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QUESTAR III BOCES

Board of Cooperative Educational Services
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QUESTAR III BOCES
499000

- AVERILL PARK CSD
- BERKSHIRE UFSD
- BERLIN CSD
- BRUNSWICK CSD
- CAIRO-DURHAM CSD
- CATSKILL CSD
- CHATHAM CSD
- COXSACKIE ATHENS CSD
- EAST GREENBUSH CSD
- GERMANTOWN CSD
- GREENVILLE CSD
- HOOSIC VALLEY CSD
- HUDSON CITY SD
- KINDERHOOK CSD
- LANSINGBURGH CSD
- NEW LEBANON CSD
- NORTH GREENBUSH COMMON SD
- RENSSELAER CITY SD
- SCHODACK CSD
- TACONIC HILLS CSD
- WYNANTSKILL UFSD

Non-Component Districts:

- HOOSICK FALLS CENTRAL SD
- TROY CITY SD

Career & Technical Education

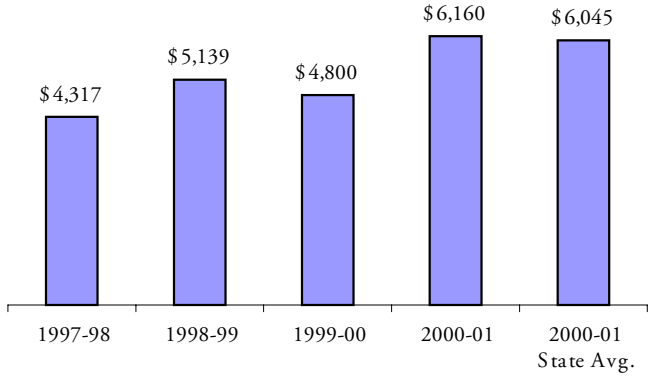
BOCES classes, offered primarily on a half-day basis, prepare high school students attending component districts for skilled workforce careers. Most career and technical education programs require two years to complete. Also reported are data reflecting "New Vision" and other one-year programs. Data source for enrollment: BOCES Survey.

Number of students enrolled in a Career and Technical Education two-year sequence	1997-98	1998-99	1999-00	2000-01
Number of first-year students ……	401	400	246	327
Number of second-year students ……	252	236	206	239
Number of second-year students completing ……	162	188	174	186

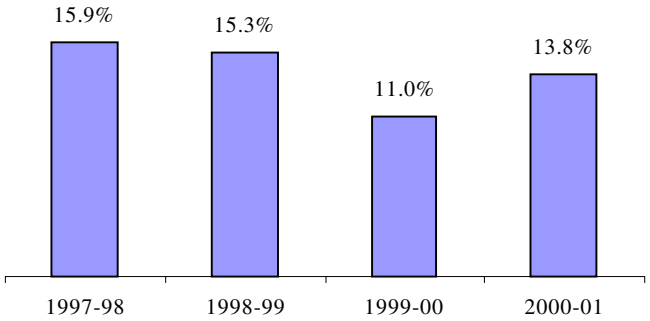
Number of students enrolled in one-year programs				
"New Vision" ……...	NA	NA	0	11
Other one-year programs ……...	NA	NA	0	0

Tuition Per Student

BOCES charges tuition to component districts for services to each student participating in career education programs
Data Source: 602 Report



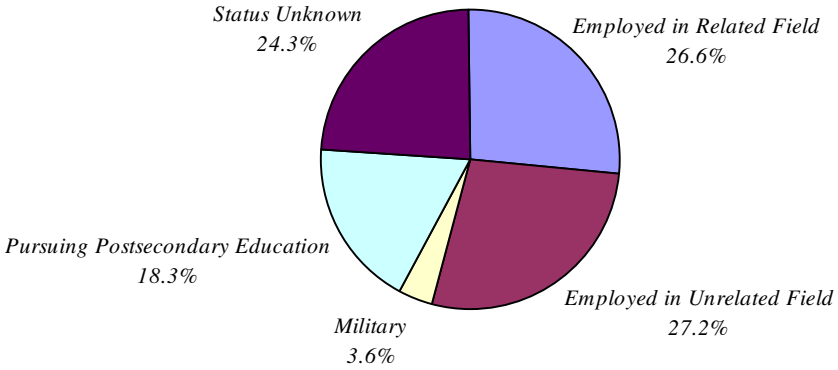
Number Enrolled in Career and Technical Education Programs as a Percent of all Juniors and Seniors in Component District High Schools



Data Source: BOCES Survey and Basic Education Data System

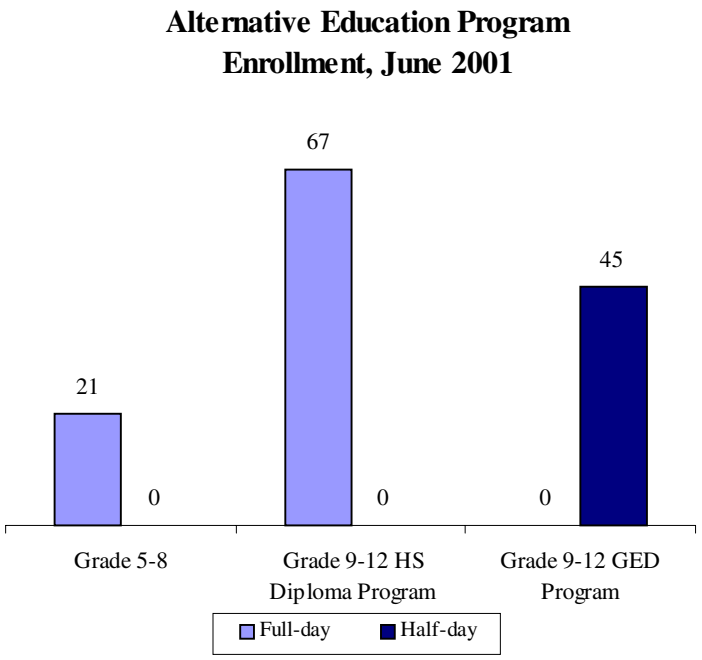
BOCES Surveys career and technical education graduates within one year after program completion to determine if they are employed or continuing their education.
Data source: CTEDS-2 Report

