Annual Performance Report on Utah's State Performance Plan
Alpine School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	69.29%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	27.56%	YES	30.30%	YES

ADA Accessible: 6/13/2018

Alpine School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.58%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.77%	NO	96.23%	YES

Alpine School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	17.11% 10.86%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	22.96% 11.34%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.03%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Alpine School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	64.96%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	11.46%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	3.87%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	6.91%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	46.96%	NO	44.71%	NO

Alpine School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	89.67% 46.40%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	94.76% 40.45%	YES NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.43% 58.31%	NO NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Alpine School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	89.41%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Alpine School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	22.50%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	73.90%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	85.50%	YES	79.72%	NO

Alpine School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Beaver School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	75.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	46.15%	NO	30.30%	YES

Beaver School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.30%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.37%	YES	96.23%	YES

Beaver School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.89% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	19.42% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Beaver School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	84.29%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	8.90%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	55.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	45.00%	NO	44.71%	NO

Beaver School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 54.55%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 63.64%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 100.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Beaver School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	82.61%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Beaver School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	40.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	60.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	60.00%	NO	79.72%	NO

Beaver School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Box Elder School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	55.56%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	28.17%	YES	30.30%	YES

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.94%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.32%	YES	96.23%	YES

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.94% 5.06%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	15.04% 2.41%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Box Elder School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	47.41%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	21.40%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	26.13%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	47.04%	NO	44.71%	NO

Box Elder School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	83.67% 47.46%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	83.67% 33.90%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.53% 64.41%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	86.21%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	18.80%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	68.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	75.00%	NO	79.72%	NO

Box Elder School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Cache School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	70.79%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	21.30%	YES	30.30%	YES

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.80%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.52%	YES	96.23%	YES

Cache School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	18.21% 6.20%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	25.71% 8.27%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Cache School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	55.32%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	11.17%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.11%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	99.77%	NO	44.71%	NO

Cache School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	86.36% 68.33%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	86.86% 52.78%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	84.48% 76.11%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Cache School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Cache School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	21.60%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	52.20%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	82.60%	NO	79.72%	NO

Cache School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Canyons School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	68.67%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	33.04%	YES	30.30%	YES

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.74%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.50%	YES	96.23%	YES

Canyons School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.34% 14.80%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	18.28% 8.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.16%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Canyons School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	55.49%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	13.89%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	4.94%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	18.39%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	49.20%	NO	44.71%	NO

Canyons School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	84.30% 55.62%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	87.32% 53.25%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	91.35% 75.15%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Canyons School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	82.69%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	NO	99.77%	NO
**	State established timeline is 45 school days.						

Canyons School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	20.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	52.30%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	73.80%	NO	79.72%	NO

Canyons School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Carbon School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	90.91%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	21.43%	YES	30.30%	YES

Carbon School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.65%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.65%	YES	96.23%	YES

Carbon School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	8.83% 12.12%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.62% 5.88%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Carbon School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.33%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.60%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	7.79%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	63.76%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	33.56%	YES	44.71%	NO

Carbon School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	89.19% 61.22%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	89.19% 55.10%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	91.43% 77.55%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Carbon School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	92.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Carbon School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	23.10%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	84.60%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Carbon School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Daggett School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.86%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.67%	NO	96.23%	YES

Daggett School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	23.08% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	18.18% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Daggett School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.95%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.52%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Daggett School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 100.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 100.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	0.00% 100.00%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Daggett School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	71.43%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Daggett School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Daggett School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Davis School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	62.46%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	23.92%	YES	30.30%	YES

Davis School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.27%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.20%	YES	96.23%	YES

Davis School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.60% 10.80%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.94% 6.29%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.06%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Davis School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	53.74%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	16.31%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	32.29%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	17.26%	YES	44.71%	NO

Davis School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	83.06% 62.58%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	79.09% 59.82%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	86.55% 74.54%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Davis School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	84.15%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Davis School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	26.20%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	56.50%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	75.70%	NO	79.72%	NO

Davis School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Duchesne School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	92.68%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.89%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.78%	NO	96.23%	YES

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.63% 3.51%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	10.72% 8.51%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Duchesne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	59.10%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	8.30%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	6.84%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	19.14%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	80.86%	NO	44.71%	NO

Duchesne School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	93.85% 70.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	97.06% 64.29%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	93.55% 81.43%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	80.00%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	7.70%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	46.10%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	53.80%	NO	79.72%	NO

Duchesne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Emery School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	93.75%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	20.00%	YES	30.30%	YES

Emery School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.13%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.64%	YES	96.23%	YES

Emery School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.33% 5.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.91% 10.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.26%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Emery School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	68.68%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.89%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	65.31%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	34.69%	YES	44.71%	NO

Emery School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	89.19% 81.40%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	83.33% 67.44%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.63% 86.05%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Emery School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Emery School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	22.20%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	55.60%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	66.70%	NO	79.72%	NO

Emery School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Garfield School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	64.29%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	35.29%	YES	30.30%	YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.30%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.30%	YES	96.23%	YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	5.77% 20.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	23.08% 20.00%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Garfield School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	76.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	88.89%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	11.11%	YES	44.71%	NO

Garfield School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 87.50%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 100.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 100.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Garfield School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	85.00%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Garfield School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	71.40%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	85.70%	YES	79.72%	NO

Garfield School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Grand School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	78.57%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	15.38%	YES	30.30%	YES

Grand School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Grand School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	17.27% 7.14%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.11% 36.36%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Grand School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	47.31%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	20.43%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.08%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	100.00%	NO	44.71%	NO

Grand School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	86.67% 40.00%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	86.67% 46.67%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	84.62% 60.00%	NO NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Grand School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	77.78%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Grand School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Grand School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Granite School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	54.68%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	36.58%	YES	30.30%	YES

Granite School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.94%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.45%	YES	96.23%	YES

Granite School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.16% 4.36%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.59% 2.61%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.04%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Granite School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	53.55%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	12.03%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	3.34%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	66.45%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	22.36%	YES	44.71%	NO

