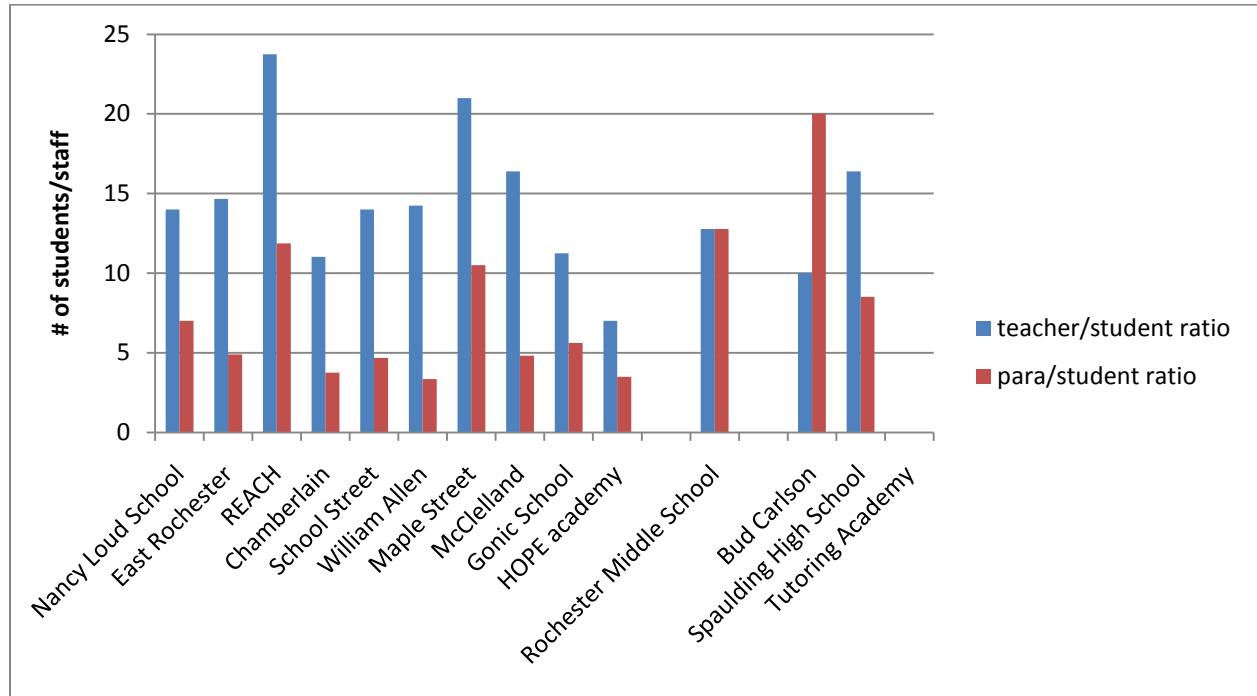


**Table 1.1 Summary of Current Special Education Staff**

<b>Level</b>	<b>Position</b>	<b>Number of staff reported on district summary sheet</b>	<b>Number of Staff identified on District Payroll</b>
Program administration	Administrative/Supervisors		6
	School Psychologists	3.4	3.4
	Academic Assessors	4	4
	Out of District Liaison	1.4	1.4
	Focused Monitoring Support		1
	Court Liaison		1
Administrative Assistants/Clerical	Central Office		3
	SHS		1
	RMS		1
Related Services	Occupational Therapists	9	9
	Speech Therapists	15	15
	Physical Therapists	2	2
	Adaptive Physical Education Instructors	2	2
	Special Education Counselors	2	2
	Nurse	1	1
	ASL Interpreters	2	2
	Behavior Specialists	1.8	5
	Job Coaches	3	2
	District Guidance Counselors		3
Instructional Staff	Teachers	63.8	65.8
	Para-Professionals	132	134
	Private School Paraprofessional	.3	.3
	ESL instructors		3

The chart above documents the number of special education staff members as reported by District leadership and as found on a detailed payroll printout from 11/23/2010. This chart demonstrates that there are a number of staff reported in special education budget categories who are not included on District leadership reports. These additional staff are impacting special education budget and reporting.

**Figure 1:2 Current Staff to Student Ratios by Building**



The Chart above documents the overall special education staff to student ratio in each of Rochester's school buildings. There is notable difference between buildings when considering both instructional staff and paraprofessionals. Some differences are anticipated due to overall low numbers of students with disabilities and differences in the population and student needs. For example, Maple School only has 21 students with disabilities with one instructor.

**Figure 1.3 Percentages of Students with Disabilities by Building as of 1/10/2011**

<u>School</u>	<u>Total # of students</u>	<u># of Special Ed Students</u>	<u>Percent</u>
Reach Preschool	105	97	92%
School Street	92	14	15%
Chamberlain	358	76	21%
Nancy Loud	92	14	15%
East Rochester	281	42	15%
Maple Street	68	21	31%
William Allen	323	53	16%
Gonic School	262	44	17%
McClelland	405	81	20%
Rochester Middle School	924	212	23%
Spaulding High School	1525	236	15%
Bud Carlson	92	19	21%
<b><u>TOTAL</u></b>	<b><u>4527</u></b>	<b><u>909</u></b>	<b><u>18.3%*</u></b>

\*Calculation does not include preschool students

The chart above shows considerable differences in the numbers of students and the percentages of students with disabilities across Rochester school buildings. While several schools serve larger than expected population of students with disabilities, Maple Street School stands out as having a concerning number of students with disabilities compared to the size of the school.

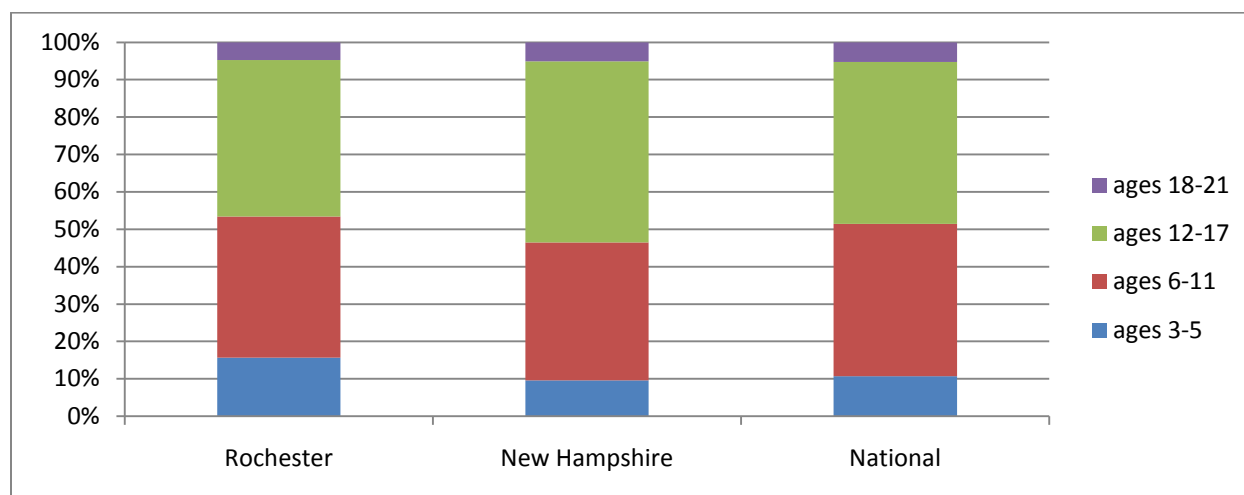
**Figure 2.1: Comparison to State, National and Comparison Districts**

District	# of Preschool Students with Disabilities	# of School Age Students with Disabilities	% of Preschool Students with Disabilities	% of School Age Students with Disabilities
Bedford	69	410	1.64%	11.39%
Berlin	34	288	2.62%	24.80%
Claremont	37	353	2.01%	21.20%
Concord	94	703	1.98%	16.76%
Derry Cooperative	95	1034	1.56%	18.56%
Dover	68	361	1.92%	12.13%
Hudson	53	496	1.32%	13.67%
Londonderry	91	844	1.80%	18.47%
Merrimack	67	692	1.53%	17.38%
Rochester	148	812	3.41%	22.12%
Rochester-Current	96	866	2.19%	18.3%
Salem	66	737	1.51%	18.36%
Timberlane Regional	99	730	2.27%	19.01%
New Hampshire	NA	NA	6.33%*	16.1%
National	NA	NA	5.68%*	13.4%

\*State and National statistics include all 5 year old children, some of whom may be served in kindergarten rather than in preschool settings.

The Chart above compares the number of preschoolers and school age students with disabilities to similar area districts and state and national statistics. Percentages consider the number of preschoolers and school age children with disabilities to the total student population. Rochester serves one of the highest percentages of preschool students when compared to other area districts. Comparisons with state and national statistics for preschool should be viewed cautiously since these reports include 5 year olds who are served in a kindergarten setting. Rochester also served one of the highest percentages of school age students than any comparison group according to the FY 2009 New Hampshire Special Education District Report.

**Figure 2.2 – Percentage of Students with Disabilities by Age Category**



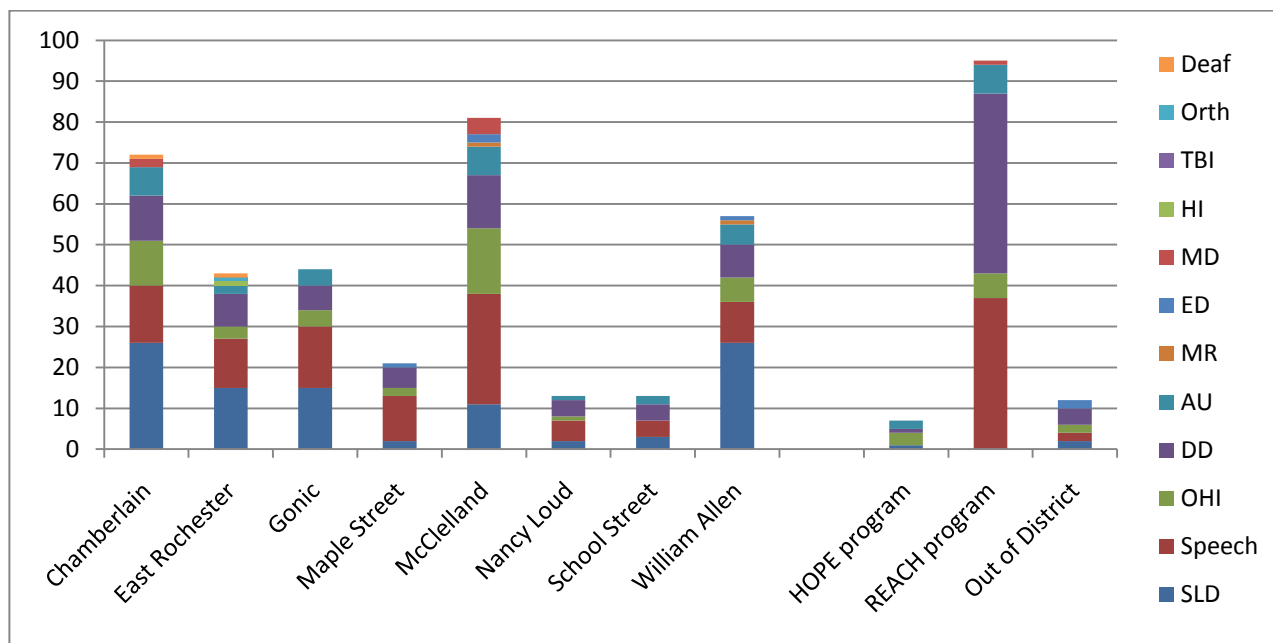
The chart above considers the ages of all students with disabilities. This shows that Rochester identifies a higher percentage of students with disabilities at an earlier age than either state or national averages. Nationally, about 11% of students with disabilities are ages 3-5. Similarly, 10% of students with disabilities in New Hampshire are between the ages of 3-5. Rochester identifies a significantly higher number of children at an earlier age, with 16% of the total population of students with disabilities in the district in the 3-5 year old range. This difference represents approximately 50 students in the Rochester Preschool program.

