

Annual Performance Report for Washington Central S.U. 2007-2008 School Year

Report Context:

Beginning with the 2005 - 2006 school year the U.S. Department of Education, in an effort to meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA), required all states to publicly report the progress of local education agencies in meeting the targets of fourteen indicators contained in their respective State Performance Plans (SPP). This 2007 - 2008 Local Annual Performance Report has been created by the Vermont Department of Education to fulfill these requirements.

Report Format:

The tables for each indicator in this report contain, from left to right, statewide progress information (as contained in the statewide Annual Performance Report), Supervisory Union/Supervisory District (SU/SD) progress information, the State Performance Plan targets and the SU/SD progress in comparison to those targets. To provide context for the 2007 - 2008 progress information, the tables contain prior year(s) information, as available back to 2005 - 2006, as well as the State Performance Plan targets through 2010-11.

For additional information on specific indicators, including how these data are collected and the improvement activities the Vermont Department of Education is undertaking to ensure continuing progress in meeting the requirements of IDEA, please reference the Vermont Department of Education Part B State Performance Plan, and the Vermont Department of Education Part B Annual Performance Report available at:

http://education.vermont.gov/new/html/pgm_sped/data_reports_pubs.html

Report Data Notes:

- Beginning with the 2008 - 2009 school year, the word "Pending" appearing in a cell indicates that information is not yet available for that school year. Indicator data is reported in the spring of the following school year from which it is collected. For example, 2008 – 2009 school year information will be updated and available in the Local Annual Performance Reports published in the spring of 2010.
- "***" in a cell indicates data is available for the indicator but has been suppressed in accordance with the Vermont Department of Education small "n" policy for public reporting. This policy is designed to prevent the release of potentially personally identifying student information when the number of students being reported in a cell is <11.
- "N/A" in a cell indicates that information is "not available" for the indicator. Specific reasons for "N/A" are referenced in the footnotes associated with each table.

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Washington Central S.U. Enrollment Trend Snapshot:

School Year	Vermont Students Eligible for Special Education	Vermont Average Daily Membership (ADM) ¹	Special Education % of ADM Population	SU/SD Students Eligible for Special Education	SU/SD Average Daily Membership (ADM)	SU/SD Special Education % of ADM Population
2004-05	13,884	97,973.34	14.17%	188	1601.68	11.74%
2005-06	13,901	96,774.38	14.36%	187	1624.26	11.51%
2006-07	14,088	95,559.86	14.74%	187	1596.22	11.72%
2007-08	14,081	93,547.15	15.05%	183	1623.14	11.27%

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%	89.17%	78.48%	58.33%	≥80.00%	No (-21.67%)
2006-07	92.14%	85.23%	78.20%	81.82%	≥80.00%	Yes (1.82%)
2007-08	92.35%	88.03%	80.62%	***	≥80.00%	(***)
2008-09	Pending	Pending	Pending	Pending	≥82.00%	Pending
2009-10	Pending	Pending	Pending	Pending	≥84.00%	Pending
2010-11	Pending	Pending	Pending	Pending	≥85.00%	Pending

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

² N/A signifies that the Supervisory Union/District was not educationally responsible for any students in grade 12 for the graduation rate calculation.

Indicator 2, Dropout Rates³: 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%	2.65%	3.61%	1.75%	≤4.61%	Yes (2.86%)
2006-07	3.24%	1.74%	3.82%	6.25%	≤4.00%	No (-2.25%)
2007-08	3.14%	2.49%	3.71%	3.64%	≤3.5%	No (-0.14%)
2008-09	Pending	Pending	Pending	Pending	≤3.0%	Pending
2009-10	Pending	Pending	Pending	Pending	≤3.0%	Pending
2010-11	Pending	Pending	Pending	Pending	≤3.0%	Pending

Indicator 3: Assessment Participation and Performance:

3A: Did Washington 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 ⁴	Did this District Achieve AYP? ⁵
2007-08	14.89%	N/A	N/A
2008-09	Pending	15.00%	Pending
2009-10	Pending	15.00%	Pending
2010-11	Pending	18.00%	Pending

³ N/A signifies that the Supervisory Union/District was not educationally responsible for any students in grades 9 - 12 for the drop out rate calculation during the reporting period.

