



NYC Public Schools  
Annual Preschool Special Education  
Data Report  
School Year 2022–2023  
November 1, 2023

## NOTES

- This report is presented in accordance with the requirements set forth in Local Law 21 of 2020<sup>1</sup> (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  $\leq 5$ ; 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, 2023**.
- Data for this report was pulled as of **09/29/2023** from NYCPS source systems (we allow for data entered in CAP between 7/1/2023 and 9/29/2023 backdated for events occurring by 6/30/2023).
- 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 NYCPS 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 7/1/2022 to 6/30/2023

<sup>1</sup> NYCPS 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.

## School Year 2022-2023 Report:

### [Background on Preschool Special Education](#)

New York City Public Schools (NYCPS) 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 NYCPS. 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 NYCPS 3-K or pre-K 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 (CPSE) offers families a placement in an appropriate program as close to the families' home as possible. SCIS and special classes are available in both NYCPS 3-K and pre-K programs and in contracted state-approved nonpublic programs.

NYCPS made substantial improvements to the preschool special education process during the 2022-2023 school year, including:

- Increased evaluations conducted by NYCPS evaluators (PRAC Teams);
- Continued to utilize community coordinators added to CPSEs in prior years to support families through the initial referral and evaluation process;
- Expanded preschool special education integrated program offerings;
- Trained CPSEs on Least Restrictive Environment (LRE) and implicit bias, reducing race and gender disproportionality in restrictive settings;
- Continued 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 evaluation compliance, LRE, and disproportionality metrics in this report. In addition, NYCPS has seen a dramatic rise in preschool referrals – which are now exceeding pre-pandemic levels – and students with IEPs. Our outreach to families has contributed to the rise in referrals. At the same time, the influx of students with IEPs, combined with a nation-wide shortage of related service providers, has contributed to challenges with service provision.

- In SY 2022-2023, there were 28,202 initial referrals, compared to 26,364 the year prior and 19,004 two years prior.
- In SY 2022-2023, 87% of students had IEP meetings within compliance timeframes, compared to 84% the two years prior.
- In SY 2022-2023, 39% of students with IEPs were recommended to special class, compared to 42% the year prior, and compared to 45% two years prior.
- In SY 2022-2023, 42% of students with disabilities enrolled in 3-K and Pre-K, compared to 38% the year prior and 29% two years prior.

In addition, in the current school year and like last school year, NYCPS is working to identify newly arrived 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 NYCPS. Nearly all of these students are English language learners and have experienced trauma.

### [Preschool Evaluations and Preschool Regional Assessment Center \(PRAC\) Teams](#)

Families access preschool special education evaluations by selecting evaluators that are 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 (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 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, NYCPS also has preschool evaluators at the CPSEs, but NYCPS preschool evaluators will only be utilized where a parent chooses NYCPS as the preschool evaluator.

Beginning in the 2022-2023 school year, NYCPS started publishing an electronic list of evaluation (MDE) sites to share with families as part of the CPSE packet. The list includes up-to-date contact and availability information, bilingual evaluation languages available at each site, and is formatted in a more family-friendly way. The list is shared with families via email and is printed out and mailed to families when necessary. This is one example of NYCPS's focus on improving the family experience and engaging families to be our true partners.

Additionally, with the goal of improving the timeliness of evaluations for preschool students, in the previous school year NYCPS 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. In the 2022-2023 school year, we extended the hours of the PRAC teams through a voluntary per session activity that would enable more students to receive evaluations. **This approach was successful: PRAC teams completed 50% more evaluations in the 2022-2023 school year than in the 2021-2022 school year.**

#### [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. In 2018-2020, NYCPS hired Community Coordinators at each of our thirteen (13) CPSE sites to support families through the preschool special education evaluation process. In the 2022-2023 school year, these staff continued to support families to access in-person evaluations and services, as evident in the improved compliance rate for timely IEP meetings.

#### [Early Intervention DOHMH-NYCPS Data Transfer and Early Intervention Transition Coordinators](#)

##### *DOHMH Early Intervention (EI) - NYCPS Data Transfer*

As of August 2020, NYCPS 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 NYCPS on behalf of families. This system allows for one-way document transmission from service coordinators to NYCPS.

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 NYCPS
- 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 NYCPS, and allows CPSEs to access more information from EI families that consent to share information with NYCPS.

##### *Early Intervention (EI) Transition Coordinator Team*

In an effort to increase NYCPS's outreach and support to families transitioning from EI to preschool, a team of Transition

Coordinators and a 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, NYCPS has committed to providing more information on the transition from EI to preschool to families. In December 2019, NYCPS released the NYCPS Guide to the EI to Preschool Transition, which outlines information on all preschool options, including inclusive preschool options like NYCPS 3-K programs, as well as information on how to make a referral to the CPSE. The 2nd Edition has been posted to the NYCPS website's family page and public InfoHub, available at the following links, translated in all NYCPS 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, NYCPS prerecorded a webinar video, Overview for Families: Transitioning from EI to Preschool, posted on the NYCPS website at <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool>.

### [LRE, Inclusion Efforts, and Race and Gender Disproportionalities](#)

NYCPS is committed to serving more children in inclusive settings and ensure children are served in the LRE. In the 2022-2023 school year, NYCPS made strong progress reducing the number of students recommended to restrictive settings and increasing recommendations for inclusive settings.

**Inclusion Efforts:** In the 2022-2023 school year, NYCPS continued implementation of several major initiatives aimed at fostering strong inclusive options for families:

- **SCIS Program Expansion:** NYCPS continued to offer more integrated settings for children with and without disabilities, in both the newer 3-year-olds-only SCIS and in the traditional mixed-age SCIS models. In the 2022-2023 school year, we added 445 integrated seats. NYCPS opened classes in stand-alone Pre-K Centers in each borough that offer a full continuum of services, and also added SCIS classes in district elementary schools. CPSEs increased the number of students recommended to inclusive settings: In SY 2022-2023, there were 2,568 children recommended for full-day SCIS, a rise compared to 2,096 children in SY 2021-2022 and 1,903 children in SY 2020-2021.
- **Inclusion Support Team:** CPSEs partnered with the NYCPS Inclusion Support Team to support early childhood programs in serving children with disabilities in general education and SCIS settings.
- **Connecting CPSEs to SCIS Programs:** In the 2022-2023 school year, NYCPS connected CPSEs to sites with SCIS programs, including facilitating site visits to SCIS programs. This relationship-building has contributed to higher SCIS recommendation and fill rates; by seeing SCIS programs in action, CPSEs are better equipped to provide information to families about how SCIS programs operate and how their children will benefit from an inclusive setting. This has also resulted in CPSEs having more direct lines of contact with SCIS site leaders, strengthening the partnership between CPSEs, programs, and families.

**Reducing Race and Gender Disproportionality:** Building on practices implemented in recent years, NYCPS also continued to focus on reducing disproportionality by race and gender in restrictive settings. In the 2022-2023 school year, we partnered

with the New York State Education Department (NYSED) and the Regional Partnership Center (RPC) to train CPSEs on implicit bias and how it connects to LRE. In the 2022-2023 school year NYCPS reduced race and gender disproportionality in the following ways:

- In SY 2022-2023, approximately **67% of preschool students with IEPs are male, while 33% are female**. This is compared to 68% male and 32% female in SY 2021-2022, and 69% male and 31% female in SY 2020-2021.
- Boys recommended to special class decreased from 48% in SY 2020-2021 to 45% in SY 2021-2022, to **41% in SY 2022-2023**.
- Black students recommended to special class decreased from 57% in SY 2020-2021 to 52% in SY 2021-2022, to **50% in SY 2022-2023**.
- Hispanic/Latinx students recommended to special class decreased from 55% in SY 2020-2021 to 52% in SY 2021-2022, to **46% in SY 2022-2023**.

### [State-Approved Nonpublic Contract Enhancement](#)

In the 2022-2023 school year, NYCPS brought contracted special education programs into the NYCPS 3-K and pre-K program. NYCPS 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.

### [Related Services](#)

NYCPS is working to strengthen service provision and timely and complete reporting of service provision across all settings. In SY 2022-2023, we made progress by increasing contract agency oversight; developing short- and long-term data and systems strategies to automate provider assignment; speeding identification of unserved students; and recruiting NYCPS and contracted providers to meet these needs.

### [Plans for the 2023-2024 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. In the 2023-2024 school year, NYCPS will implement the following programs and systems to continue our work reimagining preschool special education in NYC.

- **SCIS Program Expansion:** NYCPS will continue to offer more integrated settings for children with and without disabilities. In school year 2023-2024, we are adding an additional 460 integrated seats. Furthermore, we will focus on ensuring that nearly every NYCPS Pre-K Center and district elementary school that has 3-K SCIS will also have mixed-age SCIS, to allow as many children as possible to remain at their program location for both 3-K and pre-K.
- **Preschool Evaluations:** To support preschool special education evaluations, NYCPS opened 21 Preschool Regional Assessment Center (PRAC) teams over the past four years. In SY 2023-2024, we will continue to extend the hours of the PRAC teams through a voluntary per session activity that will enable more students to receive evaluations, building on our success in increasing the number of PRAC team evaluations in SY 2022-2023. In addition, NYCPS plans to pair the PRAC per session activity with a CPSE Administrator per session activity.
- **Related Services:**
  - **Transmittal approach:** For the 2023-2024 school year, NYCPS is changing the approach to service provision in inclusive settings by beginning the transmittal process for contracted service providers in the summer, thereby increasing coverage for the start of the school year.
  - NYCPS is implementing the **Multi-Task Award Contract (MTAC) Pilot**, a competitive, open-ended solicitation which enables the NYCPS to effectively add a fourth contract “tier” once all contract agencies have been exhausted, with an emphasis on school-based service, with the goal of both improving service

levels and speeding service delivery in disciplines and districts that have historically been the most difficult to serve.

- NYCPS is also implementing a **hard to staff differential** to the related services contracts, which allows for a 10% rate increase in districts that have been historically hardest to serve and for specific related services in those districts.
- **Establishment of CSE 11-Staten Island:** Beginning in October 2023, NYCPS established CSE 11 to solely serve community school District 31 (Staten Island). This is a split from CSE 7, which will now solely serve Districts 20 and 21 (Brooklyn). The establishment of a new CSE will ensure adequate support for students and families in both Brooklyn and Staten Island.

## 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, 2022 to June 30, 2023, 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 **28,200** 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 06/30/2023.

**“Closed without IEP Meeting”** reflects students whose cases were closed prior to 06/30/2023 and before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

**“Total Open as of 6/30/2023”** 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, 2023, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2023.) For these cases, the report identified cases that remained open with NYCPS in receipt of informed parental consent to evaluate, and those that remained open with NYCPS awaiting receipt of informed parental consent to evaluate.