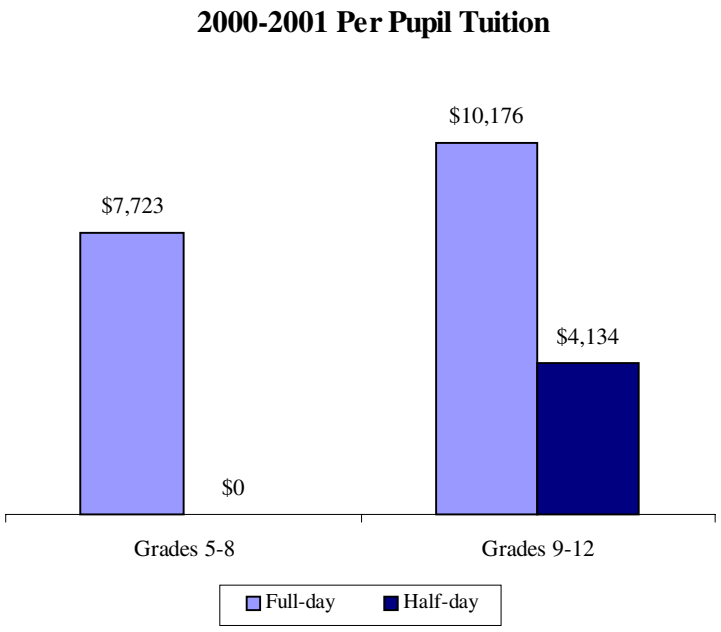
Status of Career and Technical Education 1999-2000 Program Graduates



Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas (GEDs). Data source: 2001 BOCES Survey





Alternative Education Outcomes

The objective of the alternative education program is to retain students until they graduate or return to a regular school setting. Students counted as leaving programs may have done so for a variety of reasons including relocation, medical problems, childcare, incarceration or entering other education programs. Data source: 2001 BOCES Survey

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to GED	
Number of students who:	Full-day	Half-day	Full-day	Half-day	Full-day	Half-day
returned to a school district program……..	10		17			0
remained in the BOCES program……	11		22			20
left the program and did not enter another district or BOCES program (dropouts)……	0		0			10
are waiting for GED exam results……						1
received high school diplomas…….			28			
received high school equivalency diplomas (GEDs)……..						14

Adult Career Education - BOCES sponsors both adult career education programs and adult basic education courses.

1999-2000 Adult Career Education Placement Results - Adult career education programs enhance workplace skills and enable participants to gain employment or career advancement. The reauthorization of the Carl D. Perkins Act 111 of 1998 changed reporting requirements. In 1999-00, enrollments were reported, however no follow-up report was received.

Success Rate

The Success Rate is calculated by adding the adults employed in a training-related field, employed in another field, and pursuing further education and dividing by the number of completers minus the status of unknown/others. The success rate for this BOCES was 0 (No Report).

Adult Basic Education

Enrollment in adult basic education programs for 2000-2001 was 1,193.

Educational Gain

Students are counted as having educational gain if they show improvement in their standardized test scores between enrollment and re-testing after approximately 100 hours of instruction. Educational gain is the primary goal for students in adult beginning/ intermediate programs, lower level adult secondary programs, and in English for speakers of other languages programs. Changes in the reporting format for 2000-2001 may affect the comparison of Adult Secondary enrollment and gain with prior years.

Educational Program	Enrollment			Educational Gain		
	1998-1999	1999-2000	2000-2001	1998-1999	1999-2000	2000-2001
Adult Beginning/ Intermediate	1,709	717	788	333	216	236
Adult Secondary (Low)	2,076	1,078	643	347	253	241
ESOL	774	261	210	165	138	53

Other Outcomes (2000-2001)

Other outcomes of 2000-2001 adult basic education programs include obtaining and retaining employment, entering post-secondary education or training, and removal from or reduction in public assistance. Students in higher level adult secondary education programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma.

Other Outcome	Participants with Goal or Status	Participants Achieving Goal	Percentage Achieving Outcome
Entered employment	186	77	41.4%
Retained employment	41	36	88.0%
Obtained a secondary or high school equivalency diploma	297	139	46.8%
Entered post-secondary education or training	65	32	49.2%
Removal from or reduction in public assistance	153	34	22.2%

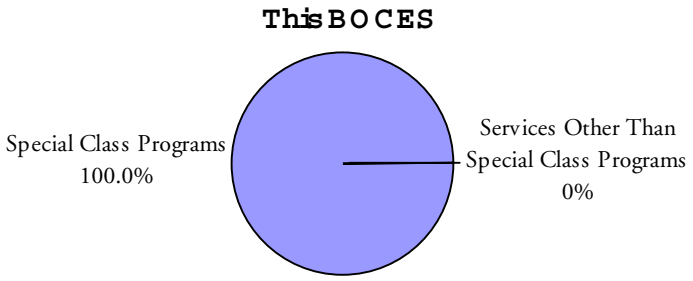
These outcome measures are consistent with the National Reporting System (NRS) for adult education. The NRS calculates the percentage of achievement for each outcome by dividing the number of students achieving the outcome by the number who at intake indicate that outcome is a primary or secondary goal. The exception to this is “removal from public assistance” in which all public assistance recipients are considered to have that outcome as a goal.

