

Annual Performance Report for Rutland Central S.U. 2006-2007 School Year

Rutland Central S.U. Enrollment Trend Snapshot:

School Year	Total Students Eligible for Special Education	Total Average Daily Membership (ADM) ¹	Special Education as % of Total ADM Population
2004-05	160	1320.38	12.12%
2005-06	162	1273.72	12.72%
2006-07	151	1201.78	12.56%

Indicator 1, Graduation Rates²: Percent of youth with IEPs graduating with a regular diploma compared to the percent of youth in regular education graduating with a regular diploma.

School Year	Statewide Regular Ed Graduation Rate	S.U. Regular Ed Graduation Rate	Statewide Special Ed Graduation Rate	S.U. Special Ed Graduation Rate	State Performance Plan Target	Meets or Exceeds Target?
2005-06	90.57%	94.12%	78.48%	***	≥80.00%	(***)
2006-07	92.14%	88.71%	78.20%	***	≥80.00%	(***)
2007-08	Pending ³	Pending	Pending	Pending	≥80.00%	Pending

Indicator 2, Dropout Rates²: Percent of youth with IEPs dropping out of high school compared to the percent of youth in regular education dropping out of high school.

School Year	Statewide Regular Ed Dropout Rate	S.U. Regular Ed Dropout Rate	Statewide Special Ed Dropout Rate	S.U. Special Ed Dropout Rate	State Performance Plan Target	Meets or Exceeds Target?
2005-06	3.00%	3.79%	3.61%	2.70%	≤4.61%	Yes (1.91%)
2006-07	3.24%	3.43%	3.82%	4.65%	≤4.00%	No (-0.65%)
2007-08	Pending	Pending	Pending	Pending	≤3.5%	Pending

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¹ For detailed information on Average Daily Membership (ADM), please see <http://education.vermont.gov/new/html/data/adm.html>

² N/A in any of these cells for Indicator 1 or 2 signifies that the Supervisory Union/District was not educationally responsible for any students in grade 12 for the graduation rate calculation or grades 9 - 12 for the drop out rate calculation during the reporting period.

³ “Pending” appearing in cells indicates that data is not currently available. Statewide data for the 2007 - 2008 school year will be available in the Local Annual Performance Report published in the spring of 2009. State Performance Plan targets for the 2007 - 2008 school year have been included for reference.

Indicator 3: Assessment Participation and Performance:

3A: Did Rutland Central S.U. meet the Vermont Annual Yearly Progress (AYP) objectives for the disability subgroup?

School Year	% of Districts Meeting AYP Statewide	State Performance Plan Target	Did this District Achieve AYP? ⁴
2005-06	31.11%	93.00% ⁵	N/A
2006-07	28.26%	33.00%	N/A
2007-08	Pending	34.00%	Pending

3B: Assessment Participation rates for children with IEPs: **MATH**

School Year	Statewide IEP Participation Rate	S.U. IEP Participation Rate	State Performance Plan Target	Meets or Exceeds Target?
2005-06	98.37%	100.00%	82.00% ⁶	Yes (18.00%)
2006-07	96.79%	100.00%	98.50%	Yes (1.50%)
2007-08	Pending	Pending	98.60%	Pending

3B: Assessment Participation rates for children with IEPs: **READING**

School Year	Statewide IEP Participation Rate	S.U. IEP Participation Rate	State Performance Plan Target	Meets or Exceeds Target?
2005-06	98.40%	100.00%	82.00% ⁶	Yes (18.00%)
2006-07	96.59%	100.00%	98.50%	Yes (1.50%)
2007-08	Pending	Pending	98.60%	Pending

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⁴ N/A in this cell signifies that an AYP determination was not made for this SU or town district: AYP is only calculated for town districts (not Supervisory Unions) and only for those town school districts (e.g. Burlington, Colchester, Springfield) that also meet the minimum “n” size requirement for making AYP determinations for the disability subgroup. For additional information on AYP determination requirements for the disability subgroup go to http://education.vermont.gov/new/html/pgm_accountability.html

⁵ The high 2005 - 2006 SPP target for this indicator was based on an error in calculating AYP for the disability subgroup for the 2004 - 2005 school year. The error was corrected in 2005 - 2006 and the targets were adjusted accordingly. For additional detail on the correction of this error please see Indicator 3 of the Vermont Part B State Performance Plan available at http://education.vermont.gov/new/html/pgm_spced/data_reports_pubs.html

⁶ The 2005 - 2006 SPP target for this indicator was based on data from the Grade 2 DRA and Grade 10 NSRE assessments administered during the 2004 - 2005 school year; data from grades 3 - 8 were not available because of the transition to the NECAP assessment during the 2004 - 05 school year. Targets for this indicator were revised beginning in 2006 - 2007 based on NECAP data from the 2005 - 2006 school year. For additional detail on the SPP targets, please see Indicator 3 of the revised FFY 2005 Part B State Performance Plan available at http://education.vermont.gov/new/html/pgm_spced/data_reports_pubs.html

