

NYC Department of Education
Annual Preschool Special Education
Data Report
School Year 2021–2022
November 1, 2022

NOTES

- This report is presented in accordance with the requirements set forth in Local Law 21 of 2020¹ (LL2020/021) (<https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=3860339&GUID=B4E7514E-A3A3-4A67-BADE-EA4D42D9C1D4&Options=ID|Text|&Search=special+education>)
- Where the number of students in a category is between zero and 5, the number has been replaced with the reference ≤ 5 ; Where disclosure of a number greater than 5 would allow another category to be narrowed to a specific number between zero and 5, the number has been replaced with the reference > 5 . Pursuant to Local Law 89 of 2018 (LL89/2018), where disclosure of a zero in citywide data would not impact confidentiality of student information, the number zero has not been redacted.
- Note that Local Law 21 of 2020 references two reporting items as #8. This report refers to them as 8a and 8b.
- For reporting on data as of “the end of the academic period”, this report reflects data as of **June 30, 2022**.
- Data for this report was pulled as of **09/29/2022** from DOE source systems (we allow for data entered in CAP between 7/1/2022 and 9/29/2022 backdated for events occurring by 6/30/2022).
- Disaggregation for every table in this report is arrived at using the following sources and rules:

Dimension	Source(s)	Rules
District	CAP	Based on the Home District of the student
Eligibility for Free and Reduced-Price Lunch Program	--	Not included in this report, as this data is not available for preschool students unless they are enrolled in DOE schools.
Race/Ethnicity	ATS, CAP	Transformation of data from ATS. If no Race/Ethnicity data exists for a student in ATS, CAP is used as an enrichment source.
Gender	CAP	--
Recommended Language of Instruction or Services	CAP	For “Related Services Only” students, with multiple languages recommended, this report prioritizes Speech, then Counseling, to determine the student’s Recommended Language.
Home Language	ATS, CAP	Transformation of data from ATS. If no Home Language exists for a student in ATS, CAP is used as an enrichment source using the proxy of Guardian Primary Language.
Student in Temporary Housing (STH)	ATS, DHS Monthly Shelter Data	Flag represents students that were a STH <i>at any point</i> from 7/1/2021 to 6/30/2022

¹ The DOE is unable to report on the following Local Law items #2 and #3 because the Child Assistance Program (CAP), the preschool data system of record, does not contain the required data fields. We are aiming to report on these in the future when a replacement system is implemented.

Background on Preschool Special Education

NYCDOE arranges special education services for all NYC preschool children with disabilities. Preschool children with disabilities may receive programs and services in a number of different public school settings, as well as in contracted programs that partner with the NYCDOE. For children who receive itinerant services such as speech therapy or Special Education Itinerant Teacher (SEIT), the child receives services in settings that families choose, which may be 3-K or Pre-K for All programs, private preschool or daycare settings, or at home. For children whose Individualized Education Programs (IEPs) recommend a program placement such as special class in an integrated setting (SCIS) or special class, the Committee on Preschool Special Education offers families a placement in an appropriate program as close to the families' home as possible. SCIS and special classes are available in both 3-K and Pre-K for All programs and in contracted state-approved nonpublic programs.

The DOE made substantial improvements to the preschool special education process during the 2021-2022 school year, including, continuing to add staffing capacity to CPSEs, expanding the early intervention transition coordinator team; additional professional development on inclusion for preschool programs; expansion of preschool special education integrated program offerings, and beginning the implementation of the Preschool Special Education Enhancement Contract, which is bringing much needed funding to preschool special education providers. We are seeing the results of these improvements in some of the metrics in this report.

Our outreach to families has contributed to an increase in preschool referrals, which are now exceeding pre-pandemic levels. In addition, we are seeing improvements in timeliness of the CPSE process and in the enrollment of students with disabilities in 3-K for All and Pre-K for All programs.

- In SY 21-22, 88% of students with IEP meetings had those meetings within compliance timeframes, compared to 84% the year prior and 65% two years prior.
- In SY 21-22, 63% of students had services arranged within compliance timeframes, compared to 62% the year prior and 49% two years prior.
- In SY 21-22, 36% of students with disabilities enrolled in 3-K and Pre-K, compared to 28% the year prior and 27% two years prior.

In addition, in the current school year, DOE is working to identify migrant students in need of special education services and to expedite the commencement of services. When a student with a documented or reported disability relocates to New York City, CPSEs quickly develop a temporary plan to provide the student with services they need until any needed evaluations can be conducted. This plan is called a Comparable Service Plan (CSP), and it must be implemented until a new IEP has been developed by the DOE. Nearly all of these students are English language learners and have experienced trauma in their journeys to New York City.

Preschool Evaluations

The preschool special education evaluation process is guided by parental choice for an evaluator approved by New York State to offer preschool evaluations. The initial evaluation consists of a social history interview, a comprehensive psychological evaluation, a physical evaluation, an observation and other appropriate assessments as necessary to ascertain the physical, mental, behavioral and emotional factors that may contribute to the child's suspected disability. Parents of preschool students with disabilities who are referred for special education evaluation have the right to choose an evaluation agency from a list of agencies, also known as multidisciplinary evaluation sites or MDE sites, to complete these assessments. Upon completion of these assessments, the evaluation site will share a copy of the evaluation report with the parent and the Committee on Preschool Special Education (CPSE) who will schedule an IEP meeting to review the evaluations to determine a student's eligibility for preschool special education services. While most of the approved evaluation sites are private agencies, the New York City Department of Education (DOE) also has preschool evaluators at the CPSEs, but the DOE preschool evaluators will only be utilized where a parent chooses the DOE as the preschool evaluator. The DOE has recently

increased the number of available preschool evaluators at the CPSEs, the majority of preschool special education evaluations are conducted by approved private multidisciplinary evaluation sites.

Preschool Regional Assessment Center (PRAC) Teams

With the goal of improving the timeliness of evaluations for preschool students, the DOE hired ten (10) additional Preschool Regional Assessment Center (PRAC) teams making for a total of twenty-one (21) PRAC teams. These teams consist of approximately 63 school psychologists, speech teachers and social workers assigned exclusively to evaluate preschool students with disabilities during the 2019-2020 school year. Due to COVID-19, in-person evaluations by the PRAC teams stopped on March 19, 2020. In the interim, the PRAC teams assessed students using online ratings scales and comprehensive data driven assessments, and, for children who had Early Intervention Multidisciplinary Evaluations or supplemental evaluations conducted six (6) months or less from the date of the child's referral to the CPSE, the CPSE used those Early Intervention evaluations as a part of the necessary evaluations to determine eligibility. Beginning in September 2021, PRAC teams began offering in-person evaluations again and have been doing so ever since.

Community Coordinator

The Community Coordinator is responsible for family engagement, which includes communicating with parents of preschool students referred for a special education evaluation, to ensure they understand the process; helping parents navigate the evaluation process; and helping preschool students with disabilities to receive access to timely special education services. During the 2018-19 school year and continuing into the 2019-2020 school year, the DOE hired Community Coordinators at each of our thirteen (13) CPSE sites to support families through the preschool special education evaluation process. In the 2021-2022 school year, these staff were crucial in supporting families to access in-person evaluations and services.

Early Intervention DOHMH-DOE Data Transfer and Early Intervention Transition Coordinators

DOHMH Early Intervention (EI) - DOE Data Transfer

As of August 2020, the DOE developed and implemented the Document Transfer System (DTS), which replaced the fax for the Early Intervention field. This is the mechanism all Early Intervention Service Coordinators must use to transmit documents to the DOE on behalf of families. This system allows for one-way document transmission from service coordinators to the DOE. The Document Transfer System is used by Service Coordinators to:

- Upload documents
- Input key child and family information to enable family outreach and prioritization by the DOE
- Receive confirmation that documents have been successfully transferred

This allows for a more reliable and secure transfer of information and documents between DOHMH EI and the DOE, and allows CPSEs to access more information from EI families that consent to share information with the DOE.

Early Intervention (EI) Transition Coordinator Team

In an effort to increase the DOE's outreach and support to families transitioning from EI to preschool, a team of seven Transition Coordinators and one Transition Manager act as a resource to families across the city, with a focus on supporting the highest-need families transitioning from EI by:

- Responding to inquiries and escalations through inbox and telephone helpline;
- Proactively conducting outreach to families transitioning from EI at key points in the year about accessing preschool special education services and inclusive preschool options;
- Acting as a resource to and liaison between CPSE and EI regional offices, including supporting the implementation of the new data systems citywide; and
- Providing workshops for families and staff on inclusive preschool options and EI transition.

Additionally, the DOE has committed to providing more information on the transition from EI to preschool to families. In December 2019, the DOE released the DOE Guide to the EI to Preschool Transition, which outlines information on all preschool options, including inclusive preschool options like 3-K for All, as well as information on how to make a referral to

the CPSE. The 2nd Edition has been posted to DOE website's family page and public InfoHub, available at the following links, translated in all DOE languages:

- <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool>
- <https://infohub.nyced.org/in-our-schools/translations/special-education>

Using the information in this guide, the DOE prerecorded a webinar video, Overview for Families: Transitioning from EI to Preschool, posted on the DOE website at <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool>.

Preschool Special Education Program Expansion

In recent years, state-approved nonpublic programs have closed, in part due to stagnant reimbursement rates from New York State. When these programs have closed and others have been unable to expand their programming in districts with the greatest need, the DOE has worked to fill the gap by opening special classes. In the past three years, the DOE has opened over 1,000 special class seats and hired over 100 preschool special education teachers in the districts of greatest need. In addition, the DOE has expanded its SCIS program and introduced a new 3-year-olds-only SCIS model. In school year 2021-2022, we added 330 integrated seats. The DOE has opened classes in stand-alone Pre-K Centers in each borough that offer a full continuum of services, and has also added SCIS classes in district elementary schools. In addition, the DOE has collaborated with NYSED to revise the regional need process, which provides information to state-approved nonpublic programs about where to modify programs and open new classes. The process now provides up-to-date information about district-level need.

Related Services

During the pandemic, the DOE's priorities have been to maintain continuity of special education and related service provision to preschool students² with IEPs, remotely and in-person; and to support their families in understanding and assisting in the learning process. Provision of remote related services was initiated immediately in March 2020, following issuance of the State's executive order precluding provision of in-person services. The DOE resumed in-person related services over the summer of 2021, ahead of any other major urban school district in the nation and continues to seek to meet students' needs. In September 2021, the DOE resumed in-person services across the board. At the same time, the DOE is redoubling efforts to further strengthen service provision and timely and complete reporting of service provision across all settings. These efforts include expanding a team of itinerant Department of Education Occupational Therapists, Physical Therapists, and Speech Therapists dedicated to serving preschool students enrolled in New York City Education Centers (NYCEECs). This expansion includes hiring an additional 24 speech, 12 physical and 23 occupational itinerant therapists. We are also further strengthening contract agency oversight; developing short and long term data and systems strategies to automate provider assignment; speeding identification of unserved students; and recruiting DOE and contracted providers to meet these needs.

Plans for the 2022-2023 School Year and Beyond

The City has made a significant investment to expand and transform the system for preschool special education, addressing the need for additional special education programs and building capacity for stronger inclusive programming to serve children in the LRE. Five new initiatives were funded last year, and implementation is continuing this school year.

- **Bringing all special education programs into 3-K and Pre-K for All and Adding Special Class Seats:** The DOE relies on state-approved nonpublic preschool programs to provide needed services to many students with the most severe disabilities. To support these programs, we have offered a contract enhancement, which is bringing them into the 3-K and Pre-K portfolio and providing needed funding to enable them to hire more teachers and add special class seats.

² This report includes students with dates of birth in 2017, 2018 and 2019, who may have been as young as 2.5 years of age.