**Figure 2.3 Students Served Compared to State and National Averages**

	SLD	Speech	OHI	DD	AU	MR	ED	MD	HI	TBI	Orth	Deaf
Elem %	23%	31%	12%	24%	8%	0%	1%	2%	0%	0%	0%	0%
Middle %	65%	4%	15%	0%	6%	4%	4%	1%	0%	0%	0%	0%
HS %	57%	2%	19%	0%	3%	9%	6%	3%	1%	1%	0%	0%
District %	43%	16%	15%	12%	6%	4%	3%	2%	0%	0%	0%	0%
New Hampshire	35%	24%	16%	11%	5%	2%	5%	1%	1%	0%	0%	0%
National	39%	22%	10%	5%	5%	8%	7%	2%	1%	0%	1%	0%

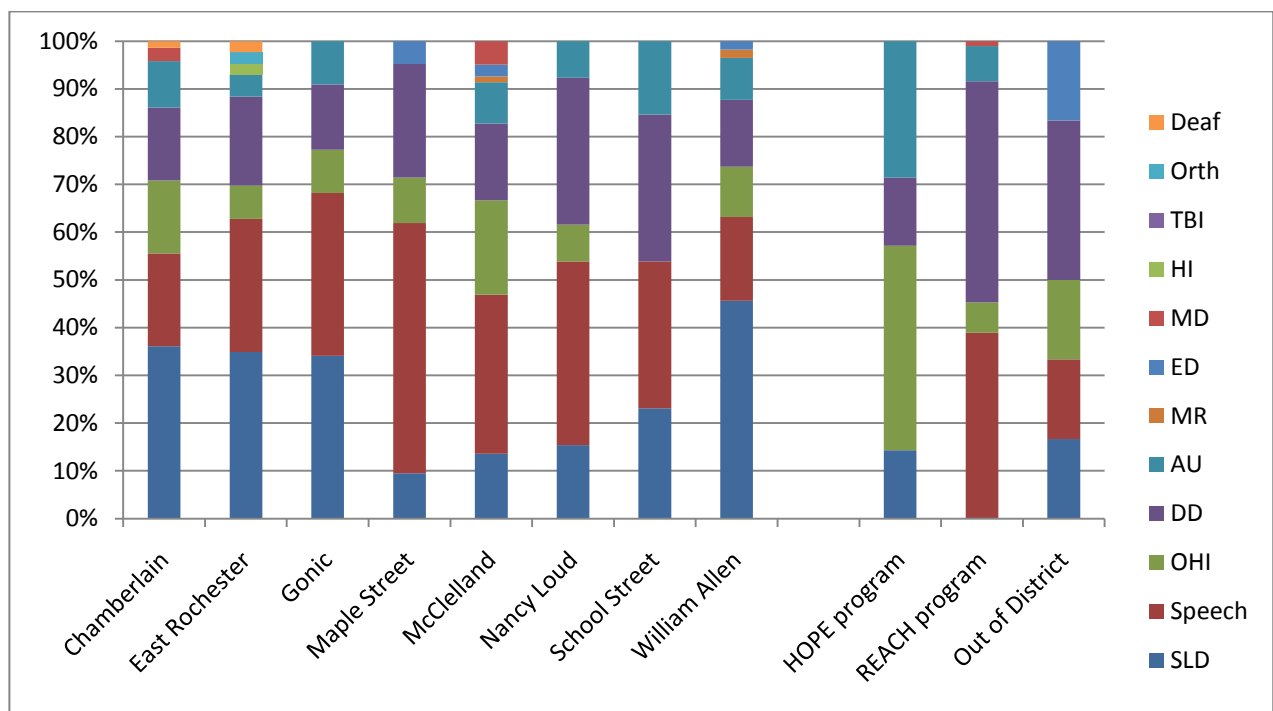
The Figure above suggests that Rochester serves a slightly higher percentage of students with specific learning disabilities (SLD) than would be expected based on state and national averages. They serve fewer than expected in the category of speech impaired. There is a significant spike in students identified as having specific learning disabilities at the middle school level, as there is a significant reduction of students with speech/language impairments at this age. Further disaggregation shows a rapid decrease in the number of students with speech impairments between grades 3 and 5. A similar rapid increase in the number of students with specific learning disabilities occurs between grades 3 and 6.

**Figure 2.4 Number of Students with Disabilities by Elementary School**



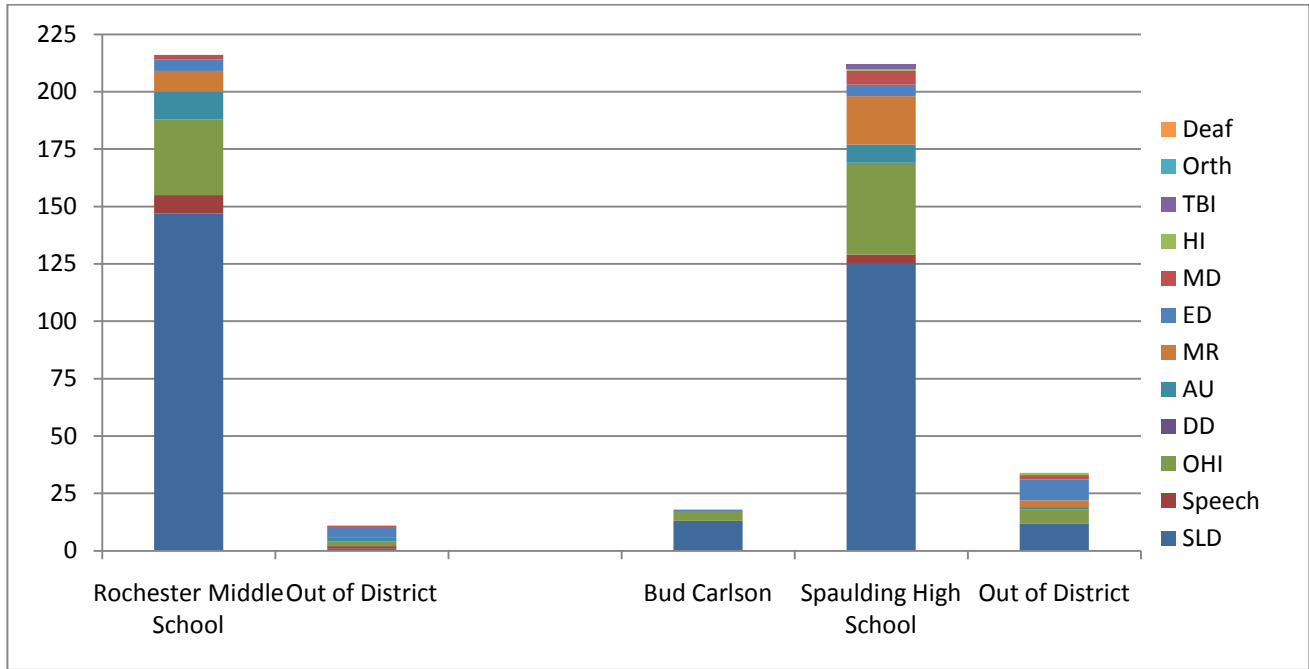
This graph above demonstrates the overall number of students in various disability categories in the Rochester elementary schools. The Reach Preschool program currently serves the largest number of students, most of whom attend school part time on various schedules.

**Figure 2.5 Percentage of Students with Disabilities by Elementary Schools**



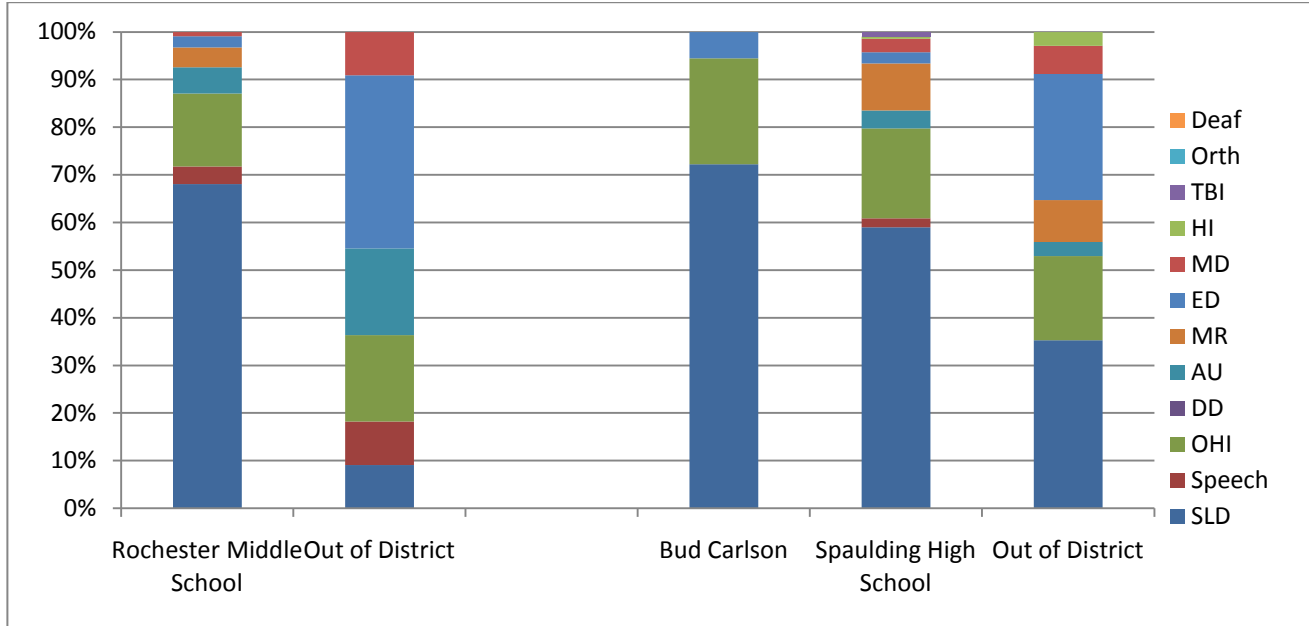
The graph above shows the percentage of students with various disabilities across all elementary schools. Considering the small numbers of children in some buildings and varying grade levels, there appears to be fairly consistent identification practices across buildings.

**Figure 2.6 Number of Students with Disabilities in Middle and High School**



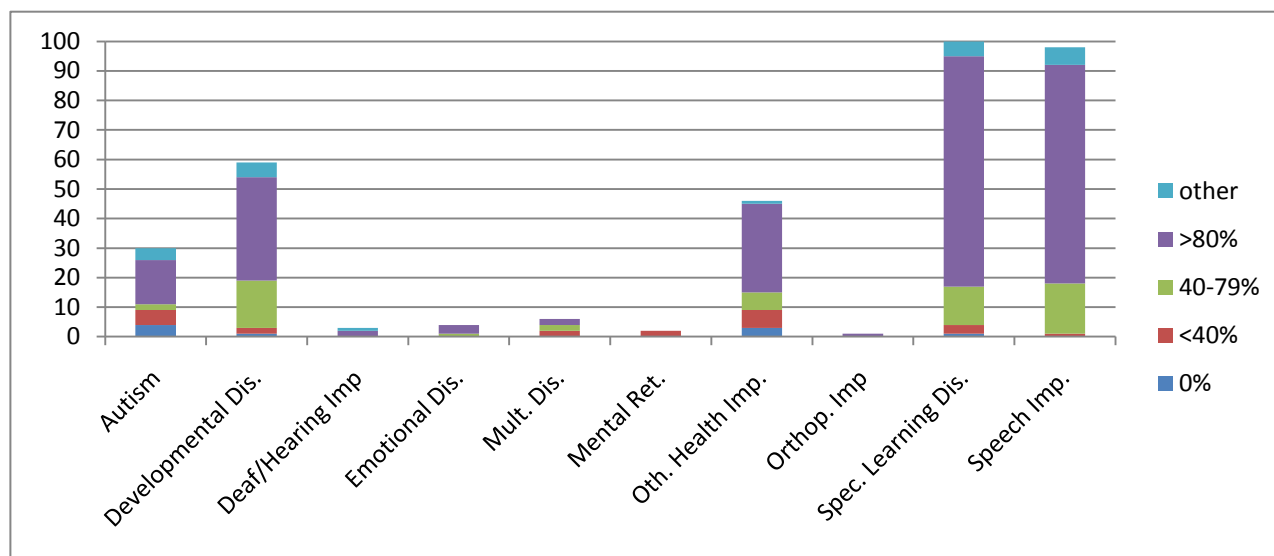
The graph above demonstrates the numbers of students with disabilities in middle and high school.