⁴ N/A in a cell in this column signifies that no target information is available for this year: The Vermont Department of Education transitioned from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. During the transition period, AYP and assessment information, as reported in this Annual Performance Report for the disability subgroup, was based on a reduced number of grades and/or multiple assessment instruments. As a result, the 2007 - 08 AYP and assessment information, based exclusively on the NECAP data received for grades 3 - 8 and 11, does not compare meaningfully to previous years. Therefore, the Vermont Department of Education has revised baseline data and targets for this indicator, beginning with the 2007-08 school year-- 2007-08 data are baseline data, targets have been set for future years based on this 2007-08 baseline. For a more detailed discussion of the assessment transition, its' impact on these assessment data, and the need for baseline data and target revisions, please see page 17 of the revised Vermont Part B State Performance Plan available at http://education.vermont.gov/new/html/pgm_spед/data_reports_pubs.html

⁵ N/A in a cell in this column 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

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

School Year	Statewide IEP Participation Rate	S.U. IEP Participation Rate	State Performance Plan Target ⁶	Meets or Exceeds Target ⁶ ?
2007-08	96.23%	98.84%	N/A	N/A
2008-09	Pending	Pending	96.50%	Pending
2009-10	Pending	Pending	96.50%	Pending
2010-11	Pending	Pending	98.50%	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 ⁶	Meets or Exceeds Target ⁶ ?
2007-08	96.37%	98.82%	N/A	N/A
2008-09	Pending	Pending	96.50%	Pending
2009-10	Pending	Pending	96.50%	Pending
2010-11	Pending	Pending	98.50%	Pending

⁶ N/A in a cell in this column signifies that no target information is available for this year: The Vermont Department of Education transitioned from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. During the transition period, AYP and assessment information, as reported in this Annual Performance Report for the disability subgroup, was based on a reduced number of grades and/or multiple assessment instruments. As a result, the 2007 – 08 AYP and assessment information, based exclusively on the NECAP data received for grades 3 - 8 and 11, does not compare meaningfully to previous years. Therefore, the Vermont Department of Education has revised baseline data and targets for this indicator, beginning with the 2007-08 school year-- 2007-08 data are baseline data, targets have been set for future years based on this 2007-08 baseline. For a more detailed discussion of the assessment transition, its' impact on these assessment data, and the need for baseline data and target revisions, please see page 17 of the revised Vermont Part B State Performance Plan available at http://education.vermont.gov/new/html/pgm_spед/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 ⁷	Meets or Exceeds Target ⁷ ?
2007-08	14.89%	12.79%	N/A	N/A
2008-09	Pending	Pending	15.00%	Pending
2009-10	Pending	Pending	15.00%	Pending
2010-11	Pending	Pending	19.00%	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 ⁷	Meets or Exceeds Target ⁷ ?
2007-08	18.58%	20.00%	N/A	N/A
2008-09	Pending	Pending	19.00%	Pending
2009-10	Pending	Pending	19.00%	Pending
2010-11	Pending	Pending	24.00%	Pending

⁷ N/A in a cell in this column signifies that no target information is available for this year: The Vermont Department of Education transitioned from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. During the transition period, AYP and assessment information, as reported in this Annual Performance Report for the disability subgroup, was based on a reduced number of grades and/or multiple assessment instruments. As a result, the 2007 – 08 AYP and assessment information, based exclusively on the NECAP data received for grades 3 - 8 and 11, does not compare meaningfully to previous years. Therefore, the Vermont Department of Education has revised baseline data and targets for this indicator, beginning with the 2007-08 school year-- 2007-08 data are baseline data, targets have been set for future years based on this 2007-08 baseline. For a more detailed discussion of the assessment transition, its' impact on these assessment data, and the need for baseline data and target revisions, please see page 17 of the revised Vermont Part B State Performance Plan available at http://education.vermont.gov/new/html/pgm_spед/data_reports_pubs.html

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

4A: Has Washington 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	0.00%	0.00%	Yes
2008-09	Pending	0.00%	Pending
2009-10	Pending	0.00%	Pending
2010-11	Pending	0.00%	Pending

4B: Has Washington 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.