Granite School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	87.10% 62.28%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	85.17% 48.83%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	91.86% 70.76%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Granite School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	84.48%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	90.00%	NO	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Granite School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	19.10%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	62.60%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	75.60%	NO	79.72%	NO

Granite School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Iron School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	69.14%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	30.12%	YES	30.30%	YES

Iron School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.77%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.70%	YES	96.23%	YES

Iron School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.19% 5.63%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.72% 8.05%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Iron School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	62.34%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	7.94%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.06%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	6.57%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	93.43%	NO	44.71%	NO

Iron School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	98.57% 77.91%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	98.57% 63.95%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	95.71% 93.02%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Iron School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	94.23%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Iron School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	4.30%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	69.60%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	78.30%	NO	79.72%	NO

Iron School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Jordan School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	75.57%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	24.48%	YES	30.30%	YES

Jordan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.98%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.59%	YES	96.23%	YES

Jordan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.63% 6.96%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.56% 5.82%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.09%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Jordan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	56.52%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	11.14%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	6.53%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	20.35%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	63.32%	NO	44.71%	NO

Jordan School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	84.10% 59.66%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	83.59% 58.97%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.48% 73.79%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Jordan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	86.36%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	99.55%	NO	99.77%	NO
**	State established timeline is 45 school days.						

Jordan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	20.10%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	77.80%	NO	79.72%	NO

Jordan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Juab School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	85.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	14.29%	YES	30.30%	YES

Juab School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.99%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.78%	YES	96.23%	YES

Juab School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.44% 3.57%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	20.45% 10.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Juab School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	11.19%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	74.92%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	82.93%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	14.63%	YES	44.71%	NO

Juab School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 100.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 100.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 100.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Juab School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Juab School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	20.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	60.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Juab School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Kane School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	76.92%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	14.29%	YES	30.30%	YES

Kane School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.26%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.26%	YES	96.23%	YES

Kane School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	19.72% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	28.17% 8.33%	YES NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Kane School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	79.86%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	4.86%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	64.86%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	35.14%	YES	44.71%	NO

Kane School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	83.33% 50.00%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	81.82% 50.00%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.00% 66.67%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Kane School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Kane School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	33.30%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	83.30%	NO	79.72%	NO

Kane School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Logan School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	58.70%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	37.25%	YES	30.30%	YES

Logan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.80%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.76%	YES	96.23%	YES

Logan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.75% 5.13%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.54% 2.38%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.67%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Logan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	53.44%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	13.22%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.14%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	49.61%	NO	44.71%	NO

Logan School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	84.21% 54.17%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	87.18% 54.17%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	85.71% 66.67%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Logan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Logan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	45.50%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	81.80%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	81.80%	NO	79.72%	NO

Logan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Millard School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	75.86%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	30.30%	YES	30.30%	YES

Millard School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.07%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.07%	YES	96.23%	YES

Millard School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	4.23% 3.85%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	9.86% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Millard School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	63.34%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	4.24%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.25%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Millard School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	96.00% 84.38%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	92.31% 75.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.91% 81.25%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Millard School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Millard School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	28.60%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	57.10%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	85.70%	YES	79.72%	NO

Millard School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Morgan School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	66.67%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	26.67%	YES	30.30%	YES

Morgan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.79%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.66%	NO	96.23%	YES

Morgan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	8.74% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	18.81% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Morgan School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	58.22%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.33%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.33%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Morgan School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	91.67% 61.54%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	58.33% 30.77%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.00% 69.23%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Morgan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	84.62%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	83.33%	NO	99.77%	NO
**	State established timeline is 45 school days.						

Morgan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Morgan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Murray School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	80.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	35.48%	YES	30.30%	YES

Murray School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.14%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.80%	YES	96.23%	YES

Murray School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.32% 2.22%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	15.27% 6.98%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.61%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Murray School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	61.70%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	6.75%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Murray School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	96.15% 53.33%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	86.67% 30.00%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	95.83% 70.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Murray School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Murray School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	29.40%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	41.20%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	82.30%	NO	79.72%	NO

Murray School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Nebo School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	80.10%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	18.75%	YES	30.30%	YES

Nebo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.32%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.40%	YES	96.23%	YES

Nebo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	14.69% 6.55%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.32% 9.66%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.21%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Nebo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	64.85%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	14.12%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.11%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	17.52%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	36.66%	YES	44.71%	NO

Nebo School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	95.12% 55.95%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	95.12% 53.74%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	95.48% 70.48%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Nebo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Nebo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	20.30%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	62.50%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	78.10%	NO	79.72%	NO

Nebo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
North Sanpete School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	60.00%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	23.33%	YES	30.30%	YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.48% 22.73%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	22.22% 4.55%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	67.05%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	5.30%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	5.30%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	86.49%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

North Sanpete School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	77.78% 53.33%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	90.91% 46.67%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	80.00% 66.67%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	72.41%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	11.10%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

North Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
North Summit School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	83.33%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	28.57%	YES	30.30%	YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.08%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.08%	YES	96.23%	YES

North Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.73% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	27.45% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

North Summit School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	92.78%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.09%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	4.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	56.00%	NO	44.71%	NO

North Summit School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 100.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 100.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 100.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	95.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

North Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

North Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Ogden School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	65.79%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	45.64%	NO	30.30%	YES

Ogden School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.40%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.94%	YES	96.23%	YES

Ogden School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	8.76% 6.85%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	8.74% 7.79%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.24%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Ogden School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	34.86%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	21.06%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.08%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	3.27%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	44.39%	NO	44.71%	NO

Ogden School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	87.50% 67.74%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	78.89% 49.46%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	87.30% 79.57%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ogden School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Ogden School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	11.80%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	70.60%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	82.30%	NO	79.72%	NO

Ogden School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Park City School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	88.89%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	11.76%	YES	30.30%	YES

Park City School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.88%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.81%	NO	96.23%	YES

Park City School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	25.00% 17.65%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	23.08% 10.53%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Park City School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	73.27%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	12.21%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Park City School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	60.00% 50.00%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	80.00% 33.33%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	66.67% 50.00%	NO NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Park City School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Park City School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	50.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	75.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	87.50%	YES	79.72%	NO

Park City School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Piute School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	50.00%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	25.00%	YES	30.30%	YES

Piute School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.00%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.86%	NO	96.23%	YES

Piute School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	3.70% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.54% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Piute School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	87.04%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	5.56%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Piute School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	50.00% 60.00%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	66.67% 60.00%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	75.00% 60.00%	NO NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Piute School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	0.00%	NO	99.77%	NO
**	State established timeline is 45 school days.						

