**Special Education**
**School District Data Profile for**
**Scotia-Glenville Central School District for 2009-10**



# Special Education School District Data Profile for 2009-10

The Special Education School District Data Profile is prepared in accordance with the requirement of the Individuals with Disabilities Education Act (IDEA). Each State must have 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 New York State's performance on 20 indicators. States must report annually to the public on the performance of the State in an Annual Performance Report (APR) and each school district against the State's targets. New York State's SPP and the APR that describe these indicators in detail are available at http://www.p12.nysed.gov/specialed/spp/ . The following report reflects only quantifiable data collected by the State. Since performance of a school district in any indicator may be the result of unique circumstances within a district, readers are encouraged to consider information provided by the district's administration in interpreting these data.

## Enrollment and Classification Rate

| | 2009-10 |
|---|---|
| • Enrollment of school-age students with disabilities on the first Wednesday in October | 446 |
| • District enrollment (public and nonpublic school-age students ? with and without disabilities) on the first Wednesday in October | 3,093 |
| • Special education classification rate | 14.4% |
| • Enrollment of preschool students with disabilities on the first Wednesday in October | 30 |

## Indicator 1: Graduation Rate of Students with Disabilities

| | 2005 Total Cohort four years later as of August 2009 | 2009-10 (2004 Total Cohort five years later as of June 2009) |
|---|---|---|
| • Number of students with disabilities who first entered 9th grade anywhere (or if ungraded, became 17 years old) in 2005-06 | 29 | |
| • Number of students with disabilities who first entered 9th grade anywhere (or if ungraded, became 17 years old) in 2004-05 | | 38 |
| • Graduation rate | 48.3% | 65.8% |
| • State target this cohort | 44% or higher | No State Target |
| • Meets State target? | Not Applicable* | Not Applicable |
| * Districts are only held accountable for the performance of students when there are at least 30 students in the total cohort. | | |

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## Indicator 2: Drop-Out Rate of Students with Disabilities

| | 2005 Total Cohort four years later as of August 2009 |
|---|---|
| • Number of students with disabilities who first entered 9th grade anywhere (or if ungraded, became 17 years old) in 2005-06 school year | 29 |
| • Drop-out rate after four years | 13.8% |
| • State target for this cohort | 18% or lower |
| • Meets State target? | Not Applicable* |
| * Districts are only held accountable for the performance of students when there are at least 30 students in the total cohort. | |

## Indicator 3: State Assessments

| Participation in State Assessments | 2009-10 | | | |
|---|---|---|---|---|
| | Grades 3-8 English Language Arts (ELA) | Grades 3-8 Math | High School English Language Arts (ELA) | High School Math |
| • Enrollment of students with disabilities for participation rate | 217 | 218 | Less Than 40* | Less Than 40* |
| • Participation rate | 99% | 99% | * | * |
| • State target for 2009-10 | 95% | 95% | 95% | 95% |
| • Meets State target? | Yes | Yes | * | * |
| * Participation rate is provided only if at least 40 students with disabilities are reported in the first row. | | | | |

| Performance on State Assessments and Adequate Yearly Progress (AYP) | 2009-10 | | | |
|---|---|---|---|---|
| | Grades 3-8 English Language Arts (ELA) | Grades 3-8 Math | High School English Language Arts (ELA) | High School Math |
| • Enrollment of students with disabilities for performance accountability | 215 | 215 | Less Than 30** | Less Than 30** |
| • Score on performance index | 135 | 144 | ** | ** |
| • State target for 2009-10 | Make AYP | Make AYP | Make AYP | Make AYP |
| • Meets State target? | No | Yes | ** | ** |
| ** A performance index score is provided only if at least 30 students with disabilities are reported in the first row. | | | | |

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## Indicator 4: Suspensions/Expulsions

| Long-term Suspension Rate | 2009-10 |
|---|---|
| • Number of students with disabilities suspended out-of-school for more than 10 days | 4 |
| • Number of students with disabilities enrolled on first Wednesday in October | 446 |
| • Percent of students with disabilities suspended out-of-school for more than 10 days | 0.9% |
| • State target for 2009-10 | 2.7% or lower |
| • Meets State target? | Yes |

## Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate

| | 2009-10 |
|---|---|
| • Did the school district have significant discrepancy of racial and ethnic groups in the rate of suspensions and expulsion of students with disabilities for greater than 10 days in a school year; and policies, procedures or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of individualized education programs (IEPs), the use of positive behavioral interventions and supports, and procedural safeguards? | No |
| • State target for 2009-10 | No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures. |
| • Meets State target? | Yes |

## Indicator 5: School-age Least Restrictive Environment (LRE)

| | 2009-10 | | | | |
|---|---|---|---|---|---|
| • Number of students with disabilities ages 6-21 on first Wednesday in October | 425 | | | | |
| | Percent of students with disabilities in general education program for: | | | In separate schools / facilities | In Other Settings |
| | 80% or more of the day | 40 to 79% of the day | Less than 40% of the day | | |
| • Percent of students ages 6-21 in each setting | 47.8% | 21.9% | 21.6% | 4.9% | 3.8% |
| • State target for 2009-10 | More than 53.3% | No State Target | Less than 24.4% | Less than 6.6% | No State Target |
| • Meets State target? | No | Not Applicable | Yes | Yes | Not Applicable |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

Data for this indicator will be presented in the future based on the new preschool least restrictive environment settings.

