Annual Performance Report on Utah's State Performance Plan

Alpine District

FFY 2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N	N	73.40%	63.60%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	N	4.70%	5.69%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	100.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	99.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	N	58.00%	51.00%
		Percent of grade 10 students.	Y	Y	Y	58.00%	58.00%
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	50.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	47.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	59.93%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	10.36%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	N	3.29%	3.46%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	Y	86.34%	87.50%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 School Days	Percent of children who were evaluated within 45 school days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N	N	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72%	79%

Annual Performance Report on Utah's State Performance Plan

Beaver District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	92.30%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	1.79%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	66.00%
		Percent of grade 10 students.	Y	N	N	58.00%	42.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	81.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	52.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	9.71%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.52%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	67.00%

Annual Performance Report on Utah's State Performance Plan

Box Elder District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	N	73.40%	70.27%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	3.15%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	99.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	97.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	50.00%
		Percent of grade 10 students.	N	N	N	58.00%	36.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	51.00%
		Percent of grade 10-12 students.	N	N	N	59.00%	23.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:				N/A	N/A
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	45.36%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	22.49%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A%
12	Transition from Part C to Part B	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.	N	Y	N	100.00%	94.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72%	90.00%

Annual Performance Report on Utah's State Performance Plan

Cache District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	76.83%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	4.40%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	100.00%
	Math	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N	Y	Y	97.00%	100.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	62.00%
		Percent of grade 10 students.	Y	Y	N	58.00%	47.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	60.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	54.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	56.23%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	10.09%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N	100.00%	97.78%
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72%	93.00%

Annual Performance Report on Utah's State Performance Plan

Carbon District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	85.71%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	1.98%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	99.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	53.00%
		Percent of grade 10 students.	Y	N	N	58.00%	57.00%
	Math	Percent of grade 3-8 students.	Y	Y	N	59.00%	54.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	43.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	52.94%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	Y	15.66%	13.18%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	N	3.29%	9.74%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	76.67%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	Y	N	100.00%	90.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	84.60%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	90.00%

Annual Performance Report on Utah's State Performance Plan

Daggett District

FFY2007
Publication Date: April 1, 2009

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Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N/A	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	N/A	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students	Y	N/A	N/A	58.00%	N<10
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	N/A	N/A	59.00%	N<10
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	90.91%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	Y	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Davis District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	N	73.40%	70.94%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	N	4.70%	5.65%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	APPEAL		APPEAL
3B	Participation Rate	Participation rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10 students.	Y	Y		97.00%	
	Math	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10-12 students.	Y	Y		97.00%	
3C	Proficiency Rate	Proficiency rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Percent of grade 3-8 students.	Y	N		58.00%	
		Percent of grade 10 students.	Y	N		58.00%	
	Math	Percent of grade 3-8 students.	Y	N		59.00%	
		Percent of grade 10-12 students.	Y	N		59.00%	
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	52.43%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	16.68%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.68%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	Y	86.34%	92.17%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N	N	N/A	100.00%	99.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	67.00%

Annual Performance Report on Utah's State Performance Plan

Duchesne District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	N	73.40%	71.88%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	9.47%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	36.00%
		Percent of grade 10 students.	N	N	N	58.00%	27.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	36.00%
		Percent of grade 10-12 students.	N	N	Y	59.00%	59.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	Y	51.15%	54.22%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N	Y	Y	15.66%	1.35%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	Y	3.29%	1.18%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N	N	100.00%	80.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	71.00%

Annual Performance Report on Utah's State Performance Plan

Emery District

FFY2007
Publication Date: April 15, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N	Y	73.40%	87.50%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	1.47%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	62.00%
		Percent of grade 10 students.	Y	Y	N	58.00%	42.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	70.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	15.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	Y	51.15%	71.72%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	6.06%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	.03%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	67.00%

