

Annual Performance Report on Connecticut's State Performance Plan



Killingly School District

2011-2012 School Year
Publication Date: June 2013

IDEA Determination based on FFY 2011 data:

Meets Requirements

(Indicators 4B, 9, 10, 11, 12, 13, 15 and 20 contributed to the determination decision.)

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes Connecticut'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) compared to targets in the SPP (616 (a)(1)(C)(i) and 300.600 (a)).

SPP Indicator	District 2011-12 Data**	Statewide Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
1. Increase Graduation Rate with a Standard H. S. Diploma (2010-11)	40.7%	85.0%	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Decrease H. S. Dropout Rate (2010-11)	33.3%	15.0%	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Improve Participation and Performance on Statewide Assessments						
A. Met Adequate Yearly Progress for Students w/ Disabilities	Not Achieved					
B. Participation Rate						
Connecticut Mastery Test	Reading 99.5%		<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Math 100.0%		<input checked="" type="checkbox"/>			<input type="checkbox"/>
CT Academic Performance Test	Reading Fewer than 40	95.0%	<input type="checkbox"/>			<input type="checkbox"/>
	Math Fewer than 40		<input type="checkbox"/>			<input type="checkbox"/>
C. Proficiency Rate - Adjusted AYP Calculation						
Connecticut Mastery Test	Reading 46.2%	89.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Math 44.9%	91.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
CT Academic Performance Test	Reading Fewer than 40	91.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Math Fewer than 40	90.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. A. Decrease 10+ Days Out-of-School (OOS) Suspension Rate (2010-11)	0.26%	1.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
5. Increase Placement and Time with Nondisabled Peers (TWNDP)						
A. Increase Regular Class Placement	68.71%	70.0%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Separate Class Placement	8.90%	6.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	12.27%	6.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>

SPP Indicator	District 2011-12 Data**	Statewide Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
6. Increase Time in Early Childhood Educational Environments						
A. Increase Regular Early Childhood (80-100%) Placement	97.1%	2011-12 Data are Baseline Targets for 2012-13 are A: 72.0% B: 15.0%				
B. Decrease Segregated Placements	2.9%					
7. Measuring Child Progress (Early Childhood Outcomes - ECO)						
A. Of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.						
Positive Social-Emotional Skills	64.3%	56.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	41.2%	59.0%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Appropriate Behaviors to Meet Needs	52.9%	48.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
B. The percent of preschool children who were functioning within age expectations by the time they exited the program.						
Positive Social-Emotional Skills	55.0%	52.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	25.0%	31.0%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Appropriate Behaviors to Meet Needs	45.0%	24.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
8. Increase School Facilitation of Parent Involvement to Improve Student Outcomes	Survey data reported on SDE website: Special Education Publications					
9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop Transition Goals and Services	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Increase Postsecondary Employment and Education	Survey data reported on SDE website: Special Education Publications					
15. General Supervision: Noncompliance corrected within 1 year	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
20. Timely and Accurate Reporting	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>

* Indicates IDEA Compliance Indicator

** Unless otherwise indicated, all data represent the 2011-12 school year

For questions regarding this District's APR contact: Bonnie Opielowski-Brouwer at 860-779-6740

For a complete copy of the Connecticut SPP and a detailed explanation of IDEA Determinations process go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>