



## Administrative Unit State Performance Plan Indicator Profile 2009-2010

### Administrative Unit: Santa Fe Trail BOCES

Total Student Enrollment	3,376
Students with Disabilities Served (TOTAL)	424
Infants Aged 0-2	X
Aged 3-5	58
Aged 6-21	366

X cell suppressed due to small N size

### *Colorado's State Performance Plan (2009) Data Indicators*

#### Indicator 1: Graduation Rates<sup>1</sup>

<i>Graduation Rates</i>	AU Rate	State Target <sup>2</sup>	State Actual <sup>3</sup>
Percent of students with disabilities ages 14 - 21 who graduated with a regular diploma.	55.17%	63%	52%

<sup>1</sup> Definition is aligned with [ESEA](#)

<sup>2</sup> Target set by Office of Federal Programs Administration, CDE for ESEA

<sup>3</sup> Does not include students in Eligible Facilities or State Operated Programs

#### Indicator 2: Drop-Out Rates<sup>1</sup>

<i>Drop-Out Rates</i>	AU Rate	State Target	State Actual <sup>2</sup>
Percent of students with disabilities ages 14 - 21 who dropped out or moved and are not known to be continuing.	1.2%	2.4%	2.3%

<sup>1</sup> Definition is aligned with [ESEA](#)

<sup>2</sup> Does not include students in Eligible Facilities or State Operated Programs

**Indicator 3: Assessment**

<i>Participation and Performance Rates</i>	<b>AU</b>	<b>State Target</b>	<b>State Performance</b>
Participation rate of students with disabilities for Reading assessments	<b>96.98%</b>	<b>100%</b>	<b>97.04%</b>
Participation rate of students with disabilities for Math assessments	<b>96.98%</b>	<b>100%</b>	<b>97.27%</b>
Proficiency rate for Reading assessments: CSAP & CSAPA	<b>56.96%</b>	<b>59.0%</b>	<b>54.07%</b>
Proficiency rate for Math assessments: CSAP & CSAPA	<b>44.73%</b>	<b>53.5%</b>	<b>47.63%</b>
Percent of Districts in Colorado Making AYP Objectives for Progress for the Disability Subgroup		<b>28.0%</b>	<b>13.64%</b>

**Indicator 4: Suspension/Expulsion**

<i>Discipline Rates Per 100 Students</i>	
Overall state rate of students with disabilities with long-term suspensions/expulsions	<b>0.455 Students per 100</b>
Cut-off for Significant Discrepancy from State Median	<b>2.73 Students per 100</b>
AU Rate	<b>X</b>
AU Rate Exceed Benchmark?	<b>No</b>
Does the AU demonstrate disproportionate representation of suspensions/expulsions by race/ethnicity that is inappropriate?	<b>No</b>

X Calculation suppressed due to insufficient cell size (N < 10)

**Indicator 5: School Age Least Restrictive Environment (LRE)**

<i>Program/Placement</i>	<b>AU</b>	<b>State Target</b>	<b>State Performance</b>
Percent of students with disabilities in regular class at least 80% of the time	<b>71.3%</b>	<b>71.1%</b>	<b>70.1%</b>
Percent of students with disabilities in regular class less than 40% of the time	<b>8.7%</b>	<b>7.4%</b>	<b>9.2%</b>
Percent of students with disabilities in separate schools/facilities, homebound or hospital	<b>3.3%</b>	<b>3.8%</b>	<b>3.1%</b>

**Indicator 6: Preschool LRE**

<i>Program/Placement</i>	<b>AU</b>	<b>State Target</b>	<b>State Performance</b>
Percent of preschool students with disabilities in early childhood settings			

**Indicator 7: Preschool Outcomes**  
See below

**Indicator 8: Parent Involvement**

<i>Survey Responses</i>	<b>AU</b>	<b>State Target</b>	<b>State Performance</b>
Percent of who responded to the parent survey and reported that schools facilitated parent involvement to improve services and results.	<b>60.3%</b>	<b>60%</b>	<b>51.2%</b>

**Indicator 9: Disproportionality – Child with a Disability**

<i>Disproportionality</i>	<b>Inappropriate Identification</b>	<b>State Target</b>	<b>State Performance</b>
Does the district have disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification?</b>	<b>No</b>	<b>0%</b>	<b>0%</b>

**Indicator 10: Disproportionality - Eligibility Category**

<i>Disproportionality</i>	<b>Inappropriate Identification</b>	<b>State Target</b>	<b>State Performance</b>
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification?</b>	<b>No</b>	<b>0%</b>	<b>1.7%</b>

**Indicator 11: Child Find**

<i>Evaluation/Eligibility Timelines</i>	AU	State Target	State Performance
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	100%	100.00%	99%

**Indicator 12: Early Childhood Transition**

<i>Transition from Part C to Part B</i>	AU	State Target	State Performance
Percent of children referred by Part C prior to age 3, whose eligibility was determined with an IEP implemented by their third birthday (includes students found not eligible).	100%	100%	99%

**Indicator 13: Secondary Transition**

<i>Transition</i>	AU	State Target	State Performance
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100.00%	85%

\*AU not included in sample; was sampled in 2008-09

**Indicator 14: Post-School Outcomes**

<i>Transition</i>	AU	State Target	State Performance
Percent of youth who had IEPs, are no longer in secondary school, and have been:			
a.) Enrolled in higher education	X	NA	31.1%
b.) Enrolled in higher education or competitively employed	X	NA	56.2%
c.) Enrolled in higher education or some other education; or competitively employed or in some other employment Within one year of leaving high school.	X	NA	60.2%

X Cell suppressed due to insufficient cell size

**Indicator 7: Preschool Outcomes**

Summary Statements	AU Performance	State Target	State Performance
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	<b>91%</b>	<b>77.8%</b>	<b>83.1%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	<b>78%</b>	<b>76.6%</b>	<b>84.3%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	<b>63%</b>	<b>76.3%</b>	<b>75.7%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	<b>70%</b>	<b>71.5%</b>	<b>73.5%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	<b>92%</b>	<b>76.0%</b>	<b>79.8%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>77%</b>	<b>74.5%</b>	<b>84.2%</b>