

South Carolina Department of Education - Office of Special Education Services

2017-2018 Special Education District Profile

BEAUFORT

District Information

Address:
P.O. Drawer 309
Beaufort, SC 29902

Zone One Outcomes

Are young children with disabilities beginning school ready to learn?

Indicator	Percentage	State Target
6A	70.42%	48.88%
6B	16.90%	24.50%
7A, St. 1	70.00%	88.45%
7A, St. 2	57.14%	66.16%
7B, St. 1	74.29%	86.13%
7B, St. 2	54.29%	63.25%
7C, St. 1	56.43%	89.25%
7C, St. 2	75.00%	77.21%
12	100.00%	100.00%

Zone Two Outcomes

Are children with disabilities achieving at high levels?

Indicator	Percentage	State Target
3B, ELA	98.80%	95.00%
3B, Math	100.00%	95.00%
3C, E/M ELA	8.76%	20.00%
3C, HS ELA	50.00%	42.56%
3C, E/M Math	14.51%	22.32%
3C, HS Math	48.35%	54.05%
4A	No	Compliance
4B	No	Compliance
5A	65.06%	57.00%
5B	16.96%	18.18%
5C	0.64%	2.00%

Zone Three Outcomes

Does the LEA implement IDEA to improve services and results for children with disabilities?

Indicator	Percentage	State Target
8	94.03%	84.50%
9	No	Compliance
10	No	Compliance
11	100.00%	100%

Zone Four Outcomes

Are youths with disabilities prepared for life, work, & post-secondary education?

Indicator	Percentage	State Target
1	56.10%	44.30%
2	1.50%	4.20%
13	90.00%	Compliance
14A	12.50%	15.61%
14B	12.50%	44.00%
14C	71.88%	57.00%

Indicator Definition Summary

Indicator 1: Percent of youth with IEPs graduating with a high school diploma

Indicator 2: Percent of youth with IEPs dropping out of high school

Indicator 3B: Participation rate percent of children with IEPs on statewide assessments

Indicator 3C: Proficiency rate percent of children with IEPs on statewide assessments

Indicators 4A and 4B: Significant discrepancy in long-term suspensions/expulsions of students with IEPs (Yes or No)

Indicator 5A: Percent of children with IEPs inside the general education class 80% or more of the day

Indicator 5B: Percent of children with IEPs inside the general education class less than 40% of the day

Indicator 5C: Percent of children with IEPs in separate schools, residential facilities, or homebound/hospital placements

Indicator 6A: Percent of children ages 3 to 5 attending a regular early childhood program

Indicator 6B: Percent of children ages 3 to 5 attending a separate special education class, separate school, or residential facility

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive socio-emotional skills (including social relationships) (A), acquisition and use of knowledge and skills (including early language/communication and early literacy) (B), and use of appropriate behaviors to meet their needs (C)

Indicator 7, Statement 1: Of those children who entered the program below age expectations in Outcome A, B, and C, what was the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program?

Indicator 7, Statement 2: What was the percent of children who were functioning within age expectations in Outcome A, B, and C by the time they turned 6 years of age or exited the program?

Indicator 8: Percent of parents with a child receiving special education services reporting the school facilitated parent involvement

Indicators 9 and 10: Did the LEA have disproportionate representation of racial and ethnic groups in special education (Ind. 9) or within a specific disability category (Ind. 10) that was the result of inappropriate identification? (Yes or No)

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation

Indicator 12: Percent of children referred to Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented prior to their third birthdays.

Indicator 13: District compliance in having IEPs include appropriate measurable postsecondary goals (youth with IEPs aged 16 and above)

Indicator 14: Percent of youth 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 (A), enrolled in higher education or competitively employed within one year of leaving high school (B), or 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 (C)