



# LEA Special Education Performance Profile

Federal Fiscal Year 2024 (School Year 2024-2025)



The Alabama Local Education Agency (LEA) Special Education Performance Profile for SY 2024-2025 contains data for each LEA that was reported in the federal fiscal year (FFY) 2024 Annual Performance Report submitted to the Office of Special Education Programs (OSEP) in February 2026. All personally identifiable information (PII) has been masked for public reporting, as is required by the *Family Education Rights and Privacy Act (FERPA)*, according to the following legend:

- \* Indicates that the number of students in this subpopulation was <=10.
- <1% Indicates that the percentage is between 0.00 and 0.99.

| SPP/APR Indicator Data – Henry County                                  |              |            |                                  |          |                                      |
|--|--------------|------------|----------------------------------|----------|--------------------------------------|
| Indicators   | State Target | State Data | State Met Target?<br>(Yes or No) | LEA Data | LEA Met State Target?<br>(Yes or No) |
| Indicator 1: Graduation (with a regular diploma)                       | 74.31%       | 81.66%     | Yes                              | *        | Yes                                  |
| Indicator 2: Drop Out  | 5.89%        | 2.32%      | Yes                              | <1       | Yes                                  |
| Indicator 3a: Participation for Children with IEPs                     |              |            |                                  |          |                                      |
| 4 <sup>th</sup> grade – Reading  | 95.00%       | 99.46%     | Yes                              | 100.00%  | Yes                                  |
| 4 <sup>th</sup> grade – Math   | 95.00%       | 99.31%     | Yes                              | 100.00%  | Yes                                  |
| 8 <sup>th</sup> grade – Reading  | 95.00%       | 98.38%     | Yes                              | 88.00%   | No                                   |
| 8 <sup>th</sup> grade – Math   | 95.00%       | 98.05%     | Yes                              | 88.00%   | No                                   |
| High School – Reading  | 95.00%       | 88.86%     | No                               | 71.43%   | No                                   |
| High School – Math   | 95.00%       | 95.94%     | Yes                              | 100.00%  | Yes                                  |
| Indicator 3b: Proficiency (Grade Level Academic Achievement Standards) |              |            |                                  |          |                                      |
| 4 <sup>th</sup> grade – Reading  | 19.09%       | 22.48%     | Yes                              | 41.18%   | Yes                                  |
| 4 <sup>th</sup> grade – Math   | 8.36%        | 15.66%     | Yes                              | *        | Yes                                  |
| 8 <sup>th</sup> grade – Reading  | 11.83%       | 15.45%     | Yes                              | *        | Yes                                  |
| 8 <sup>th</sup> grade – Math   | 1.81%        | 4.09%      | Yes                              | *        | Yes                                  |
| High School – Reading  | 4.45%        | 6.03%      | Yes                              | *        | Yes                                  |
| High School – Math   | 2.74%        | 3.40%      | Yes                              | *        | Yes                                  |

## SPP/APR Indicator Data – Henry County

| Indicators   | State Target | State Data | State Met Target?<br>(Yes or No) | LEA Data  | LEA Met State Target?<br>(Yes or No) |
|--|--------------|------------|----------------------------------|-----------|--------------------------------------|
| <b>Indicator 3c: Proficiency (Alternate Academic Achievement Standards)</b>  |              |            |                                  |           |                                      |
| 4 <sup>th</sup> grade – Reading  | 24.57%       | 8.56%      | No                               | <1        | No                                   |
| 4 <sup>th</sup> grade – Math   | 19.81%       | 14.34%     | No                               | <1        | No                                   |
| 8 <sup>th</sup> grade – Reading  | 23.94%       | 17.68%     | No                               | N/A       | N/A                                  |
| 8 <sup>th</sup> grade – Math   | 13.44%       | 6.98%      | No                               | N/A       | N/A                                  |
| High School – Reading  | 37.01%       | 24.47%     | No                               | *         | No                                   |
| High School – Math   | 28.84%       | 5.94%      | No                               | *         | No                                   |
| <b>Indicator 3d: Gap in Proficiency (Grade Level Academic Achievement Standards)</b>   |              |            |                                  |           |                                      |
| 4 <sup>th</sup> grade – Reading  | 19.67        | 39.18      | No                               | 23.53     | No                                   |
| 4 <sup>th</sup> grade – Math   | 9.37         | 26.47      | No                               | 26.24     | No                                   |
| 8 <sup>th</sup> grade – Reading  | 23.92        | 39.58      | No                               | 43.97     | No                                   |
| 8 <sup>th</sup> grade – Math   | 7.49         | 20.69      | No                               | 24.26     | No                                   |
| High School – Reading  | 14.29        | 24.28      | No                               | 16.18     | No                                   |
| High School – Math   | 12.37        | 20.55      | No                               | 13.27     | No                                   |
| <b>Indicator 4: Rates of Suspension/Expulsion (0.66 state rate; &gt; 2.16 = state bar)</b>   |              |            |                                  |           |                                      |
| Indicator 4a: Suspension/Expulsion rate<br>(where policies, procedures, or practices contribute to significant discrepancy)              | 4.70%        | 8.00%      | No                               | <1        | Yes                                  |
| Indicator 4b: Suspension/Expulsion by Race/Ethnicity<br>(where policies, procedures, or practices contribute to significant discrepancy) | 0.00%        | 0.00%      | Yes                              | Compliant | Yes                                  |
| <b>Indicator 5: Education Environments (School Age)</b>  |              |            |                                  |           |                                      |
| Indicator 5a: Inside regular class ≥ 80% of the day  | 83.92%       | 82.23%     | No                               | 83.06%    | No                                   |
| Indicator 5b: Inside regular class < 40% of the day  | 6.21%        | 8.71%      | No                               | 10.93%    | No                                   |
| Indicator 5c: In separate schools, residential facilities, homebound/hospital  | 2.26%        | 1.84%      | Yes                              | *         | Yes                                  |
| <b>Indicator 6: Preschool Environments</b>   |              |            |                                  |           |                                      |
| Indicator 6a: Regular early childhood program  | 52.70%       | 56.36%     | Yes                              | *         | No                                   |
| Indicator 6b: Separate special education class, school, or facility  | 4.28%        | 5.29%      | No                               | <1        | Yes                                  |
| Indicator 6c: Home   | 2.71%        | 1.89%      | Yes                              | <1        | Yes                                  |

