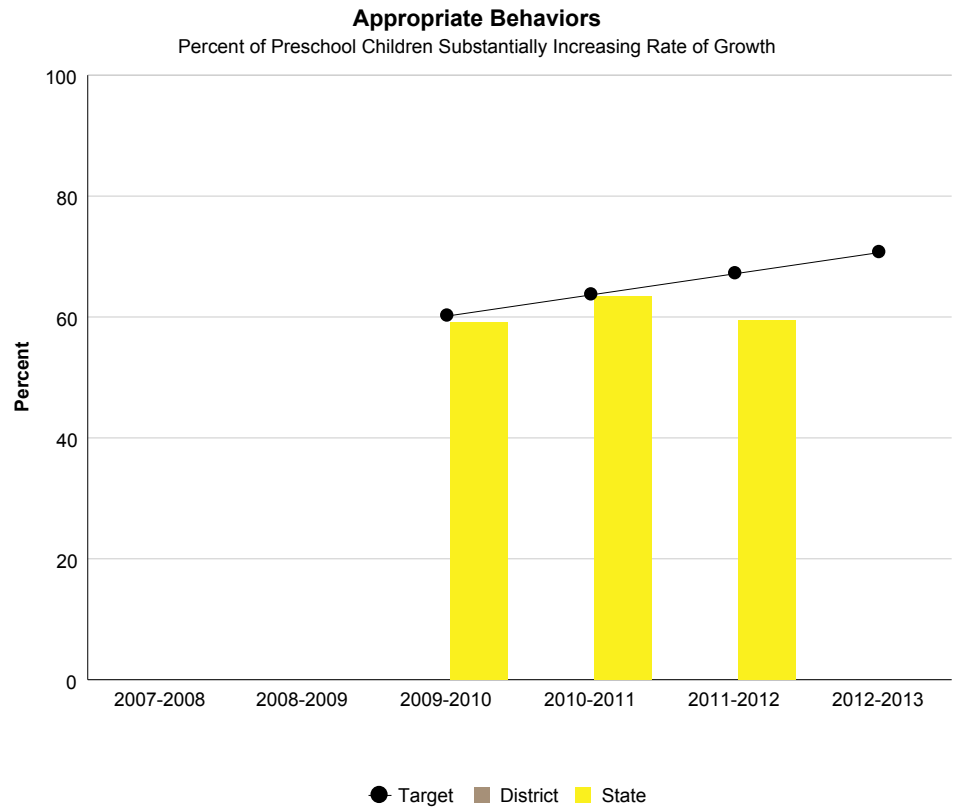
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	*	No Value	No Value	No Value
State	No Value	No Value	59.21	63.46	59.45	No Value
Target	No Value	No Value	60.17	63.67	67.17	70.67

Data Source: IMS
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

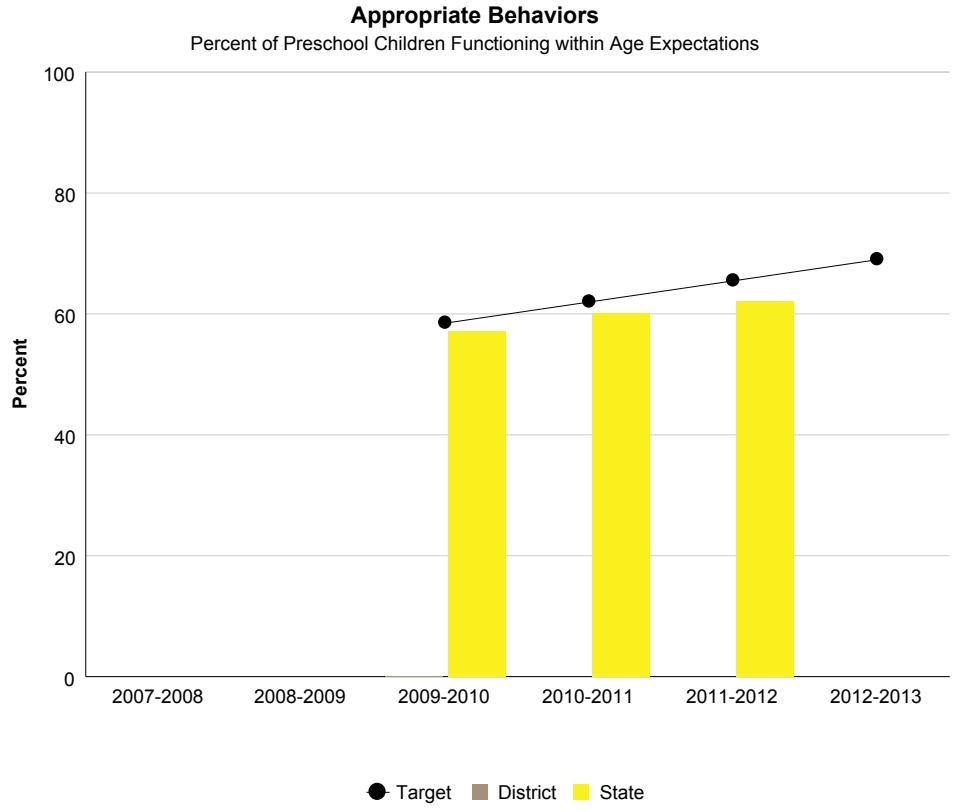
Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B7C: Percent of preschool students with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	*	No Value	No Value	No Value
State	No Value	No Value	57.14	60.19	62.04	No Value
Target	No Value	No Value	58.48	61.98	65.48	68.98

