

SPECIAL EDUCATION

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

	Staff^a	Students	Budget	Cost Per Student
LRA/Consultant teacher	27.1	378 ^b	\$1,742,651	\$4,610
Special Class	25.8	201	\$4,577,067	\$22,771
(outside placement)		7	\$160,000	\$22,857

Level K - 12

Enrollments

	2005-2006	2004-2005	2003-2004
Transition – elementary	0	0	2
Transition – junior high	0	0	0
Transition – senior high	13	21	11
Consultant Teacher – elementary	18	25	11
Consultant Teacher – junior high	5	5	6
Consultant Teacher – senior high	24	12	23
Learning Resource Area – elementary	139	169	166
Learning Resource Area – junior high	47	52	53
Learning Resource Area – senior high	132	98	134
Integrated Kindergarten	13	16	13
Academic Skills – elementary	26	39	32
Academic Skills – junior high	53	47	46
Academic Skills – senior high	85	79	59
Academic Skills – Goodrich	11	11	10
PSDP	13	6	12
BOCES Special Education	1		
4402 (Private Contract)	4	5	2
4201 (Rome State School)	0	0	0
Residential Placement	2	2	3
Totals	586	587	584

^a Includes a total of 19 teacher assistants

^b Does not include students receiving speech only

SPECIAL EDUCATION (cont.)

Special Education - Test Glossary

CELF - Clinical Evaluation of Language Function

PPVT - Peabody Picture Vocabulary Test

Arizona - Articulation

TCL - Test of Comprehension of Language

TOLD - Test of Language Development

TOPS – Test of Problem Solving

LAP - Learning Achievement Profile

Woodcock-Johnson - Reading and Math Measures

EOW PVT – Expressive One Word Picture Vocabulary Test

Standardized Test Results

Language

	Number of Students	Number with Increased Score	Number with No Gain	Average Gain in Months
PSDP Primary				
CELF	1	1	0	2
PPVT	1	1	0	19
Arizona	0	0	0	0
Bracken	0	0	0	0
Academic Skills - Elementary				
CELF	0	0	0	0
PPVT	5	4	1	10
TCL	3	2	0	3
Arizona	0	0	0	0
Academic Skills – Junior High				
CELF	2	2	0	4
PPVT	12	10	0	7
TOPS	3	3	0	6
TCL	5	4	1	8
Arizona	3	3	0	5
Academic Skills – Senior High				
CELF	0	0	0	0
PPVT	16	13	1	8
EOW PVT	7	6	0	5
TOPS	5	5	0	9
TCL	0	0	0	0

SPECIAL EDUCATION (cont.)

Reading Test – Woodcock Johnson

	Number of Students	Number with Increased Score	Number with No Gain	Average Gain in Months
Pupil Services Developmental Program	8	8	0	8
Academic Skills				
Elementary	18	13	4	8
Junior High				
ASC I	5	4	1	5
ASC II	25	21	3	17
High School				
ASC I	14	13	0	6
ASC II	7	6	0	14

Math Test – Woodcock Johnson

	Number of Students	Number with Increased Score	Number with No Gain	Average Gain in Months
Pupil Services Developmental Program	4	4	0	4
Academic Skills				
Elementary	13	8	3	8
Junior High				
ASC I	6	3	1	7
ASC II	23	20	0	11
High School				
ASC I	14	4	6	5
ASC II	35	29	0	7

Regents Competency Tests

	Number Tested	Percent Passing
Math 9	43	70%
Science 9	47	40%
Global Studies 10	23	70%
Reading	15	80%
Writing	19	47%
US History/Government	12	42%

SPECIAL EDUCATION (cont.)

