

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	432	\$2,000,875	\$4,632
Special Class	35.49	188	\$6,258,940	\$33,292
(outside placement)		10	\$ 264,543	\$26,454

Level K - 12

Enrollments

	2008-09	2007-08	2006-2007
Consultant Teacher – elementary	23	30	39
Consultant Teacher – junior high	8	6	7
Consultant Teacher – senior high	11	23	20
Learning Resource Area – elementary	187	180	159
Learning Resource Area – junior high	80	71	50
Learning Resource Area – senior high	105	134	133
Integrated Kindergarten	17	18	12
Academic Skills – elementary	34	42	36
Academic Skills – junior high	37	43	53
Academic Skills – senior high	92	99	80
Academic Skills – Goodrich	8	11	13
Declassified with Support Services	18	14	12
BOCES Special Education	4	5	3
4402 (Private Contract)	6	2	3
Residential Placement	0	0	1
Totals	630	678	621

^a Includes a total of 23.2 teacher assistants

SPECIAL EDUCATION (cont.)**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>		
2008-2009	42	52%
2007-2008	45	53%
2006-2007	29	34%
<u>Grade 4</u>		
2008-2009	42	43%
2007-2008	35	29%
2006-2007	34	29%
<u>Grade 5</u>		
2008-2009	39	44%
2007-2008	48	54%
2006-2007	55	27%
<u>Grade 6</u>		
2008-2009	52	58%
2007-2008	62	26%
2006-2007	51	29%
<u>Grade 7</u>		
2008-2009	66	39%
2007-2008	53	38%
2006-2007	53	21%
<u>Grade 8</u>		
2008-2009	62	39%
2007-2008	59	17%
2006-2007	55	18%

Science:

Grade Level:	Total Tested	Percentage of students that scored at or above Level 3
<u>Grade 4</u>		
2008-2009	44	75%
2007-2008	45	74%
2006-2007	35	89%
<u>Grade 8</u>		
2008-2009	60	60%
2007-2008	67	66%
2006-2007	51	67%

SPECIAL EDUCATION (cont.)**Social Studies:**

Grade Level:	Total Tested	Percentage of students that scored at or above Level 3
Grade 4 2008-2009	40	70%
Grade 8 2008-2009	60	65%

Mathematics

Grade Level:	Total Tested	Percentage of students that scored at or above Level 3
Grade 3 2008-2009 2007-2008 2006-2007	42 45 30	88% 82% 73%
Grade 4 2008-2009 2007-2008 2006-2007	39 36 35	62% 69% 66%
Grade 5 2008-2009 2007-2008 2006-2007	40 47 54	68% 43% 48%
Grade 6 2008-2009 2007-2008 2006-2007	52 61 51	65% 46% 55%
Grade 7 2008-2009 2007-2008 2006-2007	66 54 52	56% 63% 44%
Grade 8 2008-2009 2007-2008 2006-2007	62 58 53	65% 59% 45%

SPECIAL EDUCATION (cont.)

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	2008-2009	83	64%	37%	1%
	2007-2008	64	91%	75%	9%
	2006-2007	69	92%	87%	4%
Mathematics Integrated Algebra	2008-2009	79	82%	65%	1%
	2007-2008	49	88%	67%	4%
Mathematics Geometry	2008-2009	10	100%	100%	0%
Mathematics B	2008-2009	13	100%	100%	38%
	2007-2008	12	83%	75%	2%
	2006-2007	5	100%	80%	20%
Global History and Geography	2008-2009	89	76%	64%	12%
	2007-2008	77	79%	64%	8%
	2006-2007	88	75%	61%	13%
U.S. History and Government	2008-2009	56	77%	64%	11%
	2007-2008	61	93%	84%	18%
	2006-2007	66	93%	77%	27%
Living Environment	2008-2009	97	87%	69%	7%
	2007-2008	73	96%	80%	15%
	2006-2007	88	86%	67%	9%
Physical Setting/ Earth Science	2008-2009	12	92%	83%	42%
	2007-2008	8	100%	100%	50%
	2006-2007	11	82%	73%	27%
Physical Setting/ Chemistry	2008-2009	6	100%	100%	17%
	2007-2008	7	100%	71%	3%
	2006-2007	4	100%	100%	0%
Physical Setting/ Physics	2008-2009	0	0	0	0
	2007-2008	2	100%	100%	50%
	2006-2007	2	100%	100%	100%
Comprehensive French	2008-2009	1	100%	100%	0%
	2007-2008	1	100%	100%	100%
	2006-2007	1	100%	100%	100%
Comprehensive Spanish	2008-2009	3	100%	100%	33%
	2007-2008	3	100%	100%	67%
	2006-2007	7	100%	100%	71%
Comprehensive German	2008-2009	1	100%	100%	100%
	2007-2008	0	-	-	-
	2006-2007	1	100%	100%	100%

SPECIAL EDUCATION (cont.)

