

# Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<http://dese.mo.gov/sites/default/files/districtprofilereviewguide.pdf>

**Questions? Please contact Special Education - Data Coordination at 573-751-7848 or [speddata@dese.mo.gov](mailto:speddata@dese.mo.gov).**

<b>SPP Targets and District Status</b>					
<b>SPP Indicator</b>		<b>State Data 2015-16</b>		<b>Target 2015-16*</b>	
<b>Early Childhood Special Education Data</b>					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)		25.77%	Not Met	≥	31.00%
ECSE children in special education separate class, school or residential setting (SPP 6B)		34.68%	Not Met	≤	30.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)		97.52%	Not Met	=	100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	94.98%	Met	≥ 92.70%
		Summary Statement 2	47.16%	Met	≥ 45.00%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.35%	Met	≥ 93.80%
		Summary Statement 2	38.89%	Met	≥ 37.00%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	95.23%	Met	≥ 90.70%
		Summary Statement 2	56.86%	Met	≥ 53.00%
<b>Child Count and Educational Environment Data</b>					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)		58.38%	Met	≥	56.00%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		8.75%	Met	≤	10.20%
Percent of children with IEPs served in separate settings (SPP 5C)		3.50%	Met	≤	3.70%
Was <b>district</b> identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)		NA			
<b>Assessment Data</b>					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) - (SPP 3B)		99.86%	Met	≥	95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)		99.86%	Met	≥	95.00%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) (SPP 3C)		29.17%	Met	≥	27.00%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)		18.63%	Met	≥	18.00%
<b>Evaluation Data</b>					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)		98.80%	Not Met	=	100.00%
<b>Parent Survey Data</b>					
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 (SPP 8)		75.65%	Met	≥	70.00%
<b>Suspension/Expulsion Data</b>					
Was <b>district</b> identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		NA			
Was <b>district</b> identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)		NA			
<b>Secondary Transition Data</b>					
Graduation rate for students with disabilities (SPP 1)		77.33%	Met	≥	73.00%
Dropout rate for students with disabilities (SPP2)		2.45%	Met	≤	4.80%
Percent 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 (SPP 13)		88.29%	Not Met	=	100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	29.55%	Met	≥	24.40%
	enrolled in higher education or competitively employed	60.89%	Met	≥	46.90%
	total employed / continuing education	65.90%	Met	≥	51.30%

**Early Childhood Special Education (ECSE) Data****Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2013-14	2014-15	2015-16
Child Count	11,446	11,955	12,330

Source: District reported data via MOSIS Student Core (December cycle)

**Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)**

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
<i>In the regular early childhood program:</i>	6,655	58.14%	6,782	56.73%	6,931	56.21%
◆ 10+ hours with majority of sped services in						
EC Program*	2,872	25.09%	2,852	23.86%	2,749	22.30%
Other location	2,644	23.10%	2,815	23.55%	3,011	24.42%
◆ less than 10 hours with the majority of sped services in:						
EC Program*	477	4.17%	431	3.61%	428	3.47%
Other location	662	5.78%	684	5.72%	743	6.03%
Separate Class**	3,440	30.05%	3,789	31.69%	4,103	33.28%
Separate School**	168	1.47%	185	1.55%	173	1.40%
Residential Facility**	0	0.00%	0	0.00%	0	0.00%
Home	128	1.12%	132	1.10%	102	0.83%
Service Provider location	1,055	9.22%	1,067	8.93%	1,021	8.28%
Total Early Childhood	11,446	100.00%	11,955	100.00%	12,330	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	3,349	29.26%	3,283	27.46%	3,177	25.77%
Total separate placement** (SPP 6B)	3,608	31.52%	3,974	33.24%	4,276	34.68%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

\*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

\*\* Total separate includes children reported in Separate Class, Separate School and Residential Facility.

**Transition from First Steps (Part C) (SPP 12)**

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2011-12	2012-13	2013-14	2014-15	2015-16
Number referred and eligible	366	431	518	421	484
IEPs developed within acceptable timelines	351	406	512	402	472
Percent developed within acceptable timelines	95.90%	94.20%	98.84%	95.49%	97.52%

Note: Data are collected from districts in the year prior to Monitoring review

**Early Childhood Outcome Data (SPP 7)**

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2015-16 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
Percent of children who						
a. did not improve functioning	64	1.25%	78	1.53%	60	1.17%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	149	2.91%	96	1.88%	135	2.64%
c. improved functioning to a level nearer to same-age peers but did not reach	2,489	48.67%	2,951	57.70%	2,011	39.32%
d. improved functioning to reach a level comparable to same-aged peers	1,543	30.17%	1,647	32.21%	1,878	36.72%
e. maintained functioning at a level comparable to same-aged peers	869	16.99%	342	6.69%	1,030	20.14%
Total	5,114	100.00%	5,114	100.00%	5,114	100.00%