Vocational Training

	2005-06	2004-05	2003-04
BOCES – 1 year	0	0	0
BOCES - 2 year	0	0	0
Pre-vocational with SJHS	0	0	0
Pre-vocational with SHS	0	0	0

Disciplinary Suspensions

	2005-06	2004-05	2003-04
Elementary	2	3	0
Junior High	31	11	13
High School	63	50	53

Drop-Outs

	2005-06	2004-05	2003-04
Grade 9	0	0	2
Grade 10	2	0	0
Grade 11	5	4	0
Grade 12	7	3	0

Graduates

	2005-06	2004-05	2003-04
Diploma	12	25	51
IEP Diploma	2	6	4
Regents	36	13	24
Post-grads	1	1	3
Local High School	11	6	23

Pupil Services has a wide range of programs and services to support students. The commitment by the members of this department in fostering student success is outstanding. Each student is provided with a program and services that address their specific needs and are based upon their Individualized Education Plan. In addition to their commitment to student success, the professionals consistently demonstrate a flexibility and willingness to go well beyond what is required to assist students. The communication with both the regular education staff and administration has allowed

each student to have a comprehensive, supportive program.

SPECIAL EDUCATION (cont.)

Students quickly adapted to and valued the support services they received from both their program and related service(s) provided by the Pupil Services Department. The majority of students fulfilled their individual goals and objectives on their IEPs and their productivity were reflected by their successful completion and passing of the various State mandated tests. This year seventy-two percent (72%) of students receiving supports through the Pupil Service Department graduated with a Regents diploma. Students at the high school level expressed their appreciation for the insight provided to them through their participation in the Hudson Valley Community College field trip as they learned about many of the aspects they will need to consider as they transition into the post-secondary level of their education.

The special education teachers valued working collaboratively with the regular education staff and administration to foster and support a learning environment that enables students to succeed. Frequent communication continues to be the key ingredient in order to insure that the students' programs are appropriate and the necessary accommodations are in place. Regular education staff and administration turn to the special education teachers and therapists for insights into specific strategies to deal with both academic and behavioral concerns and have expressed their appreciation for the Pupil Services staff flexibility and willingness to assist in whatever way possible to support the student, staff and administration. This support included pushing into classes, self-containing students when appropriate, developing behavior modification plans and attendance at meetings to discuss student progress and/or concerns.

Parents of students receiving support services through Pupil Services have expressed their continued appreciation and support of the various services and programs provided by our District. The parents of children in the two ASC classrooms at Southgate School are appreciative of the unique programs and instructional strategies in these language concepts classrooms. Parent feedback has consistently demonstrated that our wide range of programs continue to meet their child's unique needs whether it be through the high school Academic Skills I and II Programs with their community job site placements, the Integrated Kindergarten Program, learning resource and consultant teacher supports, speech therapists, occupational and physical therapists, or our alternative program at Goodrich School. Their feedback has been overwhelmingly positive with regard to home/school communication and flexibility in programming. Students receive guidance on strategies to expand on their areas of strength and identify their areas of weakness. Students' Individualized Education Plans and placements were well thought out and appropriate to facilitate their child's academic/emotional/social needs. Parents continue to be appreciative of the care their children receive as well as the trust they have developed with the Pupil Services personnel who work with their children.

Common planning time in order to meet and discuss students' needs and staff concerns

continues to be a major challenge. The number of students identified as

SPECIAL EDUCATION (cont.)

multiply disabled and emotionally disturbed continues to increase causing the Academic Skills I and II classrooms at the secondary schools to be at their maximum ratios at the beginning of the school year, thereby leaving little leeway for transfer students coming into the District during the school year. Some of the students with more involved emotional/behavioral concerns have presented additional challenges as their needs continue to stretch both personnel and resources within their classrooms. The number of preschool students identified as autistic entering the Southgate School ASC Program is steadily increasing.

Work is continuing to develop recommendations for a college-based program for developmentally delayed students ages 18-21. Investigation of establishing such a program at Sage College is underway. A remediation plan to support students with special needs taking the 8th grade ELA examination was developed. Reading testing at the high school was piloted with the Reading Diagnostic Inventory (RDI). Students' progress will be analyzed by post-tests in the spring. Strategies will be developed in reading and math for students who previously were designated ungraded, but who have to take grade level assessments beginning in the 2006-07 school year for grades 3-8.