**Figure 2.7 Percentage of Students with Disabilities in Middle and High School**

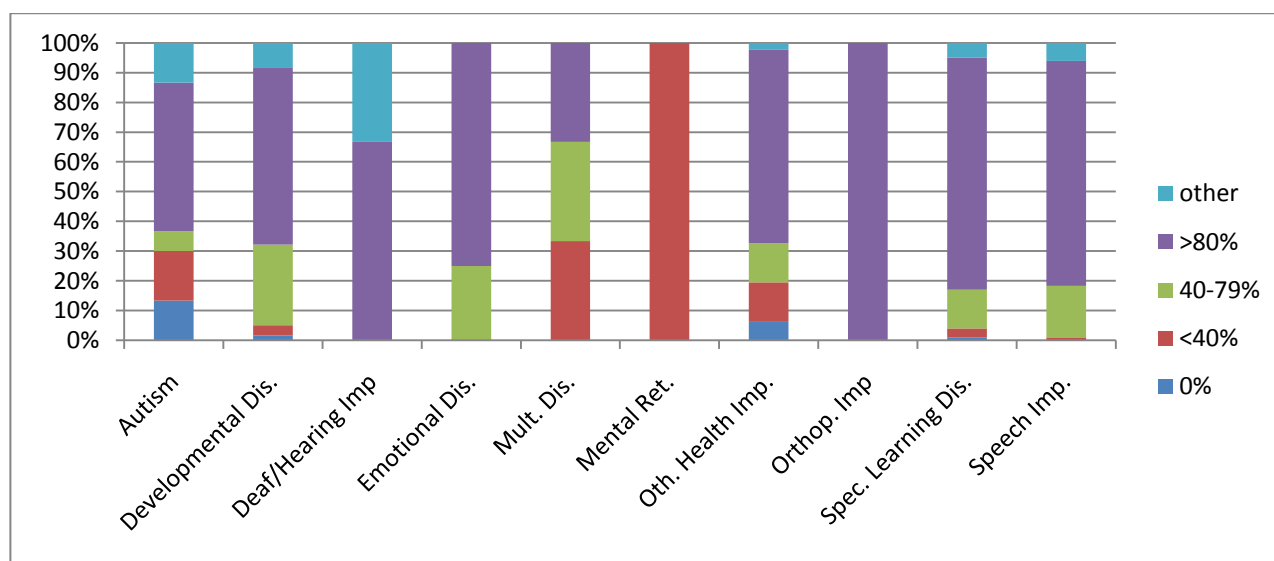


The graph demonstrates that at the middle and high school levels, the highest percentages of students placed out of district have emotional disturbances. At the high school level, this is rivaled by students with specific learning disabilities. Generally, the distribution of students appears similar to expectations.

**Figure 3.1 –Time Spent in the General Education Environment by Disability at the Elementary Level – Number of Students**



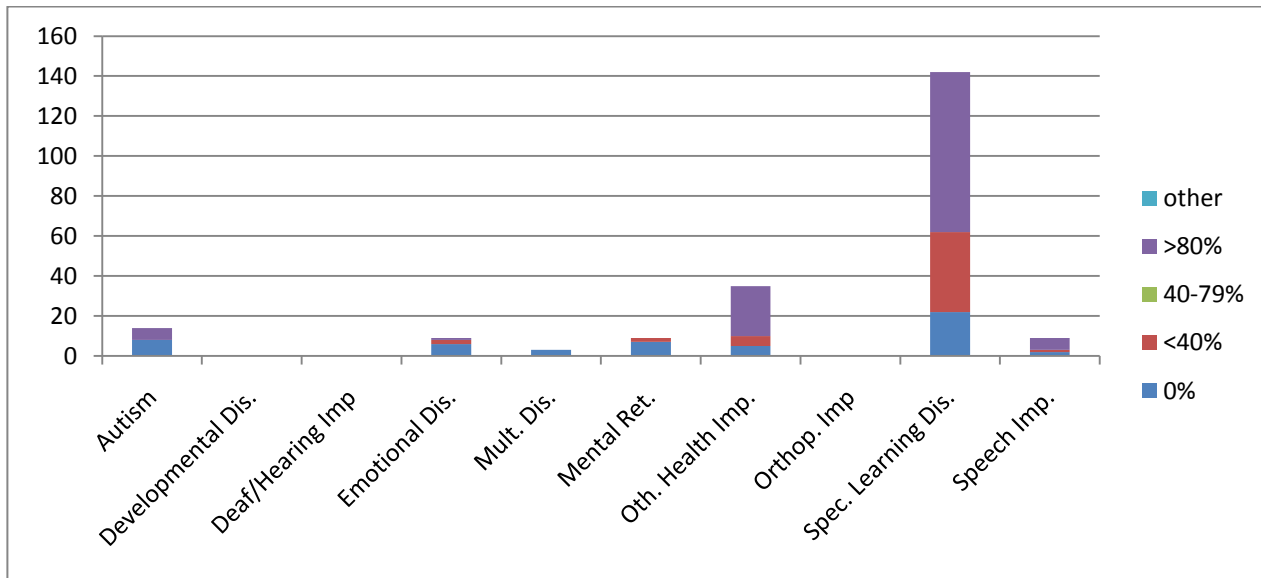
**Figure 3.2 – Time Spent in the General Education Environment by Disability at the Elementary Level – Percentage of Students**



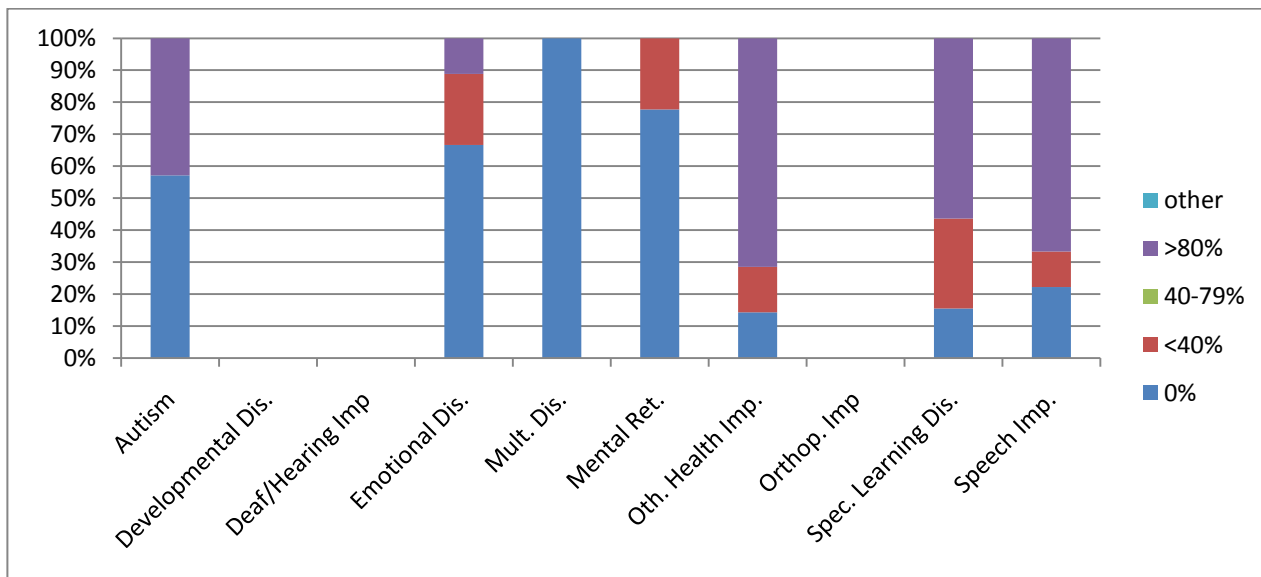
The charts above provide information about the amount of time students spend in the general education classrooms at the elementary level (more than 80% of their day, 40-79% of their day, less than 40% of their day, or no time). For example, the majority of students with Specific Learning Disabilities participate in the general education classroom more than 80% of the time, while students with mental retardation all spend less than 40% of the school day in the general education classroom. In general, Rochester has an extensive intervention system available to all students so can include more students in the general education environment than the average in New Hampshire. However, Rochester is more likely to remove students with speech/language impairments from the general education environment than would be expected compared to either state or national averages.



**Figure 3.3 – Time Spent in the General Education Environment by Disability at the Middle School Level – Number of Students**

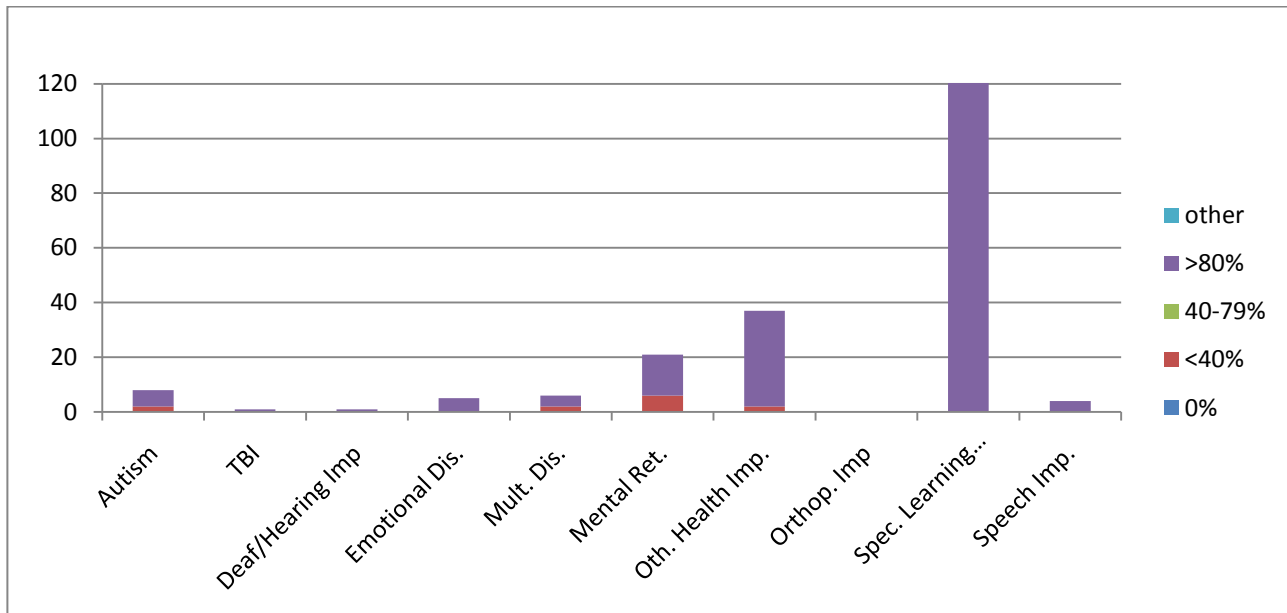


**Figure 3.4 – Time Spent in the General Education Environment by Disability at the Middle School Level –Percentage of Students**