**Summary Statements**

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited	94.98%	96.35%	95.23%
2. Percent of children who were functioning within age expectations by the time they exited.	47.16%	38.89%	56.86%

Summary Calculations: 1.  $((c+d)/(a+b+c+d))*100$  2.  $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

<b>Child Count and Educational Environment Data</b>
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**Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)**

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2015-16
Intellectual Disability	9,458	21	1.07%
Emotional Disturbance	6,483	28	0.73%
Speech Impairment	18,106	888	2.05%
Language Impairment	9,897	189	1.12%
Orthopedic Impairment	470	9	0.05%
Visual Impairment	458	7	0.05%
Hearing Impairment	1,114	22	0.13%
Specific Learning Disabilities	30,107	470	3.40%
Other Health Impairment	23,129	401	2.61%
Deaf/Blindness	22	0	0.00%
Multiple Disabilities	1,408	7	0.16%
Autism	10,424	175	1.18%
Traumatic Brain Injury	376	4	0.04%
Young Child w/ Developmental Delay	2,666	64	0.30%
<b>Total</b>	<b>114,118</b>	<b>2,285</b>	<b>12.89%</b>

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1  
Incidence rate = Total / K-12 district enrollment

**School-age Educational Environments (SPP 5)**

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	66,081	59.01%	65,818	58.41%	66,625	58.38%
Inside Regular Class 40-79%	29,074	25.96%	30,128	26.74%	30,976	27.14%
Inside Regular Class <40% (SPP 5B)	10,194	9.10%	10,072	8.94%	9,981	8.75%
Private Separate (Day) Facility*	773	0.69%	804	0.71%	874	0.77%
Public Separate (Day) Facility*	1,497	1.34%	1,557	1.38%	1,569	1.37%
Homebound/Hospital*	699	0.62%	681	0.60%	618	0.54%
Private Residential Facility*	4	0.00%	7	0.01%	2	0.00%
Correctional Facility	424	0.38%	337	0.30%	260	0.23%
Parentally Placed Private School	2,236	2.00%	2,306	2.05%	2,285	2.00%
State Operated Separate School <sup>^</sup>	1,004	0.90%	964	0.86%	928	0.81%
<b>Total School Age</b>	<b>111,986</b>	<b>100.00%</b>	<b>112,674</b>	<b>100.00%</b>	<b>114,118</b>	<b>100.00%</b>
<b>Total of Separate Placements* (SPP 5C)</b>	<b>3,977</b>	<b>3.55%</b>	<b>4,013</b>	<b>3.56%</b>	<b>3,991</b>	<b>3.50%</b>

Source: District reported data via MOSIS Student Core (December cycle)

\*\*\*Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

<sup>^</sup>This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

**Percent of Students by Race/Ethnicity (SPP 9/10)**

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2015-16	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	72.28%	16.09%	5.86%	1.92%	0.41%	0.23%	3.21%	100.00%
Total IEP Child Count (3-21)	71.73%	18.55%	4.94%	1.04%	0.53%	0.12%	3.09%	100.00%
Intellectual Disability	63.30%	27.87%	4.76%	1.14%	0.51%	0.11%	2.32%	100.00%
Emotional Disturbance	66.08%	25.50%	3.10%	0.32%	0.56%	0.06%	4.38%	100.00%
Speech/Language Impairment	74.83%	14.24%	5.52%	1.49%	0.52%	0.10%	3.30%	100.00%
Specific Learning Disability	70.06%	19.94%	6.16%	0.47%	0.51%	0.17%	2.70%	100.00%
Other Health Impairment	74.89%	17.49%	3.23%	0.61%	0.61%	0.07%	3.10%	100.00%
Autism	73.68%	15.73%	4.44%	2.20%	0.45%	0.13%	3.37%	100.00%

Source: District reported data via MOSIS Student Core

<b>Student Assessment Data</b>
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**District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)**

Student assessment data is evaluated for AMO purposes for specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at: <http://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

**Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)**

The following table indicates statewide assessment results for students with disabilities

**Assessment results for 2014, 2015 and 2016 in the content areas of English Language Arts and Mathematics are not comparable to each other due to changes in the assessments.**