**SY 2022-2023**  
**Students with Initial Referrals**  
**By District**

by District

District	Total Students with Initial Referrals 7/1/2022 – 6/30/2023	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2023	
			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	211	≤5	≤5	0	≤5	≥5	≥5	92	95	94	17
2	905	31	≥5	≤5	45	347	25	372	417	386	71
3	449	19	≥5	≤5	26	182	9	191	217	179	34
4	377	≥5	9	0	9	165	8	173	182	173	≤5
5	463	29	8	0	8	145	7	152	160	239	35
6	623	36	≥5	≤5	32	245	19	264	296	239	52
7	611	88	≤5	≤5	9	134	61	195	204	301	18
8	808	105	≥5	≤5	27	284	67	351	378	299	26
9	1,166	122	≥5	≤5	17	298	124	422	439	582	23
10	1,534	143	22	11	33	341	214	555	588	768	35
11	1,296	281	52	16	68	436	96	532	600	300	115
12	747	155	19	9	28	267	56	323	351	176	65
13	369	17	≤5	≤5	7	104	29	133	140	196	16
14	666	12	≤5	≥5	17	149	112	261	278	319	57
15	777	10	16	6	22	217	103	320	342	375	50
16	215	21	≤5	≤5	≤5	60	12	72	77	103	14
17	801	16	≥5	≤5	32	318	45	363	395	332	58
18	500	15	11	0	11	165	32	197	208	251	26
19	935	425	≤5	≤5	≥5	279	129	408	415	91	≤5
20	2,066	410	≥5	≤5	159	1,181	6	1,187	1,346	112	198
21	1,581	343	≥5	≤5	86	858	6	864	950	151	137
22	1,382	32	40	19	59	521	130	651	710	616	24
23	359	170	≤5	≤5	≤5	79	65	144	149	34	6
24	1,439	35	41	10	51	614	73	687	738	580	86
25	949	20	≥5	≤5	38	446	16	462	500	339	90
26	486	17	22	0	22	≥5	≤5	259	281	140	48
27	1,295	42	38	14	52	507	98	605	657	506	90
28	1,010	32	≥5	≤5	41	523	7	530	571	343	64
29	855	19	≥5	≤5	25	416	8	424	449	329	58
30	947	33	≥5	≤5	32	356	47	403	435	418	61
31	2,002	362	47	0	47	1,143	10	1,153	1,200	207	233
32	376	157	≤5	≤5	≥5	117	45	162	169	47	≤5
<b>Total</b>	<b>28,200</b>	<b>3,219</b>	<b>877</b>	<b>153</b>	<b>1,030</b>	<b>11,237</b>	<b>1,670</b>	<b>12,907</b>	<b>13,937</b>	<b>9,225</b>	<b>1,819</b>

**SY 2022-2023**  
**Students with Initial Referrals**  
**By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Referrals 7/1/2022 – 6/30/2023	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2023	
			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	2,313	270	77	10	87	1,076	78	1,154	1,241	624	178
Black	5,268	843	112	29	141	1,800	469	2,269	2,410	1,781	234
Hispanic/Latinx	8,641	957	230	59	289	3,326	682	4,008	4,297	2,875	512
White	9,291	714	422	49	471	4,579	415	4,994	5,465	2,313	799
Other	707	50	≥5	≤5	30	≥5	≥5	344	374	229	54
Unknown	1,980	385	≥5	≤5	12	≥5	≤5	138	150	1,403	42
<b>Total</b>	<b>28,200</b>	<b>3,219</b>	<b>877</b>	<b>153</b>	<b>1,030</b>	<b>11,237</b>	<b>1,670</b>	<b>12,907</b>	<b>13,937</b>	<b>9,225</b>	<b>1,819</b>

**SY 2022-2023**  
**Students with Initial Referrals**  
**By Gender**

Gender	Total Students with Initial Referrals 7/1/2022 – 6/30/2023	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2023	
			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	9,667	1,135	383	72	455	3,722	547	4,269	4,724	3,184	624
Male	18,533	2,084	494	81	575	7,515	1,123	8,638	9,213	6,041	1,195
<b>Total</b>	<b>28,200</b>	<b>3,219</b>	<b>877</b>	<b>153</b>	<b>1,030</b>	<b>11,237</b>	<b>1,670</b>	<b>12,907</b>	<b>13,937</b>	<b>9,225</b>	<b>1,819</b>

**SY 2022-2023**  
**Students with Initial Referrals**  
**By Recommended Language of Instruction or Services**

Recommended Language	Total Students with Initial Referrals 7/1/2022 – 6/30/2023	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2023	
			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	10,807	0	0	0	0	9,422	1,385	10,807	10,807	0	0
Spanish	987	0	0	0	0	832	155	987	987	0	0
Chinese	162	0	0	0	0	≥5	≤5	162	162	0	0
Other	951	0	0	0	0	≥5	≥5	951	950	0	0
Undetermined*	15,293	3,219	877	153	1,030	0	0	0	1,031	9,225	1,819
<b>Total</b>	<b>28,200</b>	<b>3,219</b>	<b>877</b>	<b>153</b>	<b>1,030</b>	<b>11,237</b>	<b>1,670</b>	<b>12,907</b>	<b>13,937</b>	<b>9,225</b>	<b>1,819</b>

\*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2023 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2023.

**SY 2022-2023**  
**Students with Initial Referrals**  
**By Home Language**

Home Language	Total Students with Initial Referrals 7/1/2022 – 6/30/2023	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2023	
			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	19,892	2,016	704	116	820	8,405	1,243	9,648	10,468	6,065	1,343
Spanish	4,111	465	86	26	112	1,542	334	1,876	1,988	1,413	245
Chinese	812	102	≥5	≤5	31	427	18	445	476	168	66
Other	1,699	157	≥5	≥5	67	863	75	938	1,005	384	153
Unknown	1,686	479	0	0	0	0	0	0	0	1,195	12
<b>Total</b>	<b>28,200</b>	<b>3,219</b>	<b>877</b>	<b>153</b>	<b>1,030</b>	<b>11,237</b>	<b>1,670</b>	<b>12,907</b>	<b>13,937</b>	<b>9,225</b>	<b>1,819</b>

**SY 2022-2023**  
**Students with Initial Referrals**  
**By Student in Temporary Housing**

Student in Temporary Housing	Total Students with Initial Referrals 7/1/2022 – 6/30/2023	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2023	
			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	1,381	252	≥5	≤5	38	364	110	474	512	543	74
Not STH	26,819	2,967	≥5	≥5	992	10,873	1,560	12,433	13,425	8,682	1,745
<b>Total</b>	<b>28,200</b>	<b>3,219</b>	<b>877</b>	<b>153</b>	<b>1,030</b>	<b>11,237</b>	<b>1,670</b>	<b>12,907</b>	<b>13,937</b>	<b>9,225</b>	<b>1,819</b>

## 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 NYCPS cannot reliably report on the timely arrangement of special education services for preschool students. The NYCPS's real compliance rate likely exceeds the 59.6% reflected here. The NYCPS's goal is to transition away from CAP as the preschool system of record, as the NYCPS 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, 2022 to June 30, 2023, 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 **18,599** 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 06/30/2023.

**"Students Not Yet Eligible for Services (born on or after 7/1/2020)"** reflects students who were too young to be eligible for receiving services by 06/30/2023.

**"Closed without IEP Meeting"** reflects students whose cases were closed prior to 06/30/2023 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 06/30/23, but whose case was closed prior to 06/30/2023 and prior to arrangement of services.

**"Students Found Ineligible"** reflects students who had an IEP meeting prior to 06/30/2023 but were deemed ineligible for services.

**"Awaiting Parental Consent"** reflects students who had an IEP meeting prior to 06/30/2023, and were deemed eligible for services, but as of that 06/30/2023 had still not received parental consent for the arrangement of services.

**"Students with Open Cases as of 6/30/2023"** reflects students who had a consent for initial evaluation during the time period *less* "Students Not Yet Eligible for Services (born on or after 7/1/2020)" *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 6/30/2023"** 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 06/30/2023.

**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 7/1/2022 – 6/30/2023	Students Not Yet Eligible for Services (born on or after 7/1/2020)	Students Born Prior to 7/1/2020										
			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 6/30/2023	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2023	
								#	%	#	%	#	%
1	138	9	≤5	≤5	6	16	102	64	62.7%	12	11.8%	26	25.5%
2	598	34	≤5	≥5	53	116	368	203	55.2%	69	18.8%	96	26.1%
3	312	26	21	11	32	23	199	116	58.3%	15	7.5%	68	34.2%
4	255	≤5	≥5	11	16	20	199	142	71.4%	19	9.5%	38	19.1%
5	285	27	19	≤5	≥5	46	177	101	57.1%	14	7.9%	62	35.0%
6	451	48	29	11	34	51	278	154	55.4%	25	9.0%	99	35.6%
7	257	≤5	≥5	16	11	40	178	93	52.2%	29	16.3%	56	31.5%
8	514	23	16	40	32	96	307	174	56.7%	43	14.0%	90	29.3%
9	538	≤5	26	68	≥5	85	338	187	55.3%	34	10.1%	117	34.6%
10	701	6	24	66	42	157	406	195	48.0%	75	18.5%	136	33.5%
11	908	60	40	90	83	154	481	287	59.7%	48	10.0%	146	30.4%
12	515	47	12	57	33	43	323	207	64.1%	43	13.3%	73	22.6%
13	182	8	0	16	7	27	124	73	58.9%	16	12.9%	35	28.2%
14	360	19	≤5	≥5	16	43	270	158	58.5%	53	19.6%	59	21.9%
15	425	20	≤5	≤5	23	70	304	187	61.5%	42	13.8%	75	24.7%
16	115	7	0	≤5	≥5	15	83	47	56.6%	6	7.2%	30	36.1%
17	536	37	9	19	29	73	369	227	61.5%	36	9.8%	106	28.7%
18	305	12	12	7	13	57	204	110	53.9%	35	17.2%	59	28.9%
19	471	13	19	18	8	75	338	182	53.8%	42	12.4%	114	33.7%
20	1,593	187	26	66	157	236	921	583	63.3%	77	8.4%	261	28.3%
21	1,119	116	7	69	84	164	679	410	60.4%	61	9.0%	208	30.6%
22	870	21	22	53	57	57	660	384	58.2%	67	10.2%	209	31.7%
23	190	6	6	6	7	19	146	61	41.8%	32	21.9%	53	36.3%
24	947	66	18	80	63	134	586	317	54.1%	87	14.8%	182	31.1%
25	719	80	12	41	46	105	435	271	62.3%	45	10.3%	119	27.4%
26	394	48	8	28	23	64	223	144	64.6%	16	7.2%	63	28.3%
27	934	50	25	35	58	147	619	310	50.1%	65	10.5%	244	39.4%
28	797	78	18	41	45	121	494	319	64.6%	42	8.5%	133	26.9%
29	664	44	11	27	30	126	426	269	63.1%	43	10.1%	114	26.8%
30	592	46	14	53	38	98	343	173	50.4%	77	22.4%	93	27.1%
31	1,715	215	29	64	55	386	966	748	77.4%	86	8.9%	132	13.7%
32	199	9	12	≤5	≥5	14	157	83	52.9%	16	10.2%	58	36.9%
<b>Total</b>	<b>18,599</b>	<b>1,369</b>	<b>461</b>	<b>1,044</b>	<b>1,144</b>	<b>2,878</b>	<b>11,703</b>	<b>6,979</b>	<b>59.6%</b>	<b>1,370</b>	<b>11.7%</b>	<b>3,354</b>	<b>28.7%</b>

**SY 2022-2023**

**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 7/1/2022 – 6/30/2023	Students Not Yet Eligible for Services (born on or after 7/1/2020)	Students Born Prior to 7/1/2020										
			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 6/30/2023	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2023	
								#	%	#	%	#	%
Asian	1,736	75	48	63	107	331	1,112	713	64.1%	147	13.2%	252	22.7%
Black	3,343	122	103	175	169	524	2,250	1,320	58.7%	279	12.4%	651	28.9%
Hispanic/Latinx	5,788	329	199	358	335	924	3,643	2,196	60.3%	465	12.8%	982	27.0%
White	6,981	761	90	412	477	976	4,265	2,496	58.5%	432	10.1%	1,337	31.3%
Other	496	54	10	24	37	90	281	164	58.4%	35	12.5%	82	29.2%
Unknown	255	28	11	12	19	33	152	90	59.2%	12	7.9%	50	32.9%
<b>Total</b>	<b>18,599</b>	<b>1,369</b>	<b>461</b>	<b>1,044</b>	<b>1,144</b>	<b>2,878</b>	<b>11,703</b>	<b>6,979</b>	<b>59.6%</b>	<b>1,370</b>	<b>11.7%</b>	<b>3,354</b>	<b>28.7%</b>