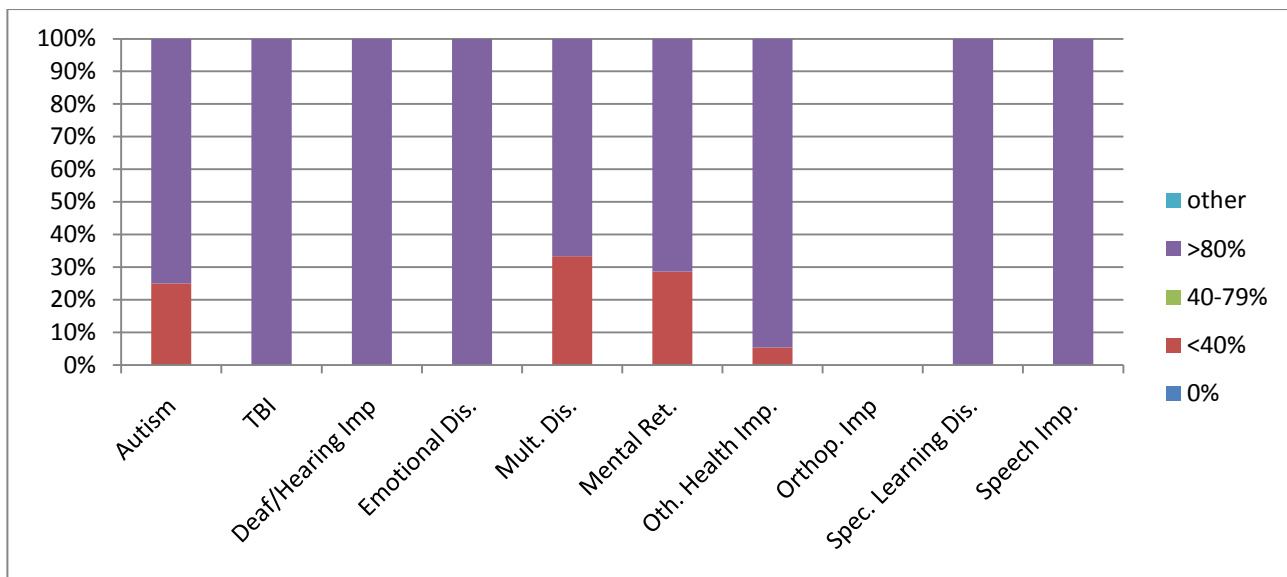


The charts above provide information about the amount of time students spend in the general education classroom at the Middle School Level. As at the elementary level, this data does reflect students' involvement in general education interventions since these are not reflected on student IEPs. Placements show that Rochester Middle School removes a higher percentage of students with learning disabilities or speech impairments from the general education environment than would be expected compared to State or National statistics.

**Figure 3.5 – Time Spent in the General Education Environment by Disability at the High School Level – Number of Students**



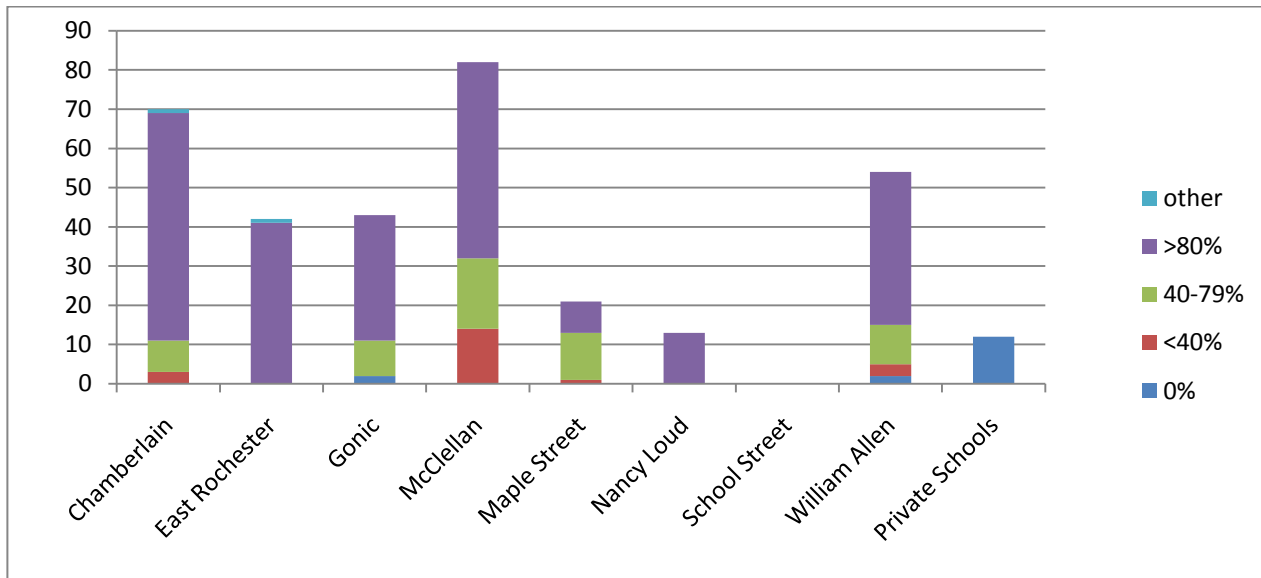
**Figure 3.6 – Time Spent in the General Education Environment by Disability at the High School Level – Percentage of Students**



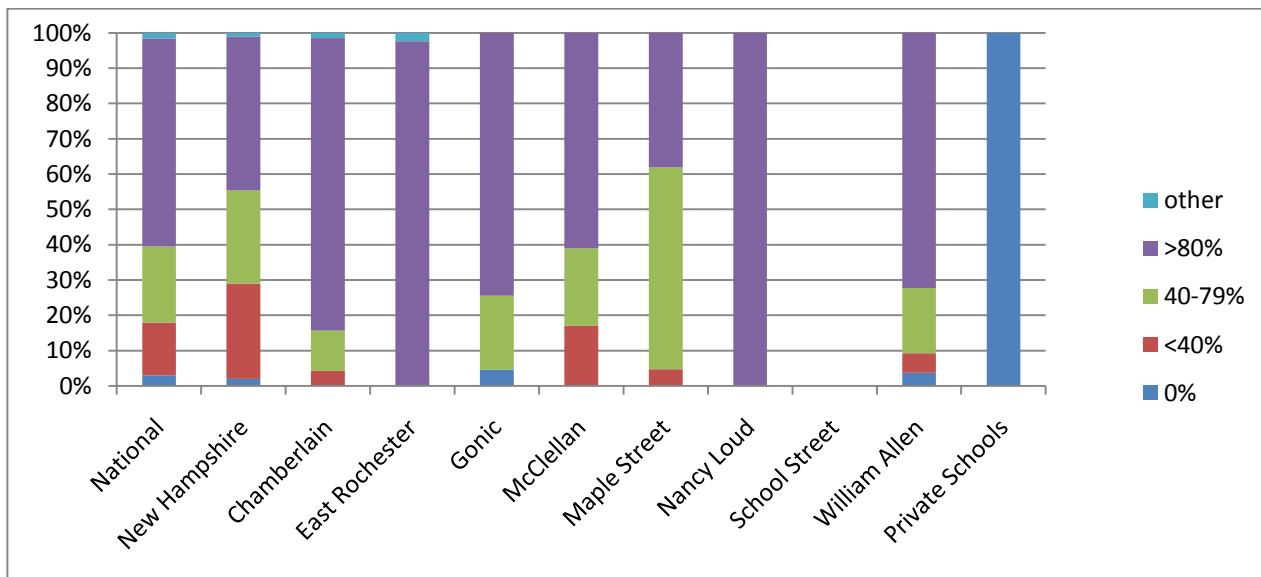
Data indicates that no students at the middle or high school level are removed from the general education environment between 40-79% of the time to receive “Specialized instruction.” Each District is responsible for providing a range of educational options. While data suggests that a full range of options is not available, students may be receiving similar services through general education interventions.

Rochester has a well developed Response to Intervention System that includes a wide range of general education interventions available to students with special needs. While there is value to this system, the District should take caution that students who require “specialized instruction” are not placed in general education interventions that may not meet their individual needs.

**Figure 3.7: Time Spent in the General Education Environment by Building at the Elementary Level – Number of Students**

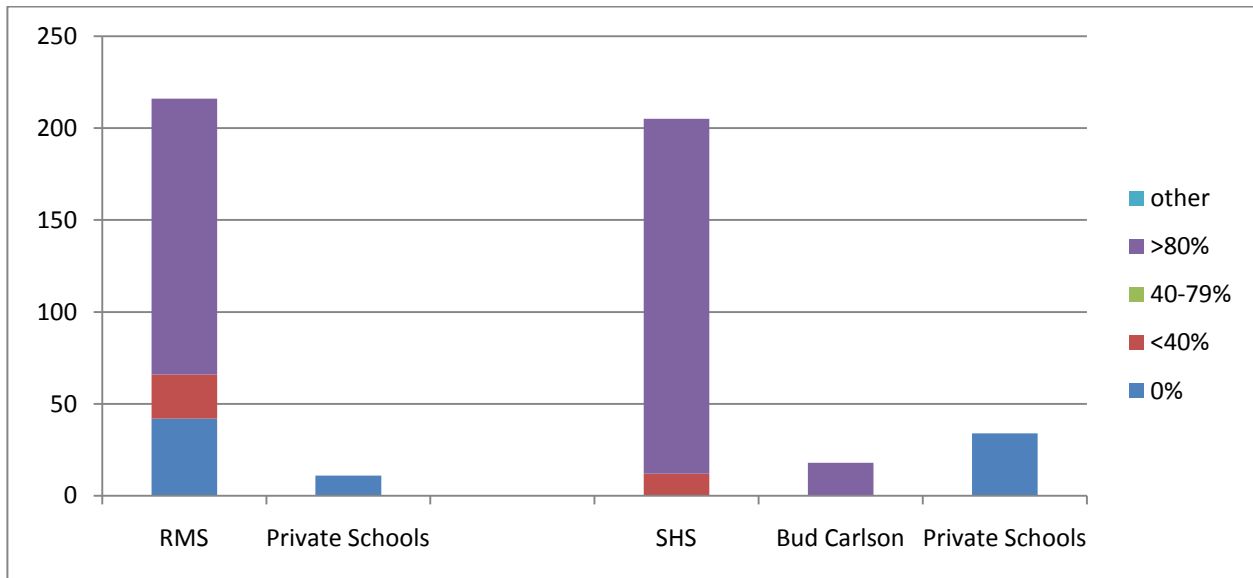


**Figure 3.8: Time Spent in the General Education Environment by Building at the Elementary Level – Percentage of Students compared to State and National Averages**

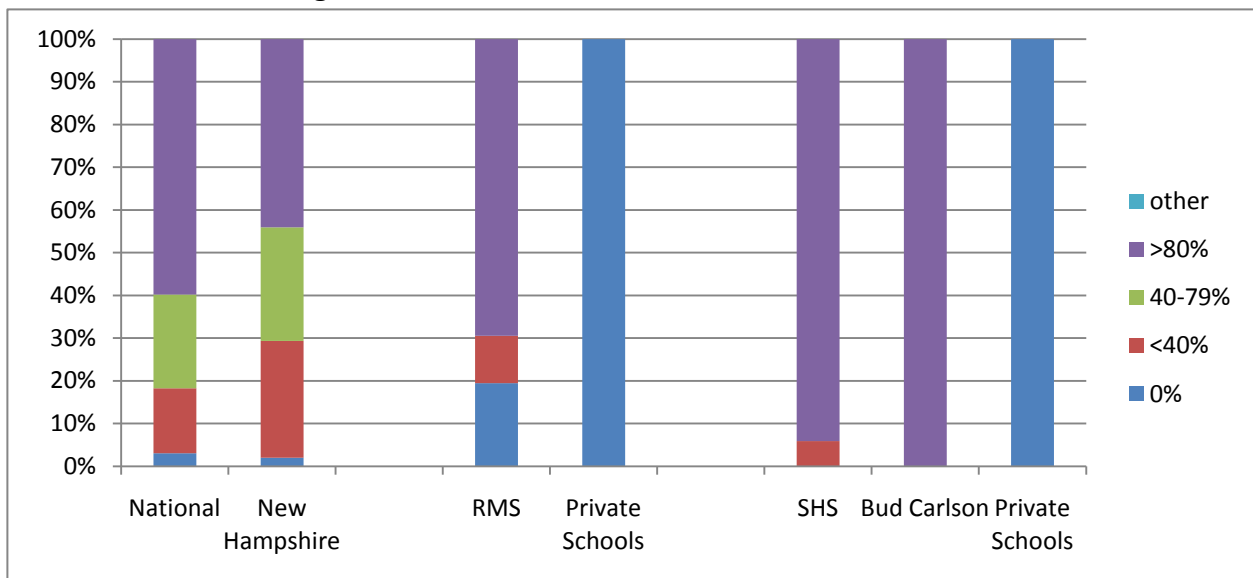


The charts above show the amount of time students with disabilities spend in general education classrooms by building. At Nancy Loud, all students are reported to participate in general education classes more than 80% of the time, compared to less than 40% of the students at Maple Street. While Maple Street School appears to have a significantly smaller percentage of students served in the general education environment over 80% of the time, this figure is skewed by a very low total number of students served at Maple. While McClellan's placements are most similar to National statistics, they are more likely to remove students from the general education environment than other schools in the District.