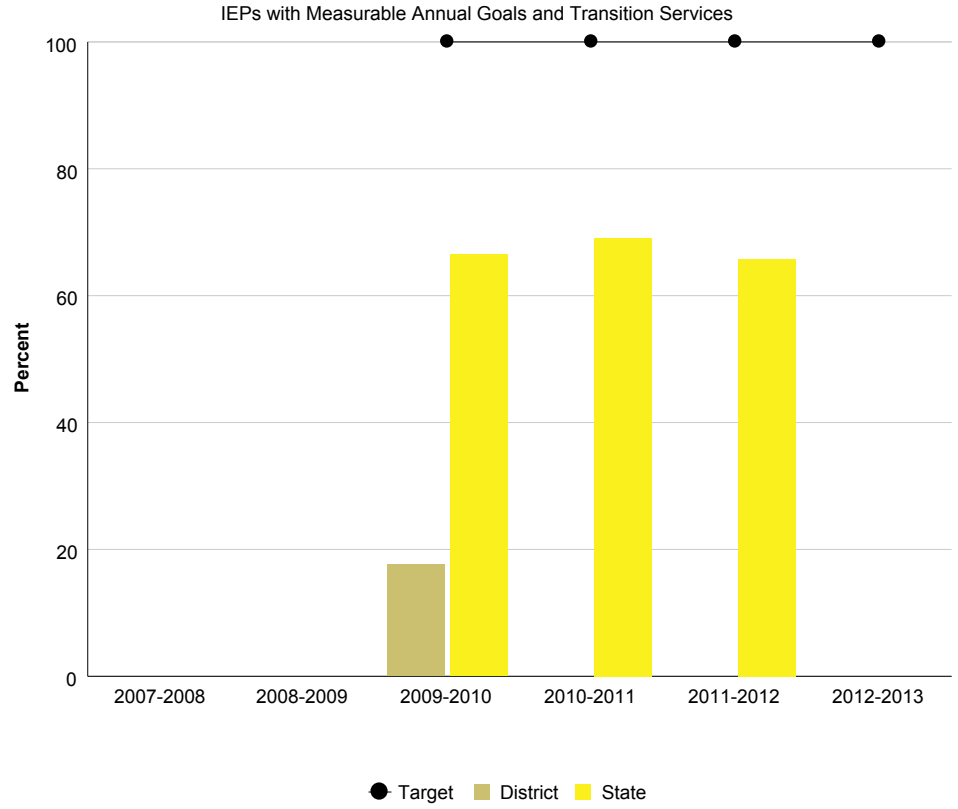
Data Source: IMS
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)
* Data has been masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in a grade or standard
2) All students were reported in a single performance category