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%	83.93%	\geq 80.00%	Yes (3.93%)
2006-07	71.15%	68.10%	\geq 78.00%	No (-9.90%)
2007-08	69.95%	65.22%	\geq 78.50%	No (-13.28%)
2008-09	Pending	Pending	\geq 78.50%	Pending
2009-10	Pending	Pending	\geq 79.00%	Pending
2010-11	Pending	Pending	\geq 79.00%	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%	***	≤8.00% ⁸	(***)
2006-07	10.14%	11.04%	≤8.00%	No (-3.04%)
2007-08	9.47%	11.18%	≤7.50%	No (-3.68%)
2008-09	Pending	Pending	≤7.50%	Pending
2009-10	Pending	Pending	≤7.00%	Pending
2010-11	Pending	Pending	≤7.00%	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%	***	≤4.04% ⁸	(***)
2006-07	6.35%	7.98%	≤4.04%	No (-3.94%)
2007-08	6.49%	***	≤4.00%	(***)
2008-09	Pending	Pending	≤4.00%	Pending
2009-10	Pending	Pending	≤3.85%	Pending
2010-11	Pending	Pending	≤3.75%	Pending

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.

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, Vermont is not reporting information for this indicator for the 2007-08 school year. The 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	95.77%	***	N/A*	N/A*
2008-09	Pending	Pending	N/A*	N/A*
2009-10	Pending	Pending	N/A*	N/A*
2010-11	Pending	Pending	N/A*	N/A*

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.

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	95.59%	***	N/A*	N/A*
2008-09	Pending	Pending	N/A*	N/A*
2009-10	Pending	Pending	N/A*	N/A*
2010-11	Pending	Pending	N/A*	N/A*

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	95.41%	***	N/A*	N/A*
2008-09	Pending	Pending	N/A*	N/A*
2009-10	Pending	Pending	N/A*	N/A*
2010-11	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%	27.00%	New Indicator	New Indicator
2006-07	34.02%	26.32%	30.12%	No (-3.80%)
2007-08	34.13%	42.86%	32.12%	Yes (10.74%)
2008-09	Pending	Pending	34.12%	Pending
2009-10	Pending	Pending	36.12%	Pending
2010-11	Pending	Pending	38.12%	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	0.00%	0.00%	Yes
2008-09	Pending	0.00%	Pending
2009-10	Pending	0.00%	Pending
2010-11	Pending	0.00%	Pending

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	0.00%	0.00%	Yes
2008-09	Pending	0.00%	Pending
2009-10	Pending	0.00%	Pending
2010-11	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%	(N/A)
2006-07	81.78%	N/A	100%	(N/A)
2007-08	90.84%	N/A	100%	(N/A)
2008-09	Pending	Pending	100%	Pending
2009-10	Pending	Pending	100%	Pending
2010-11	Pending	Pending	100%	Pending

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.

* 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 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%	100%	Yes (100.00%)
2006-07	97.33%	100.00%	100%	Yes (100.00%)
2007-08	99.27%	***	100%	Yes (100.00%)
2008-09	Pending	Pending	100%	Pending
2009-10	Pending	Pending	100%	Pending
2010-11	Pending	Pending	100%	Pending

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%	(N/A)
2006-07	34.54%	N/A	100%	(N/A)
2007-08	54.08%	N/A	100%	(N/A)
2008-09	Pending	Pending	100%	Pending
2009-10	Pending	Pending	100%	Pending
2010-11	Pending	Pending	100%	Pending

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.

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.

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	87.36%	***	88.00%	(***)
2008-09	Pending	Pending	88.25%	Pending
2009-10	Pending	Pending	88.50%	Pending
2010-11	Pending	Pending	89.00%	Pending

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.