Special Education Data Report LEA Performance on State Performance Plan (SPP) Targets School Year 2008-2009

District

1,478

14.5%

11.6%

16.3%

5.6%

46.5%

17.2%

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215

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State

## Cambria Heights SD

Where this symbol appears (---), the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes, and to protect the confidentiality of those students with disabilities who comprise this category.

## Indicator 3: Participation and Performance in Statewide Assessments Source: 2009 Assessment Results

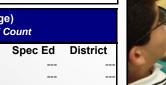
Where \* appears less than 40 students in IEP subgroup assessed and/or less than 40 students earned scores at the reported performance levels, and therefore data are not publicly displayed to protect student confidentiality.

3A: Adequate Yearly Progress (AYP)					
LEA Met NCLB     No. of LEAs in PA Needed     No. of LEAs that n       Grade Span     AYP Target     to Achieve SPP Target     SPP Target for A					
3-5	Yes	313	331		
6-8	No	291	319		
9-12	*	39	43		

3B: Participation Rate					
Content Area	LEA Rate	State Rate	SPP Target	LEA Met SPP Target	
Reading	100.0%	98.6%	95.7%	Yes	
Mathematics	100.0%	98.8%	95.7%	Yes	

I	3C: Proficiency Rate					
	Content Area	LEA Rate	State Rate	NCLB Target	LEA Met NCLB Target	
ſ						
	Reading	35.4%	32.7%	63.0%	No	
	Mathematics	41.7%	38.9%	56.0%	No	

Indicator 4A: Discrepancy in Suspension and Expulsion Rates (School Age) Source: July 2009 Submission			
LEA Met SPP Target	No. of LEAs in PA Needed to Achieve SPP Target	No. of LEAs that met SPP Target	
	491	480	



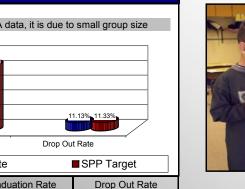
51.0%

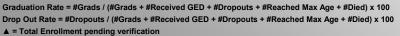
16.3%

0.3%

0.4%







Posted: May 28, 2010 by the Pennsylvania State Data Center





Total Enrollment

Deaf-Blindness

Autism

Total Special Ed Enrollment

**Emotional Disturbance** 

Mental Retardation

**Multiple Disabilities** 

#### Orthopedic Impairment Other Health Impairment Specific Learning Disability

Percent of Special Ed Enrollment by Disability A

Hearing Impairment Including Deafness

Speech or Language Impairment Traumatic Brain Injury Visual Impairment Including Blindness

Race/Ethnici	ity (School Age)
Source: Decembe	er 1. 2008 Child Coun

Enrollment (School Age)

Source: December 1, 2008 Child Count

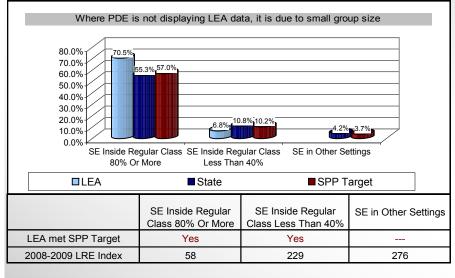
	Spec Ed	District
American Indian/Alaska Native		
Asian/Pacific Islander		
Black (Non-Hispanic)		
Hispanic		
White (Non-Hispanic)	100.0%	98.7%

## Indicators 1 and 2: Graduation and Drop Out Rates (Ages14-21) Source: July 2009 Submission

Where PDE is not displaying LEA data, it is due to small group size			
100.00% 80.00% 60.00% 40.00% 20.00% 0.00% 11.13% 11.33%			
Graduation	Rate Drop Ou	( ) die	
□LEA	■ State	SPP Target	
	Graduation Rate	Drop Out Rate	
LEA met SPP Target	Yes		

Special Education Data Report LEA Performance on State Performance Plan (SPP) Targets School Year 2008-2009

## Indicator 5: Educational Environments (Ages 6-21) Source: December 1, 2008 Child Count



Indicator 8: School Facilitated Parent Involvement Source: 2009 Survey Results				
LEA Rate	Confidence Interval	State Rate	SPP Target	LEA Met SPP Target
LEA Not Surveyed	LEA Not Surveyed	34.50%	34.13%	LEA Not Surveyed

Indicator 9: Disproportionate Representation by Race/Ethnicity Source: December 1, 2008 Child Count			
LEA Rate	State Rate	SPP Target	LEA Met SPP Target
0.00%	0.00%	0.00%	Yes

Indicator 10: Disproportionate Representation by Disability Category Source: December 1, 2008 Child Count			
LEA Rate State Rate SPP Target LEA Met SPP Target			
0.00%	0.00%	0.00%	Yes

Indicator 11: Timelines for Initial Evaluations (School Age) Source: July 2009 Submission			
LEA Rate State Rate SPP Target		LEA Met SPP Target	
100.0%	97.8%	100.0%	Yes



## Indicator 13: IEP Post-Secondary Transition Goals & Services (Ages 16-21)

## Source: Cyclical Monitoring Data 2008-2009

LEA Rate	SPP Target	LEA Met SPP Target
LEA Not Monitored	100%	LEA Not Monitored

## Indicator 14: Post-Secondary Employment and/or Education (Ages 16-21)

# Source: 2009 Post-School Outcome Survey LEA Rate SPP Target LEA Met SPP Target --- 66.3% ---

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