Annual Performance Report on Utah's State Performance Plan

Garfield District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	93.33%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	N	Y	4.70%	2.04%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	63.00%
		Percent of grade 10 students.	Y	N	N	58.00%	55.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	68.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	40.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	92.80%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	2.40%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	67.00%

Annual Performance Report on Utah's State Performance Plan

Grand District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	N	73.40%	72.73%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	N	4.70%	4.84%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	52.00%
		Percent of grade 10 students.	N	N	N	58.00%	23.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	47.00%
		Percent of grade 10-12 students.	N	N	N	59.00%	38.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	N	51.15%	50.29%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	14.86%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	80.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	Y	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Granite District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	N	73.40%	62.11%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	7.60%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	97.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	99.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	36.00%
		Percent of grade 10 students.	N	N	N	58.00%	36.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	40.00%
		Percent of grade 10-12 students.	N	N	N	59.00%	49.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	N	51.15%	47.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N	N	N	15.66%	19.35%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	N	3.29%	5.54%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N	86.34%	79.41%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	80.00%

Annual Performance Report on Utah's State Performance Plan

Iron District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	81.01%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	4.27%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	N/A	97.00%	N<40%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	100.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	N	58.00%	55.00%
		Percent of grade 10 students.	Y	Y	Y	58.00%	65.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	64.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	44.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	73.76%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	7.41%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	70.00%

Annual Performance Report on Utah's State Performance Plan

Jordan District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	75.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	3.95%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	99.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	99.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	45.00%
		Percent of grade 10 students.	N	N	N	58.00%	49.00%
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	43.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	53.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	Y	51.15%	51.43%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	11.43%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	N	3.29%	5.38%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N	86.34%	84.38%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	91.00%

Annual Performance Report on Utah's State Performance Plan

Juab District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	90.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	1.19%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	75.00%
		Percent of grade 10 students.	Y	Y	Y	58.00%	62.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	74.00%
		Percent of grade 10-12 students.	Y	N	N/A	59.00%	N<10.
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	Y	51.15%	55.80%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	21.43%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Kane District

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Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	N	4.70%	6.15%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	Y	58.00%	58.00%
		Percent of grade 10 students.	Y	Y	N	58.00%	38.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	65.00%
		Percent of grade 10-12 students.	Y	Y	N	59.00%	56.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	74.85%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	2.99%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	66.70%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	Y	100.00%	100.00%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Millard District

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Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	89.29%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	2.34%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	51.00%
		Percent of grade 10 students.	Y	N	N	58.00%	50.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	68.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	56.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	31.99%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	16.59%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	N/A	100.00%	N/A%
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Morgan District

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Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	85.71%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	48.00%
		Percent of grade 10 students.	N	Y	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	54.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	74.17%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	5.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	N	100.00%	80.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Nebo District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	85.29%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	2.03%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	APPEAL		
3B	Participation Rate	Participation rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10 students.	Y	Y		97.00%	
	Math	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10-12 students.	Y	Y		97.00%	
3C	Proficiency Rate	Proficiency rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Percent of grade 3-8 students.	Y	Y		58.00%	
		Percent of grade 10 students.	Y	N		58.00%	
	Math	Percent of grade 3-8 students.	Y	Y		59.00%	
		Percent of grade 10-12 students.	Y	N		59.00%	
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	56.04%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	20.40%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.07%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	80.00%

Annual Performance Report on Utah's State Performance Plan

North Sanpete District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N	N	73.40%	57.14%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	5.71%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	53.00%
		Percent of grade 10 students.	N	N	N	58.00%	45.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	66.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	39.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	67.84%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	5.65%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.71%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	33.00%

Annual Performance Report on Utah's State Performance Plan

North Summit District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	90.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	2.22%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	44.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	N	Y	59.00%	61.00%
		Percent of grade 10-12 students.	Y	N	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	69.44%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	2.78%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Park City District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	90.90%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	1.85%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	100.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	66.00%
		Percent of grade 10 students.	Y	Y	Y	58.00%	70.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	65.00%
		Percent of grade 10-12 students.	Y	Y	N	59.00%	54.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	68.84%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	3.97%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	N	100.00%	33.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Piute District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	N	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N/A	58.00%	N<10
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	N/A	59.00%	N<10
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	Y	51.15%	68.75%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	Y	15.66%	8.33%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	Y	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Rich District