Piute School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Piute School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Provo School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	42.02%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	39.73%	YES	30.30%	YES

Provo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.43%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.81%	NO	96.23%	YES

Provo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	14.96% 5.56%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	20.21% 5.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Provo School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	46.48%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	16.18%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.37%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	82.37%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	10.90%	YES	44.71%	NO

Provo School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	96.28% 69.83%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 69.83%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 87.07%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Provo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	76.60%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Provo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	8.70%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	52.20%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	69.60%	NO	79.72%	NO

Provo School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Rich School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	50.00%	NO	30.30%	YES

Rich School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.56%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.50%	YES	96.23%	YES

Rich School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	17.50% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.95% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Rich School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.41%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	5.80%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	77.78%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Rich School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 75.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	50.00% 0.00%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 100.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Rich School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Rich School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Rich School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	69.39%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	28.81%	YES	30.30%	YES

Salt Lake School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.31%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.81%	YES	96.23%	YES

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	11.94% 5.97%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.13% 5.50%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.03%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Salt Lake School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	59.57%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	19.81%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.25%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	37.88%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	46.21%	NO	44.71%	NO

Salt Lake School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	81.08% 44.19%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	75.34% 37.21%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	85.53% 53.49%	NO NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	98.08%	NO	99.77%	NO
**	State established timeline is 45 school days.						

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	21.70%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	69.60%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	84.30%	NO	79.72%	NO

Salt Lake School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
San Juan School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	90.91%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	34.29%	YES	30.30%	YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.43%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.78%	YES	96.23%	YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	1.16% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	3.09% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.55%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

San Juan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	73.68%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.63%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	39.13%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	53.62%	NO	44.71%	NO

San Juan School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	96.30% 58.62%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	92.59% 51.72%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	91.67% 79.31%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

San Juan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	85.71%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

San Juan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	50.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

San Juan School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Sevier School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	71.79%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	31.91%	YES	30.30%	YES

Sevier School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.83%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.82%	YES	96.23%	YES

Sevier School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	7.11% 4.17%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	10.32% 2.08%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Sevier School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	63.05%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.84%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.18%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	24.11%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	66.96%	NO	44.71%	NO

Sevier School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	96.97% 54.55%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	96.97% 39.39%	YES NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	96.88% 69.70%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Sevier School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	82.76%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Sevier School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	54.50%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	81.80%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	90.90%	YES	79.72%	NO

Sevier School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
South Sanpete School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	35.00%	YES	30.30%	YES

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.98%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.79%	NO	96.23%	YES

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.41% 6.25%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	22.80% 6.25%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.22%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.00%	NO	0.00%	YES

South Sanpete School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	78.02%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.63%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.25%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	63.86%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	33.73%	YES	44.71%	NO

South Sanpete School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	91.30% 52.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	96.65% 48.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	95.65% 68.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	15.40%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	53.80%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	69.20%	NO	79.72%	NO

South Sanpete School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
South Summit School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	87.50%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	22.22%	YES	30.30%	YES

South Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.51%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.59%	NO	96.23%	YES

South Summit School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	26.39% 7.69%	YES NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	30.14% 9.09%	YES NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

South Summit School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	90.45%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.82%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.64%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	29.03%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	29.03%	YES	44.71%	NO

South Summit School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	50.00% 50.00%	NO NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 0.00%	YES NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 50.00%	YES NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

South Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

South Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	100.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

South Summit School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Tintic School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Tintic School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.09% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	9.09% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Tintic School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	81.25%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	12.50%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	100.00%	NO	44.71%	NO

Tintic School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 33.33%	YES NO	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 33.33%	YES NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	100.00% 33.33%	YES NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Tintic School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	80.00%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Tintic School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Tintic School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Tooele School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	78.21%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	26.37%	YES	30.30%	YES

Tooele School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.39%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.39%	YES	96.23%	YES

Tooele School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	8.49% 8.20%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.00% 8.20%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.06%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Tooele School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	53.65%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	13.17%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.14%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	11.91%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	85.96%	NO	44.71%	NO

Tooele School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	92.86% 60.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	91.43% 55.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	90.91% 70.00%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Tooele School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	84.62%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Tooele School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	4.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	56.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	60.00%	NO	79.72%	NO

Tooele School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Uintah School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Intervention

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	50.00%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	31.11%	YES	30.30%	YES

Uintah School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.40%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.60%	YES	96.23%	YES

Uintah School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.92% 4.44%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	12.02% 2.17%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.50%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.00%	NO	0.00%	YES

Uintah School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	42.86%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	16.40%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	93.45%	NO	44.71%	NO

Uintah School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	79.76% 63.73%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	82.35% 18.63%	NO NO	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	85.88% 75.49%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Uintah School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.38%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Uintah School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	30.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	60.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	80.00%	NO	79.72%	NO

Uintah School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Schools for the Deaf and Blind

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	41.67%	NO	30.30%	YES

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.33%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.22%	NO	96.23%	YES

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah Schools for the Deaf and Blind (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	0.00%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	27.80%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	71.71%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	100.00%	NO	44.71%	NO

Utah Schools for the Deaf and Blind (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	81.58% 63.64%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	80.56% 63.64%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	87.18% 75.00%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	66.70%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Utah Schools for the Deaf and Blind (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wasatch School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	80.95%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	32.69%	YES	30.30%	YES

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.76%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.72%	YES	96.23%	YES