## SPP/APR Indicator Data – Henry County

| Indicators   | State Target | State Data    | State Met Target?<br>(Yes or No) | LEA Data  | LEA Met State Target?<br>(Yes or No) |
|--|--------------|---------------|----------------------------------|-----------|--------------------------------------|
| <b>Indicator 7: Preschool Outcomes</b>   |              |               |                                  |           |                                      |
| Indicator 7a1: Positive social-emotional skills; children who increased rate of growth   | 51.07%       | 51.76%        | Yes                              | 33.33%    | No                                   |
| Indicator 7a2: Positive social-emotional skills; children functioning within age expectations  | 54.71%       | 51.67%        | No                               | 60.00%    | Yes                                  |
| Indicator 7b1: Acquisition and use of knowledge and skills; children who increased rate of growth                                    | 57.30%       | 55.86%        | No                               | 75.00%    | Yes                                  |
| Indicator 7b2: Acquisition and use of knowledge and skills; children functioning within age expectations                             | 50.44%       | 47.23%        | No                               | 60.00%    | Yes                                  |
| Indicator 7c1: Use of appropriate behavior; children who increased rate of growth  | 43.88%       | 46.00%        | Yes                              | 33.33%    | No                                   |
| Indicator 7c2: Use of appropriate behavior; children functioning within age expectations   | 50.63%       | 48.43%        | No                               | 60.00%    | Yes                                  |
| Indicator 8: Parent Involvement  | 77.99%       | 74.59%        | No                               | 72.12%    | No                                   |
| <b>Alabama Parent Survey Response Rate</b>   |              | <b>17.57%</b> |                                  |           |                                      |
| Indicator 9: Disproportionate Representation (that is the result of inappropriate identification)                                    | 0.00%        | 5.26%         | No                               | Compliant | Yes                                  |
| Indicator 10: Disproportionate Representation in Specific Disability Categories (that is the result of inappropriate identification) | 0.00%        | 25.85%        | No                               | Compliant | Yes                                  |
| Indicator 11: Child Find   | 100.00%      | 99.48%        | No                               | 100.00%   | Yes                                  |
| Indicator 12: Early Childhood Transition   | 100.00%      | 99.87%        | No                               | -         | No data to report                    |
| Indicator 13: Secondary Transition   | 100.00%      | 99.85%        | No                               | 100.00%   | Yes                                  |
| <b>Indicator 14: Post-School Outcomes</b>  |              |               |                                  |           |                                      |
| Obtained: N/A  |              |               |                                  |           |                                      |
| Indicator 14a: Enrolled in higher education  | 22.54%       | 26.67%        | Yes                              | N/A       | N/A                                  |
| Indicator 14b: Enrolled in higher education or competitively employed  | 63.78%       | 63.58%        | No                               | N/A       | N/A                                  |
| Indicator 14c: Enrolled in higher education, in some other postsecondary education, or competitively employed                        | 71.17%       | 72.35%        | Yes                              | N/A       | N/A                                  |
| <b>Alabama Post-School Outcomes Survey Response Rate</b>   |              | <b>66.28%</b> |                                  |           |                                      |

For more information about the indicators, refer to the [Part B SPP/APR Measurement Table \(FFY 2020 –2025\)](#).