



NC DPI::EXCEPTIONAL CHILDREN DIVISION

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# Excelsior Classical Academy (32R) Annual Public Report for Students with Disabilities

School Year: 2017-18

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The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires each state to submit a State Performance Plan (SPP)/Annual Performance Report (APR). The SPP/APR is a six-year performance plan which evaluates the State's efforts to implement the requirements of IDEA and improve results for students with disabilities. It describes how North Carolina will improve its performance on 17 prescribed indicators. Fourteen of the SPP/APR indicators (Indicators 1-14) focus on educational outcomes for students with disabilities, as well as compliance with IDEA requirements. The last three SPP/APR indicators (Indicators 15 - 17) review the State Education Agency's general supervision authority under IDEA and describe its State Systemic Improvement Plan (SSIP). North Carolina established measurable and rigorous targets for each indicator and must report annually on the performance of the state. The IDEA also requires states to report annually to the public on the performance of each local education agency on certain indicators. This year, reporting is on Indicators 1, 2, 3, 4a, 4b, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14 and is based on data collected during the 2017-18 school year with the exception of Indicators 1, 2, and 4a-b.

To review the North Carolina SPP/APR, visit the following link:

[www.ncpublicschools.org/ec/plan/](http://www.ncpublicschools.org/ec/plan/)

## Annual Performance Report Legend

-- No Data Available  
 \* Less than 10 students in the category and data masked for confidentiality  
 N/A This particular metric does not apply for this district this school year

## Indicator 1: Graduation Rate

Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma.

State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
>= 80.00	70.30	No	N/A	N/A

### Note

Data are for 2016-17, in accordance with the Part B Indicator Measurement Table - Revised that requires data for the year before the reporting year.

To access the most current graduation rates, please visit the following link:

[www.ncpublicschools.org/accountability/reporting/cohortgradrate/](http://www.ncpublicschools.org/accountability/reporting/cohortgradrate/)

## Indicator 2: Dropout Rate

Percent of youth with IEPs dropping out of high school.

State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
<= 3.50	3.95	No	N/A	No

### Note

Data are for 2016-17, in accordance with the Part B Indicator Measurement Table - Revised that requires data for the year before the reporting year.

## Indicator 3: Student Participation and Performance

Statewide Assessment Participation and Performance for Students with Disabilities.

### Indicator 3b: Statewide Assessment Participation Rates for Children with IEPs

Reading participation rates:

Grade	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
3	>= 95	>95	Yes	*	*
4	>= 95	>95	Yes	*	*
5	>= 95	>95	Yes	*	*
6	>= 95	>95	Yes	*	*
7	>= 95	>95	Yes	N/A	N/A
8	>= 95	>95	Yes	N/A	N/A
10	>= 95	>95	Yes	N/A	N/A
11	>= 95		No	N/A	N/A

Math participation rates:

Grade	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
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3	>= 95	>95	Yes	*	*
4	>= 95	>95	Yes	*	*
5	>= 95	>95	Yes	*	*
6	>= 95	>95	Yes	*	*
7	>= 95	>95	Yes	N/A	N/A
8	>= 95	>95	Yes	N/A	N/A
10	>=		Yes	N/A	N/A
11	>= 95	>95	Yes	N/A	N/A

### Indicator 3c: Statewide Assessment Proficiency Rates for Children with IEPs

Reading proficiency rates:

Grade	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
3	>= 56.40	18.00	No	*	*
4	>= 56.40	15.80	No	*	*
5	>= 56.40	13.20	No	*	*
6	>= 56.40	14.20	No	*	*
7	>= 56.40	14.50	No	N/A	N/A
8	>= 56.40	10.10	No	N/A	N/A
10	>= 57.00	11.90	No	N/A	N/A
11	>= 57.00		No	N/A	N/A

Math proficiency rates:

Grade	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
3	>= 56.40	22.50	No	*	*
4	>= 56.40	19.60	No	*	*
5	>= 56.40	17.70	No	*	*
6	>= 56.40	11.30	No	*	*
7	>= 56.40	9.70	No	N/A	N/A
8	>= 56.40	7.20	No	N/A	N/A
10	>= 54.70		No	N/A	N/A
11	>= 54.70	11.50	No	N/A	N/A

#### Note

Source: NC's Consolidated State Performance Report (CSPR) 12-20-17. CSPR scores include students with disabilities (IDEA) regardless of whether the students were present for a full academic year and do not include former students with disabilities (IDEA).

To access the most current state disaggregated data/rates please visit the following links:  
[www.ncpublicschools.org/accountability/reporting/](http://www.ncpublicschools.org/accountability/reporting/) and <http://www.ncreportcards.org/src/>

## Indicator 4a: Suspension/Expulsion Rates

Districts identified as having a significant discrepancy in rates of greater than 10 day suspensions and expulsions of students with disabilities in a school year. District rates for suspensions/expulsions greater than twice the state average indicate a significant discrepancy.

Measurement	Rate (%) and Discrepancy
Twice State Rate	1.00
Did State Meet Target?	Yes
District Rate	0.00
Did District Meet Target?	Yes
Is there a significant discrepancy between the district's rate and the state average?	No

### Note

Data are for 2016-17, in accordance with the Part B Indicator Measurement Table - Revised that requires data for the year before the reporting year.

## Indicator 4b: Suspension/Expulsion Rates

LEA has a significant discrepancy, by race/ethnicity, in rates of suspensions/ expulsions > 10 days in a school year and policies, procedures, and practices that contribute to the significant discrepancy/do not comply with related IDEA requirements.