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	14.56% 15.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.25% 4.55%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.15%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Wasatch School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	70.45%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	5.84%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.33%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	70.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	28.57%	YES	44.71%	NO

Wasatch School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	92.31% 63.64%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	92.59% 50.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	95.83% 82.14%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	26.70%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	80.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	86.70%	YES	79.72%	NO

Wasatch School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Washington School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	77.83%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	27.12%	YES	30.30%	YES

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.21%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.00%	YES	96.23%	YES

Washington School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.69% 9.52%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	18.20% 3.62%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.03%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	61.84%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.34%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	3.31%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	56.59%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	29.68%	YES	44.71%	NO

Washington School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	87.23% 51.70%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	85.21% 46.02%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	92.81% 65.91%	YES YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Washington School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Washington School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	10.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	60.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	75.00%	NO	79.72%	NO

Washington School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wayne School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	87.50%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	12.50%	YES	30.30%	YES

Wayne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.77%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.67%	YES	96.23%	YES

Wayne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.00% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.24% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Wayne School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	66.67%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	4.55%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.52%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	85.71%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Wayne School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	100.00% 60.00%	YES YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	100.00% 80.00%	YES YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	66.67% 60.00%	NO NO	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wayne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	85.00%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Wayne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	66.70%	NO	79.72%	NO

Wayne School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Weber School District

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	64.29%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	32.73%	YES	30.30%	YES

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.65%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.46%	YES	96.23%	YES

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.71% 9.59%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	14.66% 6.10%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.08%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Weber School District (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	47.90%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	10.90%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	3.60%	NO	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	19.95%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	59.86%	NO	44.71%	NO

Weber School District (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	80.00% 58.21%	NO YES	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	78.85% 54.48%	NO YES	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	78.05% 74.63%	NO YES	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Weber School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.91%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	100.00%	YES	99.77%	NO
**	State established timeline is 45 school days.						

Weber School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	20.50%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	69.20%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	85.90%	YES	79.72%	NO

Weber School District (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Academy for Math, Engineering, and Science (AMES)

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 33.33%	NA YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 16.67%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.77%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Academy for Math, Engineering, and Science (AMES) (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Academy for Math, Engineering, and Science (AMES) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Alianza Academy

FFY 2014
Publication Date: May 9, 2016

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Alianza Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	76.47%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	79.41%	NO	96.23%	YES

Alianza Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	3.85% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	3.70% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Alianza Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	76.09%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	6.52%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Alianza Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Alianza Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.91%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Alianza Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Alianza Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
American International School of Utah

FFY 2014
Publication Date: May 9, 2016

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APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	77.03%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	77.33%	NO	96.23%	YES

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	7.02% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	10.34% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	47.73%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

American International School of Utah (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.32%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

American International School of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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American Leadership Academy

FFY 2014
Publication Date: May 9, 2016

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	90.91%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	33.33%	YES	30.30%	YES

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.51%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.51%	NO	96.23%	YES

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	14.52% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	19.35% 10.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	44.80%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	16.13%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

American Leadership Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	89.66%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

American Leadership Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
American Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	66.67%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	28.57%	YES	30.30%	YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	87.91%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.08%	NO	96.23%	YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	18.96% 8.33%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	20.30% 12.50%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.29%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.31%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.78%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	85.71%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	14.29%	YES	44.71%	NO

American Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	100.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

American Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
American Preparatory Academy Salem

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

American Preparatory Academy Salem (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	67.50%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	64.10%	NO	96.23%	YES

American Preparatory Academy Salem (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	18.52% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	20.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

American Preparatory Academy Salem (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	98.11%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

American Preparatory Academy Salem (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

American Preparatory Academy Salem (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

American Preparatory Academy Salem (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

American Preparatory Academy Salem (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Aristotle Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	77.27%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	76.19%	NO	96.23%	YES

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	85.71%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.57%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Aristotle Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Aristotle Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Ascent Academies of Utah

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.64%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.73%	YES	96.23%	YES

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	19.13% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	23.21% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Ascent Academies of Utah (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	89.36%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.42%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Ascent Academies of Utah (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Ascent Academies of Utah (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Athenian eAcademy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Not Applicable

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Athenian eAcademy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Athenian eAcademy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Athenian eAcademy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Bear River Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	66.67%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.47%	NO	96.23%	YES

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	33.33% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	35.29% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Bear River Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	45.00%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	15.00%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Bear River Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Bear River Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Beehive Science & Technology Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	66.67%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	33.33%	YES	30.30%	YES

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.00%	YES	96.23%	YES

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.50% 50.00%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	25.00% 50.00%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	20.00%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.82%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Beehive Science & Technology Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Beehive Science & Technology Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Beehive Science & Technology Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Canyon Grove Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.43%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.43%	YES	96.23%	YES

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	11.11% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.11% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Canyon Grove Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.24%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.96%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Canyon Grove Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	70.00%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Canyon Grove Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Canyon Rim Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Canyon Rim Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	35.71% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	46.43% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Canyon Rim Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Canyon Rim Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Channing Hall

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Channing Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.83%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	86.21%	NO	96.23%	YES

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.21% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Channing Hall (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.56%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	4.17%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Channing Hall (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Channing Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Channing Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Channing Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
City Academy

FFY 2014
Publication Date: May 9, 2016

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	62.50%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	14.29%	YES	30.30%	YES

City Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.00%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	87.50%	NO	96.23%	YES

City Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	11.11% 25.00%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	14.29% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

City Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	86.84%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

City Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

City Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	83.33%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

City Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

City Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
CS Lewis Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	80.65%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	77.42%	NO	96.23%	YES

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	20.00% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	29.17% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	95.12%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.44%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

CS Lewis Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

CS Lewis Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
DaVinci Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	81.82%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	84.51%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	84.06%	NO	96.23%	YES

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.33% 8.33%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	22.41% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	45.05%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	19.82%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.80%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

DaVinci Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	20.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	40.00%	NO	79.72%	NO

DaVinci Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Dixie Montessory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.00%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.00%	NO	96.23%	YES