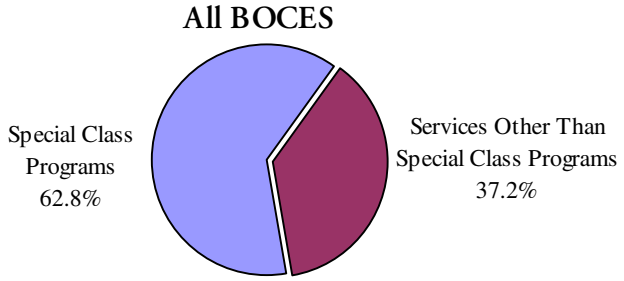
Special Education

Special Education programs offered by BOCES provide school districts with additional options for serving students with disabilities.

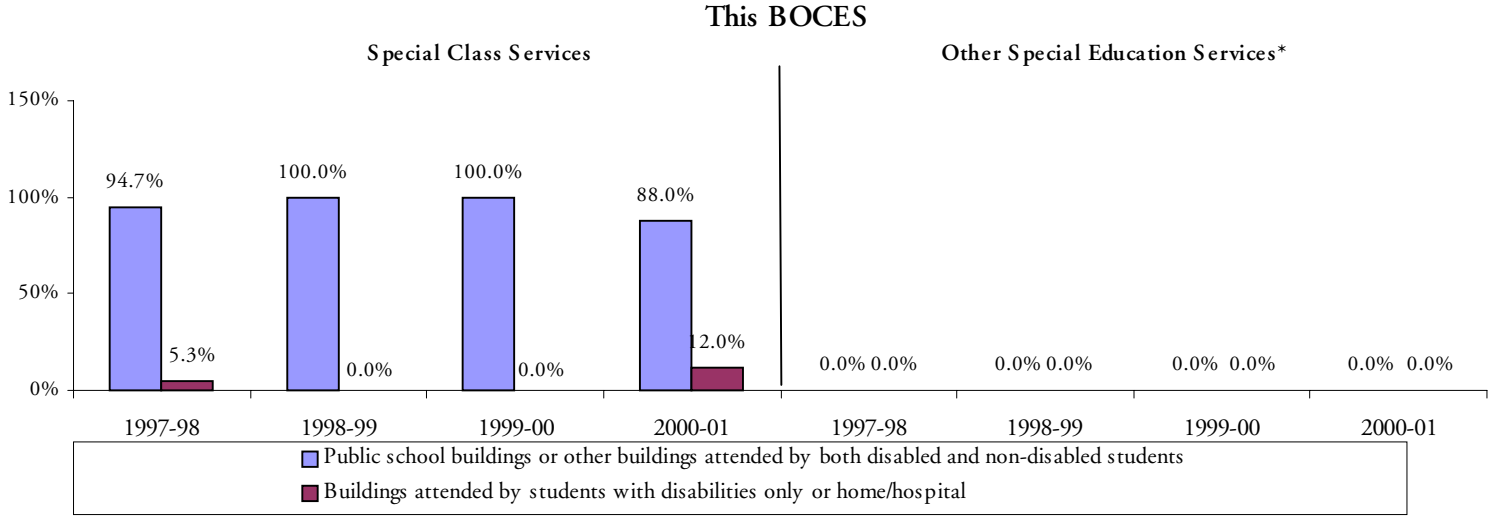
Services Provided by BOCES

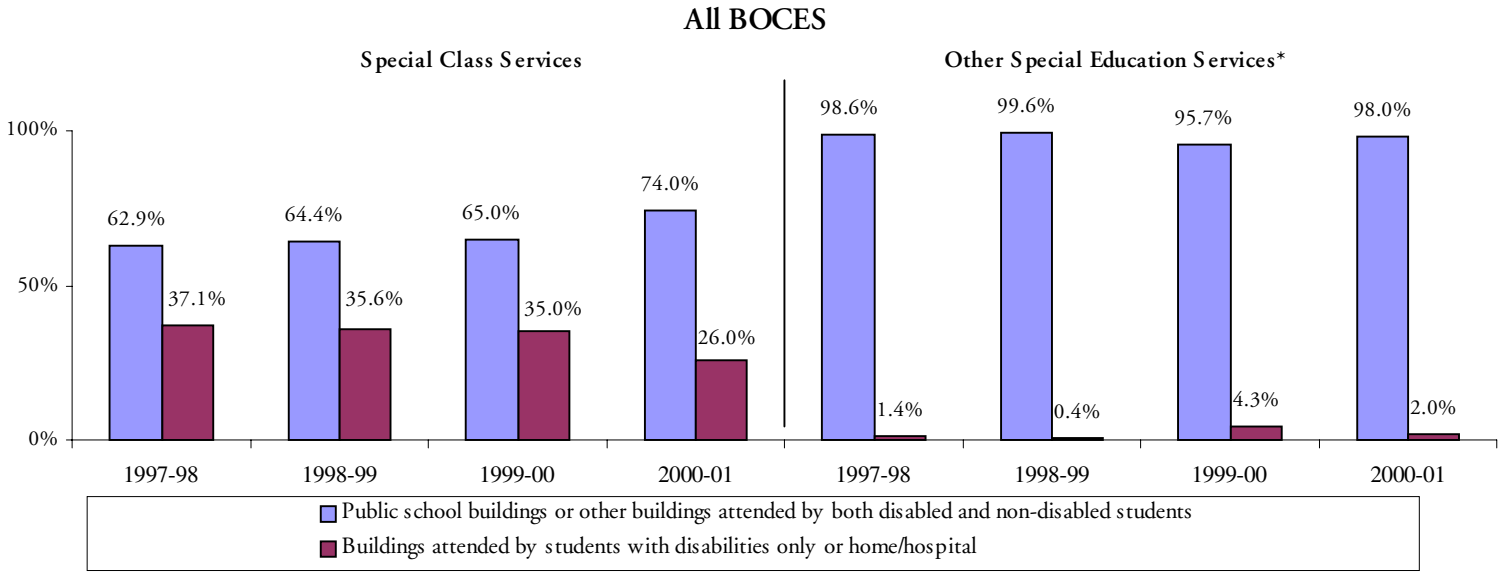
Data regarding the services and settings provided were collected on the 2000-2001 PD4A form. Data are as of December 1, 2000, representing the 2000-2001 school year. This BOCES served 324 school-age students with disabilities, representing 5.4% of all school-age students with disabilities residing in the component districts of this BOCES. Statewide, 15.0% of school-age students with disabilities were served by a BOCES. A continuum of special education services ranging from resource rooms and consultant teachers to special classes is available to students.