Measurement	Rate(%) and Discrepancy
State Rate	0.0
Did State Meet Target?	Yes
Did District Meet Target?	Yes
Is there non-compliance with IDEA requirements that contributes to a significant discrepancy in the LEA?	No

### Note

Data are for 2016-17, in accordance with the Part B Indicator Measurement Table - Revised that requires data for the year before the reporting year.

## Indicator 5: Least Restrictive Environment (LRE) placements for school-age children (ages 6-21).

Percent of students with IEPs (ages 6-21) removed from regular education class for special education services.

LRE	State Target	State Average	Did State Meet	LEA (%)	Did District
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	(%)	(%)	Target?		Meet Target?
<b>Indicator 5a:</b> Percent of children with IEPs inside regular class $\geq$ 80% of the day.	$\geq$ 65.20	66.87	Yes	93.33	Yes
<b>Indicator 5b:</b> Percent of children with IEPs inside regular class $<$ 40% of the day.	$\leq$ 15.10	14.01	Yes	0	Yes
<b>Indicator 5c:</b> Percent of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements.	$\leq$ 2.00	1.81	Yes	0	Yes

**Note: The Objective is to increase 5a, and decrease 5b and 5c.**

### Indicator 6: Least Restrictive Environment (LRE) placements for preschool children (ages 3-5).

Least restrictive environment for preschool (ages 3-5).

	LRE	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
<b>Indicator 6a:</b> Percent of Children Attending a Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services Provided in that Setting		$\geq$ 37.60	34.94	No	66.67	Yes
<b>Indicator 6b:</b> Percent of Children Attending a Separate Special Education Class, Separate School, or Residential Facility		$\leq$ 19.70	21.52	No	16.67	Yes

**Note: The Objective is to increase 6a and decrease 6b.**

### Indicator 7: Preschool Outcomes

	Preschool Outcomes	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
<b>Indicator 7a-ss1:</b> Positive social-emotional skills: SS1-Of children who entered program below age expectations, percent who substantially increased their rate of growth by age 6 or exit		$\geq$ 82.50	84.82	Yes	N/A	N/A

<b>Indicator 7a-ss2:</b> Positive social-emotional skills: SS2-Percent of children who were functioning within age expectations by age 6 or exit	>= 35.20	34.90	No	N/A	N/A
<b>Indicator 7b-ss1:</b> Acquisition and use of knowledge and skills: SS1-Of children who entered program below age expectations, percent who substantially increased their rate of growth by age 6 or exit	>= 82.52	82.89	Yes	N/A	N/A
<b>Indicator 7b-ss2:</b> Acquisition and use of knowledge and skills: SS2-Percent of children who were functioning within age expectations by age 6 or exit	>= 34.46	37.40	No	N/A	N/A
<b>Indicator 7c-ss1:</b> Use of appropriate behaviors to meet needs: SS1-Of children who entered program below age expectations, percent who substantially increased their rate of growth by age 6 or exit	>= 82.00	83.55	Yes	N/A	N/A
<b>Indicator 7c-ss2:</b> Use of appropriate behaviors to meet needs: SS2-Percent of children who were functioning within age expectations by age 6 or exit	>= 52.17	54.12	No	N/A	N/A

## Indicator 8: 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.

State Target (%)	State Average (%)	Did State Meet Target?	LEA(%)	Did District Meet Target?
>= 50	44.24	No	N/A	N/A

## Indicator 9: Disproportionate Representation - Child with a Disability

Does the LEA have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?

State Target (%)	State Average (%)	Did State Meet Target?	Did District Meet Target?
= 0.0	0.0	Yes	Yes

## Indicator 10: Disproportionate Representation - Eligibility Category

Does the LEA have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?

State Target (%)	State Average (%)	Did State Meet Target?	Did District Meet Target?
= 0.0	0.0	Yes	Yes

## Indicator 11: Timely Evaluation

Percent of children for whom a referral was received and placement determined within 90 days.

<b>State Target (%)</b>	<b>State Average (%)</b>	<b>Did State Meet Target?</b>	<b>LEA (%)</b>	<b>Did District Meet Target?</b>
= 100.00	90.22	No	100.00	Yes

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their 3rd birthday.

<b>State Target (%)</b>	<b>State Average (%)</b>	<b>Did State Meet Target?</b>	<b>LEA (%)</b>	<b>Did District Meet Target?</b>
= 100.00	85.13	No		

## Indicator 13: Secondary Transition

The percentage of youth age 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 post-secondary goals.

<b>State Target (%)</b>	<b>State Average (%)</b>	<b>Did State Meet Target?</b>	<b>LEA (%)</b>	<b>Did District Meet Target?</b>
= 100.00	85.45	No	N/A	N/A

## Indicator 14: Post-School Outcomes

PSO	State Target (%)	State Average (%)	Did State Meet Target?	LEA (%)	Did District Meet Target?
<b>Indicator 14a:</b> The 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	>= 39.75	27.01	No	N/A	N/A
<b>Indicator 14b:</b> The 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 competitively employed within one year of leaving high school	>= 62.75	62.83	Yes	N/A	N/A
<b>Indicator 14c:</b> The 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 in some other postsecondary education or training or competitively employed or in some other employment within one year of leaving high school	>= 73.75	77.70	Yes	N/A	N/A

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