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B13: Percent of students with IEPs age 16 and above with measureable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	17.65	No Value	No Value	No Value
State	No Value	No Value	66.48	69.09	65.80	No Value
Target	No Value	No Value	100.00	100.00	100.00	100.00

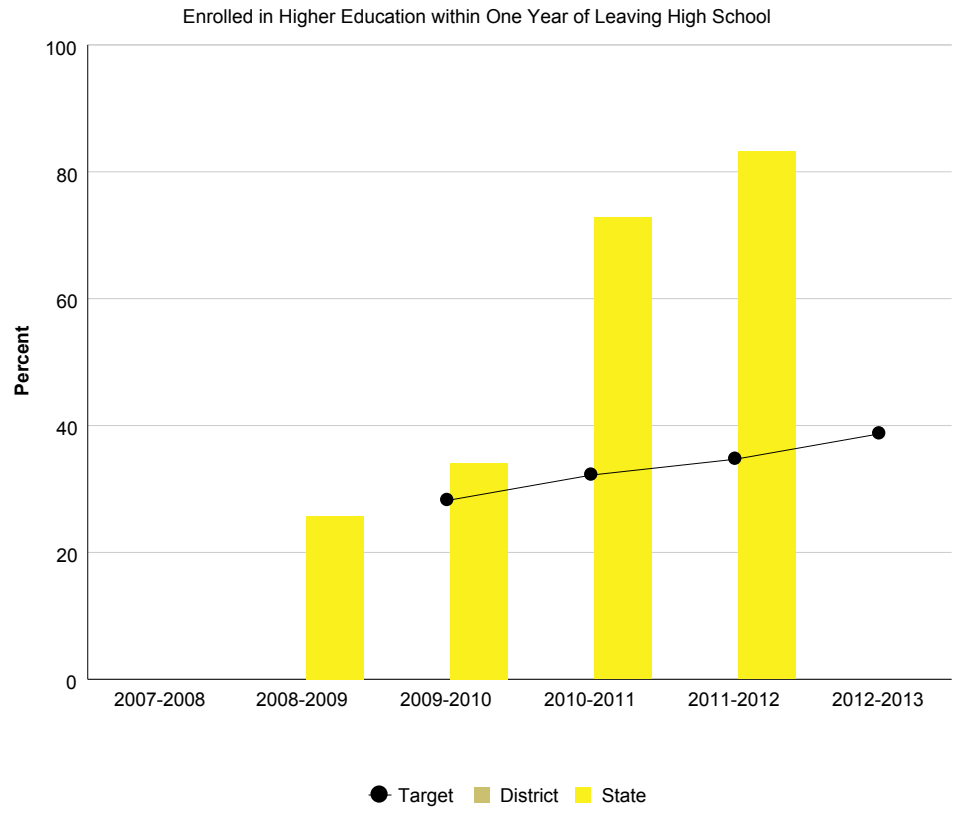
Data Source: ISTAR
Data Range: FFY 2009 (2009-10) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14A: 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.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	No Value	No Value	No Value	No Value
State	No Value	25.70	34.09	72.82	83.17	No Value
Target	No Value	No Value	28.20	32.20	34.70	38.70