- **Inclusion initiatives:** The DOE is committed to serving more children in inclusive settings, as many preschoolers, particularly boys and students of color, are being served in restrictive settings. The DOE is continuing implementation of four major initiatives aimed at fostering strong inclusive options for families.
 - **3K SCIS:** As part of the citywide 3-K expansion, the DOE will continue to offer more integrated settings for children with and without disabilities. We have heard from families that there is need for a threes-only SCIS option and we are excited to be able to offer 435 integrated seats; in school year 2023-2024 we will add an additional 360 integrated seats.
 - **Inclusion Support Team:** As we work to serve more students with disabilities in inclusive settings, we know we have to support strong inclusive programming. We are launching an Inclusion Support Team that is providing crucial professional development and coaching to 3-K and Pre-K programs.
 - **EI transition support for families:** We have a small team that currently provides information and support to families as they transition from the DOHMH Early Intervention Program to help them navigate the CPSE process and access inclusive program options. After a successful pilot in the Bronx, this team began working citywide two years ago and this funding expands the team from four to eight transition coordinators.
 - **CPSE staff:** As 3K is expanding, and as the pandemic recedes, we know that CPSEs are supporting more families whose children will be referred for services. In an effort to serve this expansion and to give CPSE administrators the time needed to work with families to offer services in the LRE, the City is making a significant investment in CPSE staff.
 - **Additional CPSE administrators:** With an increase in the number of CPSE Administrators, improvements are being made to the provision of timely, meaningful and accurate information to parents of preschool students suspected of having disabilities and will ensure that these students have timely access to educational programming and supports to enable them to be successful in the least restrictive environment. To date, 47 of 48 additional administrators have been hired.
 - **Additional community coordinators:** The Community Coordinator is a vital member of the Committee on Preschool Special Education, responsible for family engagement which includes communicating with parents of preschool students referred for a special education evaluation to ensure they understand the preschool special education process; helping parents navigate the evaluation process; and ultimately helping preschool students with disabilities to receive timely access to special education services. An increased number of Community Coordinators has strengthened the CPSEs' ability to serve families and students in matters pertaining to new referrals to special education and timely preschool evaluations, laying the foundation for greater success as these students enter preschool and move into kindergarten and beyond. To date, 24 of 25 additional community coordinators have been hired with the new funding.
 - **Preschool Evaluations.** To support preschool special education evaluations, DOE opened 21 Preschool Regional Assessment Center (PRAC) teams over the past three years. In SY 2022-2023, we will seek to extend the hours of the PRAC teams through a voluntary per session activity that will enable more students to receive evaluations.

STUDENTS WITH INITIAL REFERRALS – REPORTING ITEMS 1; 4; and 5

Source: CAP

Students who were initially referred for an evaluation to determine eligibility for special education, in the period from July 1, 2021 to June 30, 2022, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **26,364** students.

The report reflects the number of distinct students for whom an initial referral was made during the timeframe; it does not reflect the number of initial referrals made.

The report represents what was true as of 06/30/2022.

“Closed without IEP Meeting” reflects students whose cases were closed prior to 06/30/2022 and before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

“Total Open as of 6/30/2022” reflects students whose cases were still in process at the end of the period of this report (for example, a student for whom an initial referral was made on May 8, 2022, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2022.) For these cases, the report identified cases that remained open with the DOE in receipt of informed parental consent to evaluate, and those that remained open with DOE awaiting receipt of informed parental consent to evaluate.

SY 2021-2022
Students with Initial Referrals
By District

by District

District	Total Students with Initial Referrals 7/1/2021 – 6/30/2022	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2022	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
1	213	18	≥5	≤5	8	≥5	≤5	86	94	87	14
2	847	66	≥5	≤5	46	383	15	398	444	297	40
3	447	49	≥5	≤5	22	203	7	210	232	121	45
4	368	38	13	0	13	126	10	136	149	168	13
5	485	60	≥5	≤5	17	193	13	206	223	180	22
6	636	80	≥5	≤5	28	256	25	281	309	207	40
7	548	147	6	8	14	137	59	196	210	170	21
8	809	113	≥5	≤5	16	264	80	344	360	255	81
9	1,047	80	14	6	20	302	120	422	442	464	61
10	1,486	136	19	19	38	373	254	627	665	580	105
11	1,162	162	33	7	40	422	80	502	542	336	122
12	699	112	≥5	≤5	13	255	63	318	331	195	61
13	359	40	≥5	≤5	12	126	36	162	174	127	18
14	684	54	17	6	23	280	73	353	376	201	53
15	889	39	≥5	≤5	19	346	82	428	447	352	51
16	252	31	≤5	0	≤5	79	≥5	≥5	106	91	24
17	773	14	≥5	≤5	26	295	69	364	390	307	62
18	450	8	≥5	≤5	18	160	16	176	194	239	9
19	647	289	≤5	≤5	9	173	44	217	226	111	21
20	1,939	304	64	6	70	1,093	63	1,156	1,226	203	206
21	1,418	246	28	0	28	766	46	812	840	171	161
22	1,362	15	39	15	54	519	176	695	749	552	46
23	267	61	≤5	0	≤5	68	≥5	≥5	119	72	15
24	1,201	36	36	14	50	457	143	600	650	421	94
25	942	30	45	0	45	465	12	477	522	322	68
26	462	24	19	0	19	205	9	214	233	159	46
27	1,192	46	28	10	38	426	152	578	616	466	64
28	934	39	≥5	≤5	39	392	14	406	445	349	101
29	794	29	≥5	≤5	13	351	11	362	375	319	71
30	798	28	27	9	36	277	98	375	411	305	54
31	1,996	536	59	0	59	996	82	1,078	1,137	143	180
32	258	36	≤5	≤5	≤5	91	42	133	137	75	10
Total	26,364	2,966	705	135	840	10,560	1,974	12,534	13,374	8,045	1,979

**SY 2021-2022
Students with Initial Referrals
By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Referrals 7/1/2021 – 6/30/2022	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2022		
			Student Determined Ineligible			Student Classified				Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified				
Asian	1,997	229	69	9	78	860	102	962	1,040	594	134	
Black	4,685	616	108	25	133	1,656	409	2,065	2,198	1,522	349	
Hispanic/Latinx	7,772	950	176	54	230	3,025	812	3,837	4,067	2,187	568	
White	9,200	641	324	44	368	4,615	594	5,209	5,577	2,158	824	
Other	495	60	≥5	≤5	23	223	36	259	282	126	27	
Unknown	2,215	470	≥5	≤5	8	181	21	202	210	1,458	77	
Total	26,364	2,966	705	135	840	10,560	1,974	12,534	13,374	8,045	1,979	

**SY 2021-2022
Students with Initial Referrals
By Gender**

Gender	Total Students with Initial Referrals 7/1/2021 – 6/30/2022	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2022		
			Student Determined Ineligible			Student Classified				Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified				
Female	8,987	1,074	296	63	359	3,539	625	4,164	4,523	2,736	654	
Male	17,377	1,892	409	72	481	7,021	1,349	8,370	8,851	5,309	1,325	
Total	26,364	2,966	705	135	840	10,560	1,974	12,534	13,374	8,045	1,979	

SY 2021-2022
Students with Initial Referrals
By Recommended Language of Instruction or Services

Recommended Language	Total Students with Initial Referrals 7/1/2021 – 6/30/2022	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2022	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
English	9,774	0	0	0	0	8,289	1,485	9,774	9,774	0	0
Spanish	1,165	0	0	0	0	893	272	1,165	1,165	0	0
Chinese	198	0	0	0	0	191	7	198	198	0	0
Other	859	0	0	0	0	771	88	859	859	0	0
Undetermined*	14,368	2,966	705	135	840	416	122	538	1,378	8,045	1,979
Total	26,364	2,966	705	135	840	10,560	1,974	12,534	13,374	8,045	1,979

*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2022 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2022.

SY 2021-2022
Students with Initial Referrals
By Home Language

Home Language	Total Students with Initial Referrals 7/1/2021 – 6/30/2022	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2022	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
English	18,782	1,880	571	105	676	7,957	1,443	9,400	10,076	5,326	1,500
Spanish	3,741	429	77	24	101	1,417	396	1,813	1,914	1,138	260
Chinese	773	110	≥5	≤5	12	385	27	412	424	192	47
Other	1,604	132	≥5	≤5	51	801	108	909	960	349	163
Unknown	1,464	415	0	0	0	0	0	0	0	1,040	9
Total	26,364	2,966	705	135	840	10,560	1,974	12,534	13,374	8,045	1,979

SY 2021-2022
Students with Initial Referrals
By Student in Temporary Housing

Student in Temporary Housing	Total Students with Initial Referrals 7/1/2021 – 6/30/2022	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2022	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤60 Calendar Days from Date of Consent	IEP Meeting >60 Calendar Days from Date of Consent	Total Classified			
STH	965	177	15	9	24	255	82	337	361	391	36
Not STH	25,399	2,789	690	126	816	10,305	1,892	12,197	13,013	7,654	1,943
Total	26,364	2,966	705	135	840	10,560	1,974	12,534	13,374	8,045	1,979

STUDENTS WITH CONSENTS FOR INITIAL EVALUATION – REPORTING ITEM 7

Deficiencies in CAP, a legacy system implemented in the 1980s, result in data integrity issues when reporting on the provision of preschool special education services. As a result of these deficiencies, the DOE cannot reliably report on the timely arrangement of special education services for preschool students. The DOE's real compliance rate likely exceeds the 63.1% reflected here. The DOE's goal is to transition away from CAP as the preschool system of record, as the DOE previously did for school-age special education data.

Source: CAP

Students for whom a consent for initial evaluation was received in the period from July 1, 2021 to June 30, 2022, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **17,421** students.

The report reflects the number of distinct students for whom consent for initial evaluation was made during the timeframe; it does not reflect the number of consents for initial evaluation made.

The report represents what was true on 06/30/2022.

"Students Not Yet Eligible for Services (born on or after 7/1/2019)" reflects students who were too young to be eligible for receiving services by 06/30/2022.

"Closed without IEP Meeting" reflects students whose cases were closed prior to 06/30/2022 and before an IEP meeting was held (for example, if the student's parent withdrew consent to evaluate).

"Closed with IEP Meeting but Without Arrangement of Services" reflects students who had an IEP meeting prior to 06/30/22, but whose case was closed prior to 06/30/2022 and prior to arrangement of services.

"Students Found Ineligible" reflects students who had an IEP meeting prior to 06/30/2022 but were deemed ineligible for services.

"Awaiting Parental Consent" reflects students who had an IEP meeting prior to 06/30/2022, and were deemed eligible for services, but as of that 06/30/2022 had still not received parental consent for the arrangement of services.

"Students with Open Cases as of 6/30/2022" reflects students who had a consent for initial evaluation during the time period *less* "Students Not Yet Eligible for Services (born on or after 7/1/2019)" *less* "Closed without IEP Meeting" *less* "Closed with IEP Meeting but Without Arrangement of Services" *less* "Students Found Ineligible" *less* students "Awaiting Parental Consent".

Any student in **"Students with Open Cases as of 6/30/2022"** has a status of **"Services Arranged to be provided \leq 60 school days from Consent Date"**, **"Services Arranged to be provided $>$ 60 school days from Consent Date"**, or **"Awaiting Arrangement of Services"** as of 06/30/2022.