Settings in Which Special Education Services Were Provided





*Other special education services include programs such as resource rooms, related services, and consultant teacher services.

Special Education Enrollment and Tuition

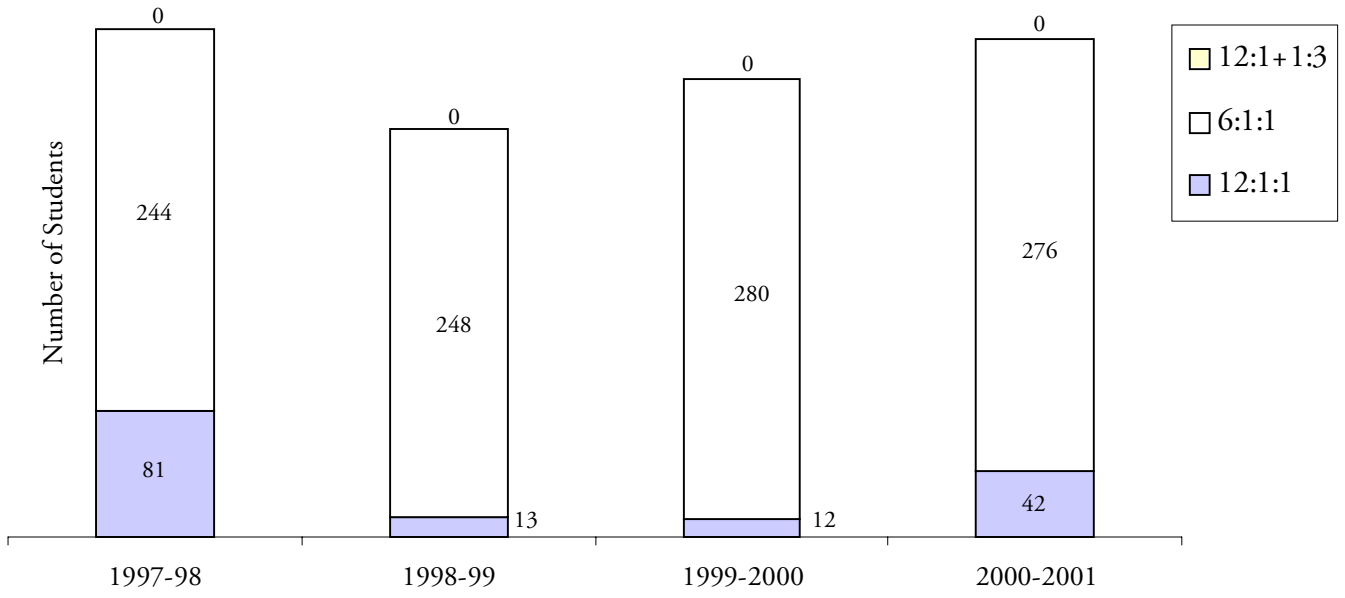
When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are three of the alternatives:

- 12 students per teacher plus one paraprofessional (12:1:1)
- 6 students per teacher plus one paraprofessional (6:1:1)
- 12 students per teacher plus four paraprofessionals (12:1+1:3)

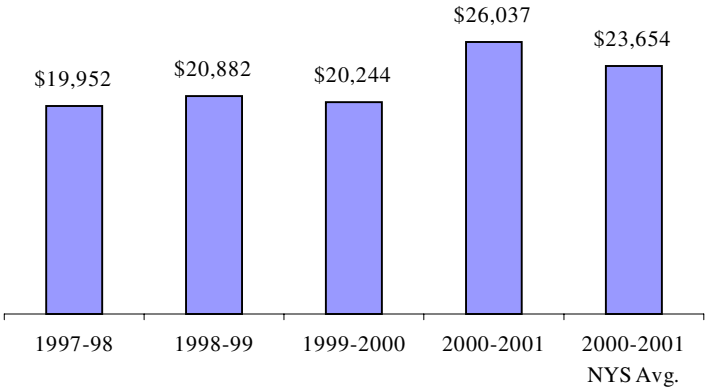
If BOCES provides other options of student/staff ratios, an addendum of enrollment and tuition information will be attached to this report.

Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. Data source for enrollment and tuition: 602 Report.