**Figure 3.9: Time Spent in the General Education Environment by Building at the Middle and High School Level – Number of Students**



**Figure 3.10: Time Spent in the General Education Environment by Building at the Middle and High School Level – Percentage of Students**



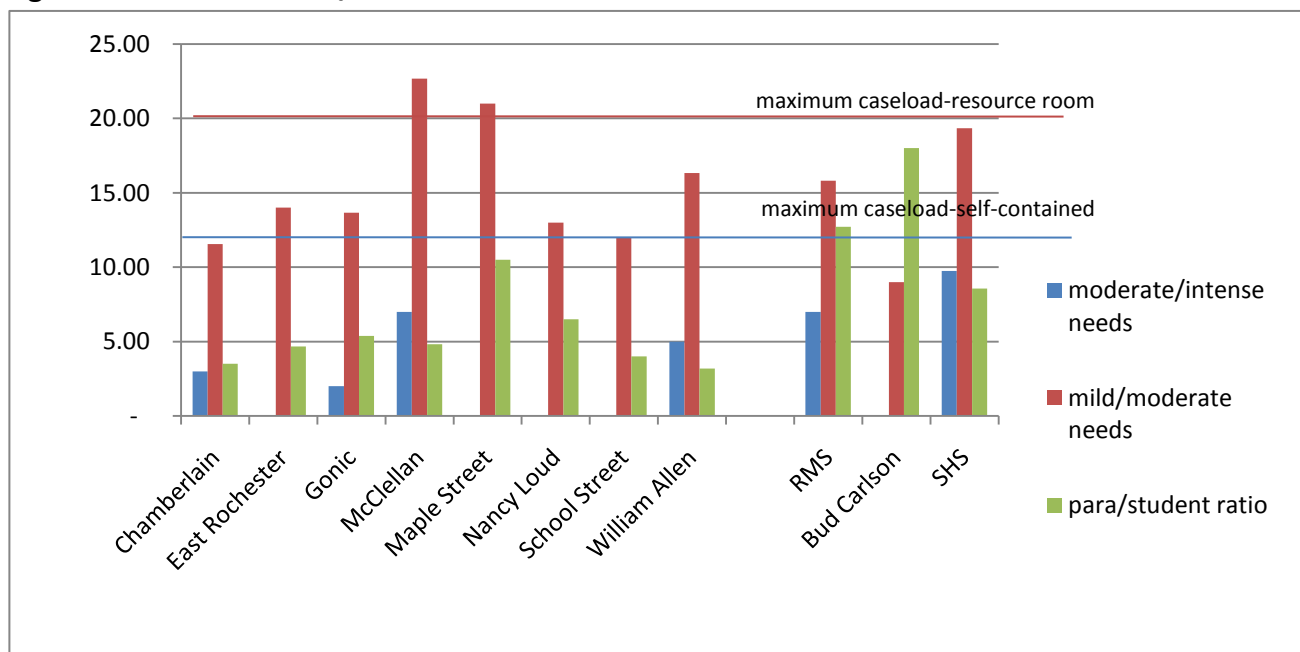
Neither Rochester Middle School nor Spaulding High School serve any students in a resource room between 40-79% of the school day. As explained previously, Rochester makes general education interventions available to special education students, so student IEPs and related data do not consider this intervention time. Rochester has developed some new placement options for the high school which are in place for the first time the current school year. While there is no data to support the success of these programs at this point, these options provide choices for students and will hopefully improve outcomes. Students at Rochester Middle School have more limited options and a much greater number of middle school students are removed from the general education environment for more than 60% of their day.

**Figure 3.11; Time Spent in General Education Compared to Other Area Districts, and State and National Averages**

	In General Education more than 80% of the time	In General Education less than 40% of the time	Placed in separate schools
Bedford	38.20%	30.20%	3.80%
Berlin	54.20%	23.30%	3.80%
Claremont	34.40%	33.50%	5.60%
Concord	41.90%	16.10%	3.80%
Derry Cooperative	36.60%	19.00%	3.70%
Dover	49.60%	17.50%	2.30%
Hudson	15.30%	39.20%	1.70%
Londonderry	32.40%	40.60%	1.70%
Merrimack	39.80%	20.50%	2.40%
<b>Rochester</b>	<b>46.79%</b>	<b>33.42%</b>	<b>4.37%</b>
Salem	50.70%	20.60%	3.90%
Timberlane Regional	64.10%	6.80%	3.20%
State	43.49%	26.92%	3.0%
National	58.49%	14.91%	4.5%

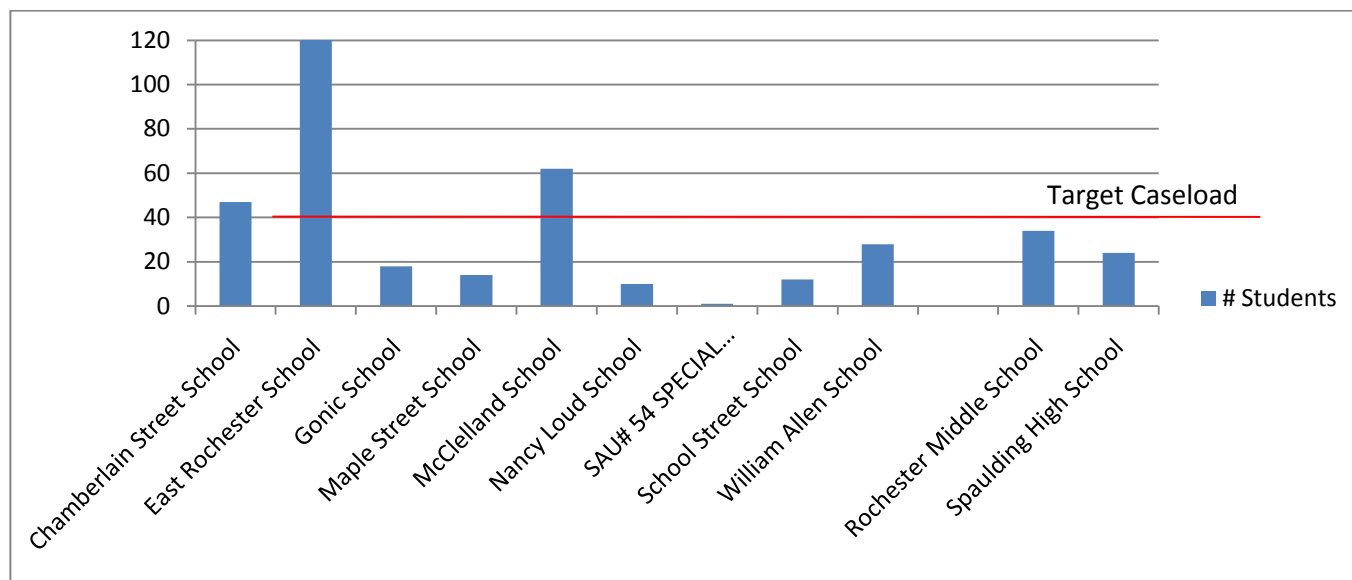
The chart above indicates that Rochester is average among comparison schools in serving students in the general education environment at least 80% of the time. Rochester is above the state average in serving students with disabilities in the general education environment, but significantly below the national average for serving students in the general education environment. Rochester also removes more students from the general education environment more than 60% of the time than New Hampshire or national averages. Finally, Rochester is more likely to send students to separate schools than comparison districts or New Hampshire averages. Further disaggregation shows that students are most likely to be removed to a separate school at the middle and high school level.

**Figure 3.12: Current Staff/Student Ratios**



The chart above demonstrates current staffing ratios for buildings in Rochester. Since staff members are used somewhat flexibly to support student needs, ratios assume that students who are removed from the general education environment for more than 60% of the school day will require a “Self-contained class” caseload. Staffing patterns demonstrate that McClellan and Maple Schools would benefit from additional staff to support student needs. Maple Street’s high caseload reflects a small number of students and staff, leaving few options to modify caseload to a more reasonable number in comparison to other buildings. Both Maple Street and McClellan serve a higher percentage of students outside of the general education classroom, which also impacts staffing. Caseload recommendations are included in section E of this report.

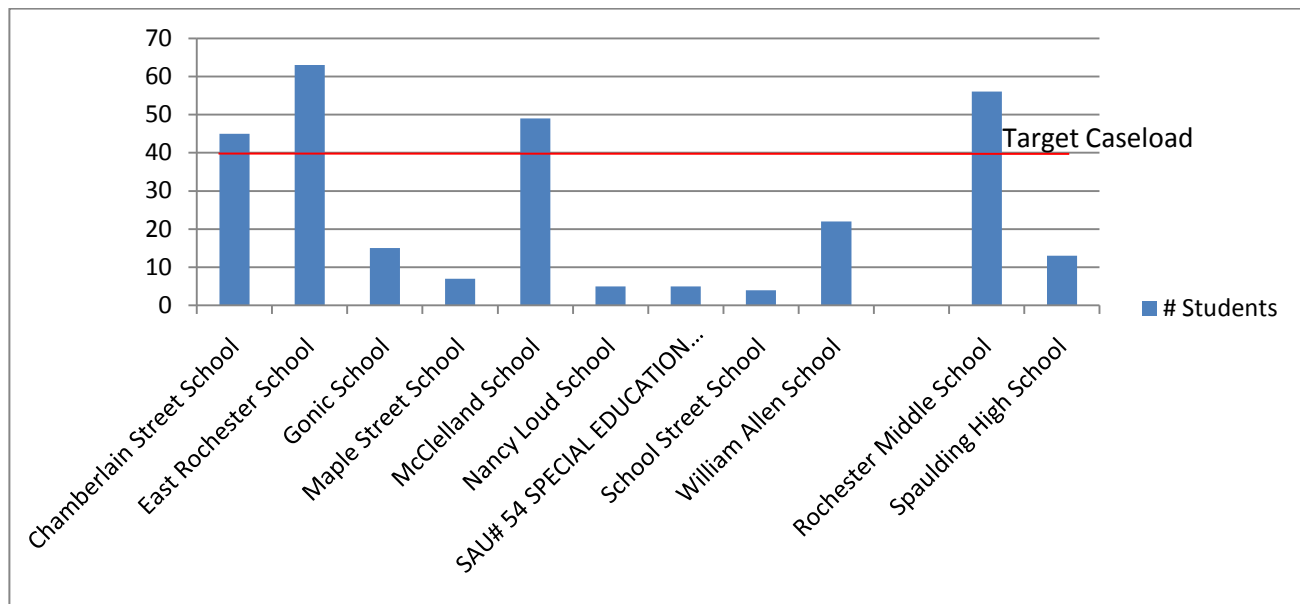
**Figure 3.13: Number of students requiring Direct Speech Therapy by building**



\*\*Full Time Equivalent staff assumes a target caseload of approximately 40 direct service students per therapist.

The chart above summarizes the number of students who have Direct Speech Therapy as a required service on their IEP. New Hampshire does not specify a maximum caseload for Speech therapists. The American Speech-Language Hearing Association (ASHA) recommends a maximum caseload of 40 students. A speech caseload study found that maximum caseloads vary considerably by state ranging from a low of 40 students per therapist to a high of 80 students per therapist (Special Education Caseload and Class Size Policies in the Fifty States, Billie Jo Rylance, Berttram Chiang, Suzanne Russ, and Siri Dobbe-Whitcomb, University of Wisconsin Oshkosh, May 1999). Since many states set a higher therapist to student ratio than used here, caseloads could vary based on student needs and average service time commitments. While Rochester currently employs 15 individuals who are certified to provide speech therapy, only 10 are required to meet current needs as specified in student IEPs.

