

SPECIAL EDUCATION

Primary Goal - To help students with various and serious disabilities achieve the skills necessary to qualify for gainful employment.

	<u>Staff^a</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
LRA/Consultant teacher	27.45	444	\$1,952,776	\$4,398
Special Class	27.5	195	\$5,167,293	\$26,499
(outside placement)		7	\$ 301,234	\$43,033

Level K - 12

Enrollments

	2007-08	2006-2007	2005-2006
Consultant Teacher – elementary	30	39	18
Consultant Teacher – junior high	6	7	5
Consultant Teacher – senior high	23	20	24
Learning Resource Area – elementary	180	159	139
Learning Resource Area – junior high	71	50	47
Learning Resource Area – senior high	134	133	132
Integrated Kindergarten	18	12	13
Academic Skills – elementary	42	36	26
Academic Skills – junior high	43	53	53
Academic Skills – senior high	99	80	85
Academic Skills – Goodrich	11	13	11
Declassified with Support Services	14	12	n/a
BOCES Special Education	5	3	1
4402 (Private Contract)	2	3	4
Residential Placement	0	1	2
Totals	678	621	560

^a Includes a total of 19 teacher assistants

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NYS ASSESSMENTS - GRADES 3-8 for Special Education Students

English Language Arts:

Grade Level:	Total Tested	Percentage of students that scored at or above Level 3
<u>Grade 3</u>		
2007-2008	45	53%
2006-2007	29	34%
2005-2006	38	24%
<u>Grade 4</u>		
2007-2008	35	29%
2006-2007	34	29%
2005-2006	50	16%
<u>Grade 5</u>		
2007-2008	48	54%
2006-2007	55	27%
2005-2006	57	35%
<u>Grade 6</u>		
2007-2008	62	26%
2006-2007	51	29%
2005-2006	52	23%
<u>Grade 7</u>		
2007-2008	53	38%
2006-2007	53	21%
2005-2006	54	17%
<u>Grade 8</u>		
2007-2008	59	17%
2006-2007	55	18%
2005-2006	53	15%

Science:

Grade Level:	Total Tested	Percentage of students that scored at or above Level 3
<u>Grade 4</u>		
2007-2008	45	74%
2006-2007	*	*
2005-2006	51	91%
<u>Grade 8</u>		
2007-2008	67	66%
2006-2007	*	*
2005-2006	53	57%

* Data is not currently available

SPECIAL EDUCATION (cont.)

Mathematics

Grade Level:	Total Tested	Percentage of students that scored at or above Level 3
<u>Grade 3</u> 2007-2008 2006-2007 2005-2006	45 30 38	82% 73% 68%
<u>Grade 4</u> 2007-2008 2006-2007 2005-2006	36 35 50	69% 66% 36%
<u>Grade 5</u> 2007-2008 2006-2007 2005-2006	47 54 56	43% 48% 46%
<u>Grade 6</u> 2007-2008 2006-2007 2005-2006	61 51 52	46% 55% 44%
<u>Grade 7</u> 2007-2008 2006-2007 2005-2006	54 52 54	63% 44% 26%
<u>Grade 8</u> 2007-2008 2006-2007 2005-2006	58 53 52	59% 45% 27%

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REGENTS EXAMINATION RESULTS FOR SPECIAL EDUCATION STUDENTS

Percentage of students scoring at or above:

Regents Exam	Academic Year	Total Tested	55	65	85
Comprehensive English	2007-2008	64	91%	75%	9%
	2006-2007	69	92%	87%	4%
	2005-2006	48	79%	58%	4%
Mathematics Integrated Algebra	2007-08	49	88%	67%	4%
Mathematics A	2007-2008	44	93%	75%	7%
	2006-2007	96	96%	80%	12%
	2005-2006	50	96%	84%	16%
Mathematics B	2007-2008	12	83%	75%	2%
	2006-2007	5	100%	80%	20%
	2005-2006	6	100%	100%	33%
Global History and Geography	2007-2008	77	79%	64%	8%
	2006-2007	88	75%	61%	13%
	2005-2006	70	71%	61%	16%
U.S. History and Government	2007-2008	61	93%	84%	18%
	2006-2007	66	93%	77%	27%
	2005-2006	45	82%	71%	16%
Living Environment	2007-2008	73	96%	80%	15%
	2006-2007	88	86%	67%	9%
	2005-2006	44	93%	82%	14%
Physical Setting/ Earth Science	2007-2008	8	100%	100%	50%
	2006-2007	11	82%	73%	27%
	2005-2006	13	100%	100%	62%
Physical Setting/ Chemistry	2007-2008	7	100%	71%	3%
	2006-2007	4	100%	100%	0%
	2005-2006	6	100%	83%	33%
Physical Setting/ Physics	2007-2008	2	100%	100%	50%
	2006-2007	2	100%	100%	100%
	2005-2006	1	100%	100%	100%
Comprehensive French	2007-2008	1	100%	100%	100%
	2006-2007	1	100%	100%	100%
	2005-2006	1	-	-	-
Comprehensive Spanish	2007-2008	3	100%	100%	67%
	2006-2007	7	100%	100%	71%
	2005-2006	6	100%	100%	33%
Comprehensive German	2007-2008	0	-	-	-
	2006-2007	1	100%	100%	100%
	2005-2006	0	-	-	-

SPECIAL EDUCATION (cont.)