FFY2007
Publication Date: April 15, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	N	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	75.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	85.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	76.32%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	13.16%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

San Juan District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	86.36%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	2.73%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	29.00%
		Percent of grade 10 students.	N	N	N	58.00%	23.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	32.00%
		Percent of grade 10-12 students.	N	N	N	59.00%	27.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	51.05%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	10.84%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.35%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	25.00%

Annual Performance Report on Utah's State Performance Plan

Sevier District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	N	73.40%	66.67%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	6.22%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	52.00%
		Percent of grade 10 students.	Y	Y	N	58.00%	24.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	59.00%
		Percent of grade 10-12 students.	Y	Y	Y	59.00%	60.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	N	N	51.15%	47.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	5.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	86.00%

Annual Performance Report on Utah's State Performance Plan

South Sanpete District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	90.48%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	2.62%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	73.00%
		Percent of grade 10 students.	Y	N	N	58.00%	31.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	76.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	29.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	78.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	6.74%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	Y	N	100.00%	50.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	50.00%

Annual Performance Report on Utah's State Performance Plan

South Summit District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N	Y	73.40%	75.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	60.00%
		Percent of grade 10 students.	Y	N/A	N	58.00%	40.00%
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	59.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	78.63%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	3.82%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	50.00%

Annual Performance Report on Utah's State Performance Plan

Tintic District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	64.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	36.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	80.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	12.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	Y	Y	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Tooele District

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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N	Y	73.40%	76.12%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	3.82%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	APPEAL		
3B	Participation Rate	Participation rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10 students.	Y	Y		97.00%	
	Math	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10-12 students.	Y	Y		97.00%	
3C	Proficiency Rate	Proficiency rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Percent of grade 3-8 students.	Y	N		58.00%	
		Percent of grade 10 students.	Y	N		58.00%	
	Math	Percent of grade 3-8 students.	Y	N		59.00%	
		Percent of grade 10-12 students.	Y	N		59.00%	
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	N	N	51.15%	37.65%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N	N	N	15.66%	26.64%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	N	N	100.00%	96.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	78.00%

Annual Performance Report on Utah's State Performance Plan

Uintah District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N	N	73.40%	33.30%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	15.05%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	99.00%
		Participation rate of grade 10 students.	Y	N/A	Y	97.00%	98.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	37.00%
		Percent of grade 10 students.	N	N	N	58.00%	36.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	39.00%
		Percent of grade 10-12 students.	N	Y	N	59.00%	54.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	46.24%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	15.84%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	Y	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	75.00%

Annual Performance Report on Utah's State Performance Plan

Wasatch District

FFY2007
Publication Date: April 1, 2009

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Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	80.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	N	Y	4.70%	3.82%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	100.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	51.00%
		Percent of grade 10 students.	Y	Y	N	58.00%	44.00%
	Math	Percent of grade 3-8 students.	Y	Y	N	59.00%	58.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	34.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	71.21%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	8.17%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	N/A	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	55.00%

Annual Performance Report on Utah's State Performance Plan

Washington District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	88.98%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	1.32%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	APPEAL		
3B	Participation Rate	Participation rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10 students.	Y	Y		97.00%	
	Math	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10-12 students.	Y	Y		97.00%	
3C	Proficiency Rate	Proficiency rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Percent of grade 3-8 students.	Y	N		58.00%	
		Percent of grade 10 students.	Y	N		58.00%	
	Math	Percent of grade 3-8 students.	Y	N		59.00%	
		Percent of grade 10-12 students.	Y	N		59.00%	
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	N	N	51.15%	46.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	9.91%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	2.27%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	N	N	100.00%	97.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	95.00%