**Figure 3.14: Number of students requiring Direct Occupational Therapy by building**

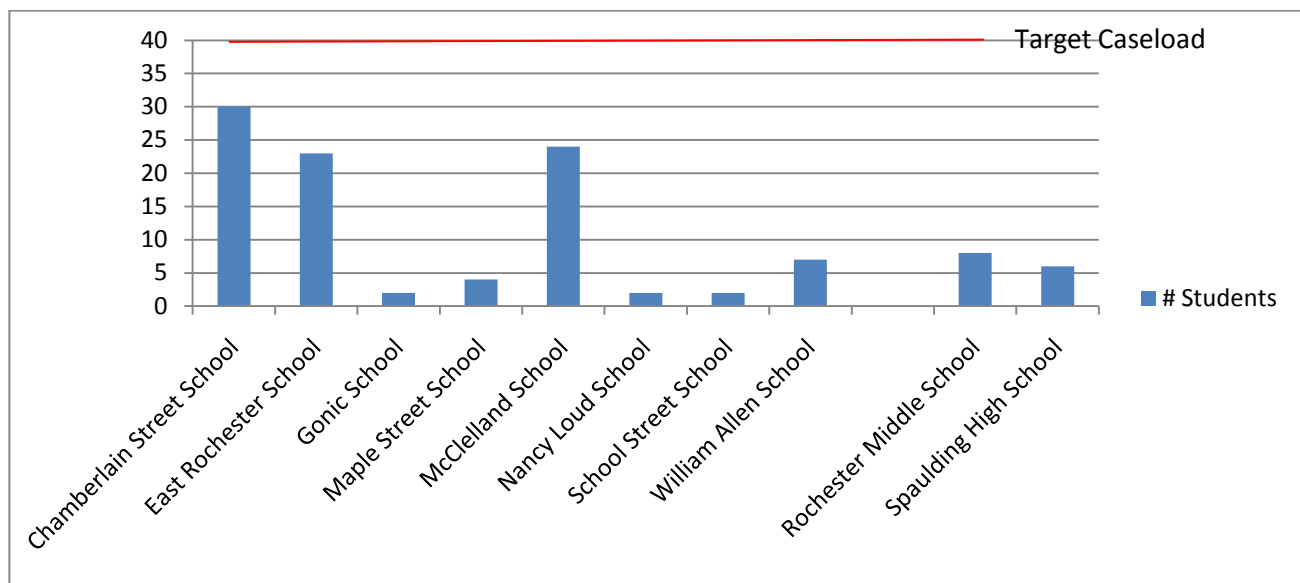


**\*\*Full Time Equivalent staff assumes a target caseload of approximately 40 students per therapist.**

The chart above shows the number of students who have Occupational Therapy as a required service on their IEP. New Hampshire does not specify a maximum caseload for Occupational Therapists. However, the District could most likely provide quality services with a target caseload 40 students per therapist. Caseloads could be increased based upon student needs and average service time commitments.



**Figure 3.15: Number of students requiring Direct Physical Therapy by building**



**\*\*Full Time Equivalent staff assumes a target caseload of 40 students per therapist.**

The charts above summarize the number of students who receive direct Physical Therapy as a required service on their IEP. New Hampshire does not specify a maximum caseload for Physical Therapists. However, the District does not currently employ enough physical therapists to meet the need based upon a target caseload of 40 students used to benchmark speech and occupational therapy needs. Current staffing requires a caseload of 47 direct service students. While students may be grouped to provide increase the efficiency of service delivery time, this is more difficult when addressing physical needs than when working on other skills. While current staffing may provide manageable caseloads under some circumstances, additional travel time is required to serve all buildings in the district.

#### 4.1 Most Recent Elementary Reading Scores by Building

	Kindergarten		1st Grade			2nd Grade				3rd grade	4th grade	5th grade
	Dibels Letter-Sound	Dibels Letter-Naming	Dibels Letter Naming	Phoneme segmentation	Nonsense word	NWEA reading	Retell Fluency	Oral Reading Fluency	Nonsense word	NWEA Reading	NWEA Reading	NWEA Reading
Chamberlain Street	7.17	17.00	36.82	36.82	24.82	165.71	12.50	24.80	32.60	184.20	189.57	186.18
East Rochester	8.29	7.86	31.67	19.33	10.67	151.67	27.00	43.67	24.00	178.00	179.33	188.00
East Rochester-Preschool	12.00	16.00										
Gonic School	7.14	11.43	33.60	27.00	18.20	154.50	2.00	11.00	38.50	162.75	187.83	195.36
McClellan	5.80	9.07	24.50	33.00	18.90	156.00				172.00	175.21	184.30
Maple Street	7.43	2.43	27.20	28.80	25.25	154.75	8.80	25.40	44.40	167.67		
Hope						158.80	12.00	35.00	41.00	190.50		
School Street	5.00	0	34.00	51.00	27.00	175.00	19.50	35.80	33.00	182.00	161.50	161.00
William Allen	8.00	13.25	35.17	44.50	34.67	165.00	9.50	23.86	44.86	168.14	184.63	186.90
District Average	7.06	9.56	31.56	33.90	23.03	160.84	12.54	27.21	38.78	173.92	182.20	187.74

Indicates above average scores



The Chart above provides average scores on recent reading assessments. Kindergarten scores show that students entering McClelland and School Street Schools have lower readiness skills than those at other buildings. Students who attended the preschool program have strong skills on kindergarten probes\*. Students at McClelland and Maple Street stand out as having below average reading scores. Chamberlain, East Rochester, Gonic and William Allen are above average.

\*Reading and Math scores of third graders were reviewed to see if there is a difference in student performance between students who participated in the District preschool program and those who did not. There were insignificant differences in both reading and math between students who had attended preschool and those who had not. The average reading score was 175.5 for children who had attended REACH preschool and 173.2 for students who had not. Math scores were 182.2 and 183.8 respectively.

**Figure 4.2: Most Recent Elementary Reading Scores by Disability**

	Kindergarten		1st Grade			2nd Grade				3rd grade	4th grade	5th grade
	Letter-Sound	Letter-Naming	Letter Naming	Phoneme segmentation	nonsense word	NWEA reading	Retell Fluency	Oral Reading Fluency	Nonsense word	NWEA Reading	NWEA Reading	NWEA Reading
AU	9.50	23.50	31.50	25.50	29.50	177.67	12.50	44.00		178.00	191.00	188.00
DD	5.55	6.25	24.58	27.17	15.18	154.33	3.67	18.86	29.57	169.75	166.50	
OHI	2.67	0.67	33.80	44.40	25.00	171.40	12.67	62.00	68.33	182.00	181.83	197.17
SP	8.67	11.33	34.70	37.75	27.50	158.56	17.00	30.00	38.43	180.63	190.70	174.75
HI			49.00	5.00	4.00							187.00
MD			24.00	31.00	16.00							176.50
ED						160.00					186.00	180.50
SLD						160.00	14.50	8.83	35.17	168.72	180.07	188.36
Orth												199.00
District Average	7.06	9.56	31.56	33.90	23.03	160.84	12.54	27.21	38.78	173.92	182.20	187.74

Indicates above average scores

The Chart above provides average scores on recent reading assessments organized by disability category. Scores indicate that students with specific learning disabilities fall below the average score at several grade levels. Students with developmental delays are consistently below average scores.

**Figure 4.3: Most Recent Elementary Reading Scores by Percentage of Time Spent in General Education**

	Kindergarten		1st Grade			2nd Grade				3rd grade	4th grade	5th grade
	Letter-Sound	Letter-Naming	Letter Naming	Phoneme segmentation	nonsense word	NWEA reading	Retell Fluency	Oral Reading Fluency	Nonsense word	NWEA Reading	NWEA Reading	NWEA Reading
>80%	8.39	12.03	36.96	37.46	26.50	161.88	14.23	32.06	43.20	176.14	188.08	189.80
40-79%	3.75	3.83	19.92	24.77	11.33	152.90	7.00	9.20	30.20	159.25	156.67	179.17
<40%										172.33	158.80	188.00
District Average	7.06	9.56	31.56	33.90	23.03	160.84	12.54	27.21	38.78	173.92	182.20	187.74

Indicates above average scores

The Chart above provides average scores on recent reading assessments organized by the amount of time students spend in general education classrooms. Scores clearly indicate that students who participate in general education classes for the majority of their school day fare better than those who are removed more than 20% of the time. Students who are removed for more than 20% of their school day are more likely to have more significant needs and as such generally have more difficulty scoring well on state assessments.

#### 4.4 Most Recent Elementary Math Scores by Building

	2nd Grade		3rd Grade		4th Grade		5 <sup>th</sup> Grade
Chamberlain St	182.43		201.00		194.79		197.55
East Rochester	166.00		180.14		193.33		196.90
Gonic School	162.50		183.20		197.20		202.00
McClellan	165.67		178.33		185.50		196.90
Maple Street	183.75		182.33				
Nancy Loud	159.80		184.50				
Hope	171.00						177.00
School Street	183.60				187.50		
William Allen	173.43		180.14		191.38		201.90
<b>District Average</b>	<b>172.74</b>		<b>183.26</b>		<b>191.35</b>		<b>198.66</b>

Indicates above average scores

The chart above provides average math scores for students with disabilities on the most recent math tests. As was evident with reading scores, McClelland School math scores are consistently below average. Students at Chamberlain, Gonic and William Allen score above district average.

**Figure 4.5 Most Recent Elementary Math Scores by Disability**

	2nd Grade	3rd Grade	4th Grade	5th Grade
AUT	183.333333	173	197.5	196.75
DD	163.333333	177.25	193	
ED	181		203	211.5
MD				171
OHI	170.2	184.5	185.833333	206.333333
SLD	177.555556	181.352941	189.827586	199.030303
SP	173.625	191	196.5	
Deaf/HI				199
Orth				200
<b>District Average</b>	<b>172.744186</b>	<b>183.263158</b>	<b>191.346939</b>	<b>198.660377</b>

**Figure 4.6 Most Recent Elementary Math Scores by Percentage of Time in General Education**

	2nd Grade	3rd Grade	4th Grade	5th Grade
>80%	170.730769	184.931034	194.075	200.780488
40-79%	172.727273	175.2	176	190
<40%		184	177.2	198.666667
<b>District Average</b>	<b>172.744186</b>	<b>183.263158</b>	<b>191.346939</b>	<b>198.660377</b>

Indicates above average scores

For elementary math scores, there is no clear pattern of strength or weakness related to student disability. Generally, students who are educated in the general education environment for more of the school day fare better than those who are removed from general education. However, there is more variation in math scores based on placement than with reading achievement.

**Figure 4.7: Most Recent Middle School Reading Scores by Percentage of Time Spent in General Education**

	6th Grade			7th Grade			8th Grade	
	NECAP Reading	NWEA Spring reading		NECAP Reading	NWEA Spring reading		NECAP Reading	NWEA Spring reading
General Education less than 40% of the time	533	196.63		533	196.63		715.1	195.82
General Education more than 80% of the time	535.53	202.06		535.53	202.06		738.19	216.12
<b>Grade average</b>	<b>534.9</b>	<b>200.25</b>		<b>633.96</b>	<b>199</b>		<b>729.31</b>	<b>207.85</b>

**Figure 4.8: Most Recent Middle School Math Scores by Percentage of Time Spent in General Education**

	6th Grade			7th Grade			8th Grade	
	NECAP MATH	NWEA Spring Math		NECAP MATH	NWEA Spring Math		NECAP MATH	NWEA Spring Math
General Education less than 40% of the time	523.20	195.63		635.75	192.25		712.80	200.55
General Education more than 80% of the time	530.67	212.93		638.78	222.68		736.38	226.81
<b>Grade average</b>	<b>528.80</b>	<b>206.91</b>		<b>637.85</b>	<b>210.90</b>		<b>727.31</b>	<b>216.11</b>

Charts show that across all grade levels of reading and math, middle school students who are in the general education classes perform better than those in separate classes for the majority of the school day. However, it is interesting to note that in the sixth and seventh grade, average scores in reading are in a close range with one another. It might be expected that the neediest students, who are also those who will have most difficulty scoring well on achievement measures, are removed from the general education environment for larger parts of the school day. The close proximities of these scores suggest that some children who are able to do well on achievement measures are being removed from the general education environment more than an ideal model as discussed in other portions of this report.