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By District**

District	Total Students with Initial Evaluation Consent Dates 7/1/2021 – 6/30/2022	Students Not Yet Eligible for Services (born on or after 7/1/2019)	Students Born Prior to 7/1/2019										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2022	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2022	
								#	%	#	%	#	%
1	134	11	0	6	7	10	100	63	63.0%	13	13.0%	24	24.0%
2	568	31	≤5	≥5	54	71	379	222	58.6%	69	18.2%	88	23.2%
3	330	29	14	14	28	31	214	146	68.2%	6	2.8%	62	29.0%
4	209	9	≤5	≥5	14	17	161	107	66.5%	16	9.9%	38	23.6%
5	281	18	12	14	17	38	182	130	71.4%	8	4.4%	44	24.2%
6	398	33	12	16	26	53	258	159	61.6%	24	9.3%	75	29.1%
7	261	17	≤5	45	≥5	21	161	98	60.9%	22	13.7%	41	25.5%
8	538	56	12	75	18	106	271	189	69.7%	32	11.8%	50	18.5%
9	560	35	6	53	22	86	358	210	58.7%	53	14.8%	95	26.5%
10	857	71	16	93	41	90	546	301	55.1%	90	16.5%	155	28.4%
11	791	87	12	72	43	127	450	293	65.1%	51	11.3%	106	23.6%
12	466	41	10	32	15	62	306	198	64.7%	28	9.2%	80	26.1%
13	206	11	≤5	≥5	15	32	137	93	67.9%	12	8.8%	32	23.4%
14	465	29	≤5	≥5	25	50	338	234	69.2%	27	8.0%	77	22.8%
15	498	17	≤5	44	≥5	65	348	244	70.1%	27	7.8%	77	22.1%
16	143	7	≤5	6	≤5	37	87	46	52.9%	11	12.6%	30	34.5%
17	532	43	9	24	27	53	376	251	66.8%	24	6.4%	101	26.9%
18	248	≤5	≤5	12	18	12	199	121	60.8%	22	11.1%	56	28.1%
19	305	14	19	10	10	56	196	94	48.0%	39	19.9%	63	32.1%
20	1,529	152	24	77	67	257	952	653	68.6%	50	5.3%	249	26.2%
21	1,076	137	14	81	30	170	644	423	65.7%	44	6.8%	177	27.5%
22	906	41	11	59	54	66	675	387	57.3%	95	14.1%	193	28.6%
23	154	≤5	≤5	≤5	≤5	32	108	39	36.1%	26	24.1%	43	39.8%
24	839	50	15	68	49	150	507	285	56.2%	111	21.9%	111	21.9%
25	665	57	11	37	43	104	413	289	70.0%	27	6.5%	97	23.5%
26	329	32	9	18	18	49	203	131	64.5%	16	7.9%	56	27.6%
27	744	34	11	21	40	118	520	262	50.4%	77	14.8%	181	34.8%
28	651	70	9	38	42	109	383	249	65.0%	31	8.1%	103	26.9%
29	537	41	9	28	14	91	354	237	66.9%	29	8.2%	88	24.9%
30	536	28	19	34	40	95	320	150	46.9%	67	20.9%	103	32.2%
31	1,497	154	28	62	58	316	879	651	74.1%	95	10.8%	133	15.1%
32	168	≤5	≤5	≤5	6	17	137	83	60.6%	21	15.3%	33	24.1%
Total	17,421	1,365	311	1,111	881	2,591	11,162	7,038	63.1%	1,263	11.3%	2,861	25.6%

SY 2021-2022

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Evaluation Consent Dates 7/1/2021 – 6/30/2022	Students Not Yet Eligible for Services (born on or after 7/1/2019)	Students Born Prior to 7/1/2019										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Closed Without IEP Meeting	Students with Open Cases as of 6/30/2022	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2022	
								#	%	#	%	#	%
Asian	1,367	45	29	70	86	240	897	610	68.0%	127	14.2%	160	17.8%
Black	2,972	183	55	184	146	473	1,931	1,186	61.4%	242	12.5%	503	26.0%
Hispanic/Latinx	5,328	383	130	385	237	779	3,414	2,138	62.6%	436	12.8%	840	24.6%
White	7,075	682	84	439	374	982	4,514	2,855	63.2%	410	9.1%	1,249	27.7%
Other	359	15	≤5	≥5	26	53	241	167	69.3%	34	14.1%	40	16.6%
Unknown	320	57	≥5	≥5	12	64	165	82	49.7%	14	8.5%	69	41.8%
Total	17,421	1,365	311	1,111	881	2,591	11,162	7,038	63.1%	1,263	11.3%	2,861	25.6%

SY 2021-2022

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Gender**

Gender	Total Students with Initial Evaluation Consent Dates 7/1/2021 – 6/30/2022	Students Not Yet Eligible for Services (born on or after 7/1/2019)	Students Born Prior to 7/1/2019										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Closed Without IEP Meeting	Students with Open Cases as of 6/30/2022	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2022	
								#	%	#	%	#	%
Female	5,862	436	104	352	374	854	3,742	2,416	64.6%	402	10.7%	924	24.7%
Male	11,559	929	207	759	507	1,737	7,420	4,622	62.3%	861	11.6%	1,937	26.1%
Total	17,421	1,365	311	1,111	881	2,591	11,162	7,038	63.1%	1,263	11.3%	2,861	25.6%

SY 2021-2022

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Recommended Language of Instruction or Services**

Recommended Language	Total Students with Initial Evaluation Consent Dates 7/1/2021 – 6/30/2022	Students Not Yet Eligible for Services (born on or after 7/1/2019)	Students Born Prior to 7/1/2019										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Closed Without IEP Meeting	Students with Open Cases as of 6/30/2022	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2022	
								#	%	#	%	#	%
English	11,435	298	0	883	0	1,231	9,021	5,654	62.7%	1,064	11.8%	2,305	25.5%
Spanish	1,369	33	0	117	0	159	1,060	671	63.3%	137	12.9%	252	23.8%
Chinese	226	≤5	0	≥5	0	27	177	117	66.1%	19	10.7%	41	23.2%
Other	927	≥5	0	≥5	0	70	764	596	78.0%	40	5.2%	128	16.8%
Undetermined*	3,464	1,008	311	22	881	1,104	138	0	0.0%	0	0.0%	138	100.0%
Total	17,421	1,365	311	1,111	881	2,591	11,160	7,038	63.1%	1,260	11.3%	2,864	25.7%

*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2022 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2022.

SY 2021-2022

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Home Language**

Home Language	Total Students with Initial Evaluation Consent Dates 7/1/2021 – 6/30/2022	Students Not Yet Eligible for Services (born on or after 7/1/2019)	Students Born Prior to 7/1/2019										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Closed Without IEP Meeting	Students with Open Cases as of 6/30/2022	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2022	
								#	%	#	%	#	%
English	13,185	1,073	218	832	709	1,905	8,448	5,368	63.5%	924	10.9%	2,156	25.5%
Spanish	2,444	168	57	168	105	379	1,567	941	60.1%	213	13.6%	413	26.4%
Chinese	533	≥5	10	23	14	≥5	372	231	62.1%	39	10.5%	102	27.4%
Other	1,244	97	20	88	53	211	775	498	64.3%	87	11.2%	190	24.5%
Unknown	15	≤5	6	0	0	≤5	0	0	-	0	-	0	-
Total	17,421	1,365	311	1,111	881	2,591	11,162	7,038	63.1%	1,263	11.3%	2,861	25.6%

SY 2021-2022

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Student in Temporary Housing**

Student in Temporary Housing	Total Students with Initial Evaluation Consent Dates 7/1/2021 – 6/30/2022	Students Not Yet Eligible for Services (born on or after 7/1/2019)	Students Born Prior to 7/1/2019										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Closed Without IEP Meeting	Students with Open Cases as of 6/30/2022	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2022	
								#	%	#	%	Awaiting Arrangement of Services	
												#	%
STH	477	8	15	25	28	78	323	213	65.9%	46	14.2%	64	19.8%
Not STH	16,944	1,357	296	1,086	853	2,513	10,839	6,825	63.0%	1,217	11.2%	2,797	25.8%
Total	17,421	1,365	311	1,111	881	2,591	11,162	7,038	63.1%	1,263	11.3%	2,861	25.6%

STUDENTS WITH IEPs – REPORTING ITEM 6; 8a

As of June 30, 2022, **26,757** preschool students had IEP recommendations for special education services. The tables below reflect the number and percentage of preschool students with disabilities who, by June 30, 2022, had an IEP that recommends special education services, disaggregated by district, special education service type, special education program, special education class size, race/ethnicity, gender, recommended language of instruction or services, home language and temporary housing status.

Source: CAP

Students who had an IEP as of June 30, 2022, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **26,757** students.

Each student falls into one, and only one, count (#) column based on their recommendation.

Due to the wide nature of this report, the tables below have been divided into three sections for each disaggregation.

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services**

By District

District	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	74	35.6%	56	26.9%	≤5	-	15	7.2%	0	0.0%	0	0.0%	0	0.0%
2	267	33.8%	259	32.7%	9	1.1%	46	5.8%	0	0.0%	≤5	-	0	0.0%
3	152	36.5%	115	27.6%	≤5	-	30	7.2%	0	0.0%	≤5	-	0	0.0%
4	96	28.3%	58	17.1%	≤5	-	29	8.6%	0	0.0%	≤5	-	0	0.0%
5	75	18.2%	68	16.5%	≤5	-	40	9.7%	0	0.0%	8	1.9%	0	0.0%
6	133	21.6%	89	14.5%	31	5.0%	63	10.2%	0	0.0%	33	5.4%	0	0.0%
7	89	20.6%	16	3.7%	≤5	-	21	4.9%	0	0.0%	11	2.5%	0	0.0%
8	203	25.8%	53	6.7%	≤5	-	69	8.8%	0	0.0%	≤5	-	0	0.0%
9	209	22.8%	20	2.2%	10	1.1%	56	6.1%	0	0.0%	22	2.4%	0	0.0%
10	336	24.5%	77	5.6%	8	0.6%	108	7.9%	0	0.0%	25	1.8%	0	0.0%
11	242	21.8%	92	8.3%	≤5	-	117	10.6%	0	0.0%	9	0.8%	0	0.0%
12	175	27.7%	50	7.9%	14	2.2%	45	7.1%	0	0.0%	7	1.1%	0	0.0%
13	104	32.1%	72	22.2%	35	10.8%	20	6.2%	0	0.0%	≤5	-	0	0.0%
14	211	28.9%	58	7.9%	267	36.6%	27	3.7%	0	0.0%	≤5	-	0	0.0%
15	253	31.7%	131	16.4%	135	16.9%	43	5.4%	0	0.0%	6	0.8%	0	0.0%
16	33	18.4%	42	23.5%	0	0.0%	23	12.8%	0	0.0%	≤5	-	0	0.0%
17	195	23.5%	334	40.3%	≤5	-	39	4.7%	0	0.0%	0	0.0%	0	0.0%
18	91	21.7%	135	32.1%	0	0.0%	45	10.7%	0	0.0%	0	0.0%	0	0.0%
19	87	16.8%	69	13.3%	≤5	-	59	11.4%	0	0.0%	≤5	-	0	0.0%
20	711	29.6%	409	17.0%	643	26.8%	71	3.0%	0	0.0%	≤5	-	0	0.0%
21	324	18.9%	861	50.2%	94	5.5%	58	3.4%	0	0.0%	0	0.0%	0	0.0%
22	344	22.0%	665	42.6%	24	1.5%	68	4.4%	0	0.0%	0	0.0%	0	0.0%
23	58	21.2%	25	9.2%	0	0.0%	37	13.6%	0	0.0%	≤5	-	0	0.0%
24	361	28.5%	48	3.8%	39	3.1%	59	4.7%	0	0.0%	78	6.2%	0	0.0%
25	272	27.6%	204	20.7%	24	2.4%	75	7.6%	0	0.0%	10	1.0%	0	0.0%
26	134	26.5%	104	20.6%	16	3.2%	53	10.5%	0	0.0%	≤5	-	0	0.0%
27	301	24.3%	183	14.8%	≤5	-	94	7.6%	≤5	-	15	1.2%	0	0.0%
28	182	19.3%	194	20.6%	6	0.6%	78	8.3%	≤5	-	11	1.2%	≤5	-
29	124	15.7%	121	15.3%	≤5	-	72	9.1%	0	0.0%	≤5	-	0	0.0%
30	215	28.2%	50	6.6%	16	2.1%	53	6.9%	0	0.0%	24	3.1%	0	0.0%
31	661	29.9%	533	24.1%	95	4.3%	132	6.0%	0	0.0%	≤5	-	0	0.0%
32	53	18.5%	29	10.1%	21	7.3%	30	10.5%	0	0.0%	30	10.5%	0	0.0%
Total	6,765	25.3%	5,220	19.5%	1,522	5.7%	1,775	6.6%	≤5	-	321	1.2%	≤5	-