Annual Performance Report on Utah's State Performance Plan

Wayne District

FFY2007
Publication Date: April 15, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2006-07 Target	2006-07 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	N	73.40%	50.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	N	4.70%	12.50%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	N	58.00%	46%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	Y	N	59.00%	40.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	65.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	5.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2006-07 Target	2006-07 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	Y	Y	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Weber District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	Y	Y	73.40%	78.43%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	4.50%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	99.00%
	Math	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N	Y	Y	97.00%	100.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	45.00%
		Percent of grade 10 students.	N	N	N	58.00%	41.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	47.00%
		Percent of grade 10-12 students.	N	N	N	59.00%	28.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	N	N	51.15%	43.58%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	14.04%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	Y	3.29%	2.60%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	86.44%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	91.70%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	88.00%

Annual Performance Report on Utah's State Performance Plan

Salt Lake City District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	Y	N	73.40%	68.20%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	Y	4.70%	3.92%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	APPEAL		
3B	Participation Rate	Participation rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10 students.	Y	Y		97.00%	
	Math	Participation rate of grade 3-8 students.	Y	Y		97.00%	
		Participation rate of grade 10-12 students.	Y	Y		97.00%	
3C	Proficiency Rate	Proficiency rate for children with IEPs:			APPEAL		APPEAL
	Lang. Arts	Percent of grade 3-8 students.	N	N		58.00%	
		Percent of grade 10 students.	N	N		58.00%	
	Math	Percent of grade 3-8 students.	N	N		59.00%	
		Percent of grade 10-12 students.	N	N		59.00%	
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	N	51.15%	49.56%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N	N	N	15.66%	24.99%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	1.26%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	87.69%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	72.70%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	84.00%

Annual Performance Report on Utah's State Performance Plan

Ogden District

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	N	73.40%	43.16%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	11.38%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	99.00%
	Math	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	99.00%
		Participation rate of grade 10-12 students.	N	Y	Y	97.00%	99.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	32.00%
		Percent of grade 10 students.	N	N	N	58.00%	20.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	27.00%
		Percent of grade 10-12 students.	N	Y	Y	59.00%	62.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	35.86%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	16.98%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	1.38%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	77.27%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N	N	N	100.00%	94.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	Y	100.00%	100.00%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	64.00%

Annual Performance Report on Utah's State Performance Plan

Provo District

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N	N	73.40%	59.65%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	3.19%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	Y	Y	97.00%	98.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	Y	97.00%	100.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	54.00%
		Percent of grade 10 students.	Y	N	N	58.00%	36.00%
	Math	Percent of grade 3-8 students.	Y	Y	N	59.00%	54.00%
		Percent of grade 10-12 students.	Y	N	Y	59.00%	64.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	42.84%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	30.13%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	84.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N	100.00%	93.75%
12	Transition from Part C to Part B	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.	N	N	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	14.30%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Logan District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	94.73%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	99.00%
		Participation rate of grade 10 students.	Y	N/A	Y	97.00%	100.00%
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	51.00%
		Percent of grade 10 students.	Y	N	N	58.00%	45.00%
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	51.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	37.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	40.35%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	17.39%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	N	Y	3.29%	2.96%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	60.00%

Annual Performance Report on Utah's State Performance Plan

Murray District

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	N	73.40%	55.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	N	4.70%	10.49%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	Y	N	97.00%	96.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	N	58.00%	55.00%
		Percent of grade 10 students.	Y	N	N	58.00%	50.00%
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	52.00%
		Percent of grade 10-12 students.	Y	N	N	59.00%	33.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	73.07%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	4.16%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	N	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N	Y	Y	100.00%	100.00%
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