Enrollment Trends



Tuition 6:1:1



Tuition 12:1:1

Students with Disabilities Exiting BOCES Special Education Programs

High school students leave BOCES special education programs when they earn a credential, reach the maximum age (21) for public schooling or drop out. The high school diploma rate (a+b+c/f) for this BOCES is 100.0%. The Statewide high school diploma rate for all BOCES is 46.8%. Source: 2000-2001 PD5A Report

Type of Service Provided by BOCES	Students Completing School Programs						
	a. Regents Endorsed High School Diplomas	b. Local High School Diplomas	c. High School Equivalency Diploma	d. IEP Diploma/ Local Certificate	e. Students Reaching Maximum Age	f. Total Students Completing	g. Students who Dropped Out
Students Receiving Special Class Programs	0.0%	0.0%	0.0%	0.0%	0.0%	0	8
Students Receiving Other Than Special Class Programs *	0.0%	100.0%	0.0%	0.0%	0.0%	2	0
Total Students	0	2	0	0	0	2	8

Postsecondary Education and Employment Plans of Students with Disabilities

The plans presented below are for students who completed school through one of the categories listed above. (Plans of students who dropped out are not included.)

Type of Service Provided by BOCES	Postsecondary Education and Employment Plans of Students with Disabilities							
	4-Year College	2-Year College	Other Postsecondary	Employment	Military Service	Adult Services	Other	Unknown
Students Receiving Special Class Programs	0	0	0	0	0	0	0	0
Students Receiving Other Than Special Class Programs *	0	0	0	2	0	0	0	0
Total	0	0	0	2	0	0	0	0

Other than special class programs includes programs such as resource room programs, related services, and consultant teacher services.

State Testing Program

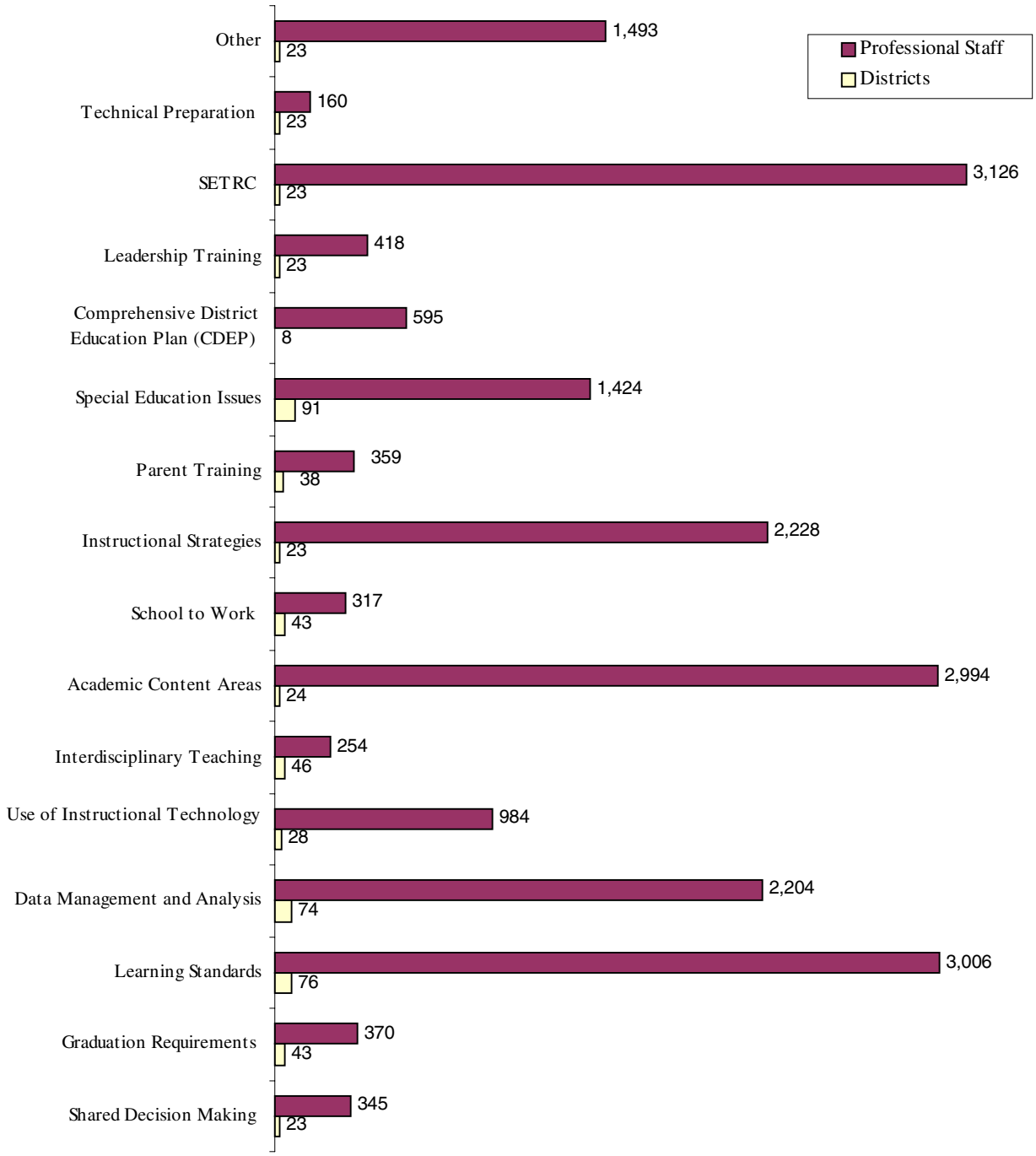
Elementary-level and middle-level assessments measure student performance by level in grades 4 and 8 English Language Arts (ELA) and mathematics. These data are results for students enrolled in BOCES programs.

	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested						
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4
Elementary-level English Language Arts January 2001	0	0	0	#	#	#	#	2	0%	0%
Elementary-level Mathematics May 2001	0	0	1	#	#	#	#	1	100%	100%
Middle-level English Language Arts May 2001	1	0	0	0	0	0	0	0	0	0
Middle-level Mathematics May 2001	1	0	0	0	0	0	0	0	0	0

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Note: ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions. To protect student confidentiality, the pound character (#) appears when fewer than five students in a group are tested.

