

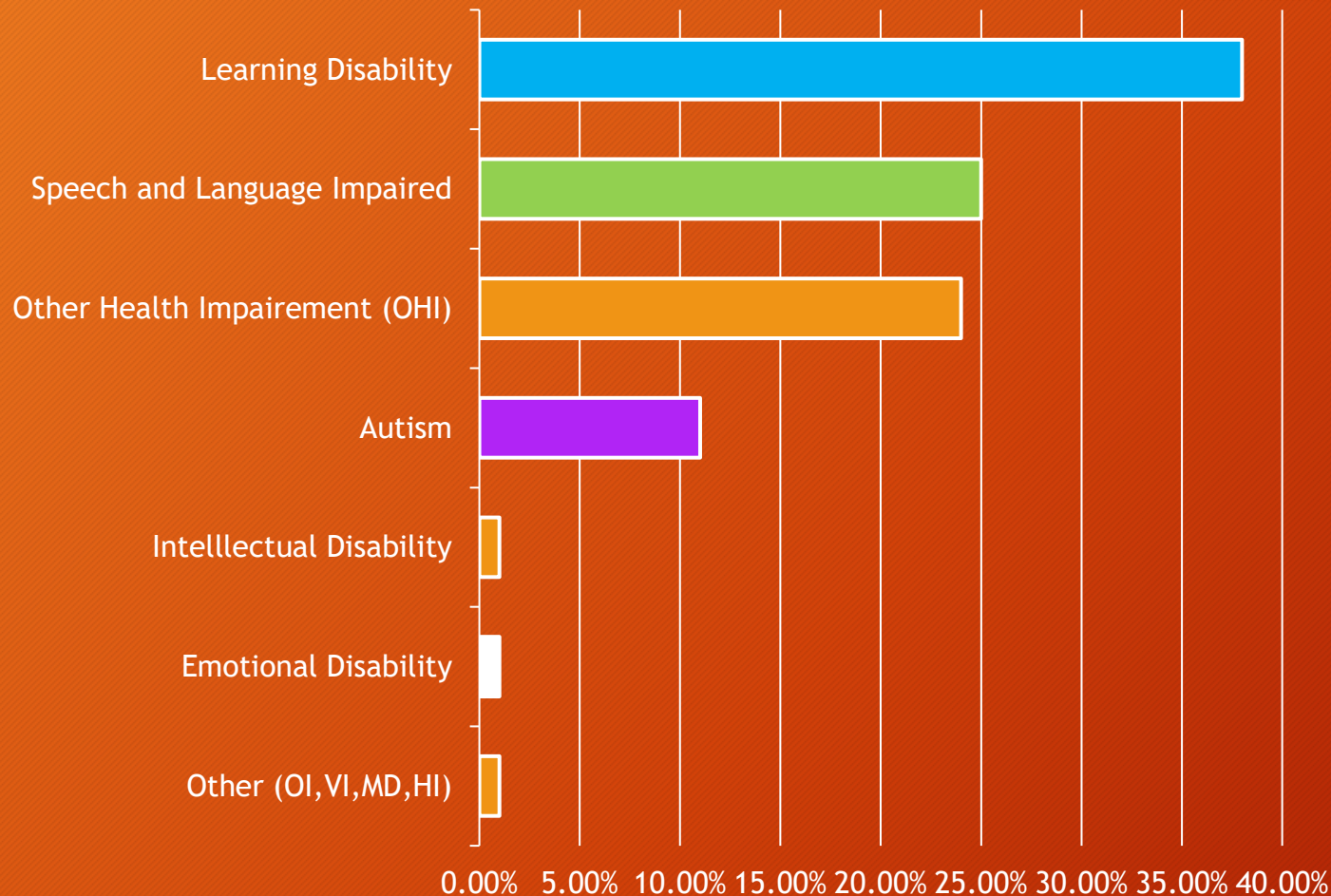
SCSD Special Education Data

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<https://data.nysed.gov>

Classification (24-25) with an IEP is dependent on:



- Standardized assessments
 - Cognitive and academic
- Criteria in NYS Part 200 regulations of Special Education Law
- Annual reviews
 - Progress towards goals
 - Areas of growth
 - Areas needing continued support
- Reevaluation (required at least every 3 years, but can be sooner)
- Total classified: 531 students
 - In district: 465
 - Out of District: 41 (includes homebound)
 - Parent placed: 25 (includes Kennedy)