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services**

By District

District	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	8	3.8%	18	8.7%	25	12.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	18	2.3%	83	10.5%	90	11.4%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
3	15	3.6%	36	8.7%	51	12.3%	6	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	≥5	1.8%	73	21.5%	53	15.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	13	3.2%	92	22.3%	79	19.2%	10	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	14	2.3%	88	14.3%	72	11.7%	36	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	15	3.5%	94	21.8%	95	22.0%	14	3.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	16	2.0%	128	16.3%	206	26.2%	44	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	23	2.5%	182	19.9%	199	21.7%	35	3.8%	0	0.0%	0	0.0%	7	0.8%	≤5	-
10	50	3.7%	217	15.9%	333	24.3%	40	2.9%	0	0.0%	0	0.0%	8	0.6%	0	0.0%
11	30	2.7%	168	15.2%	286	25.8%	99	8.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	25	4.0%	78	12.4%	123	19.5%	23	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
13	8	2.5%	37	11.4%	44	13.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	14	1.9%	42	5.8%	59	8.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	10	1.3%	64	8.0%	85	10.7%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	9	5.0%	31	17.3%	36	20.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	19	2.3%	85	10.3%	133	16.0%	19	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	≥5	-	46	11.0%	82	19.5%	11	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	11	2.1%	106	20.5%	156	30.2%	9	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	11	0.5%	167	6.9%	232	9.7%	34	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	≥5	-	129	7.5%	188	11.0%	22	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	37	2.4%	127	8.1%	262	16.8%	22	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	≤5	-	52	19.0%	80	29.3%	6	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	27	2.1%	134	10.6%	211	16.7%	21	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	19	1.9%	90	9.1%	135	13.7%	47	4.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
26	16	3.2%	71	14.1%	68	13.5%	23	4.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	38	3.1%	277	22.4%	244	19.7%	29	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	15	1.6%	141	15.0%	179	19.0%	62	6.6%	0	0.0%	0	0.0%	≤5	-	0	0.0%
29	27	3.4%	175	22.1%	181	22.9%	61	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30	25	3.3%	112	14.7%	131	17.2%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	66	3.0%	240	10.9%	381	17.2%	17	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	10	3.5%	35	12.2%	46	16.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	618	2.3%	3,418	12.8%	4,545	17.0%	724	2.7%	0	0.0%	0	0.0%	21	0.1%	≤5	-

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services**

By District

District	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	0	0.0%	≤5	-	8	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	0	0.0%	≤5	-	9	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	≤5	-	9	2.2%	12	2.9%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	≥5	-	10	1.6%	33	5.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	≤5	-	18	4.2%	48	11.1%	7	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	0	0.0%	19	2.4%	37	4.7%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	≤5	-	52	5.7%	80	8.7%	12	1.3%	0	0.0%	0	0.0%	≤5	-	0	0.0%
10	≤5	-	43	3.1%	110	8.0%	7	0.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
11	0	0.0%	13	1.2%	43	3.9%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	≤5	-	32	5.1%	53	8.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
13	0	0.0%	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	≤5	-	0	0.0%	13	1.8%	32	4.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	≤5	-	8	1.0%	46	5.8%	11	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	≤5	-	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	≤5	-	≤5	-	6	1.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	≤5	-	9	0.4%	66	2.7%	46	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	0	0.0%	≤5	-	16	0.9%	11	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	≤5	-	≤5	-	6	0.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	0	0.0%	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	≤5	-	76	6.0%	203	16.0%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	0	0.0%	34	3.4%	63	6.4%	≤5	-	0	0.0%	0	0.0%	≥5	-	0	0.0%
26	0	0.0%	≤5	-	15	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	≤5	-	9	0.7%	38	3.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	0	0.0%	14	1.5%	44	4.7%	6	0.6%	0	0.0%	0	0.0%	≤5	-	0	0.0%
29	0	0.0%	≤5	-	18	2.3%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30	0	0.0%	47	6.2%	76	10.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	≤5	-	≤5	-	66	3.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	≤5	-	7	2.4%	20	7.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	41	0.2%	440	1.6%	1,145	4.3%	184	0.7%	0	0.0%	0	0.0%	11	0.0%	0	0.0%

SY 2021-2022

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Race/Ethnicity**

Race/Ethnicity	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	450	22.7%	446	22.5%	124	6.2%	112	5.6%	0	0.0%	8	0.4%	0	0.0%
Black	918	21.1%	704	16.2%	≤5	-	447	10.3%	≤5	-	9	0.2%	0	0.0%
Hispanic/Latinx	2,097	24.9%	837	9.9%	214	2.5%	636	7.5%	≤5	-	268	3.2%	≤5	-
White	3,067	27.8%	3,027	27.4%	1,168	10.6%	497	4.5%	≤5	-	27	0.2%	0	0.0%
Other	155	22.9%	137	20.3%	10	1.5%	66	9.8%	0	0.0%	≥5	-	0	0.0%
Unknown	78	28.9%	69	25.6%	≤5	-	17	6.3%	0	0.0%	≤5	-	0	0.0%
Total	6,765	25.3%	5,220	19.5%	1,522	5.7%	1,775	6.6%	≤5	-	321	1.2%	≤5	-

Race/Ethnicity	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	47	2.4%	291	14.7%	339	17.1%	49	2.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Black	143	3.3%	816	18.8%	1,064	24.5%	197	4.5%	0	0.0%	0	0.0%	≤5	-	≤5	-
Hispanic/Latinx	194	2.3%	1,115	13.2%	1,476	17.5%	275	3.3%	0	0.0%	0	0.0%	13	0.2%	0	0.0%
White	204	1.8%	1,059	9.6%	1,493	13.5%	177	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	18	2.7%	103	15.2%	129	19.1%	≥5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Unknown	12	4.4%	34	12.6%	44	16.3%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	618	2.3%	3,418	12.8%	4,545	17.0%	724	2.7%	0	0.0%	0	0.0%	21	0.1%	≤5	-

Race/Ethnicity	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	≤5	-	30	1.5%	81	4.1%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Black	≤5	-	11	0.3%	23	0.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latinx	26	0.3%	348	4.1%	863	10.2%	67	0.8%	0	0.0%	0	0.0%	7	0.1%	0	0.0%
White	≥5	-	41	0.4%	157	1.4%	108	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	≥5	-	≥5	-	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Unknown	0	0.0%	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	41	0.2%	440	1.6%	1,145	4.3%	184	0.7%	0	0.0%	0	0.0%	11	0.0%	0	0.0%

SY 2021-2022

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Gender**

Gender	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	2,598	30.2%	1,693	19.7%	611	7.1%	573	6.7%	≤5	-	106	1.2%	0	0.0%
Male	4,167	23.0%	3,527	19.4%	911	5.0%	1,202	6.6%	≤5	-	215	1.2%	≤5	-
Total	6,765	25.3%	5,220	19.5%	1,522	5.7%	1,775	6.6%	≤5	-	321	1.2%	≤5	-

Gender	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	157	1.8%	914	10.6%	1,255	14.6%	191	2.2%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Male	461	2.5%	2,504	13.8%	3,290	18.1%	533	2.9%	0	0.0%	0	0.0%	≥5	-	≤5	-
Total	618	2.3%	3,418	12.8%	4,545	17.0%	724	2.7%	0	0.0%	0	0.0%	21	0.1%	≤5	-

Gender	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	12	0.1%	109	1.3%	308	3.6%	73	0.8%	0	0.0%	0	0.0	≥5	-	0	0.0%
Male	29	0.2%	331	1.8%	837	4.6%	111	0.6%	0	0.0%	0	0.0	≤5	-	0	0.0%
Total	41	0.2%	440	1.6%	1,145	4.3%	184	0.7%	0	0.0%	0	0.0	11	0.0%	0	0.0%

SY 2021-2022

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Recommended Language of Instruction or Services**

Recommended Language	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	5,212	24.2%	5,220	24.2%	0	0.0%	1,775	8.2%	≤5	-	0	0.0%	0	0.0%
Spanish	788	27.8%	0	0.0%	229	8.1%	0	0.0%	0	0.0%	309	10.9%	≤5	-
Chinese	108	27.6%	0	0.0%	122	31.2%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	657	33.0%	0	0.0%	1,171	58.9%	0	0.0%	0	0.0%	≥5	-	0	0.0%
Total	6,765	25.3%	5,220	19.5%	1,522	5.7%	1,775	6.6%	≤5	-	321	1.2%	≤5	-

Recommended Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	618	2.9%	3,418	15.9%	4,545	21.1%	724	3.4%	0	0.0%	0	0.0%	21	0.1%	≤5	-
Spanish	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	618	2.3%	3,418	12.8%	4,545	17.0%	724	2.7%	0	0.0%	0	0.0%	21	0.1%	≤5	-

Recommended Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spanish	27	1.0%	387	13.6%	1,013	35.7%	77	2.7%	0	0.0%	0	0.0%	≥5	-	0	0.0%
Chinese	≤5	-	45	11.5%	106	27.1%	0	0.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	≥5	-	8	0.4%	26	1.3%	107	5.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	41	0.2%	440	1.6%	1,145	4.3%	184	0.7%	0	0.0%	0	0.0%	11	0.0%	0	0.0%

SY 2021-2022

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Home Language**

Home Language	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	5,166	25.4%	4,394	21.6%	900	4.4%	1,464	7.2%	≤5	-	82	0.4%	≤5	-
Spanish	1,018	26.8%	284	7.5%	175	4.6%	208	5.5%	0	0.0%	225	5.9%	0	0.0%
Chinese	170	22.1%	171	22.3%	104	13.5%	16	2.1%	0	0.0%	6	0.8%	0	0.0%
Other	411	22.2%	371	20.0%	343	18.5%	87	4.7%	0	0.0%	8	0.4%	0	0.0%
Total	6,765	25.3%	5,220	19.5%	1,522	5.7%	1,775	6.6%	≤5	-	321	1.2%	≤5	-

Home Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	503	2.5%	2,698	13.3%	3,767	18.5%	603	3.0%	0	0.0%	0	0.0%	15	0.1%	≤5	-
Spanish	69	1.8%	377	9.9%	454	12.0%	70	1.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Chinese	6	0.8%	78	10.2%	86	11.2%	14	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	40	2.2%	265	14.3%	238	12.8%	37	2.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Total	618	2.3%	3,418	12.8%	4,545	17.0%	724	2.7%	0	0.0%	0	0.0%	21	0.1%	≤5	-

Home Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	23	0.1%	181	0.9%	422	2.1%	114	0.6%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Spanish	14	0.4%	222	5.9%	627	16.5%	42	1.1%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Chinese	≤5	-	26	3.4%	86	11.2%	0	0.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	≤5	-	11	0.6%	10	0.5%	28	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	41	0.2%	440	1.6%	1,145	4.3%	184	0.7%	0	0.0%	0	0.0%	11	0.0%	0	0.0%

SY 2021-2022

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Student in Temporary Housing**

Student in Temporary Housing	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	172	25.3%	82	12.1%	21	3.1%	75	11.0%	0	0.0%	11	1.6%	0	0.0%
Not STH	6,593	25.3%	5,138	19.7%	1,501	5.8%	1,700	6.5%	≤5	-	310	1.2%	≤5	-
Total	6,765	25.3%	5,220	19.5%	1,522	5.7%	1,775	6.6%	≤5	-	321	1.2%	≤5	-

