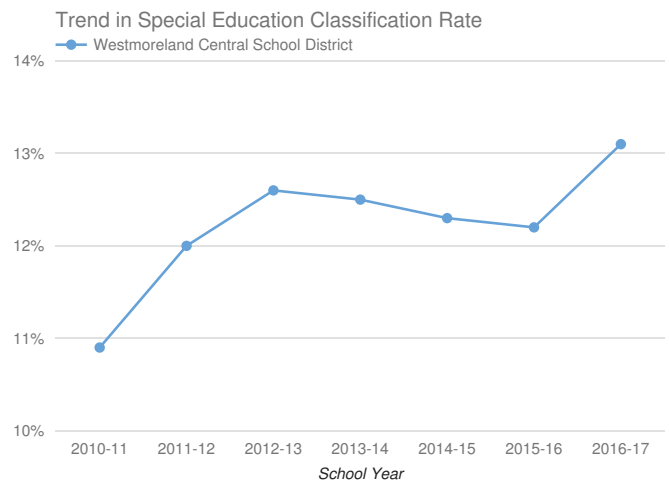
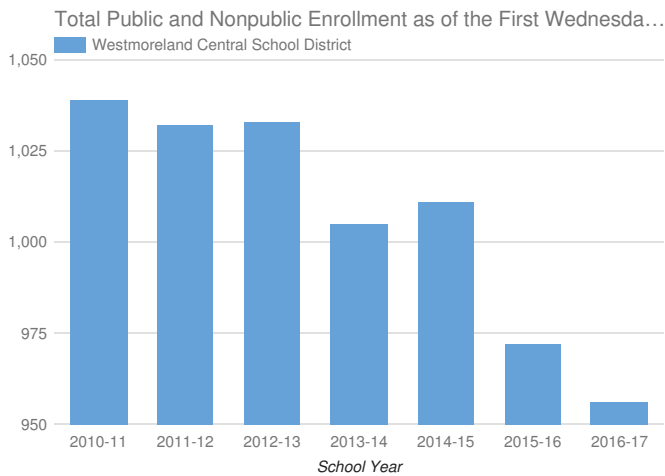


- Enrollment & Classification Rate
- Indicator 1: Graduation Rate
- Indicator 2: Drop-Out Rate
- Indicator 3: State Assessments
- Indicator 4A: Suspension Rate
- Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate
- Indicator 5: School-Age Least Restrictive Environment (LRE)
- Indicator 6: Preschool Least Restrictive Environment (LRE)
- Indicator 7: Preschool Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionality - Identification for Special Education
- Indicator 10A: Disproportionality in Specific Disability Categories
- Indicator 10B: Disproportionality in Special Education Placements
- Indicator 11: Timely Evaluations (Child Find)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes

Westmoreland Central School District 2016-17

Enrollment And Classification Rate



District Enrollment: **956**

SCHOOL-AGE STUDENTS WITH DISABILITIES AND CLASSIFICATION RATE

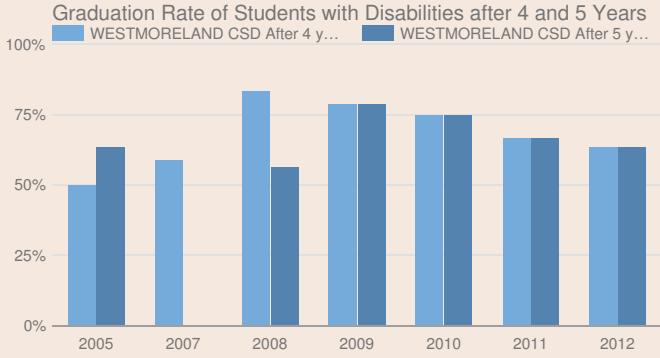
125

13.1%

PRESCHOOL STUDENTS WITH DISABILITIES

7

Indicator 1: Graduation Rate of Students with Disabilities



* Districts are only reported as not meeting this state target when there are at least 30 students with disabilities.