3C: Assessment Proficiency rates for children with IEPs: MATH

School Year	Statewide IEP Proficiency Rate	S.U. IEP Proficiency Rate	State Performance Plan Target	Meets or Exceeds Target?
2005-06	19.24%	25.97%	11.00% ⁷	Yes (14.97%)
2006-07	21.85%	27.87%	20.00%	Yes (7.87%)
2007-08	Pending	Pending	20.00%	Pending

3C: Assessment Proficiency rates for children with IEPs: READING

School Year	Statewide IEP Proficiency Rate	S.U. IEP Proficiency Rate	State Performance Plan Target	Meets or Exceeds Target?
2005-06	17.68%	29.87%	26.00% ⁷	Yes (3.87%)
2006-07	21.41%	29.51%	27.00%	Yes (2.51%)
2007-08	Pending	Pending	27.00%	Pending

Indicator 4: Rates of suspension and expulsion for children with IEPs:

4A: Has Rutland Central S.U. met the target (not been identified) by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year?

School Year	% S.U.'s Identified Statewide	State Performance Plan Target	Meets Target (not identified)?
2005-06	1.67%	0.00%	Yes
2006-07	1.67%	0.00%	Yes
2007-08	Pending	0.00%	Pending

4B: Has Rutland Central S.U. met the target (not been identified) by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?

Per U.S. Department of Education instruction, state and local level reporting on Indicator 4B. has been discontinued.

⁷ The 2005 - 2006 SPP target for this indicator was based on data from the Grade 2 DRA and Grade 10 NSRE assessments administered during the 2004 - 2005 school year; data from grades 3 - 8 were not available because of the transition to the NECAP assessment during the 2004 - 05 school year. Targets for this indicator were revised beginning in 2006 - 2007 based on NECAP data from the 2005 - 2006 school year. For additional detail on these SPP targets, please see Indicator 3 of the revised Part B FFY 2005 State Performance Plan available at http://education.vermont.gov/new/html/pgm_spced/data_reports_pubs.html

Indicator 5, Ages 6 - 21 Educational Environments:
5A: Percent of children with IEPs served inside the regular class \geq 80% of day.

School Year	Statewide % in Reg. Ed. \geq 80% of day	S.U. % in Reg. Ed. \geq 80% of day	State Performance Plan Target	Meets or Exceeds Target?
2005-06	77.89%	94.52%	\geq 80.00%	Yes (14.52%)
2006-07	71.15%	95.04%	\geq 78.00%	Yes (17.04%)
2007-08	Pending	Pending	\geq 78.50%	Pending

5B: Percent of children with IEPs inside the regular class $<$ 40% of the day.

School Year	Statewide % in Reg. Ed. $<$ 40% of Day	S.U. % in Reg. Ed. $<$ 40% of Day	State Performance Plan Target	Meets or Exceeds Target?
2005-06	8.59%	***	\leq 8.00% ⁸	(***)
2006-07	10.14%	0.00%	\leq 8.00%	Yes (8.00%)
2007-08	Pending	Pending	\leq 7.50%	Pending

5C: Percent of children with IEPs served in separate schools, residential placements, or homebound or hospital placements.

School Year	Statewide % in Non-Inclusive Environments	S.U. % in Non-Inclusive Environments	State Performance Plan Target	Meets or Exceeds Target?
2005-06	5.81%	***	\leq 4.04% ⁶	(***)
2006-07	6.35%	***	\leq 4.04%	(***)
2007-08	Pending	Pending	\leq 4.00%	Pending

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⁸ This target is from the State Performance Plan for the 2006 - 2007 year because the original target for the 2005 -06 school year was not designed to allow for individual analysis of Indicator 5B. or 5C. For a complete explanation, please see Indicator 5 in the revised FFY 2005 State Performance Plan available online at http://education.vermont.gov/new/html/pgm_spед/data_reports_pubs.html

Indicator 6, Ages 3 - 5 Educational Environments: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

In 2006 - 2007 substantive changes were made by the U.S. DOE Office of Special Education Programs (OSEP) to the definitions for preschool least restrictive environments. These new preschool environment definitions made baseline data from 2004 - 2005 and the subsequent yearly targets set from these baseline data non-usable. As a result, states have been instructed to not report data for this indicator for FFY 2006 (2006 - 2007). The FFY 2005 State Performance Plan and subsequent Annual Performance Reports will be revised according to OSEP instructions as they are made available. Additional information on interpreting the new preschool LRE definitions is available on the OSEP funded technical assistance site at:

<https://www.ideadata.org/TAMaterial.asp>

Indicator 7, Preschool Childhood Outcomes⁹:

7A. Percent of preschool children with IEPs who demonstrate improved positive **social-emotional skills** (including social relationships).

School Year	Statewide % Demonstrating Improvement	S.U. % Demonstrating Improvement	State Performance Plan Target	Meets or Exceeds Target?
2005-06	New Indicator	New Indicator	New Indicator	New Indicator
2006-07	94.22%	***	N/A*	N/A*
2007-08	Pending	Pending	N/A*	N/A*

7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of **knowledge and skills** (including early language/communication and early literacy).