Regents Competency Tests

	Number Tested			Percent Passing		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Math 9	37	52	55	71%	44%	55%
Science 9	22	45	58	61	58	55
Global Studies 10	5	18	28	28	28	64
Reading	8	24	40	62	71	63
Writing	4	8	27	50	88	52
US History/Government	1	9	13	17	33	46

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

	2008-09	2007-08	2006-07
Total Graduates	54	78	55
Regents Diplomas	33	39	25
Percent of Regents Diplomas	61%	50%	53%
Regents Diplomas with Advanced Designation	7	9	7
Percent of Regents Diplomas with Advanced Designation	13%	12%	15%
IEP Diplomas or Local Certificates	14	20	15
Dropped Out	4	3	2
Entered GED Program	0	1	0
Total Noncompleters	2	6	2
Seniors Returning for a Subsequent Year of Study	2	3	1

SPECIAL EDUCATION (cont.)

NEW YORK STATE ALTERNATE ASSESSMENTS (NYSAA) 2008-09

	Total Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level Social Studies	5	-	-	1	4
Middle Level Social Studies	2	-	-	-	3
Secondary Level Social Studies	1	-	-	1	1
Elementary Level ELA	15	1	-	2	12
Middle Level ELA	3	-	-	-	3
Secondary Level ELA	2	-	-	1	1
Elementary Level Science	3	1	-	-	2
Middle Level Science	3	-	-	-	3
Secondary Level Science	2	-	-	-	12
Elementary Level Mathematics	15	-	1	-	14
Middle Level Mathematics	3	1	-	-	2
Secondary Level Mathematics	2	-	1	-	1

*Students' tests returned, but not graded.

Number of Special Education Students Suspended

	2008-09	2007-08	2006-07
Elementary	5	1	4
Junior High	26	23	21
High School	54	45	47

SPECIAL EDUCATION (cont.)

HIGHLIGHTS

- The objectives of the second year for Model Transition Grant were successfully implemented. Our transition coordinator, school psychologist, and Assistant Director of Pupil Services presented our model program to all other grant school districts because North Colonie was recognized as an outstanding program. Sixty-six (66) out of 70 seniors completed VESID applications and were accepted for VESID services. These students will have opportunities for technology and adult services during their post-secondary life.
- Seventy-four percent (74%) of special education students graduated with Regents and/or Advanced Regents diplomas.
- For District of Location students in six private schools, the number of referrals did not increase from last year due to the presentations by Pupil Services staff at each private school about the mandate for Response to Intervention. As a result, fewer students were referred and remedial services are now being provided in some of the private schools. These schools recognized the need for remedial reading and remedial math services before teachers could refer to special education. North Colonie provided special education service to 44 students in private schools, and our CSE processed 19 referrals.
- Subcommittees of the CSE were developed in each school this year. In addition to the CSE bimonthly meetings, Subcommittees enabled the referral process to be streamlined because the decisions were made every two weeks and improved the timeline to meet SED mandates. The past practice of having only one monthly CSE and CPSE meeting date for each Committee was not sufficient in completing the referrals and having the CSE/CPSE decision.
- The Assistant Director and the JHS administrators developed new language arts and math classes, called G Level, which would have teacher assistants teach in mainstream classrooms in the delivery of grade level course instruction during the 2009-10 school year. These G Level courses will provide better instruction to all students, including special education students, in the junior high school, who need material taught at their instructional level. There will be a long-range benefit from these classes for the ELA and math remedial needs for all students.

OBJECTIVES

- Investigate the possibility of using HVCC as a placement for our district high school students to attend classes and transition into a college experience.

SPECIAL EDUCATION (cont.)

Several administrators met with the President of HVCC to present our proposal. The President responded that he was seriously considering our request. Administrators expect to continue dialogue during the next school year.

- Accomplish the goals of the second year of the Model Transition Grant.

As mentioned above, our district accomplished the goals for the second year. The Transition Committee continued to meet. Sixty-six (66) out of 70 students completed VESID applications. Our school representatives presented at a conference about our exceptional results with the grant funding.

- Establish a CSE, which specifically manages District of Location (DOL) students. District can bill back the resident district for these expenses. Referrals and subsequent meetings to determine eligibility will be acted upon promptly.

Creation of the Subcommittee of the CSE in each building resolved the time usually spent in monthly CSE meetings. The monthly CSE meetings had sufficient time for DOL students' referrals and IEPs. The presentations by North Colonie staff in the private schools helped those private schools to understand Response to Interventions (RtI), the referral process, and the Least Restrictive continuum.