2012 TOTAL COHORT - AUGUST 2016

Students with Disabilities and Graduation rate

11

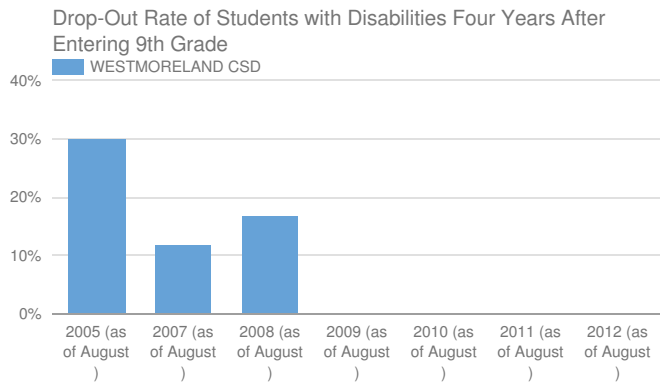
63.6%

State target and does district meet target

55.57% or higher

Yes, met state target

Indicator 2: Drop-Out Rate of Students with Disabilities



2012 TOTAL COHORT 4 YEARS LATER - AUGUST 2016

Students with Disabilities and Drop-out Rate

11

0%

State target and does district meet target

14% or lower

Yes, met state target

Indicator 3: State Assessments

Participation in and Performance on State Assessments

GRADE 3-8 ELA

Students with disabilities and participation rate

64

78%

State target and does district meet target

95%

No, did not meet state target

GRADE 3-8 MATH

Students with disabilities and participation rate

64

72%

State target and does district meet target

95%

No, did not meet state target

HIGH SCHOOL ELA

Students with disabilities and participation rate

Less Than 40*

-

State target and does district meet target

95%

-

HIGH SCHOOL MATH

Students with disabilities and participation rate

Less Than 40*

-

State target and does district meet target

95%

-

Performance on State Assessments

GRADE 3-8 ELA

Percent at or above level 3

50

10%

State target and does district meet target

20%

No, did not meet state target

GRADE 3-8 MATH

Percent at or above level 3

46

15.2%

State target and does district meet target

19%

No, did not meet state target

HIGH SCHOOL ELA

Percent at or above level 3

-

-

State target and does district meet target

63.5%

-

Percent at or above level 3

-

-

State target and does district meet target

65%

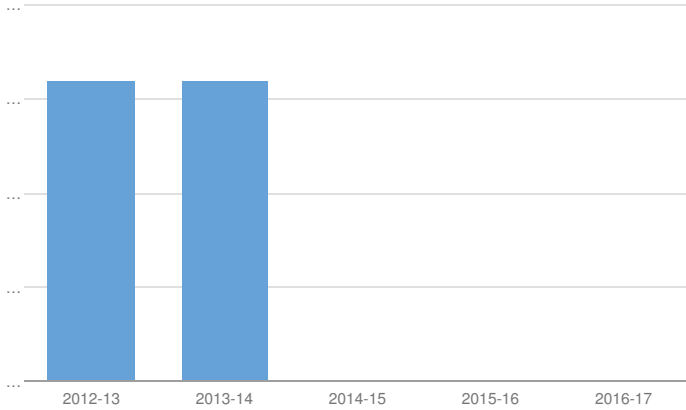
-

Participation in and performance on rate is suppressed if less than 40 students with disabilities are reported as enrolled for participation rate.

Indicator 4A: Suspension Rate

Suspension Rate of Students with Disabilities after 4 and 5 Years

Westmoreland Central School District



Students with Disabilities 119

SUSPENSION RATE 2016-17

Students with Disabilities Suspended Out-of-School for More than 10 Days and %

0

0%

State target and does district meet target

2.7% or lower

Yes, met state target

Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate

SUSPENSION RATE 2016-17

Did the school district have significant discrepancy?