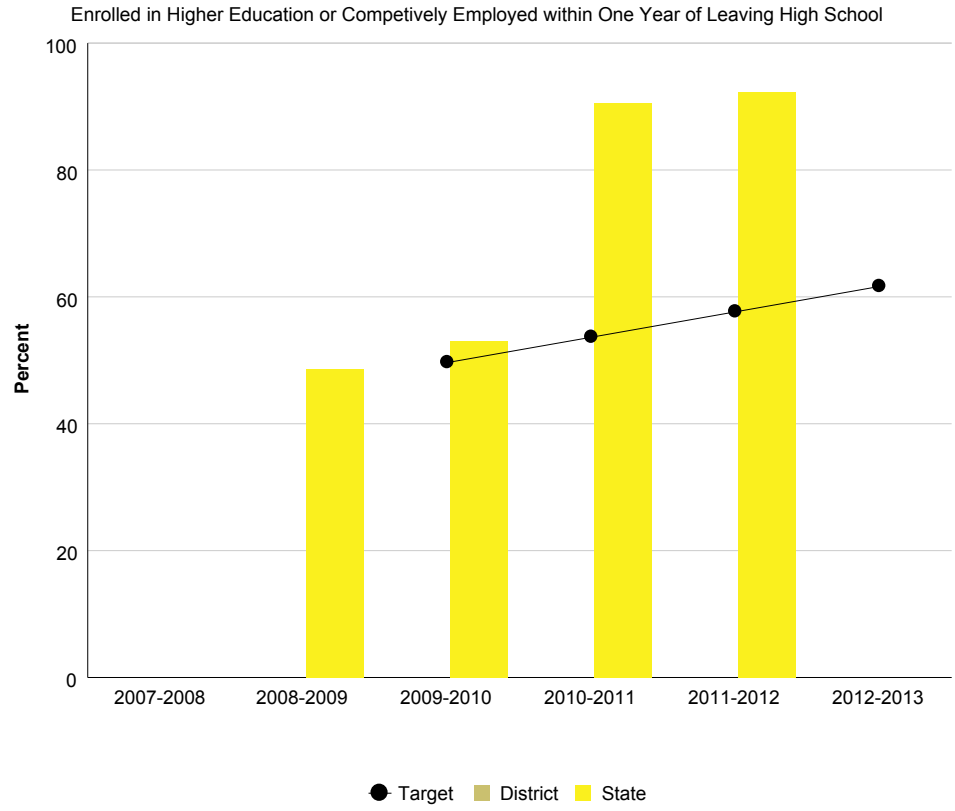
Data Source: Iowa Department of Education Survey
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14B: 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 or were competitively employed within one year of leaving high school.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	No Value	No Value	No Value	No Value
State	No Value	48.65	53.03	90.60	92.26	No Value
Target	No Value	No Value	49.65	53.65	57.65	61.65

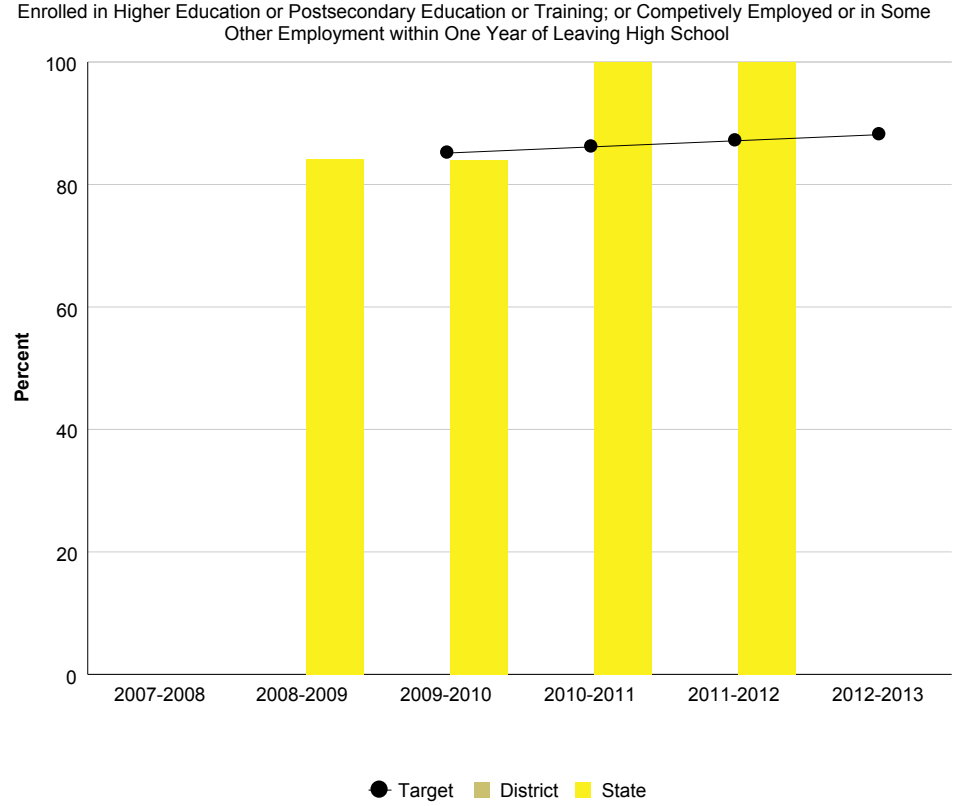
Data Source: Iowa Department of Education Survey
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B14C: 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 or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	No Value	No Value	No Value	No Value	No Value	No Value
State	No Value	84.14	83.99	100.00	100.00	No Value
Target	No Value	No Value	85.14	86.14	87.14	88.14