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	7.41% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	3.70% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Dixie Montessory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	97.96%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	50.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Dixie Montessory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Dixie Montessory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Dual Immersion Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	2.50% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	5.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Dual Immersion Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	87.80%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Dual Immersion Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	90.00%	NO	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Dual Immersion Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Early Light Academy at Daybreak

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.83%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.66%	NO	96.23%	YES

Early Light Academy at Daybreak (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.98% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	25.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	75.82%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Early Light Academy at Daybreak (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Early Light Academy at Daybreak (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.91%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Early Light Academy at Daybreak (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Early Light Academy at Daybreak (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
East Hollywood High

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	85.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	17.39%	YES	30.30%	YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	41.38%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.72%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.72%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

East Hollywood High (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.91%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

East Hollywood High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Edith Bowen Laboratory School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.67%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.67%	YES	96.23%	YES

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	27.59% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	31.03% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Edith Bowen Laboratory School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	66.67%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Edith Bowen Laboratory School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Edith Bowen Laboratory School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Endeavor Hall

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Intervention

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.31%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.31%	YES	96.23%	YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	3.45% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	6.90% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	1.49%	NO	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	1.00%	NO	0.00%	YES

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	56.14%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Endeavor Hall (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	66.67%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Endeavor Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Entheos Academy

FFY 2014
Publication Date: May 9, 2016

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Intervention

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.29%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.29%	YES	96.23%	YES

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	2.47% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	3.70% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Entheos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	92.17%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.48%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Entheos Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	91.66%	NO	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	0.00%	NO	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Entheos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Esperanza Elementary

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Esperanza Elementary (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	92.68%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Esperanza Elementary (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Esperanza Elementary (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Excelsior Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.49%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.21%	YES	96.23%	YES

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.36% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.36% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Excelsior Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.41%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Excelsior Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	76.19%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Excelsior Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Fast Forward Charter High

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	63.64%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	47.06%	NO	30.30%	YES

Fast Forward Charter High (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Fast Forward Charter High (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 14.29%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Fast Forward Charter High (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	89.83%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Fast Forward Charter High (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Fast Forward Charter High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	87.50%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Fast Forward Charter High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	33.30%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Fast Forward Charter High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Freedom Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	82.35%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	83.08%	NO	96.23%	YES

Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	7.14% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.11% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.21%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Freedom Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Freedom Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Freedom Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Gateway Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.96%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.43%	NO	96.23%	YES

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	3.03% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	4.69% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Gateway Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	77.78%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	11.11%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	2.02%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Gateway Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Gateway Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
George Washington Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	87.50%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	87.50%	NO	96.23%	YES

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	33.33% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	52.38% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

George Washington Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	95.52%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.99%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

George Washington Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

George Washington Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Good Foundations Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.30%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.30%	YES	96.23%	YES

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.67% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.67% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Good Foundations Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.89%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Good Foundations Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Good Foundations Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Greenwood Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Not Applicable

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Greenwood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Greenwood Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Greenwood Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Greenwood Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Greenwood Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Greenwood Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Greenwood Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Guadalupe School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.38% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	23.08% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Guadalupe School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	84.21%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	10.53%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Guadalupe School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Guadalupe School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Hawthorn Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.53%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.47%	YES	96.23%	YES

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	22.78% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	29.87% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Hawthorn Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.78%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.04%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Hawthorn Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Hawthorn Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
HighMark Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	8.33% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	33.33% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

HighMark Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	57.89%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

HighMark Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

HighMark Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
InTech Collegiate High School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	33.33%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	50.00%	NO	30.30%	YES

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 66.67%	NA YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 75.00%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

InTech Collegiate High School (continued}							
#	**Indicator**	**Measurement**	**FFY2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY2014 State Data**	**State Met FFY 2014 Target?**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

InTech Collegiate High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

InTech Collegiate High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Itineris Early College High School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Itineris Early College High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Itineris Early College High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	75.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Itineris Early College High School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Itineris Early College High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Itineris Early College High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	66.70%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	36.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Itineris Early College High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Jefferson Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.18%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.18%	NO	96.23%	YES

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	19.35% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	22.58% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	69.70%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.03%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Jefferson Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	88.89%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Jefferson Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
John Hancock Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	77.78%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	77.78%	NO	96.23%	YES

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	28.57% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	21.43% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	89.47%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	5.26%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	100.00%	NO	44.71%	NO

John Hancock Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

John Hancock Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

John Hancock Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Kairos Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	0.00%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	100.00%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Kairos Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Kairos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Karl G. Maeser Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	60.00%	NO	30.30%	YES

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.67%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	83.33%	NO	96.23%	YES

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	18.18% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	30.00% 20.00%	YES YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Karl G. Maeser Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	85.71%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Karl G. Maeser Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	100.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Karl G. Maeser Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Lakeview Academy

FFY 2014
Publication Date: May 9, 2016

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.92%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.92%	NO	96.23%	YES

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.71% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	21.43% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	91.76%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.18%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Lakeview Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Lakeview Academy

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.92%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.92%	NO	96.23%	YES

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.71% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	21.43% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Lakeview Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	91.76%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.18%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Lakeview Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Lakeview Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

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Leadership Learning Academy

FFY 2014
Publication Date: May 9, 2016

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.12% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	21.21% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	84.78%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.17%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Leadership Learning Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	93.33%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Leadership Learning Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Leadership Learning Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Legacy Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.57%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.41%	NO	96.23%	YES

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.13% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	26.23% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Legacy Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	91.11%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.11%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Legacy Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Legacy Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Lincoln Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	78.38%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	76.71%	NO	96.23%	YES

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.07% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	14.29% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	37.50%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.14%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Lincoln Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	87.50%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Lincoln Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Lumen Scholar Institute

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Not Applicable

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Lumen Scholar Institute (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Lumen Scholar Institute (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Lumen Scholar Institute (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Mana Academy Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.47%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.47%	NO	96.23%	YES

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Mana Academy Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	52.63%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	15.79%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Mana Academy Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Mana Academy Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Maria Montessori Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.29%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.29%	YES	96.23%	YES

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	6.17% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	4.94% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Maria Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	76.29%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.28%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Maria Montessori Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	95.83%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Maria Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Merit College Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	63.64%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	30.77%	YES	30.30%	YES