Classification Rates for PNWBOCES Districts Last 2 years

District	Rate for 22-23	Rate for 23-24	District	Rate for 22-23	Rate for 23-24
Bedford	16%	17%	Katonah-Lewisboro	16%	16%
Brewster	15%	16%	Lakeland	17%	17%
Briarcliff	8%	8%	Mahopac	21%	21%
Carmel	17%	18%	North Salem	18%	19%
Chappaqua	11%	12%	Ossining	13%	14%
Croton-Harmon	14%	16%	Peekskill	14%	15%
Garrison (207,199)	12%	13%	Putnam Valley	14%	13%
Haldane (796, 785)	12%	13%	Somers	20%	20%
Hendrick Hudson	19%	19%	Yorktown	18%	18%

State indicators assessed yearly 23-24

Indicator Number/ Description	1. Graduation Rate	2. Drop out rate	3. Participation and mastery on state assessments	4a. Suspension rate for 10 or more days 4b. Discrepancy by race/ethnicity
NYS criteria	$\geq 71\%$	$\leq 19.37\%$	$\geq 95\%$ participation on NYS tests 3-8	a. Disability $\leq 2.7\%$ b. Race/Ethnicity $\leq 2.7\%$
Somers	95.8%	4.2% *	78% participation	a. Disability 0% b. Race/Ethnicity 0%
Did Somers meet criteria?	yes	yes	No on participation Yes on mastery	a. Disability - yes b. Race/Ethnicity - yes

*4.2% drop out rate equals 2 students

State information only gives a 6 year graduation rate, but some students are with us for 7 years before graduating (age 21)

State indicators assessed yearly 23-24 continued

Indicator Number/ Description	5. School Aged students in Least Restrictive Environment	6. Pre-school students in Least Restrictive Environment	9. Disproportionate representation of racial and ethnic groups in classified student numbers	10. Disproportionate representation of racial and ethnic groups in specific disability categories	12. Transition from Early Intervention to CPSE services by 3 rd birthday if appropriate
NYS criteria	≥ 58.25%	≥ 39.5%	No disproportionality	No disproportionality	100%
Somers	65%	45%	No disproportionality	No disproportionality	100%
Did Somers meet criteria?	yes	yes	Yes	Yes	Yes

State indicators assessed every 6 years

Indicator 7: Preschool Outcomes -20-21-met criteria

Indicator 8: Parental Involvement -21-22-met criteria

Indicator 11: Timely Evaluations (Child Find) 22-23-met criteria

Indicator 13: Secondary Transition 24-25 compliant

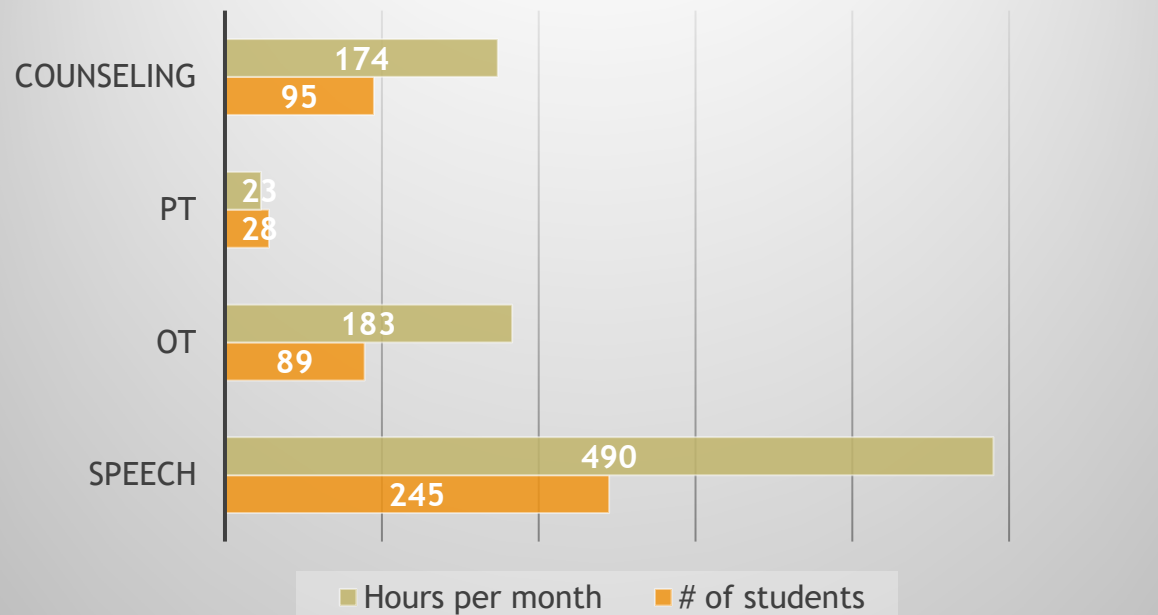
Indicator 14: Post-School Outcomes 24-25- *met criteria*