**SY 2022-2023**

**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 7/1/2022 – 6/30/2023	Students Not Yet Eligible for Services (born on or after 7/1/2020)	Students Born Prior to 7/1/2020										
			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 6/30/2023	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2023	
								#	%	#	%	#	%
Female	6,266	436	156	334	498	968	3,874	2,351	60.7%	453	11.7%	1,070	27.6%
Male	12,333	933	305	710	646	1,910	7,829	4,628	59.1%	917	11.7%	2,284	29.2%
<b>Total</b>	<b>18,599</b>	<b>1,369</b>	<b>461</b>	<b>1,044</b>	<b>1,144</b>	<b>2,878</b>	<b>11,703</b>	<b>6,979</b>	<b>59.6%</b>	<b>1,370</b>	<b>11.7%</b>	<b>3,354</b>	<b>28.7%</b>

**SY 2022-2023**

**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 7/1/2022 – 6/30/2023	Students Not Yet Eligible for Services (born on or after 7/1/2020)	Students Born Prior to 7/1/2020										
			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 6/30/2023	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2023	
								#	%	#	%	#	%
English	12,620	350	0	877	0	1,519	9,874	5,891	59.7%	1,177	11.9%	2,806	28.4%
Spanish	1,163	30	0	102	0	144	887	565	63.7%	108	12.2%	214	24.1%
Chinese	192	10	0	13	0	38	131	74	56.5%	19	14.5%	38	29.0%
Other	787	28	0	49	0	76	634	449	70.8%	66	9.9%	119	19.2%
Undetermined*	3,837	951	461	≤5	1,144	1,101	177	0	0.0%	0	0.0%	177	100.0%
<b>Total</b>	<b>18,599</b>	<b>1,369</b>	<b>461</b>	<b>1,044</b>	<b>1,144</b>	<b>2,878</b>	<b>11,703</b>	<b>6,979</b>	<b>59.6%</b>	<b>1,370</b>	<b>11.7%</b>	<b>3,354</b>	<b>28.7%</b>

\*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2023 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2023.

**SY 2022-2023**

**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 7/1/2022 – 6/30/2023	Students Not Yet Eligible for Services (born on or after 7/1/2020)	Students Born Prior to 7/1/2020										
			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 6/30/2023	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2023	
								#	%	#	%	#	%
English	13,963	1,071	313	791	911	2,063	8,814	5,255	59.6%	1,027	11.7%	2,532	28.7%
Spanish	2,663	153	93	149	130	427	1,711	1,039	60.7%	200	11.7%	472	27.6%
Chinese	631	≥5	≥5	20	36	131	394	220	55.8%	54	13.7%	120	30.5%
Other	1,325	109	35	84	67	246	784	465	59.3%	89	11.4%	230	29.3%
Unknown	17	≤5	≤5	0	0	11	0	0	-	0	-	0	-
<b>Total</b>	<b>18,599</b>	<b>1,369</b>	<b>461</b>	<b>1,044</b>	<b>1,144</b>	<b>2,878</b>	<b>11,703</b>	<b>6,979</b>	<b>59.6%</b>	<b>1,370</b>	<b>11.7%</b>	<b>3,354</b>	<b>28.7%</b>

**SY 2022-2023**

**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 7/1/2022 – 6/30/2023	Students Not Yet Eligible for Services (born on or after 7/1/2020)	Students Born Prior to 7/1/2020										
			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 6/30/2023	Services Arranged to be provided ≤ 60 school days from Consent Date		Closed Without IEP Meeting		As of 6/30/2023	
								#	%	#	%	#	%
STH	763	15	56	31	46	149	466	309	66.3%	60	12.9%	97	20.8%
Not STH	17,836	1,354	405	1,013	1,098	2,729	11,237	6,670	59.4%	1,310	11.7%	3,257	29.0%
<b>Total</b>	<b>18,599</b>	<b>1,369</b>	<b>461</b>	<b>1,044</b>	<b>1,144</b>	<b>2,878</b>	<b>11,703</b>	<b>6,979</b>	<b>59.6%</b>	<b>1,370</b>	<b>11.7%</b>	<b>3,354</b>	<b>28.7%</b>

## STUDENTS WITH IEPs – REPORTING ITEM 6; 8a

As of June 30, 2023, **29,843** 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, 2023, 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, 2023, 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 **29,843** 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	63	26.6%	70	29.5%	≤5	-	23	9.7%	0	0.0%	0	0.0%	0	0.0%
2	263	29.8%	316	35.8%	15	1.7%	62	7.0%	0	0.0%	≤5	-	0	0.0%
3	189	39.6%	124	26.0%	≤5	-	39	8.2%	0	0.0%	≤5	-	0	0.0%
4	123	31.8%	61	15.8%	8	2.1%	39	10.1%	0	0.0%	≤5	-	0	0.0%
5	93	20.5%	86	19.0%	≤5	-	47	10.4%	0	0.0%	≤5	-	0	0.0%
6	179	27.4%	102	15.6%	20	3.1%	78	11.9%	0	0.0%	11	1.7%	0	0.0%
7	115	24.6%	11	2.4%	0	0.0%	53	11.3%	0	0.0%	7	1.5%	0	0.0%
8	237	27.2%	70	8.0%	6	0.7%	71	8.2%	0	0.0%	≤5	-	0	0.0%
9	196	20.1%	22	2.3%	6	0.6%	89	9.1%	≤5	-	13	1.3%	0	0.0%
10	362	25.2%	78	5.4%	≤5	-	141	9.8%	0	0.0%	30	2.1%	0	0.0%
11	323	26.8%	131	10.9%	≤5	-	132	11.0%	0	0.0%	7	0.6%	0	0.0%
12	241	33.6%	75	10.4%	18	2.5%	49	6.8%	0	0.0%	9	1.3%	0	0.0%
13	107	33.4%	73	22.8%	24	7.5%	23	7.2%	0	0.0%	≤5	-	0	0.0%
14	221	30.9%	71	9.9%	231	32.3%	25	3.5%	0	0.0%	≤5	-	0	0.0%
15	249	29.4%	174	20.5%	117	13.8%	52	6.1%	0	0.0%	≤5	-	0	0.0%
16	53	24.1%	39	17.7%	0	0.0%	30	13.6%	0	0.0%	≤5	-	0	0.0%
17	223	24.9%	330	36.9%	0	0.0%	59	6.6%	0	0.0%	0	0.0%	0	0.0%
18	90	17.9%	139	27.6%	0	0.0%	61	12.1%	0	0.0%	≤5	-	0	0.0%
19	165	24.0%	77	11.2%	≤5	-	97	14.1%	0	0.0%	≤5	-	0	0.0%
20	827	32.9%	448	17.8%	605	24.0%	109	4.3%	0	0.0%	9	0.4%	0	0.0%
21	384	20.6%	924	49.6%	97	5.2%	61	3.3%	0	0.0%	≤5	-	0	0.0%
22	460	26.6%	676	39.1%	14	0.8%	96	5.5%	0	0.0%	0	0.0%	0	0.0%
23	70	21.9%	20	6.3%	≤5	-	56	17.5%	0	0.0%	≤5	-	0	0.0%
24	491	34.4%	93	6.5%	37	2.6%	92	6.4%	0	0.0%	53	3.7%	0	0.0%
25	326	30.0%	274	25.2%	22	2.0%	91	8.4%	0	0.0%	≤5	-	0	0.0%
26	161	28.2%	140	24.5%	13	2.3%	62	10.9%	0	0.0%	≤5	-	0	0.0%
27	369	25.5%	254	17.6%	7	0.5%	119	8.2%	0	0.0%	12	0.8%	0	0.0%
28	273	23.1%	274	23.2%	10	0.8%	92	7.8%	0	0.0%	≤5	-	0	0.0%
29	196	19.5%	186	18.5%	≤5	-	100	10.0%	0	0.0%	≤5	-	0	0.0%
30	296	33.3%	105	11.8%	15	1.7%	65	7.3%	0	0.0%	19	2.1%	0	0.0%
31	718	28.4%	696	27.6%	138	5.5%	166	6.6%	0	0.0%	6	0.2%	0	0.0%
32	66	20.0%	54	16.4%	17	5.2%	35	10.6%	0	0.0%	27	8.2%	0	0.0%
<b>Total</b>	<b>8,129</b>	<b>27.2%</b>	<b>6,193</b>	<b>20.8%</b>	<b>1,442</b>	<b>4.8%</b>	<b>2,314</b>	<b>7.8%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>0.9%</b>	<b>0</b>	<b>0.0%</b>

**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	≥5	-	35	14.8%	32	13.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	38	4.3%	74	8.4%	93	10.5%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
3	9	1.9%	46	9.6%	49	10.3%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	19	4.9%	65	16.8%	51	13.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	21	4.6%	111	24.5%	68	15.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	17	2.6%	97	14.8%	68	10.4%	27	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	17	3.6%	92	19.7%	102	21.8%	16	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	23	2.6%	155	17.8%	221	25.4%	40	4.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	30	3.1%	242	24.8%	235	24.1%	23	2.4%	0	0.0%	0	0.0%	7	0.7%	0	0.0%
10	48	3.3%	270	18.8%	318	22.1%	42	2.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
11	22	1.8%	173	14.4%	292	24.2%	76	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	14	1.9%	100	13.9%	127	17.7%	20	2.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
13	8	2.5%	33	10.3%	37	11.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	15	2.1%	56	7.8%	50	7.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	10	1.2%	90	10.6%	89	10.5%	8	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	8	3.6%	49	22.3%	32	14.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	28	3.1%	108	12.1%	128	14.3%	14	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	19	3.8%	81	16.1%	104	20.7%	6	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	18	2.6%	140	20.3%	164	23.8%	10	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	12	0.5%	159	6.3%	221	8.8%	26	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	10	0.5%	136	7.3%	180	9.7%	37	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	36	2.1%	141	8.2%	276	16.0%	23	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	≤5	-	58	18.1%	93	29.1%	10	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	34	2.4%	195	13.6%	226	15.8%	15	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	19	1.7%	108	9.9%	134	12.3%	38	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
26	9	1.6%	71	12.4%	69	12.1%	30	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	29	2.0%	343	23.7%	251	17.4%	35	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	26	2.2%	185	15.7%	208	17.6%	67	5.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
29	30	3.0%	200	19.9%	207	20.6%	66	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30	28	3.1%	147	16.5%	127	14.3%	8	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	65	2.6%	284	11.2%	338	13.4%	14	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	6	1.8%	36	10.9%	48	14.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>679</b>	<b>2.3%</b>	<b>4,080</b>	<b>13.7%</b>	<b>4,638</b>	<b>15.5%</b>	<b>681</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**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	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	≤5	-	≤5	-	8	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	≤5	-	≤5	-	6	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	≤5	-	≤5	-	6	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	≤5	-	7	1.5%	7	1.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	6	0.9%	18	2.8%	21	3.2%	10	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	≤5	-	21	4.5%	27	5.8%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	0	0.0%	15	1.7%	26	3.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	0	0.0%	43	4.4%	62	6.4%	6	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	≤5	-	52	3.6%	79	5.5%	7	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
11	≤5	-	13	1.1%	29	2.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	≤5	-	31	4.3%	29	4.0%	≤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	0	0.0%	0	0.0%	11	1.5%	31	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	0	0.0%	10	1.2%	31	3.7%	12	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	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	≤5	-	8	0.3%	53	2.1%	39	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	0	0.0%	≤5	-	19	1.0%	9	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	≤5	-	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	0	0.0%	63	4.4%	123	8.6%	7	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	0	0.0%	22	2.0%	43	4.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
26	0	0.0%	6	1.1%	8	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	≤5	-	≤5	-	17	1.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	≤5	-	9	0.8%	24	2.0%	6	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
29	0	0.0%	6	0.6%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30	≤5	-	32	3.6%	47	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	≤5	-	15	0.6%	79	3.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	≤5	-	10	3.0%	27	8.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>36</b>	<b>0.1%</b>	<b>413</b>	<b>1.4%</b>	<b>805</b>	<b>2.7%</b>	<b>164</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2022-2023**