Student in Temporary Housing	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	6:1:2		8:1:2		12:1:2		Other Ratio		6:1:2		8:1:2		12:1:2		Other Ratio	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	17	2.5%	120	17.6%	133	19.6%	13	1.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Not STH	601	2.3%	3,298	12.6%	4,412	16.9%	711	2.7%	0	0.0%	0	0.0%	≥5	-	≤5	-
Total	618	2.3%	3,418	12.8%	4,545	17.0%	724	2.7%	0	0.0%	0	0.0%	21	0.1%	≤5	-

Student in Temporary Housing	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	6:1:2		8:1:2		12:1:2		Other Ratio		6:1:2		8:1:2		12:1:2		Other Ratio	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	≤5	-	9	1.3%	24	3.5%	≤5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
Not STH	≥5	-	431	1.7%	1,121	4.3%	183	0.7%	0	0.0%	0	0.0	11	0.0%	0	0.0%
Total	41	0.2%	440	1.6%	1,145	4.3%	184	0.7%	0	0.0%	0	0.0	11	0.0%	0	0.0%

STUDENTS WITH A DISABILITY RECEIVING SERVICES IN FULL COMPLIANCE WITH THEIR IEP'S MAIN PROGRAM, PARTIAL PLACEMENT, OR AWAITING PLACEMENT – REPORTING ITEM 8b

CPSEs work with families to offer appropriate programs in the least restrictive environment, including as close to their homes as possible. If programs are not available in the home district, CPSEs offer programs in adjacent districts, then districts that are further away. When a preschool student's IEP-recommended special class program is unavailable, a CPSE Administrator works with the family to arrange partial services until the recommended program becomes available. This way, most students who cannot be placed in their recommended special class do receive special education services. These partial services may include a full-day special class with a less intensive special class ratio; a half-day special class; a special class in an integrated setting, full- or half-day; related services as recommended on the IEP; and/or special education itinerant teacher services at the childcare location selected by a parent (which may be a 3-K or Pre-K for All program). Students for whom partial services are offered are tracked by the DOE until the IEP-recommended programs and services can be offered.

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Source: CAP, Special Education Program Database, PSEET, SESIS, EasyTrac

"Number of Students with a Disability" reflects students who had an IEP as of June 30, 2022, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **26,757** students.

Each student in this cohort has been either **"Fully Placed"**, **"Partially Placed"**, or **"Awaiting Placement"** as of 6/30/2022.

"Fully Placed Students Receiving Services in Full Compliance" reflects the number of students who were fully placed as of 6/30/2022, and that:

- For Related Services Only*, the student had begun receiving services at any point during the 2021-2022 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2022.
- For SEIT, there is a first attend date in CAP as of 06/30/2022, and the student had begun receiving services at any point during the 2021-2022 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2022 (if applicable).
- For SCIS or Special Class, the student has been placed at a location that is authorized to provide that program, respectively, and in the language recommended on the student's IEP, and the student had begun receiving services at any point during the 2021-2022 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2022 (if applicable).

*Note that in the next section of this report, information on the provision of specific Related Services is provided.

SY 2021-2022

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period

By District

District	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
1	208	198	95.2%	143	72.2%	≤5	-	≥5	-
2	791	744	94.1%	523	70.3%	10	1.3%	37	4.7%
3	416	408	98.1%	303	74.3%	0	0.0%	8	1.9%
4	339	323	95.3%	248	76.8%	≤5	-	≥5	-
5	412	394	95.6%	301	76.4%	≤5	-	≥5	-
6	615	590	95.9%	428	72.5%	8	1.3%	17	2.8%
7	432	413	95.6%	321	77.7%	6	1.4%	13	3.0%
8	786	722	91.9%	563	78.0%	13	1.7%	51	6.5%
9	915	850	92.9%	624	73.4%	12	1.3%	53	5.8%
10	1,369	1,265	92.4%	934	73.8%	19	1.4%	85	6.2%
11	1,108	1,030	93.0%	749	72.7%	23	2.1%	55	5.0%
12	631	564	89.4%	386	68.4%	18	2.9%	49	7.8%
13	324	296	91.4%	209	70.6%	≤5	-	≥5	-
14	730	710	97.3%	295	41.5%	0	0.0%	20	2.7%
15	798	747	93.6%	486	65.1%	≤5	-	≥5	-
16	179	151	84.4%	119	78.8%	0	0.0%	28	15.6%
17	829	808	97.5%	479	59.3%	≤5	-	≥5	-
18	420	418	99.5%	237	56.7%	≤5	-	≤5	-
19	517	475	91.9%	370	77.9%	6	1.2%	36	7.0%
20	2,403	2,200	91.6%	1,167	53.0%	10	0.4%	193	8.0%
21	1,715	1,581	92.2%	1,000	63.3%	12	0.7%	122	7.1%
22	1,562	1,517	97.1%	859	56.6%	≤5	-	≥5	-
23	273	238	87.2%	166	69.7%	0	0.0%	35	12.8%
24	1,266	1,185	93.6%	779	65.7%	≤5	-	≥5	-
25	986	916	92.9%	666	72.7%	≤5	-	≥5	-
26	505	479	94.9%	350	73.1%	0	0.0%	26	5.1%
27	1,237	1,101	89.0%	749	68.0%	13	1.1%	123	9.9%
28	941	884	93.9%	637	72.1%	≤5	-	≥5	-
29	791	746	94.3%	527	70.6%	≤5	-	≥5	-
30	763	696	91.2%	469	67.4%	≤5	-	≥5	-
31	2,209	2,019	91.4%	1,663	82.4%	57	2.6%	133	6.0%
32	287	264	92.0%	161	61.0%	0	0.0%	23	8.0%
Total	26,757	24,932	93.2%	16,911	67.8%	230	0.9%	1,595	6.0%

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Race/Ethnicity**

Race/Ethnicity	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
Asian	1,986	1,807	91.0%	1,258	69.6%	23	1.2%	156	7.9%
Black	4,348	4,028	92.6%	2,887	71.7%	43	1.0%	277	6.4%
Hispanic/Latinx	8,438	7,827	92.8%	5,602	71.6%	92	1.1%	519	6.2%
White	11,039	10,373	94.0%	6,513	62.8%	64	0.6%	602	5.5%
Other	676	646	95.6%	488	75.5%	≥5	-	≥5	-
Unknown	270	251	93.0%	163	64.9%	≤5	-	≤5	-
Total	26,757	24,932	93.2%	16,911	67.8%	230	0.9%	1,595	6.0%

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Gender**

Gender	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
Female	8,613	8,035	93.3%	5,254	65.4%	55	0.6%	523	6.1%
Male	18,144	16,897	93.1%	11,657	69.0%	175	1.0%	1,072	5.9%
Total	26,757	24,932	93.2%	16,911	67.8%	230	0.9%	1,595	6.0%

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Recommended Language of Instruction or Services**

Recommended Language	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
English	21,539	20,060	93.1%	14,234	71.0%	192	0.9%	1,287	6.0%
Spanish	2,838	2,624	92.5%	1,694	64.6%	29	1.0%	185	6.5%
Chinese	391	349	89.3%	210	60.2%	≤5	-	≥5	-
Other	1,989	1,899	95.5%	773	40.7%	≤5	-	≥5	-
Total	26,757	24,932	93.2%	16,911	67.8%	230	0.9%	1,595	6.0%

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Home Language**

Home Language	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
English	20,342	19,056	93.7%	13,144	69.0%	175	0.9%	1,111	5.5%
Spanish	3,794	3,481	91.8%	2,352	67.6%	32	0.8%	281	7.4%
Chinese	768	684	89.1%	410	59.9%	7	0.9%	77	10.0%
Other	1,853	1,711	92.3%	1,005	58.7%	16	0.9%	126	6.8%
Total	26,757	24,932	93.2%	16,911	67.8%	230	0.9%	1,595	6.0%

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Student in Temporary Housing**

Student in Temporary Housing	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
STH	680	615	90.4%	409	66.5%	≤5	-	≥5	-
Not STH	26,077	24,317	93.3%	16,502	67.9%	≥5	-	≥5	-
Total	26,757	24,932	93.2%	16,911	67.8%	230	0.9%	1,595	6.0%

STUDENTS WITH A DISABILITY RECEIVING SERVICES IN FULL COMPLIANCE WITH THEIR IEP'S FULL LIST OF RECOMMENDATIONS, OR AWAITING PROVISION – REPORTING ITEM 9

The DOE takes immediate steps to arrange the provision of all recommended related services following finalization of a child's IEP, consistent with the service start date established by the IEP and associated timeframes in the Pre-School Standard Operating Procedure. The mechanism for doing so varies depending upon the student's educational program and placement; in some instances this entails direct provision by DOE staff; in others it entails direct assignment of the service via a DOE contract agency or independent provider; and in other instances the tuition based 4410 provider is responsible for service provision. These service placement processes are currently managed manually, with key milestones subsequently captured in CAP. Records of individual service are captured in SESIS, EasyTrac, or, in limited instances, on paper depending upon the provider and setting. The DOE is developing short and long term data and systems strategies to automate and streamline provider assignment and associated "real time" data capture and reporting.

Source: CAP, Special Education Program Database, PSEET, EasyTrac, SESIS

This report reflects students who had an IEP as of June 30, 2022, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **26,757** students.

This report reflects the full list of enumerated services on each student's IEP as of 06/30/2022. Therefore, a student can be counted in *more than one column* across this report (e.g., a student recommended for Special Class, as well as Monolingual Speech and Occupational Therapy).

For Individual Related Services, a student is receiving services in full compliance with their IEP if:

- There is a first attend date for that related service in CAP at any time in the school year between 07/01/2021 and 06/30/2022; or
- There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2021 and 06/30/2022; or
- There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2021 and 06/30/2022

For Special Transportation Services, a student is considered receiving services in full compliance if the student was assigned to busing as of the last day of the school year.

For SEIT, a student is receiving services in full compliance with their IEP if there is a first attend date on that service in CAP prior to 06/30/2022.

For SCIS or Special Class, a student is receiving services in full compliance with their IEP if the student has been placed at a location that is authorized to provide that program, respectively, for full or half day, and in the language recommended as per the student's IEP.

Note that the DOE is not able to provide data this year on students who were "receiving in part such services" due to limitations on data from source systems.

The data on students "awaiting provision of services" can be gleaned from the tables below. For example, 81.0% of students recommended for Monolingual Speech

Therapy in District 1 were Receiving Services. Therefore, 19.0% of those students were still awaiting provision of services as of 06/30/2022.

Due to the wide nature of this report, the tables below have been divided into four sections for each disaggregation.