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
<b>2015-16 - IEP MAP and MAP-A</b>										
<b>Communication Arts</b>						<b>Mathematics</b>				
3	9,942	9,937	3,398	99.9%	34.2%	9,955	9,950	2,600	99.9%	26.1%
4	9,868	9,859	3,305	99.9%	33.5%	9,862	9,851	2,395	99.9%	24.3%
5	9,637	9,628	2,651	99.9%	27.5%	9,637	9,628	1,844	99.9%	19.2%
6	9,330	9,308	2,445	99.8%	26.3%	9,326	9,307	1,248	99.8%	13.4%
7	8,969	8,947	2,072	99.8%	23.2%	8,961	8,941	1,153	99.8%	12.9%
8	8,343	8,321	1,796	99.7%	21.6%	8,153	8,132	689	99.7%	8.5%
HS	7,296	7,294	2,794	100.0%	38.3%	7,268	7,266	1,823	100.0%	25.1%
3-5	29,447	29,424	9,354	99.9%	31.8%	29,454	29,429	6,839	99.9%	23.2%
6-8	26,642	26,576	6,313	99.8%	23.8%	26,440	26,380	3,090	99.8%	11.7%
All	63,385	63,294	18,461	99.9%	29.2%	63,162	63,075	11,752	99.9%	18.6%
<b>2014-15 - IEP MAP and MAP-A</b>										
<b>Communication Arts</b>						<b>Mathematics</b>				
3	9,651	9,640	2,995	99.9%	31.1%	9,639	9,630	2,498	99.9%	25.9%
4	9,725	9,717	2,933	99.9%	30.2%	9,722	9,714	2,260	99.9%	23.3%
5	9,684	9,679	2,567	99.9%	26.5%	9,680	9,676	1,509	100.0%	15.6%
6	9,211	9,193	2,077	99.8%	22.6%	9,201	9,188	1,141	99.9%	12.4%
7	8,711	8,693	1,866	99.8%	21.5%	8,689	8,673	938	99.8%	10.8%
8	8,495	8,480	1,635	99.8%	19.3%	8,297	8,276	736	99.7%	8.9%
HS	7,392	7,392	2,560	100.0%	34.6%	7,735	7,735	1,813	100.0%	23.4%
3-5	29,060	29,036	8,495	99.9%	29.3%	29,041	29,020	6,267	99.9%	21.6%
6-8	26,417	26,366	5,578	99.8%	21.2%	26,187	26,137	2,815	99.8%	10.8%
All	62,869	62,794	16,633	99.9%	26.5%	62,963	62,892	10,895	99.9%	17.3%
<b>2013-14 - IEP MAP and MAP-A</b>										
<b>Communication Arts</b>						<b>Mathematics</b>				
3	9,389	9,376	2,210	99.9%	23.6%	9,387	9,370	2,863	99.8%	30.6%
4	9,641	9,621	2,222	99.8%	23.1%	9,636	9,615	2,385	99.8%	24.8%
5	9,303	9,286	2,347	99.8%	25.3%	9,293	9,267	2,647	99.7%	28.6%
6	8,770	8,740	1,693	99.7%	19.4%	8,770	8,739	2,327	99.6%	26.6%
7	8,582	8,553	1,858	99.7%	21.7%	8,566	8,533	2,246	99.6%	26.3%
8	8,399	8,356	1,462	99.5%	17.5%	8,100	8,059	1,769	99.5%	22.0%
HS	7,247	7,117	2,389	98.2%	33.6%	7,918	7,778	2,007	98.2%	25.8%
3-5	28,333	28,283	6,779	99.8%	24.0%	28,316	28,252	7,895	99.8%	27.9%
6-8	25,751	25,649	5,013	99.6%	19.5%	25,436	25,331	6,342	99.6%	25.0%
All	61,331	61,049	14,181	99.5%	23.2%	61,670	61,361	16,244	99.5%	26.5%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

<b>Evaluation, Parent Involvement and Suspension/Expulsion Data</b>
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**Initial Evaluation Timelines (SPP 11)**

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2011-12	2012-13	2013-14	2014-15	2015-16
Number evaluated	5,731	7,024	7,605	6,745	8,468
Number within acceptable timelines	5,608	6,843	7,527	6,608	8,366
Percent within acceptable timelines	97.85%	97.42%	98.97%	97.97%	98.80%

Note: Data collected from districts in year prior to monitoring review

**Parent Survey Data (SPP 8)**

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2011-12	2012-13	2013-14	2014-15	2015-16
Total Responses	3,219	4,495	4,540	4,865	6,756
Number Agree/Strongly Agree	2,503	3,486	3,383	3,579	5,111
% Agree/Strongly Agree	77.76%	77.55%	74.52%	73.57%	75.65%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