Regents Competency Tests

	Number Tested	Percent Passing
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	2007-08	2006-07	2005-06	2007-08	2006-07	2005-06
Math 9	52	55	43	44%	55%	70%
Science 9	45	58	47	58	55	40
Global Studies 10	18	28	23	28	64	70
Reading	24	40	15	71	63	80
Writing	8	27	19	88	52	47
US History/Government	9	13	12	33	46	42

There is a challenge in preparing students to take and successfully pass Regents examinations while preparing students to take the corresponding Regents Competency examinations. Students identified with disabilities have a better chance of passing the Regents examinations than the Regents Competency examinations. Those students who do not qualify for the New York State Alternate Assessment, yet are working toward an Individualized Education Diploma, are mandated to take the age appropriate Regents Competency examinations, even though their skill levels are significantly below level necessary to be successful in passing these exams. This has created an appearance that a smaller percentage of students are being successful in passing these exams.

High School Graduates and Noncompleters

	2007-08	2006-07	2005-06
Total Graduates	78	55	46
Regents Diplomas	39	25	31
Percent of Regents Diplomas	50%	53%	67%
Regents Diplomas with Advanced Designation	9	7	4
Percent of Regents Diplomas with Advanced Designation	12%	15%	9%
IEP Diplomas or Local Certificates	20	15	3
Dropped Out	3	2	13
Entered GED Program	1	0	0
Total Noncompleters	6	2	13
Seniors Returning for a Subsequent Year of Study	3	1	3

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NEW YORK STATE ALTERNATE ASSESSMENTS (NYSAA) 2006-07

	Total Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level Social Studies	11			2	9
Middle Level Social Studies	4			1	3
Secondary Level Social Studies	1				1
Elementary Level ELA	22	1	0	4	17
Middle Level ELA	6				6
Secondary Level ELA	1				1
Elementary Level Science	10				10
Middle Level Science	4				4
Secondary Level Science	1				1
Elementary Level Mathematics	22			3	19
Middle Level Mathematics	6				6
Secondary Level Mathematics	1				1

*Students' tests returned, but not graded.

Number of Special Education Students Suspended

	2007-08	2006-07	2005-06
Elementary	1	4	2
Junior High	23	21	31
High School	45	47	63

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HIGHLIGHTS

- The objectives of the first year for Model Transition Grant, awarded to the District by New York State, were successfully implemented. A full-time transition coordinator and a part-time school psychologist were hired. The Transition Advisory Council, which included staff, parents, students, and community agencies, monitored the guidelines and activities of the grant. The number of VESID applications for students increased from 16 last year to 65 this year. After being accepted for VESID services, our students will have opportunities for adult services within their post-secondary life.
- A guided reading program was developed by the junior high special education teachers, which modeled the balanced literacy program at the elementary schools. An administrative intern, Mrs. Mary Yodis, assisted with the training and establishment of a book room with leveled text. Special education students, who were reading significantly below grade level, were included in this reading instruction at their reading level. This program will continue and expand for the next school year.
- Sixty-two (62%) percent of special education students graduated with Regents and/or Advanced Regents diplomas.

OBJECTIVES

- Work to meet the goals of the Model Transition Grant during the first year of the grant to include increasing: VESID student applications; number of job sites; and partnerships with community agencies.

Evaluation: Was there an increase in services as identified in the grant?

Last year North Colonie had sixteen applications sent to VESID, and this year we have sixty-five applications completed. This application process will ensure our disabled students will have post secondary services available to them as adults. Families are always included in this process.

We have contracted with eight agencies to assist our students in transitioning into adult services. These agencies have provided vocational skill training, job coaching, employment, counseling and vocational assessments.

SPECIAL EDUCATION (cont.)

Representatives from the University of Buffalo and Cornell University have worked with data collection and required SED quarterly updates to assist us in monitoring the grant requirements.

The transition coordinator and school psychologist have been key to the success we have attained with the significant increase in applications and services for our students.

- Implement the health information component, Infinite Campus, to provide medical information for the school nurses.

Evaluation: Were procedures developed to facilitate implementation of the system?

The computers in all health offices have been updated or replaced so that Infinite Campus can be used. The nurses have developed information which has been added to the health module for use in our district. During the March workshop the school nurses received Infinite Campus training specific to the health module. The nurses have begun data input for student's immunizations and health screenings.