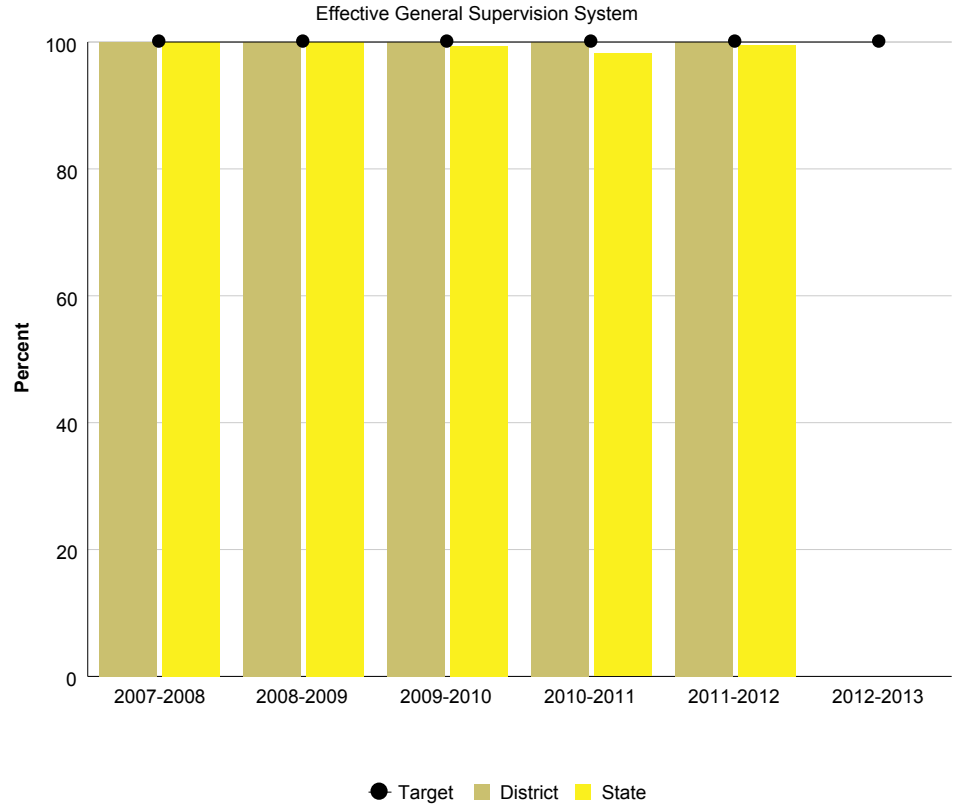
Data Source: Iowa Department of Education Survey
Data Range: FFY 2008 (2008-09) - FFY 2011 (2011-12)

Montezuma Community School District (4437) Profile

Iowa FFY 2011 (2011-2012)

Individuals with Disabilities Education Act (IDEA) Part B

Indicator B15: Percent of procedural noncompliance corrected within one year of identification.



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	100.00	100.00	100.00	100.00	100.00	No Value
State	100.00	100.00	99.37	98.20	99.57	No Value
Target	100.00	100.00	100.00	100.00	100.00	100.00

Data Source: ISTAR
Data Range: FFY 2007 (2007-08) - FFY 2011 (2011-12)

Indicator B20: Percent of data that are timely and accurate.

Met Requirement

Data Source: IMS, ISTAR, EASIER

SPED 7.2 - Special Education District Profile Reports - Report Definition

REPORT PURPOSE

The Special Education District Profiles Report allows users to display district-level data on many of the special education indicators that are required based on Iowa's State Performance Report that is required by the Office of Special Education Programs (OSEP) under the Individuals with Disabilities Act (IDEA) of 2004. Annual outcomes and targets are displayed graphically for each indicator.