SY 2021--2022

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	174	81.0%	21	71.4%	12	66.7%	0	-	134	80.6%	57	71.9%	≤5	-	≤5	-
2	632	80.2%	46	82.6%	53	64.2%	0	-	598	73.1%	270	75.9%	9	77.8%	≤5	-
3	325	84.0%	16	50.0%	19	84.2%	0	-	295	80.7%	154	84.4%	≤5	-	≤5	-
4	291	80.1%	37	75.7%	8	87.5%	0	-	245	76.3%	98	79.6%	0	-	0	-
5	353	79.3%	46	80.4%	24	75.0%	0	-	297	83.2%	136	83.8%	≤5	-	0	-
6	418	79.4%	171	81.9%	32	68.8%	0	-	398	79.1%	162	84.6%	≤5	-	0	-
7	305	83.0%	119	87.4%	14	71.4%	≤5	-	328	82.9%	147	87.1%	0	-	0	-
8	654	80.0%	111	79.3%	25	76.0%	≤5	-	567	80.4%	192	86.5%	0	-	≤5	-
9	652	77.8%	252	75.4%	20	80.0%	≤5	-	675	75.1%	231	79.2%	0	-	≤5	-
10	1,027	79.1%	306	70.9%	41	75.6%	≤5	-	987	75.6%	323	82.4%	0	-	≤5	-
11	985	77.4%	92	79.3%	70	70.0%	≤5	-	846	77.1%	288	85.1%	≤5	-	≤5	-
12	473	74.8%	156	80.8%	24	70.8%	≤5	-	462	71.2%	169	81.1%	≤5	-	≤5	-
13	235	77.9%	54	42.6%	≤5	-	0	-	211	74.9%	86	79.1%	≤5	-	0	-
14	249	76.7%	408	35.3%	8	50.0%	0	-	451	49.2%	172	52.3%	≤5	-	≤5	-
15	406	78.3%	297	60.9%	18	61.1%	≤5	-	500	72.0%	200	79.0%	≤5	-	0	-
16	165	70.9%	≥5	-	≤5	-	0	-	130	71.5%	47	76.6%	0	-	0	-
17	715	71.2%	7	42.9%	111	45.0%	0	-	662	74.3%	245	64.5%	≤5	-	≤5	-
18	400	66.5%	≤5	-	18	55.6%	0	-	340	65.9%	125	65.6%	0	-	0	-
19	477	79.9%	16	87.5%	18	55.6%	≤5	-	365	80.5%	121	84.3%	0	-	≤5	-
20	1,081	63.5%	1,117	59.8%	17	52.9%	≤5	-	1,633	56.3%	598	54.0%	≤5	-	≤5	-
21	1,344	70.8%	153	65.4%	22	45.5%	0	-	1,323	66.5%	504	64.5%	0	-	≤5	-
22	1,331	67.1%	46	60.9%	104	26.0%	0	-	1,220	64.7%	449	60.8%	≤5	-	0	-
23	259	64.9%	7	57.1%	11	72.7%	0	-	190	75.3%	68	79.4%	0	-	0	-
24	674	74.6%	579	70.8%	24	62.5%	≤5	-	858	76.5%	336	85.7%	0	-	0	-
25	690	76.4%	202	74.3%	32	65.6%	≤5	-	678	79.6%	350	79.4%	0	-	7	57.1%
26	406	77.3%	50	86.0%	16	75.0%	0	-	336	74.7%	161	69.6%	≤5	-	≤5	-
27	1,044	67.0%	87	73.6%	14	78.6%	≤5	-	951	68.2%	391	67.5%	≤5	-	0	-
28	774	78.4%	110	80.0%	25	80.0%	≤5	-	696	73.1%	291	76.3%	0	-	≤5	-
29	714	75.5%	43	76.7%	20	85.0%	0	-	600	73.5%	211	76.3%	0	-	≤5	-
30	496	70.8%	240	68.3%	20	55.0%	0	-	546	74.0%	231	74.9%	≤5	-	≤5	-
31	1,848	87.8%	222	77.0%	142	75.4%	7	0.0%	1,571	83.6%	797	82.4%	≤5	-	6	83.3%
32	202	69.3%	84	71.4%	8	62.5%	0	-	176	67.0%	64	71.9%	≤5	-	0	-
Total	19,799	75.5%	5,102	67.0%	978	62.4%	29	44.8%	19,269	72.4%	7,674	74.3%	35	60.0%	46	50.0%

SY 2021--2022

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	73	75.3%	56	91.1%	≤5	-	15	86.7%	0	-	0	-	0	-
2	266	62.4%	259	87.3%	9	100.0%	46	78.3%	0	-	≤5	-	0	-
3	146	75.3%	115	80.9%	≤5	-	30	96.7%	0	-	≤5	-	0	-
4	183	66.7%	58	87.9%	≤5	-	29	93.1%	0	-	≤5	-	0	-
5	269	77.0%	68	83.8%	≤5	-	40	92.5%	0	-	8	75.0%	0	-
6	364	78.0%	89	83.1%	31	74.2%	63	87.3%	0	-	33	72.7%	0	-
7	324	78.1%	16	81.3%	≤5	-	21	100.0%	0	-	11	72.7%	0	-
8	554	64.4%	53	67.9%	≤5	-	69	81.2%	0	-	≤5	-	0	-
9	678	73.6%	20	85.0%	10	80.0%	56	87.5%	0	-	22	68.2%	0	-
10	964	73.5%	77	84.4%	8	87.5%	108	86.1%	0	-	25	76.0%	0	-
11	797	71.9%	92	77.2%	≤5	-	117	88.0%	0	-	9	66.7%	0	-
12	401	75.8%	50	68.0%	14	71.4%	45	77.8%	0	-	7	28.6%	0	-
13	114	79.8%	72	72.2%	35	77.1%	20	90.0%	0	-	≤5	-	0	-
14	195	77.9%	58	82.8%	267	74.9%	27	96.3%	0	-	≤5	-	0	-
15	281	82.6%	131	77.1%	135	75.6%	43	69.8%	0	-	6	16.7%	0	-
16	105	75.2%	42	59.5%	0	-	23	91.3%	0	-	≤5	-	0	-
17	302	79.8%	334	88.9%	≤5	-	39	92.3%	0	-	0	-	0	-
18	194	76.3%	135	88.9%	0	-	45	100.0%	0	-	0	-	0	-
19	362	79.3%	69	76.8%	≤5	-	59	84.7%	0	-	≤5	-	0	-
20	644	68.2%	409	77.0%	643	82.7%	71	88.7%	0	-	≤5	-	0	-
21	435	68.7%	861	82.1%	94	76.6%	58	87.9%	0	-	0	-	0	-
22	536	72.8%	665	85.3%	24	83.3%	68	95.6%	0	-	0	-	0	-
23	190	72.6%	25	72.0%	0	-	37	83.8%	0	-	≤5	-	0	-
24	823	79.6%	48	64.6%	39	69.2%	59	84.7%	0	-	78	79.5%	0	-
25	502	71.1%	204	76.5%	24	70.8%	75	90.7%	0	-	10	60.0%	0	-
26	256	55.9%	104	77.9%	16	81.3%	53	98.1%	0	-	≤5	-	0	-
27	766	62.4%	183	68.3%	≤5	-	94	84.0%	≤5	-	15	73.3%	0	-
28	576	68.6%	194	80.4%	6	66.7%	78	88.5%	≤5	-	11	81.8%	≤5	-
29	546	73.3%	121	66.9%	≤5	-	72	94.4%	0	-	≤5	-	0	-
30	492	73.4%	50	64.0%	16	37.5%	53	75.5%	0	-	24	79.2%	0	-
31	940	64.9%	533	86.7%	95	87.4%	132	84.1%	0	-	≤5	-	0	-
32	185	65.9%	29	82.8%	21	81.0%	30	80.0%	0	-	30	96.7%	0	-
Total	13,463	71.7%	5,220	81.2%	1,522	79.2%	1,775	87.4%	≤5	-	321	73.2%	≤5	-

SY 2021--2022

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	8	75.0%	18	94.4%	25	92.0%	≤5	-	0	-	0	-	0	-	0	-
2	18	50.0%	83	89.2%	90	95.6%	≤5	-	0	-	0	-	≤5	-	0	-
3	15	100.0%	36	94.4%	51	98.0%	6	100.0%	0	-	0	-	0	-	0	-
4	≥5	-	73	90.4%	53	100.0%	≤5	-	0	-	0	-	0	-	0	-
5	13	100.0%	92	94.6%	79	100.0%	10	100.0%	0	-	0	-	0	-	0	-
6	14	92.9%	88	93.2%	72	95.8%	36	91.7%	0	-	0	-	0	-	0	-
7	15	100.0%	94	94.7%	95	93.7%	14	100.0%	0	-	0	-	0	-	0	-
8	16	87.5%	128	87.5%	206	94.2%	44	97.7%	0	-	0	-	0	-	0	-
9	23	73.9%	182	90.1%	199	95.0%	35	88.6%	0	-	0	-	7	100.0%	≤5	-
10	50	70.0%	217	91.2%	333	96.1%	40	85.0%	0	-	0	-	8	100.0%	0	-
11	30	76.7%	168	85.1%	286	89.5%	99	93.9%	0	-	0	-	0	-	0	-
12	25	80.0%	78	80.8%	123	87.8%	23	91.3%	0	-	0	-	0	-	0	-
13	8	75.0%	37	91.9%	44	97.7%	0	-	0	-	0	-	0	-	0	-
14	14	85.7%	42	100.0%	59	98.3%	≤5	-	0	-	0	-	0	-	0	-
15	10	90.0%	64	95.3%	85	92.9%	≤5	-	0	-	0	-	0	-	0	-
16	9	100.0%	31	80.6%	36	86.1%	≤5	-	0	-	0	-	0	-	0	-
17	19	89.5%	85	91.8%	133	97.7%	19	94.7%	0	-	0	-	0	-	0	-
18	9	88.9%	46	97.8%	82	100.0%	11	100.0%	0	-	0	-	0	-	0	-
19	11	81.8%	106	95.3%	156	93.6%	9	88.9%	0	-	0	-	0	-	0	-
20	11	100.0%	167	87.4%	232	91.4%	34	97.1%	0	-	0	-	0	-	0	-
21	10	70.0%	129	76.0%	188	89.4%	22	81.8%	0	-	0	-	0	-	0	-
22	37	91.9%	127	94.5%	262	97.3%	22	100.0%	0	-	0	-	0	-	0	-
23	≤5	-	52	78.8%	80	87.5%	6	83.3%	0	-	0	-	0	-	0	-
24	27	92.6%	134	94.8%	211	95.7%	21	100.0%	0	-	0	-	0	-	0	-
25	19	78.9%	90	95.6%	135	95.6%	47	100.0%	0	-	0	-	≤5	-	0	-
26	16	81.3%	71	91.5%	68	97.1%	23	100.0%	0	-	0	-	0	-	0	-
27	38	92.1%	277	85.2%	244	91.0%	29	100.0%	0	-	0	-	0	-	0	-
28	15	80.0%	141	89.4%	179	97.8%	62	96.8%	0	-	0	-	≤5	-	0	-
29	27	100.0%	175	94.3%	181	96.1%	61	96.7%	0	-	0	-	0	-	0	-
30	25	88.0%	112	93.8%	131	93.9%	10	100.0%	0	-	0	-	0	-	0	-
31	66	90.9%	240	85.8%	381	92.9%	17	76.5%	0	-	0	-	0	-	0	-
32	10	90.0%	35	85.7%	46	93.5%	≤5	-	0	-	0	-	0	-	0	-
Total	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-

SY 2021--2022

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
2	0	-	≤5	-	8	87.5%	0	-	0	-	0	-	0	-	0	-
3	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
4	0	-	≤5	-	9	100.0%	0	-	0	-	0	-	0	-	0	-
5	≤5	-	9	77.8%	12	91.7%	≤5	-	0	-	0	-	0	-	0	-
6	8	87.5%	10	90.0%	33	93.9%	≤5	-	0	-	0	-	0	-	0	-
7	≤5	-	18	72.2%	48	91.7%	7	85.7%	0	-	0	-	0	-	0	-
8	0	-	19	63.2%	37	83.8%	≤5	-	0	-	0	-	0	-	0	-
9	≤5	-	52	88.5%	80	88.8%	12	91.7%	0	-	0	-	≤5	-	0	-
10	≤5	-	43	86.0%	110	73.6%	7	85.7%	0	-	0	-	≤5	-	0	-
11	0	-	13	76.9%	43	90.7%	≤5	-	0	-	0	-	0	-	0	-
12	≤5	-	32	68.8%	53	88.7%	≤5	-	0	-	0	-	0	-	0	-
13	0	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
14	≤5	-	0	-	13	84.6%	32	96.9%	0	-	0	-	0	-	0	-
15	≤5	-	8	50.0%	46	78.3%	11	100.0%	0	-	0	-	0	-	0	-
16	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
17	≤5	-	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
18	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-	0	-
19	≤5	-	≤5	-	6	66.7%	≤5	-	0	-	0	-	0	-	0	-
20	≤5	-	9	55.6%	66	75.8%	46	91.3%	0	-	0	-	0	-	0	-
21	0	-	≤5	-	16	81.3%	11	100.0%	0	-	0	-	0	-	0	-
22	≤5	-	≤5	-	6	100.0%	≤5	-	0	-	0	-	0	-	0	-
23	0	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
24	≤5	-	76	90.8%	203	93.6%	8	100.0%	0	-	0	-	0	-	0	-
25	0	-	34	85.3%	63	88.9%	≤5	-	0	-	0	-	6	100.0%	0	-
26	0	-	≤5	-	15	100.0%	0	-	0	-	0	-	0	-	0	-
27	≤5	-	9	77.8%	38	89.5%	≤5	-	0	-	0	-	0	-	0	-
28	0	-	14	100.0%	44	88.6%	6	100.0%	0	-	0	-	≤5	-	0	-
29	0	-	≤5	-	18	94.4%	≤5	-	0	-	0	-	0	-	0	-
30	0	-	47	89.4%	76	94.7%	≤5	-	0	-	0	-	0	-	0	-
31	≤5	-	≤5	-	66	86.4%	≤5	-	0	-	0	-	0	-	0	-
32	≤5	-	7	28.6%	20	85.0%	≤5	-	0	-	0	-	0	-	0	-
Total	41	48.8%	440	80.0%	1,145	87.3%	184	91.8%	0	-	0	-	11	100.0%	0	-