**Figure 4.9: Most Recent Middle School Reading Scores by Disability**

	6th Grade		7th Grade		8th Grade	
	NECAP Reading	NWEA Spring reading	NECAP Reading	NWEA Spring reading	NECAP Reading	NWEA Spring reading
AUT	521.5	202			763	244
ED	546.5	217	637	211	714	174
MD						
MR					727	200.5
OHI	535.5	204	643.5	211.57	731.25	210.25
SLD	535.07	198.95	630.76	194.62	727.82	209.65
SP			631	195	733	194
TBI						
Average	534.9	200.25	633.96	199	729.31	207.85

**Figure 4.10: Most Recent Middle School Math Scores by Disability**

	6th Grade		7th Grade		8th Grade	
	NECAP MATH	NWEA Spring Math	NECAP MATH	NWEA Spring Math	NECAP MATH	NWEA Spring Math
AUT	501	184			773	259
ED	539	206	634	219	722	189
MD						
MR					711	196.5
OHI	520.5	209.5	648	220.8571	727	218.75
SLD	532.5	209.2222	634.4118	206.2857	727.4118	218.5294
SP			638.5	220.5	719	202
TBI						
Average	528.8	206.913	637.8462	210.9032	727.3077	216.1111

Students with Other Health Impairments are consistently above average in both reading and math achievement at the middle school level. Students with Autism Spectrum Disorders and Emotional Disturbance also scored above district average more often than not at the middle school level.



**Figure 4.11 Most Recent High School Reading Achievement by Disability**

	9th grade			10th grade			11th grade			12th grade	
	NECAP Reading	NWEA Spring reading		NECAP Reading	NWEA Spring reading		NECAP Reading	NWEA Spring reading		NECAP Reading	NWEA Spring reading
AUT	826	213.5								1115	208
ED					232.5						207
MD								207			
MR	806	171.67						179			201
OHI	831.5	222.67			226.67		1138			1139	214.5
SLD	830.38	208			214.42		1120.5	214.5		1134.9	193.33
SP	836	205								1120	208
TBI											171
Average	827.68	207.48			218.7		1126.33	205.78		1132.5	205.78

**Figure 4.12 Most Recent High School Math Achievement by Disability**

	9th grade			10th grade			11th grade			12th grade	
	NECAP MATH	NWEA Spring Math		NECAP MATH	NWEA Spring Math		NECAP MATH	NWEA Spring Math		NECAP MATH	NWEA Spring Math
AUT	847.00	218.50								1130.00	231.00
ED					242.00						
MD								212.00			
MR	815.00	166.75						204.00			182.00
OHI	830.50	234.00			229.00		1128.00			1123.00	
SLD	829.06	217.50			219.00		1121.00	220.50		1123.50	
SP	837.00	213.00								1123.00	
TBI											183.00
Average	828.64	214.64			222.31		1123.33	215.89		1123.92	198.67

There are no apparent patterns of student achievement based on disability at the HS level.

Data provided indicates that all students taking these exams at the high school level were in general education 80% of the time, so there is no comparison with other placement subgroups.

**Figure 4.13 Disciplinary Events by Disability from 2008-09 and 2009-10 School Years**

	2008-2009 school year		2009-2010 school year	
	# of students	% of current population	# of students	% of current population
Autism			5	8%
ED	7	23%	11	36%
OHI	20	14%	25	18%
SLD	89	22%	86	24%
SP	2	1%	12	8%

The table above shows that students with Emotional Disturbance or Specific Learning Disabilities are the most likely to receive official discipline in both of the last 2 years.

**Figure 4.14 Most Recent 2 Years Disciplinary Events by Grade**

Grade in which infraction occurred	2008-2009 school year # of students	2009-2010 school year # of students
K		2
1		11
2	2	11
3	4	7
4		11
5	7	9
6	15	21
7	38	23
8	20	23
9	18	13
10	11	7
11		4

The table above shows that students in grades 6-9 are most likely to receive formal discipline. Further analysis shows that nearly 1/3 of the students who received formal discipline are now removed to alternate placements. This was confirmed through direct interview with staff. Research shows that students who have difficulty with behavior in middle school are more likely to continue having difficulty in high school and more likely to drop out of school.

Students with Disabilities at William Allen and Maple Street had the highest rate of formal discipline at the elementary level. Nancy Loud School had no formal discipline for students with disabilities in either of the years studied.

**Figure 4.15 Outcome Measures Compared to Area Districts and State Average**

	grad rate	drop-out rate	reading proficiency	math proficiency
Bedford	95.24%	0.00%	48.00%	43.00%
Berlin	ND	5.50%	23.00%	19.00%
Claremont	50.00%	8.84%	19.00%	14.00%
Concord	10.71%	4.79%	33.00%	36.00%
Derry Cooperative	55.95%	NA	33.00%	32.00%
Dover	85.71%	4.47%	26.00%	24.00%
Hudson	60.98%	4.07%	24.00%	19.00%
Londonderry	84.52%	1.86%	35.00%	22.00%
Merrimack	81.97%	5.14%	42.00%	34.00%
<b>Rochester</b>	<b>44.44%</b>	<b>9.84%</b>	<b>31.00%</b>	<b>26.00%</b>
Salem	82.14%	4.72%	37.00%	34.00%
Timberlane Regional	84.00%	2.13%	45.00%	41.00%
State	71%	4.53%	35.18%	29.22%

The Chart above shows that Rochester has a lower than expected graduation rate and a higher than expected drop-out rate for students with disabilities. Additionally, both reading and math proficiency are below the state average and below many comparison districts. While all comparison districts are similar size to Rochester, Claremont and Berlin are most similar in their challenges to meet needs of students from lower income families.

**Table 5.1: Percent of Budget Spent on Special Education in Comparison to Area Districts**

	Percent of District budget spent on special education
Bedford	17%
Berlin	
Claremont	
Concord	24%
Derry Cooperative	
Dover	15%
Hudson	
Londonderry	16%
Merrimack	
<b>Rochester</b>	<b>23.73%</b>
Salem	
Timberlane Regional	17%

The table above shows that while information was not readily available for all districts, Rochester spends a higher percentage of their budget on special education programs than several similarly sized districts in New Hampshire.

**Table 5.2: Special Education Cost summary**

category	2008	2009	2010	3 year increase
Salaries	\$10,030,303.00	\$9,056,503.00	\$11,172,038.00	11%
Supplies	\$34,899.00	\$43,892.00	\$62,754.00	80%
Equipment	\$10,085.00	\$12,105.00	\$143,128.00	1319%
Tuition	\$1,339,922.00	\$1,334,247.00	\$1,541,664.00	15%
Purchased Services	\$319,932.00	\$1,827,119.00	\$654,051.00	104%
Substitutes	\$249,849.00	\$257,001.00	\$327,599.00	31%
ESY	\$116,836.00	\$121,036.00	\$114,015.00	-2%
Transportation	\$569,858.00	\$573,304.00	\$683,974.00	20%
Indirect Costs	\$39,389.00	\$40,899.00	\$63,048.00	60%
Total	\$12,711,073.00	\$13,266,106.00	\$14,762,271.00	16%

The chart above shows that Rochester has seen an increase in nearly all budget categories over the past 3 years. Most of the increase is due to additional funding available through the American Recovery and Reinvestment Act which made \$1,288,619 available to Rochester Schools. There are no plans to continue these funds beyond FY 2011, so Rochester will need to find other sources of revenue or reduce the budget to make up for lost funds.

**Table 5.3: High Cost Students as Compared to Other Area Districts**

District Name	Expenditures from 3.5 - 10 times state average		Expenditures over 10 times state average		Total Expended on High Cost Students	Total Expended/ Special Ed ADM	FY2010 Reimbursement @ 85.1186%
	% of Special Ed ADM at this Threshold	Average Cost/pupil over Threshold	% of Special Ed ADM at this Threshold	Average Cost/pupil over threshold			
Bedford	8.77%	\$14,610.38	0.21%	\$42,372.18	\$2,380,563.71	\$4,969.86	\$452,262.78
Berlin	1.86%	\$19,051.16	0.00%		\$360,672.03	\$1,120.10	\$77,837.15
Claremont	2.05%	\$22,328.50	0.26%	\$115,198.31	\$622,313.05	\$1,595.67	\$219,691.65
Concord	6.02%	\$15,657.47	0.00%		\$2,722,479.25	\$3,415.91	\$511,772.71
Derry Cooperative	4.87%	\$26,197.39	0.62%	\$26,286.24	\$3,883,206.80	\$3,439.51	\$1,136,955.79
Dover	2.80%	\$31,398.30	0.23%	\$22,718.78	\$892,228.50	\$2,079.79	\$275,905.44
Hudson	1.28%	\$44,478.06	0.36%	\$13,836.87	\$626,446.06	\$1,141.07	\$235,566.42
Londonderry	2.57%	\$19,533.26	0.21%	\$39,787.53	\$1,533,833.58	\$1,640.46	\$386,960.63
Merrimack	10.14%	\$20,943.19	0.79%	\$51,284.83	\$5,082,019.21	\$6,695.68	\$1,360,032.30
<b>Rochester</b>	<b>3.13%</b>	<b>\$23,644.63</b>	<b>0.10%</b>	<b>\$7,083.21</b>	<b>\$1,877,798.71</b>	<b>\$1,956.04</b>	<b>\$453,329.04</b>
Salem	10.34%	\$27,175.88	1.49%	\$59,898.82	\$6,382,434.18	\$7,948.24	\$2,147,766.84
Timberlane Regional	2.77%	\$37,704.47	0.36%	\$26,038.84	\$1,889,718.64	\$2,279.52	\$657,012.18
<b>State Total</b>		<b>\$23,375.12</b>		<b>\$43,978.79</b>	<b>\$28,253,713.72</b>		<b>\$7,915,092.93</b>

The table above reviews reimbursement for high cost special education students. In FY 2010, slightly over 3% of the special education students in Rochester cost between 3.5 and 10 times the state average (approximately \$41,000). This was in the mid-range of comparison schools. Rochester only had 1 child whose education exceeded 10 times the state average cost (approximately \$117,000). Again, this was in the mid-range of comparison schools. When considering high cost students, Rochester's costs appear to be in an average range in comparison to other area districts.

The overall number of Rochester students in private placements and the costs of in-district placements leads to a recommendation that Rochester re-evaluate costs any student with a high number of services or an individual aid to ensure maximum reimbursement for eligible students.

**Table 5.4: Costs by building FY 2010**

	Total Spent - All funds	Current Special Ed ADM	Cost/Special Ed Students	Total cost including General School and Administration
General elementary	\$3,767,704.98	455	\$8,280.67	
Preschool	\$30,511.34	95	\$321.17	\$9,200.22
William Allen	\$600,273.44	57	\$10,531.11	\$19,410.16
Chamberlain	\$964,158.15	75	\$12,855.44	\$21,734.49
East Rochester	\$1,367,911.89	44	\$31,088.91	\$39,967.95
Nancy Loud	\$72,722.74	14	\$5,194.48	\$14,073.53
Gonic	\$346,035.65	45	\$7,689.68	\$16,568.73
Maple	\$176,746.42	21	\$8,416.50	\$17,295.54
McClelland	\$621,807.41	83	\$7,491.66	\$16,370.70
School Street	\$112,642.51	14	\$8,045.89	\$16,924.94
Rochester MS	\$2,611,750.49	217	\$12,035.72	\$12,634.09
Spaulding HS	\$3,181,883.33	213	\$14,938.42	\$15,536.80
Bud Carlson	\$171,987.65	20	\$8,599.38	\$9,197.76
Hope	\$86,083.95	7	\$12,297.71	\$21,176.76
Tutoring Academy	\$63,102.10			
Central Office	\$575,639.68	962	\$598.38	
Total	\$14,750,961.73	962	\$15,333.64	

The chart above shows total special education spending by school for the 2009-2010 school year. The last column provides total cost per pupil (including general elementary and central office staff costs). This information was taken from the District Budget year end summary from FY 2010.