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## Indicator 7: Preschool Outcomes

If data are not provided for this indicator, see the schedule posted at http://www.p12.nysed.gov/sedcar/data.htm#subschedule for the school year in which this school district will report data for this indicator.

| | 2009-10 | | |
|---|---|---|---|
| | Positive Social - Emotional Skills | Acquisition and Use of Knowledge & Skills | Use of Appropriate Behaviors to Meet their Needs |
| • Number of preschool students with disabilities evaluated for progress between entry into preschool education and exit from preschool special education. | | | |
| • Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program. | | | |
| • State target for 2009-10 | 84% | 85.5% | 83% |
| • Meets State target? | | | |
| • The percent of preschool children who were functioning within age expectations by the time they exited the program. | | | |
| • State target for 2009-10 | 55.4% | 55.3% | 63.2% |
| • Meets State target? | | | |

## Indicator 8: Parental Involvement

If data are not provided for this indicator, see the schedule posted at http://www.p12.nysed.gov/sedcar/data.htm#subschedule for the school year in which this school district will report data for this indicator.

| | 2009-10 |
|---|---|
| • Number of completed parent surveys returned | |
| • Percent of parents who reported that schools facilitated parent involvement to improve services and results for students with disabilities | |
| • State target for 2009-10 | 89% or higher |
| • Meets State target? | |

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## Indicator 9: Disproportionality - Identification for Special Education

| | 2009-10 |
|---|---|
| • Did the school district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate policies, practices and procedures? | No |
| • State target for 2009-10 | No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures. |
| • Meets State target? | Yes |

## Indicator 10A: Disproportionality in Specific Disability Categories

| | 2009-10 |
|---|---|
| • Did the school district have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate policies, practices and procedures? | No |
| • State target for 2009-10 | No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures. |
| • Meets State target? | Yes |

## Indicator 10B: Disproportionality in Special Education Placements

| | 2009-10 |
|---|---|
| • Did the school district have disproportionate representation of racial and ethnic groups in particular settings that was the result of inappropriate policies, practices and procedures? | No |
| • State target for 2009-10 | No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures. |
| • Meets State target? | Yes |

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## Indicator 11: Timely Evaluations (Child Find)

If data are not provided for this indicator, see the schedule posted at http://www.p12.nysed.gov/sedcar/data.htm#subschedule for the school year in which this school district will report data for this indicator.

| | 2009-10 | | |
|---|---|---|---|
| | Preschool | School-age | Combined |
| • Number of students for whom parental consent to evaluate was received (July 1, 2009 to June 30, 2010) | 51 | 46 | 97 |
| • Number of students whose evaluations were completed within the State established timeline | 50 | 45 | 95 |
| • Number of children whose evaluations were not completed within State established time lines, but for reasons that are considered to be in compliance with State requirements | 1 | 1 | 2 |
| • Compliance Rate [Line 2 divided by (Line 1 minus Line 3)*100] | 100% | 100% | 100% |
| • State target for 2009-10 | | | 100% |
| • Meets State target? | | | Yes |

## Indicator 12: Early Childhood Transition ? Percent of children with IEPs who transitioned from early intervention services (Part C) to preschool special education services (Part B) and received their preschool special education services by their third birthdays consistent with State law.

If data are not provided for this indicator, see the schedule posted at http://www.p12.nysed.gov/sedcar/data.htm#subschedule for the school year in which this school district will report data for this indicator.

| | 2009-10 |
|---|---|
| • Number of children who were served in Part C and referred to Part B for eligibility determination | |
| • Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday | |
| • Number of those found eligible who had an IEP developed and implemented by their third birthday | |
| • Number of children for whom delays in determination of eligibility or delays in implementing the IEP were caused by reasons that are in "in compliance" with State requirements | |
| • Percent of children with IEPs who transitioned from early intervention services (Part C) to preschool special education services (Part B) and received their preschool special education services by their third birthdays. [Line 3 divided by (Line 1 minus Line 2 minus Line 4) *100] | |
| • State target for 2009-10 | 100% |
| • Meets State target? | |

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## Indicator 13: Secondary Transition

If data are not provided for this indicator, see the schedule posted at http://www.p12.nysed.gov/sedcar/data.htm#subschedule for the school year in which this school district will report data for this indicator.

| | 2009-10 |
|---|---|
| • Number of IEPs reviewed for students ages 15 and above | |
| • Percent of youth aged 15 and above who have IEPs that include appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs; with evidence that the student was invited to the CSE meeting where transition services were discussed and, if appropriate, a representative of any participating agency was invited to the CSE meeting with the prior consent of the parent or student who had reached the age of majority. | |
| • State target for 2009-10 | 100% |
| • Meets State target? | |

## Indicator 14: Post-School Outcomes

If data are not provided for this indicator, see the schedule posted at http://www.p12.nysed.gov/sedcar/data.htm#subschedule for the school year in which this school district will report data for this indicator.

| | 2009-10 | State Target* | Meets State Target |
|---|---|---|---|
| • Number of students interviewed to assess post-school outcomes one year after leaving high school. Students left school during or end of the 2008-09 school year**. | | | |
| • Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school. | | Baseline Data | Not Applicable |
| • Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school. | | Baseline Data | Not Applicable |
| • Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. | | Baseline Data | Not Applicable |

*State targets will be reported in subsequent years. They may be found in the State Performance Report posted at http://www.p12.nysed.gov/specialed/spp/.

**"Enrolled in higher education" was redefined for reporting 2009-2010 school year results and thereafter to mean youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.
"Enrolled in postsecondary education or training" also includes enrollment on a full- or part-time basis for at least one complete term at any time of the year since leaving high school in a vocational technical school that is less than a two-year program.
"Competitive employment" means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 0 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
"Enrolled in other postsecondary education or training" means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps; adult education; workforce development program; adult rehabilitation service programs; or other)