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% 20.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	14.29% 12.50%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Merit College Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	85.96%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.75%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Merit College Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	50.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Merit College Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Moab Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.00% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	20.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Moab Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Moab Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Moab Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Monticello Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.75%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	90.63%	NO	96.23%	YES

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	23.33% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	37.93% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Monticello Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	93.88%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Monticello Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Monticello Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Mountain Heights Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Intervention

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	37.50%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	61.54%	NO	30.30%	YES

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	81.25%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	80.00%	NO	96.23%	YES

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	7.69% 20.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	8.33% 12.50%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	95.38%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Mountain Heights Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Mountain Heights Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Mountain West Montessori Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.24%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.46%	NO	96.23%	YES

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.33% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	6.52% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	74.55%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.64%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Mountain West Montessori Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	85.71%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Mountain West Montessori Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Mountain West Montessori Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Mountainville Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.84%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	79.59%	NO	96.23%	YES

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.56% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	15.38% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Mountainville Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	80.82%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.74%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	1.37%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Mountainville Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	89.47%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Mountainville Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Navigator Pointe Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.86%	NO	96.23%	YES

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	21.43% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	15.38% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Navigator Pointe Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	94.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	100.00%	NO	44.71%	NO

Navigator Pointe Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Navigator Pointe Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Northern Utah Academy for Math, Engineering, and Science

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Northern Utah Academy for Math, Engineering, and Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Northern Utah Academy for Math, Engineering, and Science (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 50.00%	NA YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 66.67%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Northern Utah Academy for Math, Engineering, and Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	72.73%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Northern Utah Academy for Math, Engineering, and Science (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Northern Utah Academy for Math, Engineering, and Science (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Northern Utah Academy for Math, Engineering, and Science (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Northern Utah Academy for Math, Engineering, and Science (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Noah Webster Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	13.79% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	24.14% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Noah Webster Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	85.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.50%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Noah Webster Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	91.67%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Noah Webster Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
North Davis Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.44%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.34%	NO	96.23%	YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	5.88% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	10.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	84.72%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

North Davis Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	95.45%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

North Davis Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
North Star Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.19%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.19%	NO	96.23%	YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.15% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	33.33% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

North Star Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	83.67%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	4.08%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

North Star Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

North Star Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	77.78%	NO	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

North Star Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

North Star Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Odyssey Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	87.80%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	87.50%	NO	96.23%	YES

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	11.11% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	20.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Odyssey Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	58.82%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.92%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Odyssey Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Odyssey Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Ogden Preparatory Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.97%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.48%	YES	96.23%	YES

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	21.88% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	18.46% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Ogden Preparatory Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	96.59%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Ogden Preparatory Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Ogden Preparatory Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Open Classroom

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	Na	NA	30.30%	YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	76.47%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	76.47%	NO	96.23%	YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	15.38% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	15.38% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Open Classroom (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	64.29%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.57%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Open Classroom (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Open Classroom (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Open Classroom (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Open Classroom (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Pacific Heritage Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	91.67%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.80%	NO	96.23%	YES

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	2.27% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	2.27% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Pacific Heritage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Pacific Heritage Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Pacific Heritage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Paradigm High School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	83.33%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	33.33%	YES	30.30%	YES

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	59.09%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	59.09%	NO	96.23%	YES

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% 50.00%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	7.69% 14.29%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Paradigm High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	97.59%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Paradigm High School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	88.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	100.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Paradigm High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Pinnacle Canyon Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	90.91%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	21.43%	YES	30.30%	YES

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.92%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	96.88%	YES	96.23%	YES

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	3.17% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	3.23% 8.33%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Pinnacle Canyon Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Pinnacle Canyon Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	75.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Pinnacle Canyon Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Pioneer High School for the Performing Arts

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Intervention

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	20.00%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	75.00%	NO	30.30%	YES

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	72.22%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	27.78%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Pioneer High School for the Performing Arts (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Pioneer High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Pioneer High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Pioneer High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Promontory School of Expeditionary Learning

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.22%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.22%	YES	96.23%	YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	2.86% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.43% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Promontory School of Expeditionary Learning (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Promontory School of Expeditionary Learning (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	92.31%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Promontory School of Expeditionary Learning (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Promontory School of Expeditionary Learning (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Providence Hall

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Providence Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.39%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	89.61%	NO	96.23%	YES

Providence Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.22% 15.38%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	18.12% 15.38%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Providence Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	72.37%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.44%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	66.67%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	33.33%	YES	44.71%	NO

Providence Hall (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Providence Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	89.47%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Providence Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Providence Hall (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Quest Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Quest Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.65%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.62%	YES	96.23%	YES

Quest Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.84% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	13.41% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Quest Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	69.03%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	3.54%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Quest Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Quest Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Quest Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Quest Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
The Ranches Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

The Ranches Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

The Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	22.50% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	25.64% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

The Ranches Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	92.86%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

The Ranches Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

The Ranches Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

The Ranches Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

The Ranches Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Reagan Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.44%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.41%	YES	96.23%	YES

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	26.98% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	24.19% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Reagan Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	75.31%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Reagan Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	86.96%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Reagan Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Renaissance Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.31%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.31%	NO	96.23%	YES

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	8.33% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	19.44% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Renaissance Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	61.11%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Renaissance Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Renaissance Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Rockwell Charter High School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	7.14%	YES	30.30%	YES

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	80.00%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	84.21%	NO	96.23%	YES

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% 15.38%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	12.50% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Rockwell Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	52.86%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Rockwell Charter High School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	94.44%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.67%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	66.67%	NO	79.72%	NO

Rockwell Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Roots Charter High School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Not Applicable

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Roots Charter High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Roots Charter High School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Roots Charter High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake Arts Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	17.24% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	25.93% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Salt Lake Arts Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Salt Lake Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake Center for Science Education

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	10.00% 50.00%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	26.32% 66.67%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Salt Lake Center for Science Education (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Salt Lake Center for Science Education (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	20.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	60.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	80.00%	NO	79.72%	NO

Salt Lake Center for Science Education (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Salt Lake School for the Performing Arts

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	37.50%	YES	30.30%	YES

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Salt Lake School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Salt Lake School for the Performing Arts (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	50.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	50.00%	NO	79.72%	NO