Students' Increasing needs 18-19 and 24-25

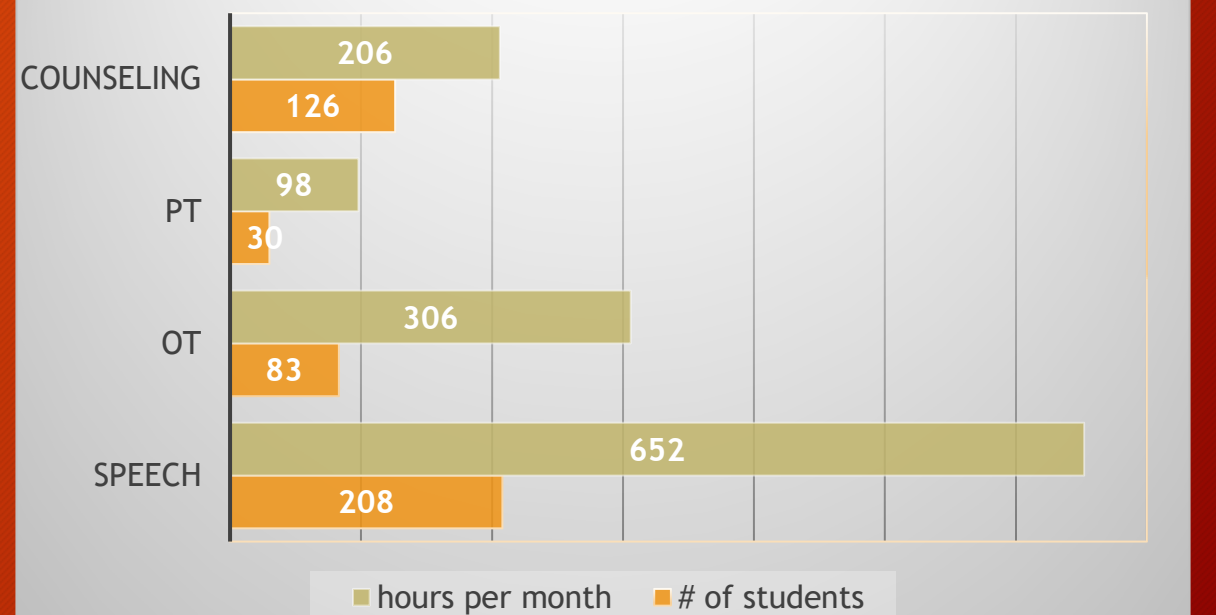
- 18-19 481 classified students

- 24-25 465 classified students

Numbers of Students receiving related services



Numbers of Students receiving related services



Notable Things Happening in Special Education this year



Increase of SCIP Classes

This year we needed a SCIP class at SMS. The learning and behavioral needs of these students are more intensive requiring a smaller class size, specialized instruction, more adult supervision, and more related services. The class is currently an 8:1:1 with 7 students one of whom was just able to come back to district. Next year we anticipate needing an additional SCIP class at SIS.



Special Education Parent Handbook

We had 28 parents, staff, and administrators working together over last Spring and this year to write a Special Education Parent Handbook and create a Best Practices Guide.

Shelly Moore had to cancel this year, but we will work with SEPTA to see what the best learning opportunities for inclusive education might be for teachers moving forward.



Increase co-teach learning and classes offered

This year we offered co-teach in all four core classes at SMS and there were several teachers partnering for these classes that took both the summer co-teach institute and follow up after school meeting time to plan for their classes. This is a model we hope to continue whenever a new partnership comes on board.