WHAT DATA ARE INCLUDED / WHAT DATA ARE EXCLUDED

This report contains longitudinal district-level data, state-level data, and annual targets for the following indicators. Please note that this report must be run based on the federal fiscal year, which then corresponds to a particular school year. For example the FFY2010 district profile corresponds to the 2010-2011 school year.The SPED 7.2 Report uses data reported via Project EASIER data submissions and information from the Special Education Information Management System (IMS).

- B1 – Graduation
- B2 – Dropout
- B3B – State Assessment Participation
- B3C – State Assessment Performance
- B4A – Suspensions and Expulsions
- B4B – Suspensions and Expulsions by Race/Ethnicity
- B5 – Least Restrictive Environment 6-21
- B6 – Least Restrictive Environment 3-5
- B7 – Early Childhood Outcomes
- B13 – Secondary Transition on IEP
- B14 – Secondary Transition One Year Out
- B15 – Monitoring
- B20 – Timely and accurate data

DATA YEARS AND RANGES

Please note that this report is run based on the federal fiscal year, which corresponds to a particular reporting school year. The reporting school year is the same as the data year for most indicators, but not for all indicators as some indicators lag a year from the reporting school year. For example, the FFY2010 district profile corresponds to the 2010-2011 school year. It also corresponds to the 2010-2011 data year for all indicators except B1, B2, B4A, and B4A, which lag a year behind and thus have a data year of 2009-2010.

Although all of the charts and tables in this report span from the 2007-2008 to 2012-2013 data year, the available data range for each particular indicator will vary. Below are the district data ranges for each indicator that appears in the report:

- B1 – FFY 2009 (2009-2010) to FFY 2011 (2011-2012)
- B2 – FFY 2009 (2009-2010) to FFY 2011 (2011-2012)The data for Indicators B1 and B2 lag one year. This means that the data reported for FFY 2009 (2009-2010) were collected during 2008-2009 school year and data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.
- B3B – FFY 2007 (2007-2008) to FFY 2011 (2011-2012)
- B3C – FFY 2007 (2007-2008) to FFY 2011 (2011-2012)
- B4A – FFY 2009 (2009-2010) to FFY 2011 (2011-2012)
- B4B – FFY 2011 (2011-2012). The data for Indicators B4A and B4B lag one year. This means that the data reported for FFY 2009 (2009-2010) were collected during 2008-2009 school year and data reported for FFY 2011 (2011-2012) were collected during the 2010-2011 school year.
- B5 – FFY 2007 (2007-2008) to FFY 2011 (2011-2012)
- B6 – FFY 2011 (2011-2012)
- B7 – FFY 2008 (2008-2009) to FFY 2011 (2011-2012)
- B13 – FFY 2009 (2009-2010) to FFY 2011 (2011-2012)
- B14 – FFY 2008 (2008-2009) to FFY 2011 (2011-2012)
- B15 – FFY 2007 (2007-2008) to FFY 2011 (2011-2012)
- B20 – FFY 2007 (2007-2008) to FFY 2011 (2011-2012)

DATA CALCULATIONS

The calculations for each indicator are documented in detail in the state's State Performance Report. A summary of these calculations is below:

- **B1 – Title 1 Cohort Graduation Rate = [(FG + TIG) / (F+TI-TO)] *100**
  B1 – Extended Graduation Rate = [(FG5 + TIG) / (F5 + TI – TO)] * 100
  FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier
  FG5 = First-time 9th grade students in fall of 2005 and graduated in 2010
  TIG = Students who transferred in grades 9 to 12 and graduate in 2010 or sooner
  F = First-time 9th grade students in fall of 2006
  F5 = First-time 9th grade students in the fall of 2005
  TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12
  TO = Transferred out (including emigrates and deceased)
- **B2 – Four-year Fixed Cohort Dropout Rate = [DO/(F + TI – TO)] * 100**
  DO = First-time 9th grade students in fall of 2006
  F = First-time 9th grade students in fall of 2006
  TI = Transferred in the first-time 9th graders' cohort in grades 9-12
  TO = Transferred out (including emigrates and decreased)
- B3B – Participation Rate Percent = (# students with IEPs participating in the assessment in a particular grade / # students with IEPs enrolled during the testing window in a particular grade, calculated separately for reading and math) * 100
- B3C – Proficiency Rate Percent = (# students with IEPs enrolled for a full academic year scoring at or above proficient in a particular grade / # students with