**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	639	25.8%	666	26.9%	125	5.0%	182	7.3%	0	0.0%	6	0.2%	0	0.0%
Black	1,137	21.5%	884	16.7%	≥5	-	626	11.8%	≤5	-	6	0.1%	0	0.0%
Hispanic/Latinx	2,670	28.3%	1,175	12.5%	200	2.1%	832	8.8%	0	0.0%	210	2.2%	0	0.0%
White	3,313	29.1%	3,191	28.1%	1,070	9.4%	564	5.0%	0	0.0%	28	0.2%	0	0.0%
Other	215	30.6%	153	21.8%	≤5	-	71	10.1%	0	0.0%	≤5	-	0	0.0%
Unknown	155	26.7%	124	21.3%	33	5.7%	39	6.7%	0	0.0%	≤5	-	0	0.0%
<b>Total</b>	<b>8,129</b>	<b>27.2%</b>	<b>6,193</b>	<b>20.8%</b>	<b>1,442</b>	<b>4.8%</b>	<b>2,314</b>	<b>7.8%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>0.9%</b>	<b>0</b>	<b>0.0%</b>

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	39	1.6%	325	13.1%	352	14.2%	45	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black	172	3.3%	1,070	20.2%	1,181	22.4%	159	3.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Hispanic/Latinx	229	2.4%	1,342	14.2%	1,545	16.4%	237	2.5%	0	0.0%	0	0.0%	≥5	-	0	0.0%
White	201	1.8%	1,143	10.1%	1,368	12.0%	215	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	18	2.6%	109	15.5%	101	14.4%	17	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	20	3.4%	91	15.7%	91	15.7%	8	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>679</b>	<b>2.3%</b>	<b>4,080</b>	<b>13.7%</b>	<b>4,638</b>	<b>15.5%</b>	<b>681</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

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	0	0.0%	34	1.4%	63	2.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black	≤5	-	10	0.2%	20	0.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latinx	28	0.3%	327	3.5%	575	6.1%	53	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	≥5	-	29	0.3%	132	1.2%	105	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	≤5	-	8	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	≥5	-	7	1.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>36</b>	<b>0.1%</b>	<b>413</b>	<b>1.4%</b>	<b>805</b>	<b>2.7%</b>	<b>164</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2022-2023**

**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	3,144	32.1%	2,000	20.4%	541	5.5%	735	7.5%	0	0.0%	82	0.8%	0	0.0%
Male	4,985	24.9%	4,193	20.9%	901	4.5%	1,579	7.9%	≤5	-	172	0.9%	0	0.0%
<b>Total</b>	<b>8,129</b>	<b>27.2%</b>	<b>6,193</b>	<b>20.8%</b>	<b>1,442</b>	<b>4.8%</b>	<b>2,314</b>	<b>7.8%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>0.9%</b>	<b>0</b>	<b>0.0%</b>

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	202	2.1%	1,120	11.4%	1,366	13.9%	190	1.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Male	477	2.4%	2,960	14.8%	3,272	16.3%	491	2.4%	0	0.0%	0	0.0%	≥5	-	0	0.0%
<b>Total</b>	<b>679</b>	<b>2.3%</b>	<b>4,080</b>	<b>13.7%</b>	<b>4,638</b>	<b>15.5%</b>	<b>681</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

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	16	0.2%	98	1.0%	247	2.5%	51	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Male	20	0.1%	315	1.6%	558	2.8%	113	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>36</b>	<b>0.1%</b>	<b>413</b>	<b>1.4%</b>	<b>805</b>	<b>2.7%</b>	<b>164</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2022-2023**

**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	6,491	25.9%	6,193	24.7%	0	0.0%	2,314	9.2%	≤5	-	0	0.0%	0	0.0%
Spanish	863	34.9%	0	0.0%	212	8.6%	0	0.0%	0	0.0%	239	9.7%	0	0.0%
Chinese	92	26.4%	0	0.0%	123	35.3%	0	0.0%	0	0.0%	8	2.3%	0	0.0%
Other	683	35.4%	0	0.0%	1,107	57.3%	0	0.0%	0	0.0%	7	0.4%	0	0.0%
<b>Total</b>	<b>8,129</b>	<b>27.2%</b>	<b>6,193</b>	<b>20.8%</b>	<b>1,442</b>	<b>4.8%</b>	<b>2,314</b>	<b>7.8%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>0.9%</b>	<b>0</b>	<b>0.0%</b>

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	679	2.7%	4,080	16.3%	4,638	18.5%	681	2.7%	0	0.0%	0	0.0%	14	0.1%	0	0.0%
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%
<b>Total</b>	<b>679</b>	<b>2.3%</b>	<b>4,080</b>	<b>13.7%</b>	<b>4,638</b>	<b>15.5%</b>	<b>681</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

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	29	1.2%	363	14.7%	706	28.5%	61	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	0	0.0%	39	11.2%	86	24.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	7	0.4%	11	0.6%	13	0.7%	103	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>36</b>	<b>0.1%</b>	<b>413</b>	<b>1.4%</b>	<b>805</b>	<b>2.7%</b>	<b>164</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2022-2023**

**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	6,186	27.2%	5,152	22.6%	815	3.6%	1,856	8.2%	≤5	-	61	0.3%	0	0.0%
Spanish	1,251	29.6%	398	9.4%	168	4.0%	318	7.5%	0	0.0%	179	4.2%	0	0.0%
Chinese	206	23.1%	235	26.4%	103	11.6%	28	3.1%	0	0.0%	7	0.8%	0	0.0%
Other	486	24.7%	408	20.8%	356	18.1%	112	5.7%	0	0.0%	7	0.4%	0	0.0%
<b>Total</b>	<b>8,129</b>	<b>27.2%</b>	<b>6,193</b>	<b>20.8%</b>	<b>1,442</b>	<b>4.8%</b>	<b>2,314</b>	<b>7.8%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>0.9%</b>	<b>0</b>	<b>0.0%</b>

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	548	2.4%	3,228	14.2%	3,723	16.4%	576	2.5%	0	0.0%	0	0.0%	≥5	-	0	0.0%
Spanish	92	2.2%	503	11.9%	575	13.6%	64	1.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Chinese	12	1.3%	93	10.4%	105	11.8%	11	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	27	1.4%	256	13.0%	235	12.0%	30	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>679</b>	<b>2.3%</b>	<b>4,080</b>	<b>13.7%</b>	<b>4,638</b>	<b>15.5%</b>	<b>681</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

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	19	0.1%	153	0.7%	338	1.5%	93	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spanish	≥5	-	225	5.3%	399	9.4%	35	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	0	0.0%	26	2.9%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	≤5	-	9	0.5%	≤5	-	36	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>36</b>	<b>0.1%</b>	<b>413</b>	<b>1.4%</b>	<b>805</b>	<b>2.7%</b>	<b>164</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

**SY 2022-2023**

**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	282	26.3%	151	14.1%	29	2.7%	123	11.5%	0	0.0%	14	1.3%	0	0.0%
Not STH	7,847	27.3%	6,042	21.0%	1,413	4.9%	2,191	7.6%	≤5	-	240	0.8%	0	0.0%
<b>Total</b>	<b>8,129</b>	<b>27.2%</b>	<b>6,193</b>	<b>20.8%</b>	<b>1,442</b>	<b>4.8%</b>	<b>2,314</b>	<b>7.8%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>0.9%</b>	<b>0</b>	<b>0.0%</b>

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	29	2.7%	215	20.1%	170	15.9%	14	1.3%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Not STH	650	2.3%	3,865	13.4%	4,468	15.5%	667	2.3%	0	0.0%	0	0.0%	≥5	-	0	0.0%
<b>Total</b>	<b>679</b>	<b>2.3%</b>	<b>4,080</b>	<b>13.7%</b>	<b>4,638</b>	<b>15.5%</b>	<b>681</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

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	-	14	1.3%	23	2.1%	≤5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
Not STH	≥5	-	399	1.4%	782	2.7%	≥5	-	0	0.0%	0	0.0	0	0.0%	0	0.0%
<b>Total</b>	<b>36</b>	<b>0.1%</b>	<b>413</b>	<b>1.4%</b>	<b>805</b>	<b>2.7%</b>	<b>164</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

## 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 NYCPS 3-K or pre-K program). Students for whom partial services are offered are tracked by NYCPS until the IEP-recommended programs and services can be offered.

**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, 2023, 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 **29,843** students.

Each student in this cohort has been either **"Fully Placed"**, **"Partially Placed"**, or **"Awaiting Placement"** as of 6/30/2023.

**"Fully Placed Students Receiving Services in Full Compliance"** reflects the number of students who were fully placed as of 6/30/2023, and that:

- For Related Services Only\*, the student had begun receiving services at any point during the 2022-2023 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2023.
- For SEIT, there is a first attend date in CAP as of 06/30/2023, and the student had begun receiving services at any point during the 2022-2023 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2023 (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 2022-2023 school year, for *all* their Related Services recommended on their active IEP as of 6/30/2023 (if applicable).