Number of Districts and Staff Participating in Professional Development 2000-2001



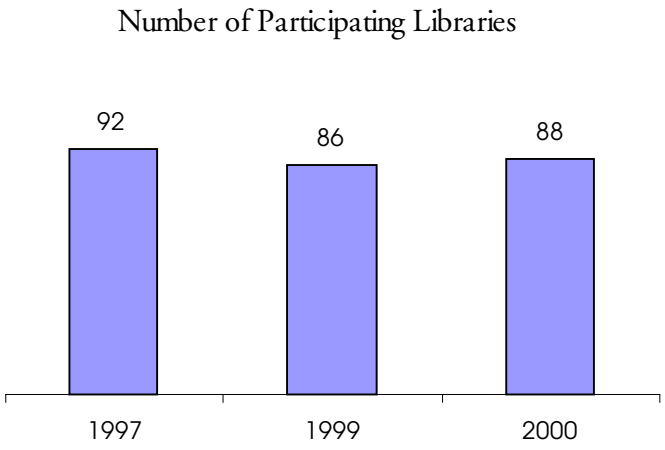
Technology Services
2000-2001

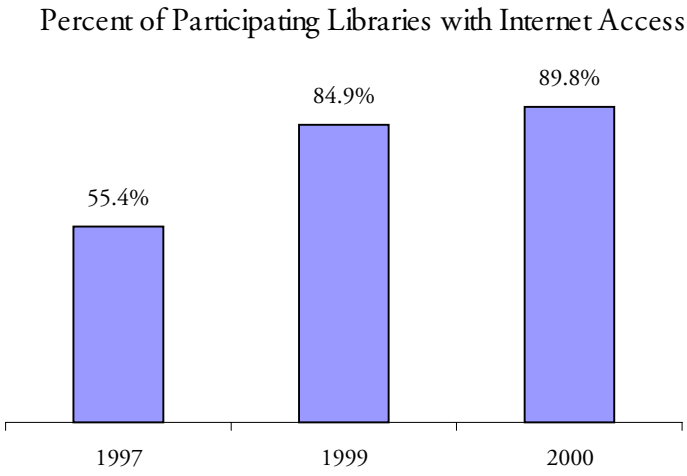
BOCES provides technology services to teachers, administrators and students through contracts with districts.

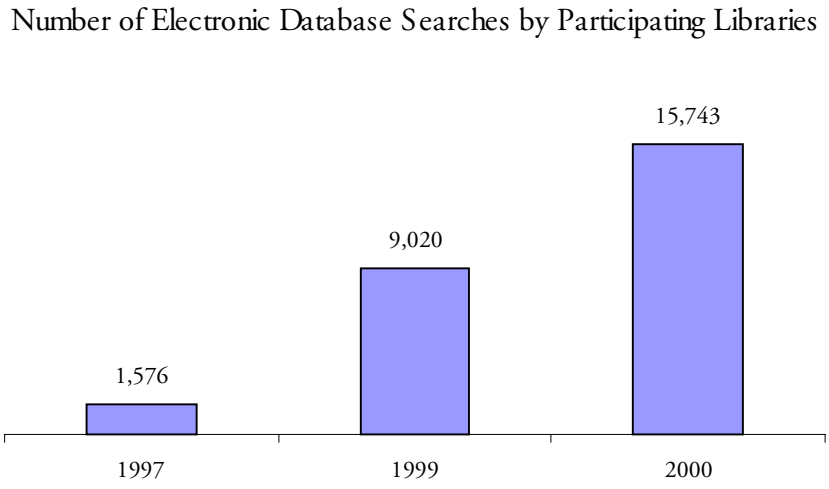
Use of technology services provided by this BOCES:	Number of		
	Districts	**Professionals (Teachers/ Administrators)**	**Students**
1. Distance Learning	10	194	430
2. Instructional Computing	21	2,000	25,000
3. Computer/Audio-Visual Repair	16	1,523	
4. Library Automation/Software	5	730	7,700
5. LAN Installation/Support	5	540	6,300
6. Distributed Process Technicians	23	317	28,000
7. Guidance Information	0	0	0
8. Administrative Computer Services	23	317	
9. Administrative Training	23	317	

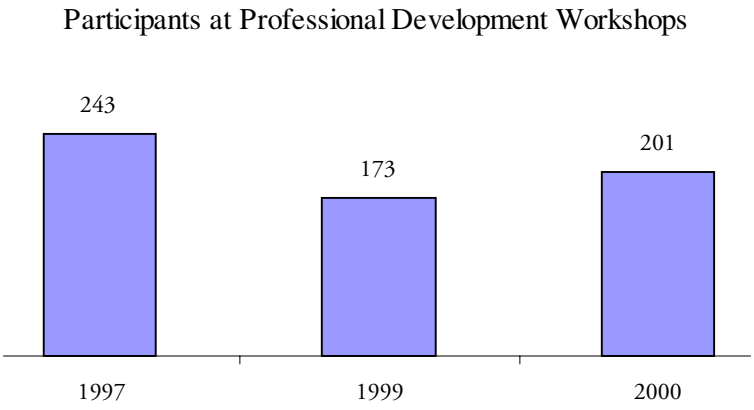
School Library Services

School Library Systems, a state-aided program sponsored by each BOCES, provide vital library and information resources to public and nonpublic schools throughout the State. Each system operates under an approved plan of service and provides leadership and training through professional development activities; facilitates resource-sharing among its member school libraries; promotes advances in technology for information storage and retrieval; focuses on cooperative collection development of school library materials; addresses the information needs of special client groups and participates in regional library issues with public, academic and special libraries. Students, teachers and administrators in each BOCES area benefit from the activities of the program. The charts below compare 1997, 1999 and 2000 data elements for the School Library System.