**Suspension/Expulsion Data (SPP 4A / 4B)**

School Year 2015-16	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
<b>Student Counts</b>					
OSS - All	12,203	9.7	35,233	4.4	2.17
OSS > 10 Days	2,041	1.6	5,374	0.7	2.38
ISS - All	17,432	13.8	67,356	8.5	1.62
ISS > 10 Days	1,794	1.4	5,063	0.6	2.22
Total OSS and ISS	29,635	23.4	102,589	13.0	1.81
<b>Incident Counts</b>					
OSS - All	25,088	19.8	60,666	7.7	2.59
OSS > 10 Days	2,178	1.7	5,812	0.7	2.35
American Indian	9	1.4	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		1.95
Asian	6	0.4			0.59
Black	1,108	4.9			6.66
Hispanic	69	1.1			1.49
Multi Racial	69	1.7			2.35
Pacific Islander	0	0.0			0.00
White	917	1.0		1.37	
ISS - All	45,194	35.7	152,378	19.2	1.86
ISS > 10 Days	1,824	1.4	5,163	0.7	2.21
Total OSS and ISS	70,282	55.6	213,044	26.9	2.07

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

# is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

<b>Secondary Transition Data</b>
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**Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)**

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

<b>Graduation data (SPP 1)</b>	2013-14	2014-15	2015-16
Number of students with disabilities who graduated	6,584	6,523	6,394

<b>Graduation Cohort data/rates</b>	4yr Rate	5yr Rate	6yr Rate	7yr Rate
<b>2016 Cohort</b>	2016	2017	2018	2019
Total Cohort Graduates	5,755	/	/	/
Total Cohort	7,442	/	/	/
Graduation Rate	77.33%	NA	NA	NA
<b>2015 Cohort</b>	2015	2016	2017	2018
Total Cohort Graduates	5,794	6,157	/	/
Total Cohort	7,532	7,459	/	/
Graduation Rate	76.93%	82.54%	NA	NA
<b>2014 Cohort</b>	2014	2015	2016	2017
Total Cohort Graduates	5,831	6,234	6,375	/
Total Cohort	7,746	7,662	7,619	/
Graduation Rate	75.28%	81.36%	83.67%	NA
<b>2013 Cohort</b>	2013	2014	2015	2016
Total Cohort Graduates	5,884	6,278	6,438	6,555
Total Cohort	7,979	7,895	7,848	7,828
Graduation Rate	73.74%	79.52%	82.03%	83.74%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

<b>Dropout data - grades 9-12 only (SPP 2)</b>	2013-14	2014-15	2015-16
Total number of students with disabilities grades 9-12	38,564	38,099	38,174
Number of students with disabilities who dropped out 9-12	889	899	934
Dropout rate for students with disabilities grades 9-12	2.31%	2.36%	2.45%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

**Secondary Transition Plans (SPP 13)**

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2011-12	2012-13	2013-14	2014-15	2015-16
Total Reviewed	793	850	800	709	666
Number Met	653	744	709	628	588
Percent Met	82.35%	87.53%	88.63%	88.58%	88.29%

Note: Data collected from districts in year prior to monitoring review

<b>Secondary Transition Data</b>
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**Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)**

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2015-16 School Year</i>		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	<i>completed at least one term</i>	1,539	23.9%	2	0.2%	1,541	21.2%
(2) 4-year College		611	9.5%	1	0.1%	612	8.4%
(3) Non-College		256	4.0%	4	0.5%	260	3.6%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	2,051	31.8%	96	11.4%	2,147	29.5%
(5) Employed (Not Competitively)		101	1.6%	4	0.5%	105	1.4%
(6) Military		132	2.0%	4	0.5%	136	1.9%
(7) Other		834	12.9%	162	19.3%	996	13.7%
(8) Continuing Ed - did not complete 1 term		245	3.8%	3	0.4%	248	3.4%
(9) Employed - less 20 hrs/week or 90 days		334	5.2%	37	4.4%	371	5.1%
(10) Unknown		341	5.3%	528	62.8%	869	11.9%
(11) <i>Not Available</i>		60		36		96	
Total (excludes Not Available )		6,444	100.0%	841	100.0%	7,285	100.0%
A. Enrolled in higher education*		2,150	33.4%	3	0.4%	2,153	29.6%
B. Enrolled in higher education or competitively employed*		4,333	67.2%	103	12.2%	4,436	60.9%
C. Total Employed / continuing Education*		4,690	72.8%	111	13.2%	4,801	65.9%

**\*Summary Calculations**

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some