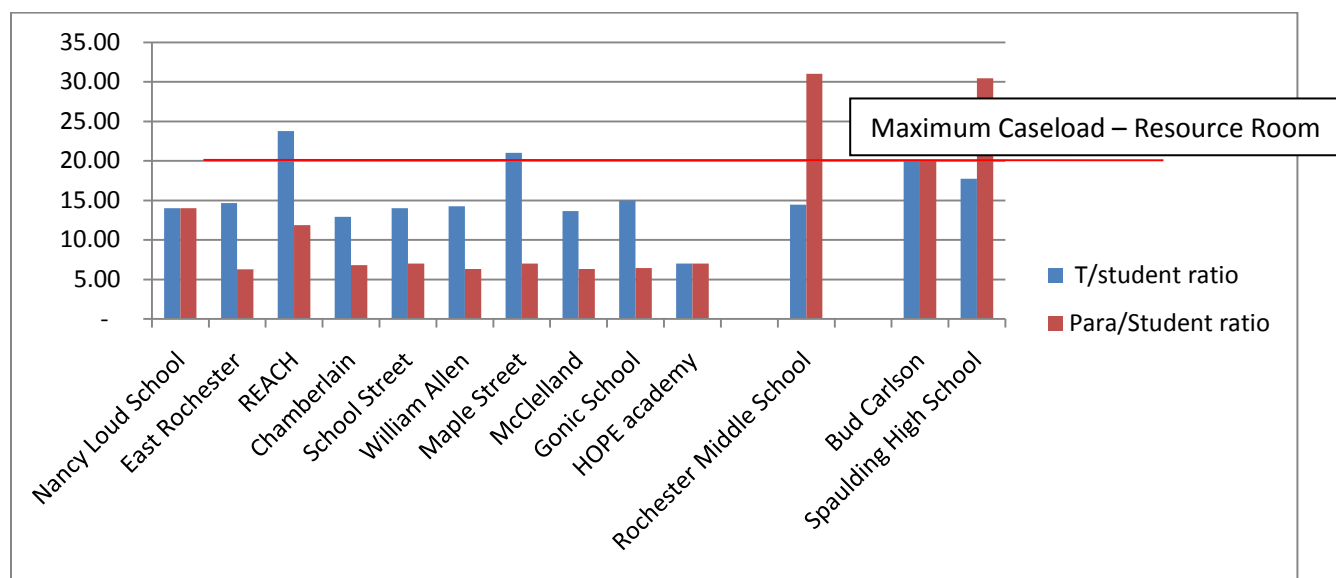
Rochester uses a single “1210” function code to track costs for all general fund special education costs. While this helps provide the district with a general idea of costs, it makes it difficult to analyze more specific costs and needs. Additionally, a review of a current payroll showed somewhat inconsistent coding between buildings, particularly related to related service staff, again, making it more difficult than necessary to track costs for special education programs.

**Figure 5.5 Proposed Staffing by School**

School	# Special Ed Students	Recommended # Certified Staff	# Paras required for student IEPs	Recommended # Building paraprofessionals	Resulting Teacher/student ratio	Resulting Para/Student ratio	Change from current staffing- Teachers	Change from current staffing - Paras
Nancy Loud	14	1	1	1	14.00	14.00		
East Rochester	44	3		7	14.67	6.29		-2
REACH	95	4		8	23.75	11.88		0
Chamberlain	75	5.8	2	11	12.93	6.82	-1	-6
School Street	14	1		2	14.00	7.00		-1
William Allen	57	4	3	9	14.25	6.33		-5
Maple Street	21	1		3	21.00	7.00		1
McClelland	82	6	1	13	13.67	6.31	1	-3
Gonic School	45	3	1	7	15.00	6.43	-1	
HOPE academy	7	1	1	1	7.00	7.00		
Rochester MS	217	15	5	7	14.47	31	-2	-3
Bud Carlson	20	1		1	20.00	20.00	-1	
Spaulding HS	213	13	13	7	16.38	17.75		-5
Tutoring Aca		1		1	-	-		
Net change							-4	-24

Low overall numbers of students with disabilities impact staff student ratios in several buildings.

**Figure 5.6 Impact of Proposed Staffing; Building Level Staff/Student Ratios**



The chart above shows how proposed changes impact staff/student ratios at each building. Ratios for paraprofessionals exclude the number of paraprofessionals required to meet individual student needs as noted on student IEPs. Both Rochester Middle School and Spaulding High School have a high number of students with aid support as part of their IEP. Ratios at these schools are higher to adjust for the fact that the needs of many students are being met through individually assigned aides.

While ratios at REACH preschool appear high, three teachers have 3 separate classes during the week. In actuality, a class will have one teacher to no more than 12 students at one time. Where classes are full at 12 students, 2 aides are generally necessary to address student needs during the very shortened schedules at this age group.

Proposed staffing maintains most buildings well under a required maximum level. Staff student ratios could increase in many buildings (with additional special education staff reductions) depending on the type and degree of other supports available to students with disabilities (i.e., general education interventions).



**Figure 5.7 Speech Therapy Direct Services Needs as Outlined in Student IEPs**

	# Students	Hours Required *	Speech FTE required**
Chamberlain Street School	47	19.58	1.2
East Rochester School	125	52.08	3.2
Gonic School	18	7.50	0.4
Maple Street School	14	5.83	0.4
McClelland School	62	25.83	1.5
Nancy Loud School	10	4.17	0.2
SAU# 54 SPECIAL EDUCATION PROGRAMS	1	0.42	0.1
School Street School	12	5.00	0.3
William Allen School	28	11.67	0.7
Rochester Middle School	34	14.17	1
Spaulding High School	24	10	0.6
TOTAL			9.6

\* Assumes an average of 25 minute per child and a group size of 2 calculated from available data on speech services

\*\*Full Time Equivalent staff assumes an average caseload of approximately 40 direct service students per therapist.

The chart above reviews the number of students who have speech therapy listed as a service on their IEPs. Times are inconsistently posted on IEPs, so an exact number of hours required was calculated based upon an average of 25 minutes per child, calculated based on data from over ½ the students. Calculations allow time to address other needs such as travel time, assessments and record keeping. However, there is a significant discrepancy between the number of therapists required to meet IEP needs (10) and the number of therapists currently employed by Rochester Schools (15).

**Figure 5.8: Occupational Therapy Needs as Outlined in Student IEPs.**

	# Students	Hours Required *	OT required**
Chamberlain Street School	45	16.5	1.2
East Rochester School	63	21.5	1.6
Gonic School	15	4.5	0.4
Maple Street School	7	1.5	0.2
McClelland School	49	13.5	1.4
Nancy Loud School	5	1.5	0.2
Hope	5	1.5	0.2
School Street School	4	1	0.1
William Allen School	22	8	0.6
Rochester Middle School	56	27	1.4
Spaulding High School	13	4	0.4
Total Occupational Therapists required to meet IEP needs		7.7	

\* Assumes a maximum group size of 2 students per group.

\*\*Full Time Equivalent staff assumes an average caseload of 40 direct service students per therapist.

The chart above documents current IEP needs related to Occupational Therapy. A total of 7.7 therapists could most likely meet IEP obligations. Additional therapy time is required when considering other needs such as travel time, assessments and record keeping.

**Figure 5.9: Physical Therapy Needs as Outlined in Student IEPs.**

	# Students	Hours Required *	PT FTE required**
Chamberlain Street School	30	13	0.8
East Rochester School	23	12.5	0.6
Gonic School	2	1	0.1
Maple Street School	4	1.5	0.1
McClelland School	24	9	0.6
Nancy Loud School	2	1	0.1
School Street School	2	1	0.1
William Allen School	7	3	0.2
Rochester Middle School	8	3.5	0.2
Spaulding High School	6	3	0.2
Total Physical Therapists required		3	

\* Assumes a maximum group size of 2 students per group.

\*\*Full Time Equivalent staff assumes an average caseload of 40 direct service students per therapist.

The chart above documents current IEP needs related to Physical Therapy. A total of 3 therapists could most likely meet IEP obligations if group sizes were more than 2 students. Additional therapy time is required when considering other needs such as travel time, assessments and record keeping. Rochester currently employs 2 physical therapists. Therapists report challenges to meet student needs while only 2 therapists travel between all 10 buildings, and data supports that current staffing is insufficient to meet needs if applying the same calculations used for other therapies.

**Figure 5.10: Adapted Physical Education Needs as Outlined in Student IEPs.**

	# Students	FTE required
Chamberlain Street School	1	<0.1
East Rochester School	1	<0.1
Gonic School	3	0.1
Maple Street School	0	
McClelland School	3	0.1
Nancy Loud School	0	
School Street School	0	
William Allen School	2	0.1
Rochester Middle School	18	reevaluate needs
Spaulding High School	9	0.2
Total APE Instructors required		1

The chart above documents the number of students who currently have Adapted Physical Education listed as a service on their IEP. Based upon District size and overall student needs, 1 APE instructor could adequately meet needs. Data suggests that Rochester Middle School has a significantly disproportionate number of students requiring APE services.

**Figure 5.11 Current Cost/Pupil for Related Services as Specified on Student IEPs**

	Total Current Annual Cost	# Students	Annual cost/student
Adapted Phys Ed	\$122,571.00	37	\$3,312.73
Occupational Therapy	\$666,551.00	284	\$2,347.01
Physical Therapy	\$146,452.00	108	\$1,356.04
Special Ed Counseling	\$90,691.00	166	\$546.33
Speech	\$993,259.00	375	\$2,648.69

The chart above shows the current cost of related services based upon the number of students receiving special education services. Related service providers may be providing services to students who are not on IEPs or may be providing extra services to students not specified on student IEPs. Since Rochester can request some reimbursement for some related services through Catastrophic Funding or Medicaid, the District should be aware of costs and should also ensure that student IEPs accurately reflect student needs.

**Figure 5.12 Overall Staffing Recommendations**

Level	Position	# Staff identified on payroll	Recommendations
Program Admin	Administrative/Supervisors	6	Maintain Staffing
	School Psychologists	3.4	Maintain Staffing
	Academic Assessors	4	Maintain Staffing
	Out of District Liaison	1.4	Reduce 1.0 staff
	Focused Monitoring Sup	1	Maintain or Reduce as District believes necessary
	Court Liaison	1	Maintain or Reduce as District believes necessary
Administrative Assistants/Clerical	Central Office	3	Maintain as District believes appropriate
	Spaulding HS	1	Maintain as District believes appropriate
	Rochester MS	1	Maintain as District believes appropriate
Related Services	Occupational Therapists	9	Maintain Staffing
	Speech Therapists	15	Reduce 5 therapists or reevaluate student IEPs to align needs
	Physical Therapists	2	Increase 1 therapist
	Adaptive Phys Ed Inst	2	Reduce 1 to 1.5 Instructors or reevaluate student IEPs to align needs
	Special Ed Counselors	2	Maintain as District believes appropriate
	Nurse	1	Maintain as District believes appropriate
	ASL Interpreters	2	Maintain as District believes appropriate
	Behavior Specialists	5	Maintain or Reduce as District believes appropriate; Consider whether staff should be coded for Special Ed needs
	Job Coaches	2	Maintain as District believes appropriate
	District Guidance Counsel	3	Consider whether staff should be coded for Special Ed needs
Instructional Staff	Special Ed Instructors	65.8	Reduce 4 teachers as specified in Figure 5.5
	Para-Professionals	134	Reduce 24 paraprofessionals as specified in Figure 5.5
	Private School Parapro	.3	Maintain as District believes appropriate
	ESL instructors	3	Consider whether staff should be coded for Special Ed needs