

PERFORMANCE PROFILE

School System: **James M. Singleton Charter School**

School Year: **2012-2013**

Total Public Population: **>=630**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianabelieves.com/academics/students-with-disabilities>.

This report contains personally identifiable information or information that when combined with other reports and/or information a student's identity might be revealed. Personally identifiable student information must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Information in this report cannot be disclosed to any other person, except for employees of a student's school or school system who must have access to that information in order to perform their official duties and for those other persons and entities specified in 20 U.S.C. 1232g.

				State		James M. Singleton Charter School					
Students with Disabilities Gifted/Talented Students Regular Education Students				11.5%		N/A					
				<5%		<5%					
				>=80%		>=80%					
				Special Ed.		2012-2013 State Target	General Ed.				
				State			James M. Singleton Charter School		State		James M. Singleton Charter School
Graduation with a High School Diploma-Indicator 1											
Cohort Graduation Rate				33.0%		N/A		61.0%		72.3% N/A	
Dropping Out of High School – Indicator 2											
Dropping Out of High School				39.0%		N/A		25.0%			
Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C											
		Math					ELA				
		Special Ed.		2012-13 State Target	General Ed.		Special Ed.		2012-13 State Target	General Ed.	
		State	James M. Singleton Charter School		State	James M. Singleton Charter School	State	James M. Singleton Charter School			
Participation rate (all assessment types)											
3 rd grade	99.7%	>95%		99.9%	>95%	99.6%	>95%		99.8%	>95%	
4 th grade	99.6%	>95%		99.9%	>95%	99.6%	>95%		99.8%	>95%	
5 th grade	99.6%	80.0%		99.9%	>95%	99.5%	80.0%		99.8%	>95%	
6 th grade	99.6%	>95%		99.8%	>95%	99.5%	>95%		99.7%	>95%	
7 th grade	99.2%	>95%		99.7%	>95%	99.3%	>95%		99.6%	>95%	
8 th grade	99.1%	>95%		99.6%	>95%	99.0%	>95%		99.5%	>95%	
~10 th grade	99.7%	N/A		100.0%	N/A	99.7%	N/A		100.0%	N/A	
Total Participation rate	99.5%	>95%	98.8%	99.8%	>95%	99.5%	>95%	98.8%	99.7%	>95%	

NA Not Applicable; no data available

NR Not Reported

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~ 10th grade only includes EOC. LAA 1 & LAA 2 scores not factored into this percentage.

Proficiency rate (all assessment types)										
3 rd grade	44.5%	75.0%		72.1%	58.9%	40.0%	75.0%		71.5%	58.9%
4 th grade	44.5%	75.0%		70.5%	57.1%	44.3%	62.5%		75.5%	64.9%
5 th grade	41.7%	50.0%		70.2%	15.0%	41.6%	50.0%		71.0%	30.0%
6 th grade	37.5%	50.0%		67.6%	36.1%	38.0%	66.7%		68.6%	41.0%
7 th grade	38.5%	>95%		67.1%	74.6%	38.0%	>95%		68.1%	78.0%
8 th grade	27.1%	75.0%		63.6%	62.1%	32.3%	87.5%		67.5%	65.5%
~10 th grade	23.6%	N/A		55.1%	N/A	34.8%	N/A		75.6%	N/A
Total Proficiency rate	37.8%	71.4%	65.2%	66.9%	50.7%	38.9%	74.3%	68.4%	71.1%	56.6%
Discipline (greater than 10 days) – Indicators 4A										
					Special Ed.			2012-2013 State Target		
					State		James M. Singleton Charter School			
4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs								<5%		7.0%
Discipline (greater than 10 days) – Indicator 4B										
4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/ procedures?								No		0.0% (No)
Educational Environment (Ages 6-21) – Indicator 5										
					Special Ed.			2012-2013 State Target		
					State		James M. Singleton Charter School			
Inside Regular Class 80% or more of the day					62.40%		>95%		62.5%	
Inside Regular Class less than 40% of the day					14.02%		<5%		12.5%	
Served in separate schools, residential facilities, or homebound or hospital placements					<5%		<5%		1.8%	
Educational Environment (Ages 3-5) – Indicator 6										
					Special Ed.			2012-2013 State Target		
					State		James M. Singleton Charter School			
Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program					23.9%		N/A		25.0%	
Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility					<5%		N/A		3.0%	
Outcomes for Preschool Children with IEPs – Indicator 7										
					Special Ed.			2012-2013 State Target		
					State		James M. Singleton Charter School			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:										
Positive social-emotional skills					73.1%		N/A		63.5%	
Acquisition and use of knowledge and skills					73.2%		N/A		63.5%	
Appropriate behaviors to meet needs					77.5%		N/A		71.0%	
Percent of children who were functioning within age expectations by the time they exited:										
Positive social-emotional skills					65.2%		N/A		68.0%	
Acquisition and use of knowledge and skills					57.9%		N/A		58.0%	
Appropriate behaviors to meet needs					69.9%		N/A		74.5%	
Parental Involvement – Indicator 8										
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities					36.0%		*		45.0%	
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9										
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?								No		No
Disproportionality – Disability Category (Ages 6-21) – Indicator 10										
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?								No		No
Evaluation Timelines – Indicator 11										
Initial evaluations completed in timelines					>95%		>95%		100.0%	
Effective Transition – Indicators 12, 13, 14										

NA Not Applicable; no data available

NR Not Reported

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Students 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	>95%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	>95%	*	100.0%
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	28.7%	N/A	25.9%
Enrolled in higher education or competitively employed within one year of leaving high school	74.4%	N/A	55.9%
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	88.2%	N/A	74.2%

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State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate).
The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
Data Source: SIS, 2011-12 cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out.
Data Source: SER 2011-12, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianabelieves.com/docs/accountability/2012-13-district-ayp-report.xls?sfvrsn=2>
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).Data Source: Assessment data from Spring 2012 test results. Proficient is a score of Basic or above for iLEAP/LEAP, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.Data Source: 2011-2012 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placementsData Source: Oct. 1, 2012, IDEA Data Tables (excluding nonpublic)
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facilityData Source: Oct. 1, 2012, IDEA Data Tables (excluding nonpublic)
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool programData Source: 2012-2013 Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: 2012-13 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: 2012-13 monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: 2012-13 monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report (7/1/12 to 6/30/13)
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report (7/1/12 to 6/30/13)
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report (2012-2013 School Year)
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.Data Source: Districts collect post school data through phone or mail surveys

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