NO

State target for 2016-17

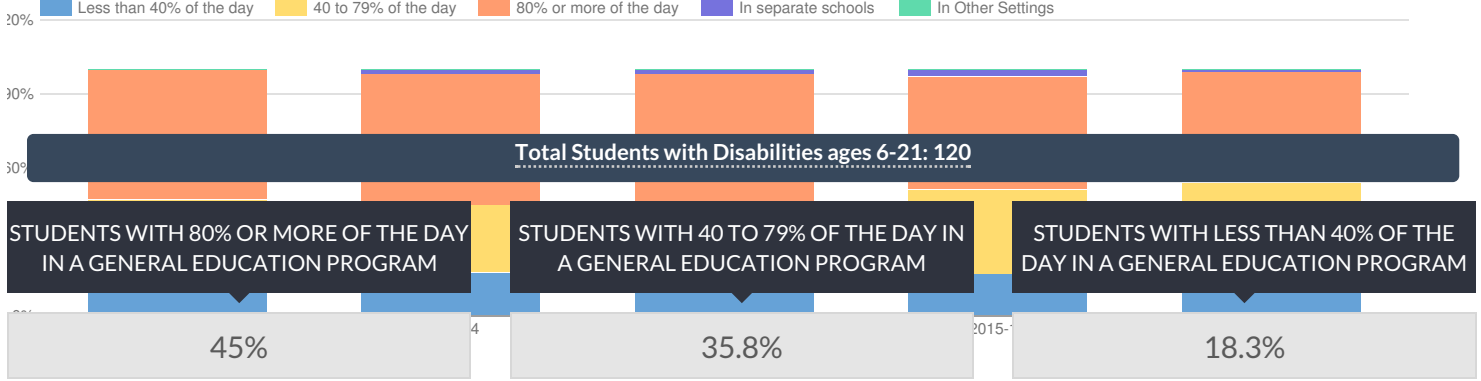
State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 5: School-age Least Restrictive Environment (LRE)

Westmoreland Central School District % of Students with Disabilities (Ages 6-21) in Least Restrictive Environment



State target and does district meet target

Greater than or equal to 59%	No, did not meet state target
------------------------------	-------------------------------

State target and does district meet target

No State Target	Not Applicable
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State target and does district meet target

Less than or equal to 20%	Yes, met state target
---------------------------	-----------------------

STUDENTS WITH DISABILITIES IN SEPARATE SETTINGS

0.8%

State target and does district meet target

Less than or equal to 5.6%	Yes, met state target
----------------------------	-----------------------

STUDENTS WITH DISABILITIES IN OTHER SETTINGS

0%

State target and does district meet target

No State Target	Not Applicable
-----------------	----------------

Indicator 6: Preschool Least Restrictive Environment (LRE)

Total Students with Disabilities: 12

STUDENTS WITH DISABILITIES WITH MEASUREMENT A

8.3%

State target and does district meet target

45.0% or higher	No, did not meet state target
-----------------	-------------------------------

STUDENTS WITH DISABILITIES WITH MEASUREMENT B

0%

State target and does district meet target

20.0% or lower	Yes, met state target
----------------	-----------------------

Indicator 7: Preschool Outcomes

This district is not required to report for Indicator 7 for 2016-17 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 8: Parental Involvement

This district is not required to report for indicator 8 for 2016-17 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 9: Disproportionality - Identification for Special Education

DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION?

No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 10A: Disproportionality in Specific Disability Categories

DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES?

No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 10B: Disproportionality in Special Education Placements

DISPROPORTIONATE REPRESENTATION IN PARTICULAR SETTINGS?

No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 11: Timely Evaluations (Child Find)

This district is not required to report for indicator 11 for 2016-17 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 12: Early Childhood Transition

Percent of children with IEPs who transitioned from early intervention services (Part C) to preschool special education services (Part B) and received their preschool special education services by their third birthdays consistent with State law.

This district is not required to report for Indicator 12 for 2016-17 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district

will report data for this indicator.

Indicator 13: Secondary Transition

This district is not required to report for Indicator 13 for 2016-17 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 14: Post-School Outcomes

NUMBER OF STUDENTS INTERVIEWED TO ASSESS POST-SCHOOL OUTCOMES ONE YEAR AFTER LEAVING HIGH SCHOOL. STUDENTS LEFT SCHOOL DURING OR END OF THE 2015-16 SCHOOL YEAR

Less than 5*

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.

*

State target and does district meet target

43.2%

Yes, met state target

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.

*

State target and does district meet target

68%

No, did not meet state target

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 PROGRAM; OR COMPETITIVELY EMPLOYED OR IN SOME OTHER EMPLOYMENT WITHIN ONE YEAR OF LEAVING HIGH SCHOOL.

*

State target and does district meet target

77.5%

Yes, met state target

Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps; adult education; workforce development program; adult rehabilitation service programs; or other)

* **State targets** will be reported in subsequent years. They may be found in the State Performance Report posted at <http://www.p12.nysed.gov/specialed/spp/>.

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