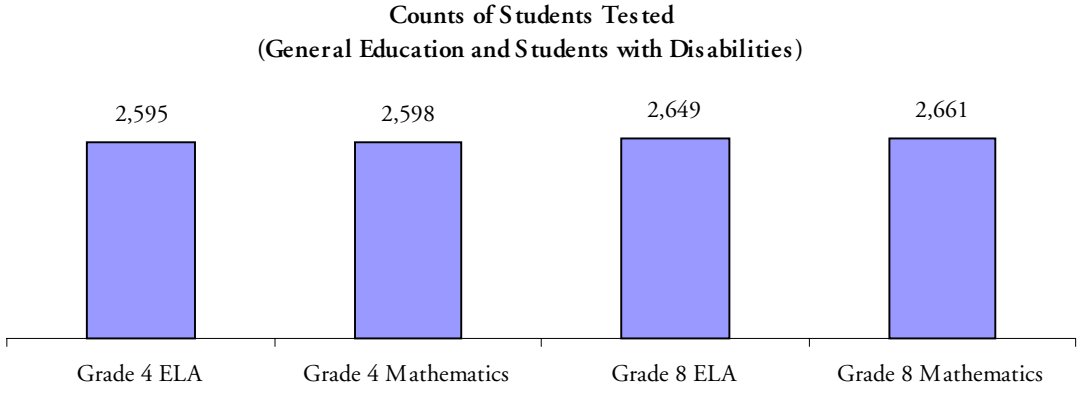


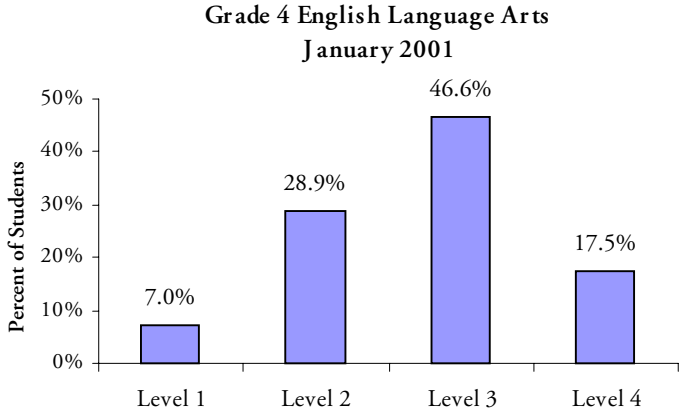


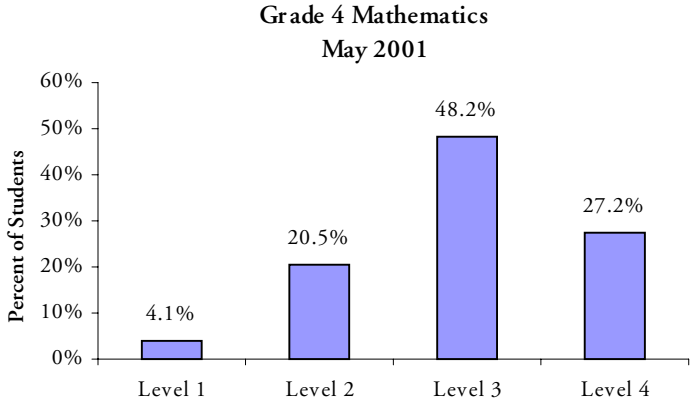


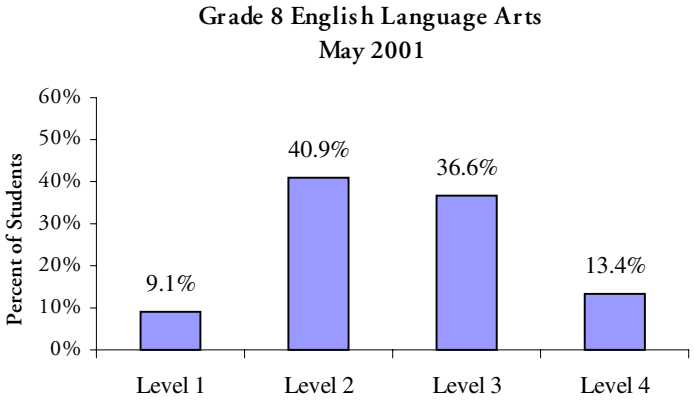
State Testing Program for All Component Districts

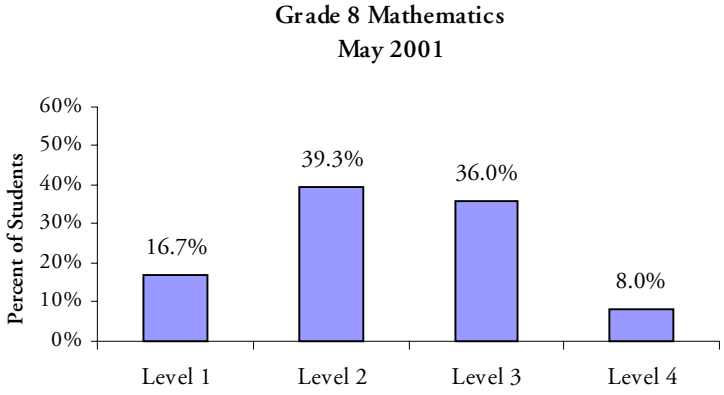
The State testing program provides data to the State Education Department and local school districts for use in planning, managing, and evaluating educational programs. The 4th and 8th grade English language arts (ELA) and mathematics tests measure student performance on the State standards for the elementary and middle grades, while the Regents examinations are key indicators of student progress in the secondary grades. These data are calculated by aggregating district-level results for general education students and pupils with disabilities for all component districts.