USDB

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	Y	N	73.40%	71.43%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	Y	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	Y	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	43.00%
		Percent of grade 10 students.	N/A	Y	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	53.00%
		Percent of grade 10-12 students.	N/A	Y	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	N	N	51.15%	0.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	N	N	3.29%	20.71%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	92.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N	100.00%	83.33%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	80.00%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

AMES

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	Y	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	Y	58.00%	80.00%
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	Y	51.15%	86.36%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	4.55%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

American Leadership

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N	N	73.40%	50.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	4.48%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	Y	N	58.00%	43.00%
		Percent of grade 10 students.	N	N	N	58.00%	44.00%
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	49.00%
		Percent of grade 10-12 students.	N	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day.	N	Y	Y	51.15%	56.90%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	13.79%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	87.50
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	0.00%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	50.00%

Annual Performance Report on Utah's State Performance Plan

American Prep

FFY2007
Publication Date: April 15, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	68.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	Y	59.00%	77.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day.	Y	Y	Y	51.15%	58.62%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

BSTA

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	N/A	58.00%	N<10
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	Y	N/A	59.00%	N<10
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	92.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N	100.00%	0.00%
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Canyon Rim

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N	58.00%	44.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N	59.00%	44.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	Y	0.00%	0.00
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	86.21%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

CBA

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	20.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N	51.15%	20.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N	15.66%	20.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N	72.00%	50.00%

Annual Performance Report on Utah's State Performance Plan

Channing Hall

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	80.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	Y	59.00%	71.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	67.61%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	2.82%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

City Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	Y	N/A	N	73.40%	66.67%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	N	4.70%	5.26%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N/A	N/A	58.00%	N<10
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	Y	N/A	N/A	59.00%	N<10
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	N	N	51.15%	40.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	Y	15.66%	4.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	N	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

CS Lewis Academy

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N	58.00%	10.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N	59.00%	29.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	Y	0.00%	0.00
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	75.76%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	3.03%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

DaVinci Academy

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N	59.00%	33.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N	Y	N	51.15%	24.39%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N	Y	N	15.66%	21.95%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Dual Immersion

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N	58.00%	7.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N	59.00%	7.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

East Hollywood

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Edith Bowen

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	70.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	Y	Y	59.00%	70.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	60.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	4.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Emerson

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NOT OPEN		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	91.00%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Entheos

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup. :	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	38.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	41.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	95.92%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Fast Forward

FFY2007
Publication Date: April 15, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N	N	N	73.40%	36.84%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N	N	N	4.70%	26.09%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	50.00%	N<10
		Percent of grade 10 students.	N/A	N	N/A	50.00%	N/A
	Math	Percent of grade 3-8 student.	N/A	N/A	N/A	51.00%	N<10
		Percent of grade 10-12 students.	N/A	N	N/A	51.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	N	51.15%	50.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A (No responses returned)	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Freedom

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	44.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	50.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Gateway Prep

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	95.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	95.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	95.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	95.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	50.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	50.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	51.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	51.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	N/A
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	91.00%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

George Washington

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	70.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	Y	Y	59.00%	65.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Guadalupe

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N<10
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N<10
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	Y	0.00%	0.00Y
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

In Tech

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data	2 T
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A	
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%	
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%	
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A	
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A	
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A	
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A	

Annual Performance Report on Utah's State Performance Plan

Itineris

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Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

John Hancock

FFY2007
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3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	Y	Y	58.00%	62.00%
		Percent of grade 10 students.	N	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N	Y	Y	59.00%	67.00%
		Percent of grade 10-12 students.	N	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
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5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	88.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	3.70%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
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Annual Performance Report on Utah's State Performance Plan

Karl G Maeser

FFY2007
Publication Date: April 1, 2009

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5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

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11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Lakeview Academy

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	41.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	40.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	71.21%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	3.03%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Legacy Prep

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	N	58.00%	52.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	Y	Y	59.00%	67.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	72.97%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N	Y	15.66%	13.51%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Liberty Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	9.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	47.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	29.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	70.37%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Lincoln Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	Y	58.00%	63.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	Y	59.00%	79.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	59.62%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	1.92%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Merit College Prep