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

**SY 2022-2023**  
**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	237	226	95.4%	164	72.6%	≥5	-	≤5	-
2	882	815	92.4%	537	65.9%	16	1.8%	51	5.8%
3	477	464	97.3%	304	65.5%	≤5	-	≥5	-
4	387	363	93.8%	247	68.0%	≥5	-	≤5	-
5	453	417	92.1%	296	71.0%	7	1.5%	29	6.4%
6	654	613	93.7%	427	69.7%	11	1.7%	30	4.6%
7	468	438	93.6%	325	74.2%	6	1.3%	24	5.1%
8	870	816	93.8%	569	69.7%	10	1.1%	44	5.1%
9	975	893	91.6%	639	71.6%	7	0.7%	75	7.7%
10	1,439	1,297	90.1%	929	71.6%	11	0.8%	131	9.1%
11	1,205	1,099	91.2%	772	70.2%	29	2.4%	77	6.4%
12	718	679	94.6%	442	65.1%	13	1.8%	26	3.6%
13	320	305	95.3%	183	60.0%	0	0.0%	15	4.7%
14	716	703	98.2%	305	43.4%	0	0.0%	13	1.8%
15	847	787	92.9%	444	56.4%	0	0.0%	60	7.1%
16	220	207	94.1%	135	65.2%	0	0.0%	13	5.9%
17	895	852	95.2%	459	53.9%	8	0.9%	35	3.9%
18	503	471	93.6%	272	57.7%	≤5	-	≥5	-
19	688	603	87.6%	383	63.5%	13	1.9%	72	10.5%
20	2,517	2,314	91.9%	1,144	49.4%	18	0.7%	185	7.4%
21	1,862	1,728	92.8%	965	55.8%	18	1.0%	116	6.2%
22	1,730	1,688	97.6%	937	55.5%	≤5	-	≥5	-
23	320	294	91.9%	201	68.4%	≤5	-	≥5	-
24	1,429	1,329	93.0%	825	62.1%	≤5	-	≥5	-
25	1,086	1,027	94.6%	618	60.2%	≤5	-	≥5	-
26	571	534	93.5%	354	66.3%	≤5	-	≥5	-
27	1,446	1,276	88.2%	863	67.6%	6	0.4%	164	11.3%
28	1,180	1,102	93.4%	704	63.9%	≤5	-	≥5	-
29	1,003	901	89.8%	591	65.6%	≤5	-	≥5	-
30	890	811	91.1%	508	62.6%	0	0.0%	79	8.9%
31	2,525	2,335	92.5%	1,825	78.2%	44	1.7%	146	5.8%
32	330	294	89.1%	148	50.3%	≤5	-	≥5	-
<b>Total</b>	<b>29,843</b>	<b>27,681</b>	<b>92.8%</b>	<b>17,515</b>	<b>63.3%</b>	<b>277</b>	<b>0.9%</b>	<b>1,885</b>	<b>6.3%</b>

**SY 2022-2023**

**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	2,477	2,259	91.2%	1,350	59.8%	22	0.9%	196	7.9%
Black	5,284	4,825	91.3%	3,186	66.0%	78	1.5%	381	7.2%
Hispanic/Latinx	9,432	8,694	92.2%	5,848	67.3%	105	1.1%	633	6.7%
White	11,366	10,712	94.2%	6,325	59.0%	56	0.5%	598	5.3%
Other	703	638	90.8%	428	67.1%	12	1.7%	53	7.5%
Unknown	581	553	95.2%	378	68.4%	≤5	-	≥5	-
<b>Total</b>	<b>29,843</b>	<b>27,681</b>	<b>92.8%</b>	<b>17,515</b>	<b>63.3%</b>	<b>277</b>	<b>0.9%</b>	<b>1,885</b>	<b>6.3%</b>

**SY 2022-2023**

**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	9,795	9,077	92.7%	5,640	62.1%	92	0.9%	626	6.4%
Male	20,048	18,604	92.8%	11,875	63.8%	185	0.9%	1,259	6.3%
<b>Total</b>	<b>29,843</b>	<b>27,681</b>	<b>92.8%</b>	<b>17,515</b>	<b>63.3%</b>	<b>277</b>	<b>0.9%</b>	<b>1,885</b>	<b>6.3%</b>

**SY 2022-2023**

**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	25,091	23,255	92.7%	15,217	65.4%	252	1.0%	1,584	6.3%
Spanish	2,473	2,289	92.6%	1,416	61.9%	20	0.8%	164	6.6%
Chinese	348	310	89.1%	165	53.2%	≤5	-	≥5	-
Other	1,931	1,827	94.6%	717	39.2%	≤5	-	≥5	-
<b>Total</b>	<b>29,843</b>	<b>27,681</b>	<b>92.8%</b>	<b>17,515</b>	<b>63.3%</b>	<b>277</b>	<b>0.9%</b>	<b>1,885</b>	<b>6.3%</b>

**SY 2022-2023**

**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	22,760	21,237	93.3%	13,701	64.5%	206	0.9%	1,317	5.8%
Spanish	4,226	3,850	91.1%	2,444	63.5%	45	1.1%	331	7.8%
Chinese	891	802	90.0%	428	53.4%	9	1.0%	80	9.0%
Other	1,966	1,792	91.1%	942	52.6%	17	0.9%	157	8.0%
<b>Total</b>	<b>29,843</b>	<b>27,681</b>	<b>92.8%</b>	<b>17,515</b>	<b>63.3%</b>	<b>277</b>	<b>0.9%</b>	<b>1,885</b>	<b>6.3%</b>

**SY 2022-2023**

**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	1,072	956	89.2%	606	63.4%	17	1.6%	99	9.2%
Not STH	28,771	26,725	92.9%	16,909	63.3%	260	0.9%	1,786	6.2%
<b>Total</b>	<b>29,843</b>	<b>27,681</b>	<b>92.8%</b>	<b>17,515</b>	<b>63.3%</b>	<b>277</b>	<b>0.9%</b>	<b>1,885</b>	<b>6.3%</b>

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

NYCPS 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 NYCPS staff; in others it entails direct assignment of the service via an NYCPS 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. NYCPS 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, 2023, 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 **29,843** students.

This report reflects the full list of enumerated services on each student's IEP as of 06/30/2023. 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 07/01/2022 and 06/30/2023; or
- There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2022 and 06/30/2023; or
- There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2022 and 06/30/2023

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 06/30/2023.

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 NYCPS 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, 79.9% of students recommended for Monolingual Speech

Therapy in District 1 were Receiving Services. Therefore, 20.1% of those students were still awaiting provision of services as of 06/30/2023.

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

**SY 2022--2023**

**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	209	79.9%	10	90.0%	≤5	-	0	-	155	69.0%	57	80.7%	≤5	-	0	-
2	702	75.2%	53	71.7%	50	42.0%	0	-	643	74.2%	277	75.1%	8	75.0%	≤5	-
3	374	80.5%	21	57.1%	9	77.8%	0	-	329	73.6%	164	79.9%	≤5	-	0	-
4	329	73.6%	47	80.9%	19	52.6%	0	-	276	74.6%	97	84.5%	≤5	-	≤5	-
5	405	76.3%	39	74.4%	24	79.2%	≤5	-	337	72.4%	128	82.0%	≤5	-	0	-
6	484	75.0%	143	75.5%	24	83.3%	0	-	414	73.9%	149	75.8%	≤5	-	≤5	-
7	370	80.8%	94	81.9%	13	69.2%	0	-	345	75.9%	139	79.1%	0	-	0	-
8	782	75.2%	73	71.2%	40	70.0%	≤5	-	662	74.9%	208	87.0%	0	-	0	-
9	774	74.5%	196	79.6%	23	87.0%	0	-	734	69.5%	235	79.1%	0	-	≤5	-
10	1,134	74.6%	260	70.0%	42	81.0%	≤5	-	1,021	73.3%	307	76.5%	0	-	0	-
11	1,070	74.4%	105	61.0%	101	57.4%	0	-	886	75.3%	258	82.9%	≤5	-	≤5	-
12	543	75.9%	161	73.9%	35	48.6%	≤5	-	516	71.3%	148	87.8%	≤5	-	≤5	-
13	234	69.7%	49	51.0%	≤5	-	0	-	231	66.7%	100	63.0%	≤5	-	0	-
14	286	76.9%	367	41.7%	13	38.5%	0	-	458	52.4%	175	62.9%	≤5	-	≤5	-
15	497	72.8%	252	54.0%	28	57.1%	0	-	588	68.2%	234	70.1%	≤5	-	≤5	-
16	206	70.4%	8	75.0%	≤5	-	0	-	163	73.0%	62	72.6%	0	-	0	-
17	758	68.3%	≥5	-	141	41.8%	0	-	717	64.4%	273	65.6%	≤5	-	≤5	-
18	469	66.1%	≤5	-	27	29.6%	0	-	426	62.9%	135	64.4%	0	-	0	-
19	648	64.4%	20	70.0%	19	52.6%	≤5	-	495	62.6%	149	71.1%	0	-	≤5	-
20	1,139	60.8%	1,090	53.9%	13	53.8%	6	33.3%	1,736	52.6%	626	55.4%	≤5	-	≤5	-
21	1,405	66.8%	162	64.8%	20	35.0%	0	-	1,449	60.3%	560	55.7%	≤5	-	≤5	-
22	1,485	69.4%	36	63.9%	148	34.5%	0	-	1,368	66.2%	504	56.9%	≤5	-	≤5	-
23	311	68.8%	7	42.9%	7	42.9%	0	-	227	71.8%	62	75.8%	0	-	0	-
24	819	69.7%	580	65.3%	29	62.1%	≤5	-	966	70.2%	342	72.8%	0	-	0	-
25	821	68.5%	168	68.5%	28	64.3%	0	-	706	73.2%	308	77.9%	≤5	-	≤5	-
26	479	72.9%	44	84.1%	16	87.5%	0	-	382	73.3%	160	73.1%	≤5	-	≤5	-
27	1,284	68.5%	75	66.7%	11	54.5%	≤5	-	1,100	68.1%	413	73.1%	≤5	-	≤5	-
28	1,020	69.7%	90	75.6%	27	66.7%	0	-	852	73.1%	339	72.9%	≤5	-	≤5	-
29	929	66.8%	33	66.7%	15	66.7%	0	-	738	66.5%	212	76.4%	0	-	≤5	-
30	586	69.3%	256	62.1%	25	60.0%	≤5	-	632	69.6%	222	75.7%	0	-	0	-
31	2,076	87.8%	305	74.4%	141	75.2%	8	0.0%	1,802	77.6%	881	85.7%	≤5	-	≤5	-
32	240	55.0%	91	69.2%	10	70.0%	≤5	-	184	65.2%	70	78.6%	0	-	0	-
<b>Total</b>	<b>22,868</b>	<b>72.1%</b>	<b>4,844</b>	<b>63.2%</b>	<b>1,112</b>	<b>56.7%</b>	<b>33</b>	<b>33.3%</b>	<b>21,538</b>	<b>68.4%</b>	<b>7,994</b>	<b>72.3%</b>	<b>40</b>	<b>60.0%</b>	<b>41</b>	<b>56.1%</b>

**SY 2022--2023**

**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	102	73.5%	70	82.9%	≤5	-	23	100.0%	0	-	0	-	0	-
2	283	68.2%	316	79.4%	15	66.7%	62	80.6%	0	-	≤5	-	0	-
3	158	69.0%	124	64.5%	≤5	-	39	84.6%	0	-	≤5	-	0	-
4	190	70.0%	61	73.8%	8	75.0%	39	84.6%	0	-	≤5	-	0	-
5	270	73.0%	86	55.8%	≤5	-	47	87.2%	0	-	≤5	-	0	-
6	351	73.8%	102	64.7%	20	75.0%	78	83.3%	0	-	11	72.7%	0	-
7	342	74.9%	11	90.9%	0	-	53	75.5%	0	-	7	100.0%	0	-
8	573	79.8%	70	60.0%	6	33.3%	71	84.5%	0	-	≤5	-	0	-
9	744	76.5%	22	54.5%	6	83.3%	89	83.1%	≤5	-	13	69.2%	0	-
10	1,005	74.6%	78	74.4%	≤5	-	141	85.1%	0	-	30	93.3%	0	-
11	753	81.3%	131	61.8%	≤5	-	132	84.1%	0	-	7	57.1%	0	-
12	393	83.7%	75	80.0%	18	83.3%	49	85.7%	0	-	9	44.4%	0	-
13	116	75.9%	73	75.3%	24	54.2%	23	87.0%	0	-	≤5	-	0	-
14	195	80.0%	71	71.8%	231	60.6%	25	100.0%	0	-	≤5	-	0	-
15	304	75.0%	174	54.6%	117	52.1%	52	80.8%	0	-	≤5	-	0	-
16	129	76.7%	39	59.0%	0	-	30	93.3%	0	-	≤5	-	0	-
17	338	71.0%	330	79.1%	0	-	59	93.2%	0	-	0	-	0	-
18	272	73.5%	139	82.7%	0	-	61	96.7%	0	-	≤5	-	0	-
19	446	68.2%	77	70.1%	≤5	-	97	74.2%	0	-	≤5	-	0	-
20	636	68.1%	448	76.3%	605	84.6%	109	93.6%	0	-	9	0.0%	0	-
21	450	69.1%	924	83.5%	97	81.4%	61	85.2%	0	-	≤5	-	0	-
22	575	75.5%	676	85.5%	14	71.4%	96	95.8%	0	-	0	-	0	-
23	227	78.4%	20	55.0%	≤5	-	56	89.3%	0	-	≤5	-	0	-
24	809	74.0%	93	55.9%	37	45.9%	92	90.2%	0	-	53	71.7%	0	-
25	469	72.1%	274	55.8%	22	31.8%	91	97.8%	0	-	≤5	-	0	-
26	252	59.5%	140	53.6%	13	53.8%	62	93.5%	0	-	≤5	-	0	-
27	827	68.6%	254	52.4%	7	42.9%	119	84.9%	0	-	12	83.3%	0	-
28	622	68.8%	274	60.6%	10	50.0%	92	93.5%	0	-	≤5	-	0	-
29	616	73.7%	186	51.1%	≤5	-	100	92.0%	0	-	≤5	-	0	-
30	482	76.6%	105	41.0%	15	46.7%	65	86.2%	0	-	19	63.2%	0	-
31	962	75.6%	696	87.4%	138	81.2%	166	85.5%	0	-	6	0.0%	0	-
32	185	59.5%	54	46.3%	17	76.5%	35	91.4%	0	-	27	0.0%	0	-
<b>Total</b>	<b>14,076</b>	<b>73.5%</b>	<b>6,193</b>	<b>73.0%</b>	<b>1,442</b>	<b>72.7%</b>	<b>2,314</b>	<b>87.6%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>55.5%</b>	<b>0</b>	<b>-</b>