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Race/Ethnicity**

Race/Ethnicity	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	1,530	74.4%	358	67.6%	31	58.1%	0	-	1,395	72.3%	474	79.7%	≤5	-	≤5	-
Black	4,092	74.8%	63	77.8%	196	66.8%	0	-	3,264	74.9%	1,168	79.3%	0	-	≤5	-
Hispanic/Latinx	5,750	77.6%	2,512	74.8%	270	68.9%	16	81.3%	5,686	76.4%	2,143	80.7%	9	66.7%	13	46.2%
White	7,652	74.0%	2,106	56.9%	438	55.5%	≥5	-	8,211	68.2%	3,569	67.7%	20	50.0%	22	40.9%
Other	565	83.5%	50	84.0%	35	71.4%	≤5	-	509	80.9%	210	81.4%	0	-	≤5	-
Unknown	210	70.0%	13	53.8%	8	87.5%	0	-	204	67.6%	110	72.7%	≤5	-	≤5	-
Total	19,799	75.5%	5,102	67.0%	978	62.4%	29	44.8%	19,269	72.4%	7,674	74.3%	35	60.0%	46	50.0%

Race/Ethnicity	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	989	72.1%	446	80.0%	124	75.8%	112	84.8%	0	-	8	25.0%	0	-
Black	2,769	75.1%	704	76.6%	≤5	-	447	86.8%	≤5	-	9	77.8%	0	-
Hispanic/Latinx	5,364	73.5%	837	79.2%	214	69.6%	636	87.9%	≤5	-	268	74.3%	≤5	-
White	3,839	67.3%	3,027	82.9%	1,168	81.6%	497	87.3%	≤5	-	27	77.8%	0	-
Other	382	71.2%	137	87.6%	10	70.0%	66	90.9%	0	-	≥5	-	0	-
Unknown	120	56.7%	69	73.9%	≤5	-	17	88.2%	0	-	≤5	-	0	-
Total	13,463	71.7%	5,220	81.2%	1,522	79.2%	1,775	87.4%	≤5	-	321	73.2%	≤5	-

Race/Ethnicity	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	47	83.0%	291	88.7%	339	91.4%	49	98.0%	0	-	0	-	≤5	-	0	-
Black	143	86.7%	816	89.8%	1,064	93.0%	197	95.4%	0	-	0	-	≤5	-	≤5	-
Hispanic/Latinx	194	81.4%	1,115	90.6%	1,476	94.7%	275	94.5%	0	-	0	-	13	100.0%	0	-
White	204	88.7%	1,059	88.6%	1,493	94.7%	177	94.4%	0	-	0	-	0	-	0	-
Other	18	83.3%	103	97.1%	129	95.3%	≥5	-	0	-	0	-	≤5	-	0	-
Unknown	12	100.0%	34	79.4%	44	97.7%	≤5	-	0	-	0	-	0	-	0	-
Total	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-

Race/Ethnicity	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	≤5	-	30	80.0%	81	74.1%	≤5	-	0	-	0	-	≤5	-	0	-
Black	≤5	-	11	90.9%	23	87.0%	≤5	-	0	-	0	-	0	-	0	-
Hispanic/Latinx	26	57.7%	348	81.3%	863	89.0%	67	88.1%	0	-	0	-	7	100.0%	0	-
White	11	36.4%	41	65.9%	157	84.1%	108	93.5%	0	-	0	-	0	-	0	-
Other	0	-	≥5	-	≥5	-	≤5	-	0	-	0	-	≤5	-	0	-
Unknown	0	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
Total	41	48.8%	440	80.0%	1,145	87.3%	184	91.8%	0	-	0	-	11	100.0%	0	-

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Gender**

Gender	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	6,088	74.0%	1,801	62.8%	299	58.5%	13	46.2%	5,608	70.7%	2,693	72.0%	17	58.8%	20	50.0%
Male	13,711	76.1%	3,301	69.3%	679	64.1%	16	43.8%	13,661	73.1%	4,981	75.5%	18	61.1%	26	50.0%
Total	19,799	75.5%	5,102	67.0%	978	62.4%	29	44.8%	19,269	72.4%	7,674	74.3%	35	60.0%	46	50.0%

Gender	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	3,795	70.3%	1,693	81.5%	611	77.3%	573	90.1%	≤5	-	106	73.6%	0	-
Male	9,668	72.3%	3,527	81.1%	911	80.6%	1,202	86.1%	≤5	-	215	73.0%	≤5	-
Total	13,463	71.7%	5,220	81.2%	1,522	79.2%	1,775	87.4%	≤5	-	321	73.2%	≤5	-

Gender	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	157	81.5%	914	89.1%	1,255	93.8%	191	92.1%	0	-	0	-	≤5	-	0	-
Male	461	87.0%	2,504	89.9%	3,290	94.3%	533	95.7%	0	-	0	-	≥5	-	≤5	-
Total	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-

Gender	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	12	41.7%	109	83.5%	308	86.0%	73	91.8%	0	-	0	-	≥5	-	0	-
Male	29	51.7%	331	78.9%	837	87.8%	111	91.9%	0	-	0	-	≤5	-	0	-
Total	41	48.8%	440	80.0%	1,145	87.3%	184	91.8%	0	-	0	-	11	100.0%	0	-

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Recommended Language of Instruction or Services**

Recommended Language	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	19,558	75.6%	183	69.9%	953	62.3%	≤5	-	16,084	73.9%	6,539	75.4%	27	70.4%	≥5	-
Spanish	169	71.0%	2,695	75.0%	13	84.6%	15	73.3%	1,710	75.9%	591	83.2%	≤5	-	0	-
Chinese	22	77.3%	367	65.9%	≤5	-	0	-	248	67.3%	66	78.8%	≤5	-	0	-
Other	50	46.0%	1,857	55.3%	≥5	0.0%	≥5	-	1,227	48.7%	478	47.1%	≤5	-	≤5	-
Total	19,799	75.5%	5,102	67.0%	978	62.4%	29	44.8%	19,269	72.4%	7,674	74.3%	35	60.0%	46	50.0%

Recommended Language	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	11,285	70.7%	5,220	81.2%	0	-	1,775	87.4%	≤5	-	0	-	0	-
Spanish	1,847	76.3%	0	-	229	69.4%	0	-	0	-	309	75.4%	≤5	-
Chinese	163	81.0%	0	-	122	70.5%	0	-	0	-	≤5	-	0	-
Other	168	78.0%	0	-	1,171	82.1%	0	-	0	-	≥5	-	0	-
Total	13,463	71.7%	5,220	81.2%	1,522	79.2%	1,775	87.4%	≤5	-	321	73.2%	≤5	-

Recommended Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-
Spanish	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Chinese	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Other	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Total	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-

Recommended Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Spanish	27	63.0%	387	81.4%	1,013	89.8%	77	90.9%	0	-	0	-	≥5	-	0	-
Chinese	≤5	-	45	82.2%	106	74.5%	0	-	0	-	0	-	≤5	-	0	-
Other	≥5	-	8	0.0%	26	42.3%	107	92.5%	0	-	0	-	0	-	0	-
Total	41	48.8%	440	80.0%	1,145	87.3%	184	91.8%	0	-	0	-	11	100.0%	0	-

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Home Language**

Home Language	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	16,312	76.4%	2,338	64.0%	886	62.5%	13	30.8%	15,192	73.3%	6,199	74.5%	33	57.6%	38	50.0%
Spanish	1,895	73.1%	1,883	74.1%	66	59.1%	10	80.0%	2,320	73.3%	842	78.4%	≤5	-	≤5	-
Chinese	425	62.1%	318	63.8%	7	57.1%	0	-	499	64.1%	158	74.7%	≤5	-	≤5	-
Other	1,167	70.8%	563	57.5%	19	68.4%	6	16.7%	1,258	62.7%	475	64.4%	0	-	≤5	-
Total	19,799	75.5%	5,102	67.0%	978	62.4%	29	44.8%	19,269	72.4%	7,674	74.3%	35	60.0%	46	50.0%

Home Language	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	10,049	71.0%	4,394	81.9%	900	81.4%	1,464	87.2%	≤5	-	82	75.6%	≤5	-
Spanish	2,347	74.5%	284	72.2%	175	67.4%	208	88.0%	0	-	225	75.6%	0	-
Chinese	329	69.9%	171	75.4%	104	70.2%	16	81.3%	0	-	6	33.3%	0	-
Other	738	73.2%	371	83.0%	343	82.2%	87	90.8%	0	-	8	12.5%	0	-
Total	13,463	71.7%	5,220	81.2%	1,522	79.2%	1,775	87.4%	≤5	-	321	73.2%	≤5	-

Home Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	503	85.5%	2,698	89.6%	3,767	94.4%	603	94.4%	0	-	0	-	15	100.0%	≤5	-
Spanish	69	84.1%	377	89.9%	454	94.1%	70	94.3%	0	-	0	-	≤5	-	0	-
Chinese	6	83.3%	78	91.0%	86	87.2%	14	100.0%	0	-	0	-	0	-	0	-
Other	40	90.0%	265	89.8%	238	92.4%	37	100.0%	0	-	0	-	≤5	-	0	-
Total	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-

Home Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	23	52.2%	181	81.2%	422	87.0%	114	94.7%	0	-	0	-	≤5	-	0	-
Spanish	14	50.0%	222	81.1%	627	90.0%	42	85.7%	0	-	0	-	≤5	-	0	-
Chinese	≤5	-	26	84.6%	86	75.6%	0	-	0	-	0	-	≤5	-	0	-
Other	≤5	-	11	27.3%	10	40.0%	28	89.3%	0	-	0	-	0	-	0	-
Total	41	48.8%	440	80.0%	1,145	87.3%	184	91.8%	0	-	0	-	11	100.0%	0	-

SY 2021-2022

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Student in Temporary Housing**

Student in Temporary Housing	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	537	71.5%	114	62.3%	29	55.2%	≤5	-	469	70.6%	147	71.4%	0	-	≤5	-
Not STH	19,262	75.6%	4,988	67.1%	949	62.6%	≥5	-	18,800	72.4%	7,527	74.3%	35	60.0%	≥5	-
Total	19,799	75.5%	5,102	67.0%	978	62.4%	29	44.8%	19,269	72.4%	7,674	74.3%	35	60.0%	46	50.0%

Student in Temporary Housing	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	414	72.2%	82	68.3%	21	81.0%	75	89.3%	0	-	11	54.5%	0	-
Not STH	13,049	71.7%	5,138	81.4%	1,501	79.2%	1,700	87.3%	≤5	-	310	73.9%	≤5	-
Total	13,463	71.7%	5,220	81.2%	1,522	79.2%	1,775	87.4%	≤5	-	321	73.2%	≤5	-

Student in Temporary Housing	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	17	82.4%	120	86.7%	133	94.0%	13	76.9%	0	-	0	-	≤5	-	0	-
Not STH	601	85.7%	3,298	89.8%	4,412	94.1%	711	95.1%	0	-	0	-	≥5	-	≤5	-
Total	618	85.6%	3,418	89.7%	4,545	94.1%	724	94.8%	0	-	0	-	21	100.0%	≤5	-

Student in Temporary Housing	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	≤5	-	9	88.9%	24	79.2%	≤5	-	0	-	0	-	0	-	0	-
Not STH	≥5	-	431	79.8%	1,121	87.5%	≥5	-	0	-	0	-	11	100.0%	0	-
Total	41	48.8%	440	80.0%	1,145	87.3%	184	91.8%	0	-	0	-	11	100.0%	0	-

STUDENTS WITH A DISABILITY ENROLLED IN 3-K OR PRE-K FOR ALL PROGRAMS, BY FULL AND PARTIAL PLACEMENT, DISAGGREGATED BY AGE – REPORTING ITEM 10; 11

3-K and pre-K programs welcome and serve all students with disabilities. Many 3-K and pre-K students can get their special education services at a general education 3-K or pre-K program. Students with IEPs that recommend a special education itinerant teacher and/or related services can get these services at a general education 3-K or pre-K program at a district school, NYC Early Education Center (NYCEEC), or Pre-K Center.