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	95.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	95.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	95.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	95.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	50.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	50.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	51.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	51.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	N/A
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	91.00%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Moab

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N<10
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N<10
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	100.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Monticello Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	40.00%
		Percent of grade 10 students.	N/A	N	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	33.00%
		Percent of grade 10-12 students.	N/A	N	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	91.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Mountainville Academy

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	66.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	Y	Y	59.00%	62.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	85.94%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	10.94%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N	100.00%	87.50%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Navigator Pointe

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	Y	58.00%	63.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	55.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	97.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	80.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Noah Webster

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	59.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	Y	Y	59.00%	70.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	68.29%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N	100.00%	86.67%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

North Davis Prep

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	60.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	53.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	91.11%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

North Star

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	Y	58.00%	71.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	64.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	N	51.15%	50.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	60.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

NUAMES

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	Y	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Odyssey

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	29.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	35.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	N	51.15%	38.46%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	N	15.66%	50.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N	86.34%	84.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Ogden Prep

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	N	58.00%	54.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	N	59.00%	54.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	24.24%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	6.06%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met Target	Met 2007-08 Target	2006-07 Target	2006-07 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Open Classroom

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N	58.00%	48.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N	59.00%	41.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	88.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Paradigm High

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	Y	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	Y	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Pinnacle Canyon

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N	N	N	58.00%	35.00%
		Percent of grade 10 students.	N	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N	N	N	59.00%	48.00%
		Percent of grade 10-12 students.	N	N/A	N	59.00%	10.00%
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	98.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N	Y	Y	15.66%	1.11%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Providence Hall

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Quest Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Ranches Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	Y	58.00%	72.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	Y	59.00%	68.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N	100.00%	90.91%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Reagan Academy

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	N		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	46.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	Y	N	59.00%	58.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	73.33%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	4.44%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	100.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	N	100.00%	66.67%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Renaissance Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	Y	58.00%	64.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	46.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	65.71%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	2.86%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N	100.00%	62.50%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Rockwell High

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	N/A
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Salt Lake Arts

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	Y	58.00%	81.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	86.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	N	51.15%	17.39%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	21.74%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Salt Lake Center Science Education

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	N/A
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Salt Lake School for the Performing Arts

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	Y	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	66.67%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	N	15.66%	16.67%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Soldier Hollow

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	44.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	38.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Spectrum Academy

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	Y	Y	97.00%	100.00%
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	Y	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N	N	58.00%	38.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	28.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Success Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Success School

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	Y	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Summit Academy

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	N	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	Y	97.00%	100.00%
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	Y	97.00%	100.00%
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N	Y	58.00%	70.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N	Y	59.00%	64.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	Y	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Syracuse Arts

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	58.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	54.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	N	51.15%	23.53%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	Y	15.66%	8.82%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Thomas Edison North

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	65.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	Y	59.00%	73.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	N	51.15%	43.59%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	N	N	15.66%	23.08%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Thomas Edison South

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N	58.00%	46.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N	59.00%	55.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	N	Y	51.15%	66.67%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	9.52%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	Y	86.34%	100.00%
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Timpanogos

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	Y	N	58.00%	56.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	Y	Y	59.00%	64.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	100.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Tuacahn

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	Y	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N<10
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	93.99%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	Y	72.00%	100.00%

Annual Performance Report on Utah's State Performance Plan

Uintah River

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	Y	73.40%	100.00%
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	Y	N/A	Y	4.70%	0.00%
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N<10
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N<10
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	88.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	11.11%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	Y	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

UCAS

FFY2007
Publication Date: January 20, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	Y	N/A	51.15%	0.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	Y	N/A	15.66%	0.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	Y	N/A	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	Y	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Venture Academy