School Year	Statewide % Demonstrating Improvement	S.U. % Demonstrating Improvement	State Performance Plan Target	Meets or Exceeds Target?
2005-06	New Indicator	New Indicator	New Indicator	New Indicator
2006-07	97.49%	***	N/A*	N/A*
2007-08	Pending	Pending	N/A*	N/A*

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⁹ The U.S. Department of Education Office of Special Education Programs (OSEP) has allowed states three years to develop an early childhood outcomes data collection system for this indicator. Data collection began in 2005 - 2006. Progress data was collected in 2006 - 2007 and will continue to be collected in 2007 - 2008. Baseline data will be reported in February 2010 based on outcomes data from the 2008 - 2009 school year. Targets will be set based on these data through the 2010 - 2011 school year.

*See note 9, above.

7C. Percent of preschool children with IEPs who demonstrate improved use of **appropriate behaviors to meet their needs.**

School Year	Statewide % Demonstrating Improvement	S.U. % Demonstrating Improvement	State Performance Plan Target	Meets or Exceeds Target?
2005-06	New Indicator	New Indicator	New Indicator	New Indicator
2006-07	97.24%	***	N/A*	N/A*
2007-08	Pending	Pending	N/A*	N/A*

Indicator 8, Parent Involvement¹⁰: 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.

School Year	Statewide % of Parents Reporting Involvement	S.U. % of Parents Reporting Involvement	State Performance Plan Target	Meets or Exceeds Target?
2005-06	28.00%	48.00%	New Indicator	New Indicator
2006-07	34.02%	23.81%	30.12%	No (-6.31%)
2007-08	Pending	Pending	32.12%	Pending

Indicator 9, Disproportionality by Race and Ethnicity: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	% S.U.'s Identified Statewide	State Performance Plan Target	Meets Target (not identified)?
2005-06	0.00%	0.00%	Yes
2006-07	0.00%	0.00%	Yes
2007-08	Pending	0.00%	Pending

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* See note 9, on the previous page.

¹⁰ This was a new indicator for school year 2005 - 06. As a result, there were no targets set for 2005 - 06.

Indicator 10, Disproportionality by Race, Ethnicity and Disability: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	% S.U.'s Identified Statewide	State Performance Plan Target	Meets Target (not identified)?
2005-06	0.00%	0.00%	Yes
2006-07	0.00%	0.00%	Yes
2007-08	Pending	0.00%	Pending

Indicator 11, Eligibility Determination Timeliness¹¹: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

School Year	Statewide % Evaluated ≤ 60 Days	S.U. % Evaluated ≤ 60 Days	State Performance Plan Target	Meets Target? [†]
2005-06	69.74%	N/A	100.00%	(N/A)
2006-07	81.78%	N/A	100.00%	(N/A)
2007-08	Pending	Pending	100.00%	Pending

Indicator 12, Part C to Part B Transition¹²: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	Statewide % Found Eligible < Age 3	S.U. % Found Eligible < Age 3	State Performance Plan Target	Meets Target? [†]
2005-06	86.44%	***	100.00%	No (***)
2006-07	97.33%	100.00%	100.00%	Yes (0.00%)
2007-08	Pending	Pending	100.00%	Pending

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¹¹ N/A in any cells for this indicator signifies that the Supervisory Union/District was not monitored on this indicator during the reporting period.

¹² N/A in any cells for this indicator signifies that there were no students transitioning from Part C to Part B for this indicator during the reporting period.

[†] Because 100% compliance is a requirement of Indicators 11 and 12, the “Meets Target?” cells are denoted with “Yes” or “No” even if the number of students and the subsequent % of students has been suppressed (“****”) to prevent the release of personally identifying student information.

Indicator 13, Post-Secondary Transition Goals¹³: Percent of youth aged 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 postsecondary goals.

School Year	Statewide % Youth w/ IEP Goals	S.U. % Youth w/ IEP Goals	State Performance Plan Target	Meets Target? [†]
2005-06	76.36%	N/A	100.00%	(N/A)
2006-07	34.54%	N/A	100.00%	(N/A)
2007-08	Pending	Pending	100.00%	Pending

Indicator 14, Post-Secondary Outcomes¹⁴: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

School Year	Statewide % Youth Working or in Postsecondary School	S.U. % Youth Working or in Postsecondary School	State Performance Plan Target	Meets or Exceeds Target?
2005-06	New Indicator	New Indicator	New Indicator	New Indicator
2006-07	87.37%	***	New Indicator	New Indicator
2007-08	Pending	Pending	88.00%	Pending

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¹³ N/A in any cells for this indicator signifies that the Supervisory Union/District was not monitored on this indicator during the reporting period.

¹⁴ This was a new indicator for the 2005 - 06 school year; therefore there is no outcome data to report for 2005 - 2006. Post-secondary outcome data collected during 2006 - 07 for leavers from 2005-06 was used to report outcomes data in 2006 - 2007 and to set the State Performance Plan targets for future years.

[†] Because 100% compliance is a requirement of Indicator 13, the “Meets Target?” cells are denoted with “Yes” or “No” even if the number of students and the subsequent % of students has been suppressed (“****”) to prevent the release of personally identifying student information.