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	≥5	-	35	85.7%	32	90.6%	≤5	-	0	-	0	-	0	-	0	-
2	38	81.6%	74	79.7%	93	92.5%	≤5	-	0	-	0	-	≤5	-	0	-
3	9	100.0%	46	100.0%	49	98.0%	≤5	-	0	-	0	-	0	-	0	-
4	19	68.4%	65	95.4%	51	90.2%	≤5	-	0	-	0	-	0	-	0	-
5	21	81.0%	111	90.1%	68	97.1%	≤5	-	0	-	0	-	0	-	0	-
6	17	94.1%	97	88.7%	68	94.1%	27	100.0%	0	-	0	-	0	-	0	-
7	17	82.4%	92	92.4%	102	92.2%	16	100.0%	0	-	0	-	0	-	0	-
8	23	82.6%	155	87.7%	221	93.7%	40	100.0%	0	-	0	-	0	-	0	-
9	30	70.0%	242	90.9%	235	92.8%	23	100.0%	0	-	0	-	7	85.7%	0	-
10	48	77.1%	270	85.9%	318	93.1%	42	92.9%	0	-	0	-	≤5	-	0	-
11	22	72.7%	173	78.6%	292	93.2%	76	97.4%	0	-	0	-	0	-	0	-
12	14	78.6%	100	86.0%	127	94.5%	20	100.0%	0	-	0	-	≤5	-	0	-
13	8	100.0%	33	87.9%	37	100.0%	≤5	-	0	-	0	-	0	-	0	-
14	15	100.0%	56	100.0%	50	100.0%	≤5	-	0	-	0	-	0	-	0	-
15	10	90.0%	90	96.7%	89	93.3%	8	87.5%	0	-	0	-	0	-	0	-
16	8	100.0%	49	87.8%	32	96.9%	≤5	-	0	-	0	-	0	-	0	-
17	28	82.1%	108	88.0%	128	93.8%	14	92.9%	0	-	0	-	0	-	0	-
18	19	84.2%	81	85.2%	104	93.3%	6	100.0%	0	-	0	-	0	-	0	-
19	18	77.8%	140	82.1%	164	85.4%	10	80.0%	0	-	0	-	0	-	0	-
20	12	83.3%	159	92.5%	221	88.7%	26	96.2%	0	-	0	-	0	-	0	-
21	10	70.0%	136	80.1%	180	90.0%	37	97.3%	0	-	0	-	0	-	0	-
22	36	88.9%	141	95.0%	276	98.9%	23	100.0%	0	-	0	-	0	-	0	-
23	≤5	-	58	91.4%	93	92.5%	10	100.0%	0	-	0	-	0	-	0	-
24	34	85.3%	195	94.4%	226	94.2%	15	100.0%	0	-	0	-	0	-	0	-
25	19	89.5%	108	90.7%	134	97.0%	38	97.4%	0	-	0	-	0	-	0	-
26	9	88.9%	71	93.0%	69	98.6%	30	76.7%	0	-	0	-	0	-	0	-
27	29	89.7%	343	81.6%	251	92.4%	35	94.3%	0	-	0	-	0	-	0	-
28	26	88.5%	185	91.9%	208	93.8%	67	97.0%	0	-	0	-	0	-	0	-
29	30	80.0%	200	91.5%	207	92.3%	66	92.4%	0	-	0	-	0	-	0	-
30	28	92.9%	147	93.9%	127	94.5%	8	100.0%	0	-	0	-	0	-	0	-
31	65	89.2%	284	93.7%	338	95.0%	14	92.9%	0	-	0	-	0	-	0	-
32	6	83.3%	36	83.3%	48	83.3%	≤5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>679</b>	<b>84.4%</b>	<b>4,080</b>	<b>89.0%</b>	<b>4,638</b>	<b>93.4%</b>	<b>681</b>	<b>95.0%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>14</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>

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	-	≤5	-	0	-	0	-	0	-	0	-
2	≤5	-	≤5	-	8	100.0%	0	-	0	-	0	-	0	-	0	-
3	≤5	-	≤5	-	6	100.0%	0	-	0	-	0	-	0	-	0	-
4	≤5	-	≤5	-	6	100.0%	0	-	0	-	0	-	0	-	0	-
5	≤5	-	7	85.7%	7	100.0%	≤5	-	0	-	0	-	0	-	0	-
6	6	100.0%	18	88.9%	21	90.5%	10	80.0%	0	-	0	-	0	-	0	-
7	≤5	-	21	76.2%	27	88.9%	≤5	-	0	-	0	-	0	-	0	-
8	0	-	15	86.7%	26	80.8%	≤5	-	0	-	0	-	0	-	0	-
9	0	-	43	79.1%	62	95.2%	6	100.0%	0	-	0	-	0	-	0	-
10	≤5	-	52	76.9%	79	69.6%	7	85.7%	0	-	0	-	0	-	0	-
11	≤5	-	13	69.2%	29	93.1%	≤5	-	0	-	0	-	0	-	0	-
12	≤5	-	31	77.4%	29	79.3%	≤5	-	0	-	0	-	0	-	0	-
13	0	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
14	0	-	0	-	11	90.9%	31	93.5%	0	-	0	-	0	-	0	-
15	0	-	10	50.0%	31	77.4%	12	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	-	≤5	-	0	-	0	-	0	-	0	-	0	-
19	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
20	≤5	-	8	62.5%	53	83.0%	39	87.2%	0	-	0	-	0	-	0	-
21	0	-	≤5	-	19	89.5%	9	100.0%	0	-	0	-	0	-	0	-
22	≤5	-	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
23	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
24	0	-	63	93.7%	123	93.5%	7	100.0%	0	-	0	-	0	-	0	-
25	0	-	22	95.5%	43	95.3%	≤5	-	0	-	0	-	0	-	0	-
26	0	-	6	83.3%	8	87.5%	0	-	0	-	0	-	0	-	0	-
27	≤5	-	≤5	-	17	94.1%	≤5	-	0	-	0	-	0	-	0	-
28	≤5	-	9	100.0%	24	95.8%	6	100.0%	0	-	0	-	0	-	0	-
29	0	-	6	83.3%	≤5	-	≤5	-	0	-	0	-	0	-	0	-
30	≤5	-	32	93.8%	47	95.7%	0	-	0	-	0	-	0	-	0	-
31	≤5	-	15	26.7%	79	82.3%	≤5	-	0	-	0	-	0	-	0	-
32	≤5	-	10	50.0%	27	81.5%	0	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>36</b>	<b>50.0%</b>	<b>413</b>	<b>78.2%</b>	<b>805</b>	<b>87.5%</b>	<b>164</b>	<b>93.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2022-2023**

**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	2,024	66.1%	347	64.0%	32	56.3%	≤5	-	1,676	64.9%	499	74.7%	6	83.3%	≤5	-
Black	5,051	70.7%	70	64.3%	228	56.1%	0	-	3,985	68.3%	1,243	75.9%	≤5	-	≤5	-
Hispanic/Latinx	6,858	73.6%	2,329	70.2%	323	66.3%	19	47.4%	6,352	72.4%	2,159	79.5%	6	83.3%	12	58.3%
White	7,892	72.7%	1,990	54.8%	474	48.5%	12	16.7%	8,577	65.7%	3,675	66.0%	19	47.4%	21	57.1%
Other	615	72.2%	33	66.7%	33	63.6%	0	-	503	71.4%	198	79.8%	≤5	-	≤5	-
Unknown	428	83.2%	75	65.3%	22	86.4%	≤5	-	445	75.5%	220	76.8%	≤5	-	0	-
<b>Total</b>	<b>22,868</b>	<b>72.1%</b>	<b>4,844</b>	<b>63.2%</b>	<b>1,112</b>	<b>56.7%</b>	<b>33</b>	<b>33.3%</b>	<b>21,538</b>	<b>68.4%</b>	<b>7,994</b>	<b>72.3%</b>	<b>40</b>	<b>60.0%</b>	<b>41</b>	<b>56.1%</b>

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	1,044	71.6%	666	70.0%	125	66.4%	182	89.6%	0	-	6	33.3%	0	-
Black	3,242	75.4%	884	69.7%	≥5	-	626	87.1%	≤5	-	6	0.0%	0	-
Hispanic/Latinx	5,403	75.5%	1,175	66.9%	200	61.5%	832	87.0%	0	-	210	59.0%	0	-
White	3,790	69.6%	3,191	76.8%	1,070	75.8%	564	89.7%	0	-	28	42.9%	0	-
Other	332	69.6%	153	71.2%	≤5	-	71	80.3%	0	-	≤5	-	0	-
Unknown	265	80.0%	124	71.8%	33	69.7%	39	84.6%	0	-	≤5	-	0	-
<b>Total</b>	<b>14,076</b>	<b>73.5%</b>	<b>6,193</b>	<b>73.0%</b>	<b>1,442</b>	<b>72.7%</b>	<b>2,314</b>	<b>87.6%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>55.5%</b>	<b>0</b>	<b>-</b>

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	39	84.6%	325	91.4%	352	90.3%	45	91.1%	0	-	0	-	0	-	0	-
Black	172	91.9%	1,070	87.3%	1,181	91.0%	159	95.6%	0	-	0	-	≤5	-	0	-
Hispanic/Latinx	229	78.6%	1,342	90.2%	1,545	94.0%	237	97.5%	0	-	0	-	≥5	-	0	-
White	201	84.1%	1,143	88.0%	1,368	95.3%	215	93.0%	0	-	0	-	0	-	0	-
Other	18	94.4%	109	89.0%	101	91.1%	17	94.1%	0	-	0	-	0	-	0	-
Unknown	20	80.0%	91	93.4%	91	97.8%	8	87.5%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>679</b>	<b>84.4%</b>	<b>4,080</b>	<b>89.0%</b>	<b>4,638</b>	<b>93.4%</b>	<b>681</b>	<b>95.0%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>14</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>