FFY2007
Publication Date: April 1, 2009

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	N/A	N/A	NO INFO		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10 students.	N/A	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N/A	N/A	N/A	97.00%	N/A
		Participation rate of grade 10-12 students.	N/A	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	N/A	N/A	58.00%	N/A
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N/A	N/A	59.00%	N/A
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	N/A	N/A	N/A	0.00%	N/A
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	N/A	N/A	N/A	51.15%	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	N/A	N/A	N/A	15.66%	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	N/A	N/A	N/A	3.29%	N/A

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	N/A	N/A	0.00%	N/A
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N/A	N/A	N/A	100.00%	N/A
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Walden

FFY2007
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In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on State indicators 1-5 and 8-13. While the USOE is reporting publicly on indicators 1-5 and 8-13 at the LEA level, each LEA will receive a comprehensive report for improvement planning purposes. The SPP can be viewed at http://www.schools.utah.gov/sars/lawsregs/stateplan.htm

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met 2006-07 Target	Met 2007-08 Target	2007-08 Target	2007-08 LEA Data
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	N/A	N/A	N/A	73.40%	N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	N/A	N/A	N/A	4.70%	N/A
3	Statewide Assessment	Participation and performance of children with disabilities on statewide assessments:					
3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	Y	N/A	N/A	97.00%	N<40
	Math	Participation rate of grade 3-8 students.	Y	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	Y	N/A	N/A	97.00%	N<40
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	Y	N/A	N	58.00%	55.00%
		Percent of grade 10 students.	Y	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	Y	N/A	N	59.00%	30.00%
		Percent of grade 10-12 students.	Y	N/A	N/A	59.00%	N<10
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	89.47%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	5.26%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

Indic. #	Indicator	Measurement	Met 2005-06 Target	Met Target	Met 2007-08 Target	2006-07 Target	2006-07 LEA Data
8	Parent Involvement	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. **(Data are based on sample of parents contacted and surveyed.)**	N/A	N/A	N/A	86.34%	N/A
9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
10	Disprop. R/E, Disability Category	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
11	Evaluation in 45 days	Percent of children who were evaluated within 45 days of receiving parental consent for initial evaluation.	N	Y	Y	100.00%	100.00%
12	Transition from Part C to Part B	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.	N/A	N/A	N/A	100.00%	N/A
13	Transition Planning on IEP by Age 16	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.	N/A	N/A	N/A	100.00%	N/A
14	Post-secondary Outcomes	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. **(Data are based on sample of students contacted and surveyed.)**	N/A	N/A	N/A	72.00%	N/A

Annual Performance Report on Utah's State Performance Plan

Wasatch Peak

FFY2007
Publication Date: April 1, 2009

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3A	State AYP Objectives	LEA met State's AYP objectives for progress for disability subgroup.	Y	Y	Y		
3B	Participation Rate	Participation rate for children with IEPs:					
	Lang. Arts	Participation rate of grade 3-8 students.	N	N/A	N/A	97.00%	N<40
		Participation rate of grade 10 students.	N	N/A	N/A	97.00%	N/A
	Math	Participation rate of grade 3-8 students.	N	N/A	N/A	97.00%	N<40
		Participation rate of grade 10-12 students.	N	N/A	N/A	97.00%	N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs:					
	Lang. Arts	Percent of grade 3-8 students.	N/A	Y	Y	58.00%	60.00%
		Percent of grade 10 students.	N/A	N/A	N/A	58.00%	N/A
	Math	Percent of grade 3-8 students.	N/A	N	N	59.00%	55.00%
		Percent of grade 10-12 students.	N/A	N/A	N/A	59.00%	N/A
4	Suspension/ Expulsion Rate	Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	Y	Y	Y	0.00%	0.00%
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	Y	Y	Y	51.15%	78.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	Y	Y	Y	15.66%	3.57%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	Y	Y	Y	3.29%	0.00%

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9	Disprop. R/E, Overall	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the **result of inappropriate identification.**	N/A	Y	Y	0.00%	0.00%
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