Salt Lake School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Scholar Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	5.26% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Scholar Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	65.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	7.50%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Scholar Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Scholar Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Soldier Hollow Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	25.93% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	23.08% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Soldier Hollow Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	97.44%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Soldier Hollow Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Soldier Hollow Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Spectrum Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	51.72%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	45.16%	NO	30.30%	YES

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	94.23%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.73%	NO	96.23%	YES

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	20.66% 38.24%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.74% 32.35%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Spectrum Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	0.14%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	13.04%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.82%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Spectrum Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Spectrum Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Success Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Success Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Success Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Success Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Success Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Success Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Success Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Success Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Summit Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.09%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	99.08%	YES	96.23%	YES

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	17.43% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	23.15% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	80.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Summit Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Summit Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	93.55%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Summit Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Summit Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Summit Academy High School

FFY 2014
Publication Date: May 9, 2016

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	72.73%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	18.18%	YES	30.30%	YES

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 20.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 27.27%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Summit Academy High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Summit Academy High School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	66.70%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Summit Academy High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Syracuse Arts Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.77%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.14%	YES	96.23%	YES

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	17.65% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	17.65% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Syracuse Arts Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.64%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.14%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Syracuse Arts Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	95.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Syracuse Arts Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Terra Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Not Applicable

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Terra Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Terra Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Terra Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Terra Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Terra Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Terra Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Terra Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Thomas Edison

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.37%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	92.25%	NO	96.23%	YES

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.92% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	21.01% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Thomas Edison (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	50.00%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	6.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	50.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Thomas Edison (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Thomas Edison (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Timpanogos Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	61.70%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	63.04%	NO	96.23%	YES

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	20.69% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	27.59% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Timpanogos Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	81.25%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	4.17%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	0.00%	NO	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Timpanogos Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Timpanogos Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Tuacahn High School for the Performing Arts

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 14.29%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	73.91%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.17%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Tuacahn High School for the Performing Arts (continued}							
#	**Indicator**	**Measurement**	**FFY2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY2014 State Data**	**State Met FFY 2014 Target?**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Tuacahn High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Tuacahn High School for the Performing Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	40.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	80.00%	NO	79.72%	NO

Tuacahn High School for the Performing Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Uintah River High

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	80.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Uintah River High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 0.00%	NA NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Uintah River High (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	90.91%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	9.09%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Uintah River High (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Uintah River High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Uintah River High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	0.00%	NO	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Uintah River High (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Career Path High School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	33.33%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	75.00%	NO	30.30%	YES

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 60.00%	NA YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	45.45%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	12.12%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Utah Career Path High School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah Career Path High School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Utah Career Path High School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Connections Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	25.00%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	83.33%	NO	30.30%	YES

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	78.57%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	76.19%	NO	96.23%	YES

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.09% 7.14%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	15.63% 22.22%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	90.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	10.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Utah Connections Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah Connections Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Utah Connections Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah County Academy of Science (UCAS)

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	0.00%	YES	30.30%	YES

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 100.00%	NA YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 50.00%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah County Academy of Science (UCAS) (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	100.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Utah County Academy of Science (UCAS) (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah County Academy of Science (UCAS) (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	100.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Utah County Academy of Science (UCAS) (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah International Charter School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	100.00%	NO	30.30%	YES

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	82.35%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Utah International Charter School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah International Charter School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	0.00%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	0.00%	NO	79.72%	NO

Utah International Charter School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Military Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	30.77%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	58.33%	NO	96.23%	YES

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	0.00% 25.00%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	97.67%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Utah Military Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah Military Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Utah Military Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Utah Virtual Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Needs Assistance

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	45.83%	NO	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	50.00%	NO	30.30%	YES

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	64.44%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	69.60%	NO	96.23%	YES

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	9.20% 40.00%	NO YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	11.49% 13.89%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	8.65%	NO	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	75.00%	NO	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Utah Virtual Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Utah Virtual Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	0.00%	NO	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	66.70%	NO	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	66.70%	NO	79.72%	NO

Utah Virtual Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Valley Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Valley Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.92%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	97.87%	YES	96.23%	YES

Valley Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	2.13% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	6.52% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Valley Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	77.78%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Valley Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Valley Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Valley Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Valley Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Vanguard Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Not Applicable

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Vanguard Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Vanguard Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Vanguard Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Venture Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Venture Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Venture Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	4.76% 0.00%	NO NO	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	9.30% 11.76%	NO NO	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Venture Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	89.00%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	2.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Venture Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Venture Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	96.88%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Venture Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Venture Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Vista at Entrada School of Performing Arts and Technology

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	86.84%	NO	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	88.16%	NO	96.23%	YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	22.73% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.42% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	69.05%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	11.90%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Vista at Entrada School of Performing Arts and Technology (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Vista at Entrada School of Performing Arts and Technology (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Vista at Entrada School of Performing Arts and Technology (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Vista at Entrada School of Performing Arts and Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Voyage Academy

FFY 2014
Publication Date: May 9, 2016

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	12.82% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	12.82% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	88.24%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Voyage Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Voyage Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Voyage Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Walden School of Liberal Arts

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	100.00%	YES	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	66.67%	NO	30.30%	YES

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	95.65%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	93.94%	NO	96.23%	YES

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	18.18% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	16.13% 50.00%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Walden School of Liberal Arts (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	93.24%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Walden School of Liberal Arts (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	90.48%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	100.00%	YES	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	100.00%	YES	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	100.00%	YES	79.72%	NO

Walden School of Liberal Arts (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wasatch Institute of Technology

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Wasatch Institute of Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Wasatch Institute of Technology (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA 100.00%	NA YES	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 66.67%	NO YES	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Wasatch Institute of Technology (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	85.71%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Wasatch Institute of Technology (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wasatch Institute of Technology (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	100.00%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Wasatch Institute of Technology (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	100.00%	YES	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Wasatch Institute of Technology (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Wasatch Peak Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	100.00%	YES	96.23%	YES

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	37.93% NA	YES NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	60.71% 0.00%	YES NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Wasatch Peak Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	93.33%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	0.00%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Wasatch Peak Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Wasatch Peak Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Weber State University Charter Academy