IEPs enrolled for a full academic year in a particular grade, calculated separately for reading and math) * 100
• B4A – Long-term Suspension/Expulsion Rate = (# students with IEPs, age 6-21 / # students with IEPs, age 6-21, suspended or expelled for more than 10 days) * 100
• B4B – Long-term Suspension/Expulsion Rate by Race/Ethnicity = (# students with IEPs in the racial/ethnic category, age 6-21 / # students with IEPs in the racial/ethnic category, age 6-21, suspended or expelled for more than 10 days) * 100
• B5A – Inside regular class 80% or more of the day percent = # students with IEPs, age 6-21, served inside the regular class 80% of more of the day / # students with IEPs, age 6-21) * 100
• B5B – Inside regular class less than 40% of the day percent = # of students with IEPs, age 6-21, served inside the regular class less than 40% of the day / # students with IEPs, age 6-21) * 100
• B5C – Served in other placements percent = # of students with IEPs, age 6-21, served in separate schools, residential facilities, or homebound/hospital placements / # students with IEPs, age 6-21) * 100
• B6A – Attending a regular early childhood = (# of children with IEPs, age 3-5, attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program/ # of children with IEPs, aged 3-5) * 100
• B6B – Attending and receiving services in a separate school or residential facility = (# of children with IEPs, age 3-5, attending a separate school or residential facility/ # of children with IEPs, aged 3-5) * 100
• B7A, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of social-emotional skills = [(c + d) / (a + b + c + d)] * 100
B7A, Summary Statement 2 – Percent of preschool children functioning within age expectations for social-emotional skills by the time they turned 6 years of age or exited the program = [(d + e) / (a + b + c + d + e)] * 100
B7B, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of acquisition and use of knowledge and skills = [(c + d) / (a + b + c + d)] * 100
B7B, Summary Statement 2 – Percent of preschool children functioning within age expectations for acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program = [(d + e) / (a + b + c + d + e)] * 100
B7C, Summary Statement 1 – Percent of preschool children substantially increasing rate of growth of use of appropriate behaviors to meet their needs = [(c + d) / (a + b + c + d)] * 100
B7C, Summary Statement 2 – Percent of preschool children functioning within age expectations for use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program = [(d + e) / (a + b + c + d + e)] * 100
a = # of preschool children who did not improve functioning
b = # of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
c = # of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
d = # of preschool children who improved functioning to reach a level comparable to same-aged peers
e = # of preschool children who maintained functioning at a level comparable to same-aged peers
• B13 – Percent of youth aged 16 and above with an IEP that includes appropriate, measurable post-secondary goals that are annually updated and age appropriate = (# of youth aged 16 and above with an IEP that includes appropriate, measurable post-secondary goals that are annually updated and age appropriate / # of youth aged 16 an above with an IEP) * 100
• B14A – Percent enrolled in higher education = (a / # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) * 100
B14B – Percent enrolled in higher education or competitively employed = [(a + b) / # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school] * 100
B14C – Percent enrolled in higher education, or in some other post-secondary education or training program; or competitively employed, or in some other employment = [(a + b + c + d) / # of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school] * 100
a = # 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
b = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were competitively employed within one year of leaving high school
c = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in some other post-secondary education or training program within one year of leaving high school
d = # of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in some other employment within one year of leaving high school
• B15 – Percent of noncompliance = (# of corrections completed as soon as possible but in no case later than one year from identification / # of findings of non compliance) * 100
• B20 – Percent of timely and accurate data = (timely and accurate data submitted / all data required for submission) * 100

REPORT USES

The data is this report can be used by districts and AEAs to monitor progress over time on indicators and evaluate whether or not targets are being met. The data in this report is used by the State to make annual district determinations, which may result in required action plans.

REPORT SECURITY

Users must be at the district, AEA, or state-level to run this report. Data on this report may be redacted for users who do not have small cell size access at their native location, or who run this report for a location to which they are not assigned.

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