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	0	-	34	67.6%	63	77.8%	≤5	-	0	-	0	-	0	-	0	-
Black	≤5	-	10	30.0%	20	70.0%	≤5	-	0	-	0	-	0	-	0	-
Hispanic/Latinx	28	64.3%	327	80.1%	575	88.0%	53	94.3%	0	-	0	-	0	-	0	-
White	≥5	-	29	75.9%	132	92.4%	105	93.3%	0	-	0	-	0	-	0	-
Other	0	-	≤5	-	8	87.5%	0	-	0	-	0	-	0	-	0	-
Unknown	0	-	≥5	-	7	85.7%	≤5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>36</b>	<b>50.0%</b>	<b>413</b>	<b>78.2%</b>	<b>805</b>	<b>87.5%</b>	<b>164</b>	<b>93.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2022-2023**

**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	7,267	70.9%	1,687	61.3%	341	53.7%	15	26.7%	6,480	66.7%	2,818	72.0%	17	58.8%	18	38.9%
Male	15,601	72.7%	3,157	64.3%	771	58.0%	18	38.9%	15,058	69.2%	5,176	72.5%	23	60.9%	23	69.6%
<b>Total</b>	<b>22,868</b>	<b>72.1%</b>	<b>4,844</b>	<b>63.2%</b>	<b>1,112</b>	<b>56.7%</b>	<b>33</b>	<b>33.3%</b>	<b>21,538</b>	<b>68.4%</b>	<b>7,994</b>	<b>72.3%</b>	<b>40</b>	<b>60.0%</b>	<b>41</b>	<b>56.1%</b>

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	4,112	73.0%	2,000	73.5%	541	72.5%	735	88.2%	0	-	82	56.1%	0	-
Male	9,964	73.8%	4,193	72.7%	901	72.9%	1,579	87.4%	≤5	-	172	55.2%	0	-
<b>Total</b>	<b>14,076</b>	<b>73.5%</b>	<b>6,193</b>	<b>73.0%</b>	<b>1,442</b>	<b>72.7%</b>	<b>2,314</b>	<b>87.6%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>55.5%</b>	<b>0</b>	<b>-</b>

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	202	80.7%	1,120	88.1%	1,366	93.2%	190	92.1%	0	-	0	-	≤5	-	0	-
Male	477	86.0%	2,960	89.3%	3,272	93.5%	491	96.1%	0	-	0	-	≥5	-	0	-
<b>Total</b>	<b>679</b>	<b>84.4%</b>	<b>4,080</b>	<b>89.0%</b>	<b>4,638</b>	<b>93.4%</b>	<b>681</b>	<b>95.0%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>14</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>

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	16	37.5%	98	73.5%	247	86.6%	51	92.2%	0	-	0	-	0	-	0	-
Male	20	60.0%	315	79.7%	558	87.8%	113	94.7%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>36</b>	<b>50.0%</b>	<b>413</b>	<b>78.2%</b>	<b>805</b>	<b>87.5%</b>	<b>164</b>	<b>93.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2022-2023**

**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	22,698	72.1%	346	65.9%	1,087	56.2%	≤5	-	18,705	69.5%	7,000	73.6%	≥5	-	≥5	-
Spanish	125	81.6%	2,373	70.8%	20	90.0%	18	38.9%	1,388	75.0%	461	82.0%	0	-	0	-
Chinese	17	52.9%	326	62.0%	≤5	-	≤5	-	225	63.1%	58	81.0%	0	-	0	-
Other	28	42.9%	1,799	53.0%	≤5	-	10	0.0%	1,220	46.1%	475	43.4%	≤5	-	≤5	-
<b>Total</b>	<b>22,868</b>	<b>72.1%</b>	<b>4,844</b>	<b>63.2%</b>	<b>1,112</b>	<b>56.7%</b>	<b>33</b>	<b>33.3%</b>	<b>21,538</b>	<b>68.4%</b>	<b>7,994</b>	<b>72.3%</b>	<b>40</b>	<b>60.0%</b>	<b>41</b>	<b>56.1%</b>

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	12,405	72.8%	6,193	73.0%	0	-	2,314	87.6%	≤5	-	0	-	0	-
Spanish	1,399	79.2%	0	-	212	60.8%	0	-	0	-	239	58.2%	0	-
Chinese	132	76.5%	0	-	123	64.2%	0	-	0	-	8	25.0%	0	-
Other	140	75.7%	0	-	1,107	76.0%	0	-	0	-	7	0.0%	0	-
<b>Total</b>	<b>14,076</b>	<b>73.5%</b>	<b>6,193</b>	<b>73.0%</b>	<b>1,442</b>	<b>72.7%</b>	<b>2,314</b>	<b>87.6%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>55.5%</b>	<b>0</b>	<b>-</b>

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	679	84.4%	4,080	89.0%	4,638	93.4%	681	95.0%	0	-	0	-	14	92.9%	0	-
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	-
<b>Total</b>	<b>679</b>	<b>84.4%</b>	<b>4,080</b>	<b>89.0%</b>	<b>4,638</b>	<b>93.4%</b>	<b>681</b>	<b>95.0%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>14</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>

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	29	62.1%	363	80.4%	706	89.1%	61	95.1%	0	-	0	-	0	-	0	-
Chinese	0	-	39	79.5%	86	75.6%	0	-	0	-	0	-	0	-	0	-
Other	7	0.0%	11	0.0%	13	76.9%	103	93.2%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>36</b>	<b>50.0%</b>	<b>413</b>	<b>78.2%</b>	<b>805</b>	<b>87.5%</b>	<b>164</b>	<b>93.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2022-2023**

**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	18,682	73.5%	2,134	63.5%	1,009	56.6%	17	41.2%	17,008	69.7%	6,503	72.8%	33	54.5%	32	56.3%
Spanish	2,387	69.3%	1,821	67.1%	82	64.6%	12	33.3%	2,583	69.6%	853	75.4%	≤5	-	6	66.7%
Chinese	574	58.0%	299	61.5%	≤5	-	≤5	-	592	58.3%	152	76.3%	≤5	-	≤5	-
Other	1,225	64.1%	590	51.2%	≥5	-	≤5	-	1,355	54.9%	486	59.3%	≤5	-	≤5	-
<b>Total</b>	<b>22,868</b>	<b>72.1%</b>	<b>4,844</b>	<b>63.2%</b>	<b>1,112</b>	<b>56.7%</b>	<b>33</b>	<b>33.3%</b>	<b>21,538</b>	<b>68.4%</b>	<b>7,994</b>	<b>72.3%</b>	<b>40</b>	<b>60.0%</b>	<b>41</b>	<b>56.1%</b>

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	10,609	73.7%	5,152	73.9%	815	76.1%	1,856	87.7%	≤5	-	61	68.9%	0	-
Spanish	2,407	74.2%	398	61.8%	168	60.1%	318	86.8%	0	-	179	54.2%	0	-
Chinese	348	67.8%	235	70.6%	103	61.2%	28	89.3%	0	-	7	28.6%	0	-
Other	712	71.6%	408	73.3%	356	74.4%	112	88.4%	0	-	7	0.0%	0	-
<b>Total</b>	<b>14,076</b>	<b>73.5%</b>	<b>6,193</b>	<b>73.0%</b>	<b>1,442</b>	<b>72.7%</b>	<b>2,314</b>	<b>87.6%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>55.5%</b>	<b>0</b>	<b>-</b>

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	548	83.9%	3,228	89.0%	3,723	93.8%	576	95.0%	0	-	0	-	≥5	-	0	-
Spanish	92	81.5%	503	88.5%	575	92.9%	64	98.4%	0	-	0	-	≤5	-	0	-
Chinese	12	91.7%	93	91.4%	105	88.6%	11	100.0%	0	-	0	-	0	-	0	-
Other	27	100.0%	256	88.7%	235	90.2%	30	86.7%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>679</b>	<b>84.4%</b>	<b>4,080</b>	<b>89.0%</b>	<b>4,638</b>	<b>93.4%</b>	<b>681</b>	<b>95.0%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>14</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>

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	19	31.6%	153	82.4%	338	89.9%	93	96.8%	0	-	0	-	0	-	0	-
Spanish	≥5	-	225	77.8%	399	87.2%	35	91.4%	0	-	0	-	0	-	0	-
Chinese	0	-	26	76.9%	≥5	-	0	-	0	-	0	-	0	-	0	-
Other	≤5	-	9	22.2%	≤5	-	36	88.9%	0	-	0	-	0	-	0	-
<b>Total</b>	<b>36</b>	<b>50.0%</b>	<b>413</b>	<b>78.2%</b>	<b>805</b>	<b>87.5%</b>	<b>164</b>	<b>93.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

**SY 2022-2023**

**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	861	67.7%	179	62.6%	57	52.6%	0	-	732	67.3%	216	72.7%	0	-	0	-
Not STH	22,007	72.3%	4,665	63.3%	1,055	56.9%	33	33.3%	20,806	68.5%	7,778	72.3%	40	60.0%	41	56.1%
<b>Total</b>	<b>22,868</b>	<b>72.1%</b>	<b>4,844</b>	<b>63.2%</b>	<b>1,112</b>	<b>56.7%</b>	<b>33</b>	<b>33.3%</b>	<b>21,538</b>	<b>68.4%</b>	<b>7,994</b>	<b>72.3%</b>	<b>40</b>	<b>60.0%</b>	<b>41</b>	<b>56.1%</b>

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	612	75.7%	151	67.5%	29	65.5%	123	87.8%	0	-	14	35.7%	0	-
Not STH	13,464	73.4%	6,042	73.1%	1,413	72.9%	2,191	87.6%	≤5	-	240	56.7%	0	-
<b>Total</b>	<b>14,076</b>	<b>73.5%</b>	<b>6,193</b>	<b>73.0%</b>	<b>1,442</b>	<b>72.7%</b>	<b>2,314</b>	<b>87.6%</b>	<b>≤5</b>	<b>-</b>	<b>254</b>	<b>55.5%</b>	<b>0</b>	<b>-</b>

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	29	79.3%	215	88.4%	170	91.8%	14	92.9%	0	-	0	-	≤5	-	0	-
Not STH	650	84.6%	3,865	89.0%	4,468	93.4%	667	95.1%	0	-	0	-	≥5	-	0	-
<b>Total</b>	<b>679</b>	<b>84.4%</b>	<b>4,080</b>	<b>89.0%</b>	<b>4,638</b>	<b>93.4%</b>	<b>681</b>	<b>95.0%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>14</b>	<b>92.9%</b>	<b>0</b>	<b>-</b>

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	-	14	64.3%	23	78.3%	≤5	-	0	-	0	-	0	-	0	-
Not STH	≥5	-	399	78.7%	782	87.7%	≥5	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>36</b>	<b>50.0%</b>	<b>413</b>	<b>78.2%</b>	<b>805</b>	<b>87.5%</b>	<b>164</b>	<b>93.9%</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

## STUDENTS WITH A DISABILITY ENROLLED IN NYCPS 3-K OR PRE-K 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, 2023, 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 **27,958** 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 NYCPS 3K/Pre-K Program**” reflects the number of students with a full *or* partial placement, enrolled at an NYCPS District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2023.

“**Students Fully Placed**” reflects the number of students with a full placement, enrolled at an NYCPS District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2023.