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
The SSIP can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014SSIP.aspx
Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Weber State University Charter Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Weber State University Charter Academy (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Weber State University Charter Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Weber State University Charter Academy (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Weber State University Charter Academy (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Weilenmann School of Discovery

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

The SPP/APR can be viewed at http://schools.utah.gov/sars/Data/Performance/Reports/2014Reports.aspx
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Past Annual LEA APR Reports may be viewed at http://schools.utah.gov/sars/Data/Performance/Reports.aspx

APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.18%	YES	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	98.04%	YES	96.23%	YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	16.67% NA	NO NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	12.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	0.00%	YES	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	0.00%	YES	0.00%	YES

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	79.31%	YES	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	1.72%	YES	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	0.00%	YES	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	100.00%	YES	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	0.00%	YES	44.71%	NO

Weilenmann School of Discovery (continued}							
#	**Indicator**	**Measurement**	**FFY2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY2014 State Data**	**State Met FFY 2014 Target?**
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Weilenmann School of Discovery (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	93.33%	YES	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Weilenmann School of Discovery (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						

Annual Performance Report on Utah's State Performance Plan
Winter Sports School

FFY 2014
Publication Date: May 9, 2016

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 applicable indicators, as part of the Annual Performance Report (APR).

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APR Determination: Meets Requirements

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
1	**Graduation**	Percent of youth with IEPs graduating from high school with a regular diploma.	68.71%	NA	NA	68.23%	YES
2	**Drop Out**	Percent of youth with IEPs dropping out of high school.	≤6.79%	NA	NA	30.30%	YES

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3A	**State AMO Objectives**	Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in English Language Arts grade 10.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size, that meet the State's AMO targets for the disability subgroup in Mathematics grades 3–8.	NA	NA	NA	NA	NA
		Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup in Mathematics grade 10.	NA	NA	NA	NA	NA
3B	**Participation for students with IEPs.**						
	English Language Arts	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.43%	YES
	Math	Participation rate of grade 3–8 and grade 10 students.	95.00%	NA	NA	96.23%	YES

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
3C	**Proficiency for students with IEPs against grade level, modified, and alternate academic achievement standards.**						
	English Language Arts	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	25.64% 21.75%	NA NA	NA NA	13.44% 8.67%	NO NO
	Math	Proficiency rate of grades 3–8 students. Proficiency rate of grade 10 students.	28.10% 17.07%	0.00% 0.00%	NO NA	17.06% 7.15%	NO NO
4	**Suspension and Expulsion**	**Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.**					
4A	Significant Discrepancy	Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.	0.00%	NA	NA	0.00%	YES
4B	Significant Discrepancy by Race or Ethnicity	Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	0.00%	NA	NA	0.00%	YES

Winter Sports School (continued)							
#	**Indicator**	**Measurement**	**FFY 2014 State Target**	**FFY 2014 LEA Data**	**LEA Met FFY 2014 Target?**	**FFY 2014 State Data**	**State Met FFY 2014 Target?**
5	**LRE for Students 6–21**	**Percent of students with IEPs aged 6 through 21 who are served:**					
5A	Regular Classroom	Inside the regular class 80% or more of the day,	57.23%	NA	NA	58.11%	YES
5B	Separate Classroom	Inside the regular class less than 40% of the day, and	≤13.50%	NA	NA	12.37%	YES
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements.	≤3.00%	NA	NA	2.58%	YES
6	**LRE for Children 3–5**	**Percent of children aged 3 through 5 with IEPs attending:**					
6A	Regular Program	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.22%	NA	NA	32.37%	NO
6B	Special Program	A separate special education class, separate school or residential facility.	≤43.56%	NA	NA	44.71%	NO

Winter Sports School (continued}

#	Indicator	Measurement	FFY2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY2014 State Data	State Met FFY 2014 Target?
7	**Outcomes for Children 3-5**	**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**					
7A	Social-Emotional	Positive social-emotional skills (including social relationships),	1) 90.72% 2) 51.40%	NA NA	NA NA	87.95% 59.22%	NO YES
7B	Knowledge and Skill	Acquisition and use of knowledge and skills (including early language/communication and early literacy),	1) 90.16% 2) 44.99%	NA NA	NA NA	87.17% 59.22%	NO YES
7C	Behaviors	Use of appropriate behaviors to meet their needs.	1) 90.90% 2) 63.17%	NA NA	NA NA	90.51% 71.95%	NO YES
1. 2.	Indicator 7: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Indicator 7: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.						

Winter Sports School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
8	**Parent Involvement**	Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	86.14%	NA	NA	86.16%	YES
9	**Disproportionate by Race/Ethnicity, Overall**	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
10	**Disproportionate by Race/Ethnicity, Disability Category**	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES
11	**Evaluation in 60 Days****	Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.47%	NO
12	**Transition from Part C to Part B**	Percent of students 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.	100.00%	NA	NA	99.77%	NO
**	State established timeline is 45 school days.						

Winter Sports School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
13	**Transition Planning on IEP by Age 16**	Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100.00%	NA	NA	99.75%	NO
14	**Post-secondary Outcomes**	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**					
14A	Higher Education (HE)	Enrolled in higher education within one year of leaving high school;	25.25%	NA	NA	20.82%	NO
14B	HE or Employed	Enrolled in higher education or competitively employed within one year of leaving high school;	70.67%	NA	NA	65.35%	NO
14C	HE, Post Secondary Training, or Employed	Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	84.83%	NA	NA	79.72%	NO

Winter Sports School (continued)

#	Indicator	Measurement	FFY 2014 State Target	FFY 2014 LEA Data	LEA Met FFY 2014 Target?	FFY 2014 State Data	State Met FFY 2014 Target?
15	**General Supervision: Resolutions**	Percent of hearing requests that went to resolution sessions, and were resolved through resolution session settlement agreements.	NA	n<10	NA	NA†	NA†
16	**General Supervision: Mediations**	Percent of mediations held that resulted in mediation agreements.	NA	n<10	NA	NA†	NA†
†	As the State total was less than 10, there is no requirement to report on this indicator.						