Source: CAP, ATS, SESIS, EasyTrac, PSEET, Special Education Program Database

This report reflects students who had a *placement* as of June 30, 2022, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **25,162** students.

For each respective Birth Year:

“Total Placements Citywide” reflects the number of students with placements, irrespective of the location type to which the student was placed.

“Enrolled in 3K/Pre-K for All” reflects the number of students with a full or partial placement, enrolled at a DOE District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2022.

“Students Fully Placed” reflects the number of students with a full placement, enrolled at a DOE District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2022.

“Students Fully Placed and % with Full Services” reflects the percentage of those fully placed students that were receiving their services in full as of 6/30/2022, whereby:

- For Related Services Only, a student is receiving services in full compliance with their IEP if:
 - There is a first attend date for that related service in CAP at any time in the school year between 07/01/2021 and 06/30/2022; or
 - There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2021 and 06/30/2022; or
 - There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2021 and 06/30/2022
- For SEIT, there is a first attend date in CAP as of 06/30/2022, and the student has begun receiving services for *all* their Related Services recommendations by 6/30/2022, per the above rule, if applicable.

- For SCIS or Special Class, the student has been placed at a location that is authorized to provide that program, respectively, and in the language recommended on the student's IEP, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2022, per the above rule, if applicable.

The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age

By District

District	Birth Year														
	2017					2018					2019				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	Citywide 2017	#	%	#	%	Citywide 2018	#	%	#	%	Citywide 2019	#	%	#	%
1	96	76	79.2%	75	80.3%	96	62	64.6%	62	67.7%	8	≤5	-	≤5	-
2	377	172	45.6%	172	79.1%	339	104	30.7%	104	61.5%	38	≤5	-	≤5	-
3	206	70	34.0%	70	84.3%	177	41	23.2%	41	78.0%	25	≤5	-	≤5	-
4	155	69	44.5%	68	79.7%	140	82	58.6%	82	76.8%	30	≤5	-	≤5	-
5	209	77	36.8%	75	70.1%	170	61	35.9%	61	68.9%	19	≤5	-	≤5	-
6	309	163	52.8%	162	83.4%	241	116	48.1%	114	62.9%	48	≤5	-	≤5	-
7	224	62	27.7%	60	69.4%	182	66	36.3%	65	62.1%	13	≤5	-	≤5	-
8	391	122	31.2%	121	76.2%	310	89	28.7%	88	65.2%	34	≤5	-	≤5	-
9	442	147	33.3%	142	76.9%	367	126	34.3%	125	70.6%	53	8	15.1%	8	12.5%
10	694	260	37.5%	251	69.2%	528	200	37.9%	196	70.5%	62	≤5	-	≤5	-
11	534	191	35.8%	188	71.2%	474	131	27.6%	129	57.3%	45	≤5	-	≤5	-
12	297	96	32.3%	94	64.6%	263	76	28.9%	74	59.2%	22	≤5	-	≤5	-
13	180	63	35.0%	63	77.8%	110	31	28.2%	31	64.5%	≥5	≤5	-	≤5	-
14	379	79	20.8%	79	65.8%	298	61	20.5%	61	50.8%	33	≤5	-	≤5	-
15	431	209	48.5%	209	67.0%	303	86	28.4%	85	59.3%	16	≤5	-	≤5	-
16	81	30	37.0%	30	86.7%	66	32	48.5%	32	65.6%	≤5	≤5	-	≤5	-
17	384	179	46.6%	179	63.1%	366	120	32.8%	119	44.2%	60	≤5	-	≤5	-
18	194	88	45.4%	87	61.4%	171	78	45.6%	78	62.8%	54	≤5	-	≤5	-
19	262	96	36.6%	95	82.3%	190	69	36.3%	69	62.3%	29	≤5	-	≤5	-
20	1,109	443	39.9%	439	60.0%	899	321	35.7%	320	54.5%	202	11	5.4%	11	18.2%
21	779	428	54.9%	424	71.0%	662	286	43.2%	285	57.0%	152	≤5	-	≤5	-
22	723	398	55.0%	398	65.8%	614	261	42.5%	261	47.5%	181	≤5	-	≤5	-
23	136	41	30.1%	41	70.7%	85	26	30.6%	26	50.0%	17	≤5	-	≤5	-
24	571	211	37.0%	211	66.4%	513	151	29.4%	151	60.9%	102	14	13.7%	14	64.3%
25	432	203	47.0%	202	78.3%	402	167	41.5%	166	56.9%	84	≤5	-	≤5	-
26	243	112	46.1%	112	77.7%	194	78	40.2%	78	70.5%	42	≤5	-	≤5	-
27	520	181	34.8%	181	75.1%	465	157	33.8%	156	56.1%	129	6	4.7%	6	0.0%
28	400	166	41.5%	165	66.9%	415	159	38.3%	159	57.2%	71	8	11.3%	8	37.5%
29	366	124	33.9%	124	71.0%	308	100	32.5%	100	57.0%	73	6	8.2%	6	50.0%
30	321	127	39.6%	126	70.1%	299	94	31.4%	94	55.3%	77	≤5	-	≤5	-
31	1,098	688	62.7%	674	84.4%	897	509	56.7%	490	73.9%	81	≤5	-	≤5	-
32	140	61	43.6%	61	63.9%	102	50	49.0%	50	50.0%	22	≤5	-	≤5	-
Total	12,683	5,432	42.8%	5,378	72.4%	10,646	3,990	37.5%	3,952	61.1%	1,833	133	7.3%	133	33.8%

SY 2021-2022
The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs
at the end of the academic period, disaggregated by age
By Race/Ethnicity

Race/Ethnicity	Birth Year														
	2017					2018					2019				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%
Asian	1,027	609	59.3%	600	69.1%	731	447	61.1%	441	54.6%	72	≤5	-	≤5	-
Black	2,122	889	41.9%	878	70.9%	1,744	818	46.9%	810	61.2%	205	27	13.2%	27	25.9%
Hispanic/Latinx	4,186	1,769	42.3%	1,743	72.3%	3,259	1,324	40.6%	1,314	62.2%	474	59	12.4%	59	42.4%
White	4,925	1,986	40.3%	1,979	73.6%	4,495	1,288	28.7%	1,275	62.7%	1,017	36	3.5%	36	19.4%
Other	348	≥5	-	≥5	-	277	≥5	-	≥5	-	27	≥5	-	≥5	-
Unknown	75	≤5	-	≤5	-	140	≤5	-	≤5	-	38	0	0.0%	0	-
Total	12,683	5,432	42.8%	5,378	72.4%	10,646	3,990	37.5%	3,952	61.1%	1,833	133	7.3%	133	33.8%

SY 2021-2022
The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs
at the end of the academic period, disaggregated by age
By Gender

Gender	Birth Year														
	2017					2018					2019				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%
Female	3,991	1,849	46.3%	1,837	70.8%	3,487	1,363	39.1%	1,355	60.5%	612	48	7.8%	48	31.3%
Male	8,692	3,583	41.2%	3,541	73.2%	7,159	2,627	36.7%	2,597	61.5%	1,221	85	7.0%	85	35.3%
Total	12,683	5,432	42.8%	5,378	72.4%	10,646	3,990	37.5%	3,952	61.1%	1,833	133	7.3%	133	33.8%

SY 2021-2022

The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age By Recommended Language of Instruction or Services

Recommended Language	Birth Year														
	2017					2018					2019				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%
English	10,112	4,588	45.4%	4,546	74.9%	8,605	3,458	40.2%	3,426	63.3%	1,535	110	7.2%	110	37.3%
Spanish	1,374	483	35.2%	476	60.2%	1,113	292	26.2%	287	51.7%	166	15	9.0%	15	26.7%
Chinese	185	110	59.5%	106	61.8%	145	69	47.6%	69	42.0%	24	≤5	-	≤5	-
Other	1,012	251	24.8%	250	55.0%	783	171	21.8%	170	40.9%	108	≥5	-	≥5	-
Total	12,683	5,432	42.8%	5,378	72.4%	10,646	3,990	37.5%	3,952	61.1%	1,833	133	7.3%	133	33.8%

SY 2021-2022

The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age By Home Language

Home Language	Birth Year														
	2017					2018					2019				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%
English	9,440	3,956	41.9%	3,920	75.1%	8,354	2,982	35.7%	2,953	62.9%	1,437	96	6.7%	96	35.4%
Spanish	1,920	815	42.4%	806	67.0%	1,360	535	39.3%	530	59.4%	233	20	8.6%	20	45.0%
Chinese	370	234	63.2%	229	59.8%	269	162	60.2%	162	45.1%	52	≤5	-	≤5	-
Other	953	427	44.8%	423	64.6%	663	311	46.9%	307	55.0%	111	≥5	-	≥5	-
Total	12,683	5,432	42.8%	5,378	72.4%	10,646	3,990	37.5%	3,952	61.1%	1,833	133	7.3%	133	33.8%

SY 2021-2022
The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs
at the end of the academic period, disaggregated by age
By Student in Temporary Housing

Student in Temp Housing	Birth Year														
	2017					2018					2019				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%
STH	345	201	58.3%	200	67.2%	249	136	54.6%	134	53.7%	25	≤5	-	≤5	-
Not STH	12,338	5,231	42.4%	5,178	72.6%	10,397	3,854	37.1%	3,818	61.4%	1,808	≥5	-	≥5	-
Total	12,683	5,432	42.8%	5,378	72.4%	10,646	3,990	37.5%	3,952	61.1%	1,833	133	7.3%	133	33.8%

NUMBER OF PROGRAMS – REPORTING ITEM 12; 13; 14; 15

The tables below reflect the number of preschool integrated special class programs in 3-K and Pre-K for All; the number of non-public preschool special education programs approved by the New York State Education Department; the number of preschool special classes administered by the DOE in 3-K and Pre-K for All, including programs in District 75 schools, in total and disaggregated by class size; and the number of non-public preschool special education programs approved by the New York State Education Department in total and disaggregated by class size.

Source: Special Education Program Database

These counts represent the number of authorized programs and classes as of 06/30/2022.

Number of preschool integrated special class programs in 3-K and Pre-K for All

Total	114
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Number of non-public preschool special education programs approved by the state education department

Special Class	1,021
SCIS	222

Number of preschool special classes administered by the department in 3-K and Pre-K for All, including programs in district 75 schools, in total and disaggregated by the following student-to-teacher-to-aid ratios:

6:1:2	16
8:1:2	106
12:1:2	43
Other Ratio	0
Total	165

Number of non-public preschool special education programs approved by the state education department in total and disaggregated by the following student-to-teacher-to-aid ratio:

6:1:2	49
8:1:2	300
12:1:2	452
Other Ratio	220
Total	1,021