“**Students Fully Placed and % with Full Services**” reflects the percentage of those fully placed students that were receiving their services in full as of 6/30/2023, 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 07/01/2022 and 06/30/2023; or
  - There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2022 and 06/30/2023; or
  - There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2022 and 06/30/2023
- For SEIT, there is a first attend date in CAP as of 06/30/2023, and the student has begun receiving services for *all* their Related Services recommendations by 6/30/2023, 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 6/30/2023, per the above rule, if applicable.

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

**By District**

District	Birth Year														
	2018					2019					2020				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	Citywide 2018	#	%	#	%	Citywide 2019	#	%	#	%	Citywide 2020	#	%	#	%
1	125	79	63.2%	78	79.7%	89	55	61.8%	53	56.4%	18	≤5	-	≤5	-
2	437	219	50.1%	218	83.1%	358	135	37.7%	130	55.6%	36	≤5	-	0	0.0%
3	232	68	29.3%	68	83.8%	184	67	36.4%	67	58.2%	51	≤5	-	≤5	-
4	189	101	53.4%	97	74.3%	163	87	53.4%	80	49.4%	30	≤5	-	≤5	-
5	221	79	35.7%	79	75.9%	168	50	29.8%	48	54.0%	35	≤5	-	≤5	-
6	307	154	50.2%	152	76.0%	257	127	49.4%	124	66.9%	60	8	13.3%	8	0.0%
7	242	103	42.6%	100	75.7%	184	71	38.6%	69	63.4%	18	≤5	-	≤5	-
8	410	154	37.6%	154	72.7%	391	126	32.2%	124	54.8%	25	≤5	-	≤5	-
9	463	169	36.5%	164	79.3%	371	129	34.8%	128	65.1%	66	8	12.1%	8	12.5%
10	693	300	43.3%	296	72.3%	548	164	29.9%	160	62.2%	67	≤5	-	≤5	-
11	586	223	38.1%	220	68.6%	515	168	32.6%	165	55.4%	27	≤5	-	≤5	-
12	349	134	38.4%	133	72.4%	329	102	31.0%	102	56.9%	14	≤5	-	≤5	-
13	153	62	40.5%	62	72.6%	131	42	32.1%	42	52.4%	21	≤5	-	≤5	-
14	396	118	29.8%	118	67.8%	264	59	22.3%	59	44.1%	43	≤5	-	≤5	-
15	427	212	49.6%	212	60.4%	326	122	37.4%	122	47.5%	34	≤5	-	≤5	-
16	102	46	45.1%	46	60.9%	87	28	32.2%	28	60.7%	18	≤5	-	≤5	-
17	450	215	47.8%	212	56.3%	341	118	34.6%	115	36.4%	69	10	14.5%	10	10.0%
18	249	128	51.4%	127	60.9%	194	87	44.8%	85	35.6%	33	≤5	-	≤5	-
19	298	126	42.3%	123	65.1%	280	124	44.3%	120	41.9%	38	8	21.1%	8	0.0%
20	1,122	499	44.5%	490	57.9%	971	451	46.4%	449	48.6%	239	12	5.0%	12	16.7%
21	819	498	60.8%	494	68.1%	738	358	48.5%	353	44.1%	189	≤5	-	≤5	-
22	807	453	56.1%	452	62.5%	710	381	53.7%	379	47.2%	175	6	3.4%	6	33.3%
23	141	47	33.3%	47	63.8%	136	43	31.6%	42	37.2%	19	≤5	-	≤5	-
24	672	295	43.9%	294	66.8%	556	265	47.7%	265	54.3%	105	7	6.7%	7	57.1%
25	518	302	58.3%	301	56.6%	414	216	52.2%	215	44.4%	98	≤5	-	≤5	-
26	259	134	51.7%	133	69.4%	229	123	53.7%	122	57.7%	48	≤5	-	≤5	-
27	641	255	39.8%	254	69.4%	534	192	36.0%	189	46.9%	107	≤5	-	≤5	-
28	543	270	49.7%	269	60.0%	461	221	47.9%	221	49.3%	102	≤5	-	≤5	-
29	432	185	42.8%	182	61.1%	397	161	40.6%	161	45.3%	77	≤5	-	≤5	-
30	410	183	44.6%	183	60.7%	346	130	37.6%	130	53.1%	55	≤5	-	≤5	-
31	1,237	793	64.1%	788	83.5%	1,068	602	56.4%	590	70.8%	74	≤5	-	≤5	-
32	155	64	41.3%	63	50.0%	117	61	52.1%	60	34.4%	25	≤5	-	≤5	-
<b>Total</b>	<b>14,085</b>	<b>6,668</b>	<b>47.3%</b>	<b>6,609</b>	<b>68.5%</b>	<b>11,857</b>	<b>5,065</b>	<b>42.7%</b>	<b>4,997</b>	<b>52.8%</b>	<b>2,016</b>	<b>132</b>	<b>6.5%</b>	<b>131</b>	<b>15.2%</b>

**SY 2022-2023**  
**The number and percentage of preschool students with a disability enrolled in NYCPS 3-K or pre-K programs**  
**at the end of the academic period, disaggregated by age**  
**By Race/Ethnicity**

Race/Ethnicity	Birth Year														
	2018					2019					2020				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%	CityWide 2020	#	%	#	%
Asian	1,194	≥5	-	794	60.4%	981	640	65.2%	630	47.0%	106	10	9.4%	10	30.0%
Black	2,469	1,178	47.7%	1,162	66.3%	2,161	974	45.1%	949	48.4%	273	39	14.3%	38	5.1%
Hispanic/Latinx	4,562	2,214	48.5%	2,185	70.2%	3,738	1,645	44.0%	1,625	56.3%	499	51	10.2%	51	19.6%
White	5,186	2,268	43.7%	2,262	70.1%	4,524	1,645	36.4%	1,636	54.2%	1,058	24	2.3%	24	12.5%
Other	352	203	57.7%	≥5	-	252	≥5	-	≥5	-	46	8	17.4%	8	25.0%
Unknown	322	≤5	-	≤5	-	201	≤5	-	≤5	-	34	0	0.0%	0	-
<b>Total</b>	<b>14,085</b>	<b>6,668</b>	<b>47.3%</b>	<b>6,609</b>	<b>68.5%</b>	<b>11,857</b>	<b>5,065</b>	<b>42.7%</b>	<b>4,997</b>	<b>52.8%</b>	<b>2,016</b>	<b>132</b>	<b>6.5%</b>	<b>131</b>	<b>15.2%</b>

**SY 2022-2023**  
**The number and percentage of preschool students with a disability enrolled in NYCPS 3-K or pre-K programs**  
**at the end of the academic period, disaggregated by age**  
**By Gender**

Gender	Birth Year														
	2018					2019					2020				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%	CityWide 2020	#	%	#	%
Female	4,621	2,343	50.7%	2,327	68.2%	3905	1,716	43.9%	1,695	50.9%	643	49	7.6%	48	14.3%
Male	9,464	4,325	45.7%	4,282	68.6%	7952	3,349	42.1%	3,302	53.7%	1,373	83	6.0%	83	15.7%
<b>Total</b>	<b>14,085</b>	<b>6,668</b>	<b>47.3%</b>	<b>6,609</b>	<b>68.5%</b>	<b>11,857</b>	<b>5,065</b>	<b>42.7%</b>	<b>4,997</b>	<b>52.8%</b>	<b>2,016</b>	<b>132</b>	<b>6.5%</b>	<b>131</b>	<b>15.2%</b>

**SY 2022-2023**

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

Recommended Language	Birth Year														
	2018					2019					2020				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%	CityWide 2020	#	%	#	%
English	11,719	5,845	49.9%	5,792	69.8%	10,058	4,456	44.3%	4,393	53.8%	1,730	118	6.8%	117	15.3%
Spanish	1,240	434	35.0%	430	63.8%	947	326	34.4%	323	47.5%	122	6	4.9%	6	33.3%
Chinese	169	104	61.5%	102	54.8%	122	74	60.7%	72	35.1%	23	0	0.0%	0	-
Other	957	285	29.8%	285	53.3%	730	209	28.6%	209	44.5%	141	8	5.7%	8	0.0%
<b>Total</b>	<b>14,085</b>	<b>6,668</b>	<b>47.3%</b>	<b>6,609</b>	<b>68.5%</b>	<b>11,857</b>	<b>5,065</b>	<b>42.7%</b>	<b>4,997</b>	<b>52.8%</b>	<b>2,016</b>	132	6.5%	131	<b>15.2%</b>

**SY 2022-2023**

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

Home Language	Birth Year														
	2018					2019					2020				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%	CityWide 2020	#	%	#	%
English	10,777	4,990	46.3%	4,954	69.9%	9,097	3,861	42.4%	3,806	54.1%	1,569	91	5.8%	90	13.2%
Spanish	1,996	926	46.4%	910	67.5%	1,667	670	40.2%	666	51.5%	232	22	9.5%	22	22.7%
Chinese	418	284	67.9%	280	56.3%	327	209	63.9%	206	39.2%	66	6	9.1%	6	16.7%
Other	894	468	52.3%	465	62.4%	766	325	42.4%	319	48.6%	149	13	8.7%	13	15.4%
<b>Total</b>	<b>14,085</b>	<b>6,668</b>	<b>47.3%</b>	<b>6,609</b>	<b>68.5%</b>	<b>11,857</b>	<b>5,065</b>	<b>42.7%</b>	<b>4,997</b>	<b>52.8%</b>	<b>2,016</b>	132	<b>6.5%</b>	131	<b>15.2%</b>

**SY 2022-2023**  
**The number and percentage of preschool students with a disability enrolled in NYCPS 3-K or pre-K programs**  
**at the end of the academic period, disaggregated by age**  
**By Student in Temporary Housing**

Student in Temp Housing	Birth Year														
	2018					2019					2020				
	Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services		Total Placements	Enrolled in NYCPS 3K/Pre-K Program		Students Fully Placed and % with Full Services	
	CityWide 2018	#	%	#	%	CityWide 2019	#	%	#	%	CityWide 2020	#	%	#	%
STH	553	312	56.4%	308	64.7%	392	226	57.7%	223	44.2%	28	6	21.4%	≤5	-
Not STH	13,532	6,356	47.0%	6,301	68.7%	11,465	4,839	42.2%	4,774	53.2%	1,988	126	6.3%	≥5	-
<b>Total</b>	<b>14,085</b>	<b>6,668</b>	<b>47.3%</b>	<b>6,609</b>	<b>68.5%</b>	<b>11,857</b>	<b>5,065</b>	<b>42.7%</b>	<b>4,997</b>	<b>52.8%</b>	<b>2,016</b>	<b>132</b>	<b>6.5%</b>	<b>131</b>	<b>15.2%</b>

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

The tables below reflect the number of preschool integrated special class programs in NYCPS 3-K and pre-K programs; 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 NYCPS in NYCPS 3-K and pre-K programs, 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 06/30/2023.

**Number of preschool integrated special class 3-K and pre-K programs in NYCPS 3-K and pre-K programs**

<b>Total</b>	<b>144</b>
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**Number of non-public preschool special education programs approved by the state education department**

<b>Special Class</b>	<b>1,004</b>
<b>SCIS</b>	<b>227</b>

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

<b>6:1:2</b>	<b>16</b>
<b>8:1:2</b>	<b>105</b>
<b>12:1:2</b>	<b>43</b>
<b>Other Ratio</b>	<b>0</b>
<b>Total</b>	<b>164</b>

**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:**

<b>6:1:2</b>	<b>64</b>
<b>8:1:2</b>	<b>340</b>
<b>12:1:2</b>	<b>394</b>
<b>Other Ratio</b>	<b>206</b>
<b>Total</b>	<b>1,004</b>