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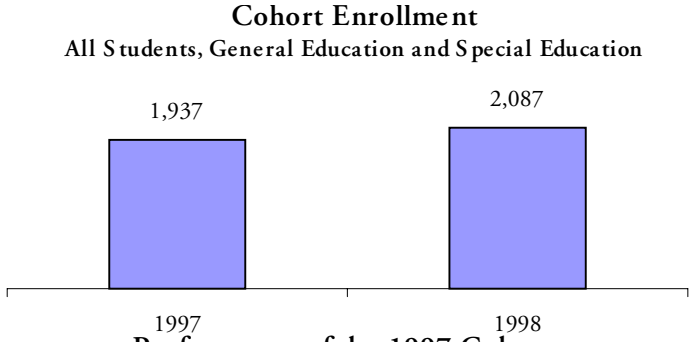
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

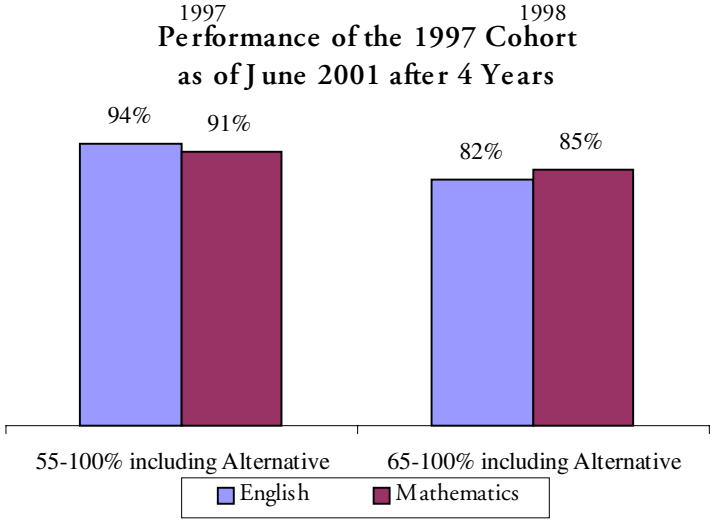
Further descriptions for each level by exam are available on the School Report Cards at the New York State Education Department Web site at www.emsc.nysed.gov/irts/.

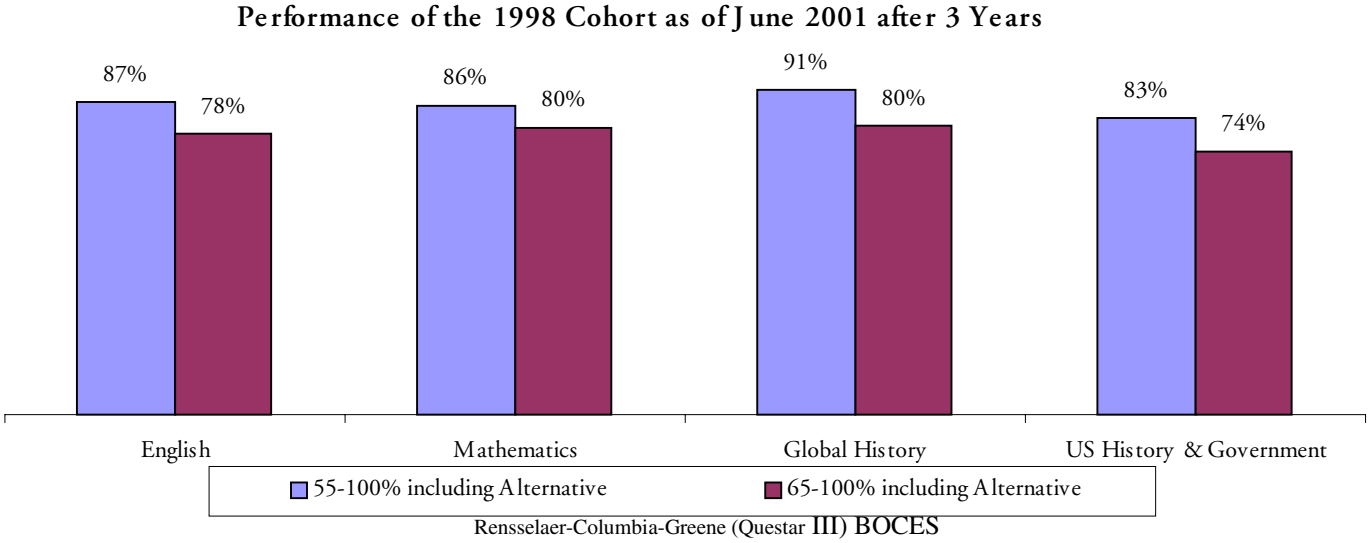
Regents Examinations

In 1996, the Regents acted to raise learning standards by requiring future students to demonstrate competence for graduation using Regents examinations, rather than the lower-level Regents competency tests (RCTs). All general-education students who entered ninth grade in the fall of 1996 were required to score 65 or higher (55 if approved by the local school board) on the Regents comprehensive examination in English to earn a local diploma. Those general-education students who entered ninth grade in the fall of 1997 are required to score 65 or higher (55 if approved by the local school board) on the Regents comprehensive examination in English and Regents examination in mathematics. The number of Regents examinations required for graduation has increased with each succeeding freshman class. Added requirements for the freshman class of 1998 were the global history and US history & government Regents. Even more rigorous graduation requirements will be implemented in 2002.

Cohort data were collected to assess the progress that students who were enrolled in grade 9 for the first time in September 1997 or 1998 made toward meeting new graduation requirements in English and mathematics and for the1998 Cohort, global history and US history and government. The following charts show the percentage of cohort members in component districts who scored 55-100 on each Regents examination. The data include students with disabilities.

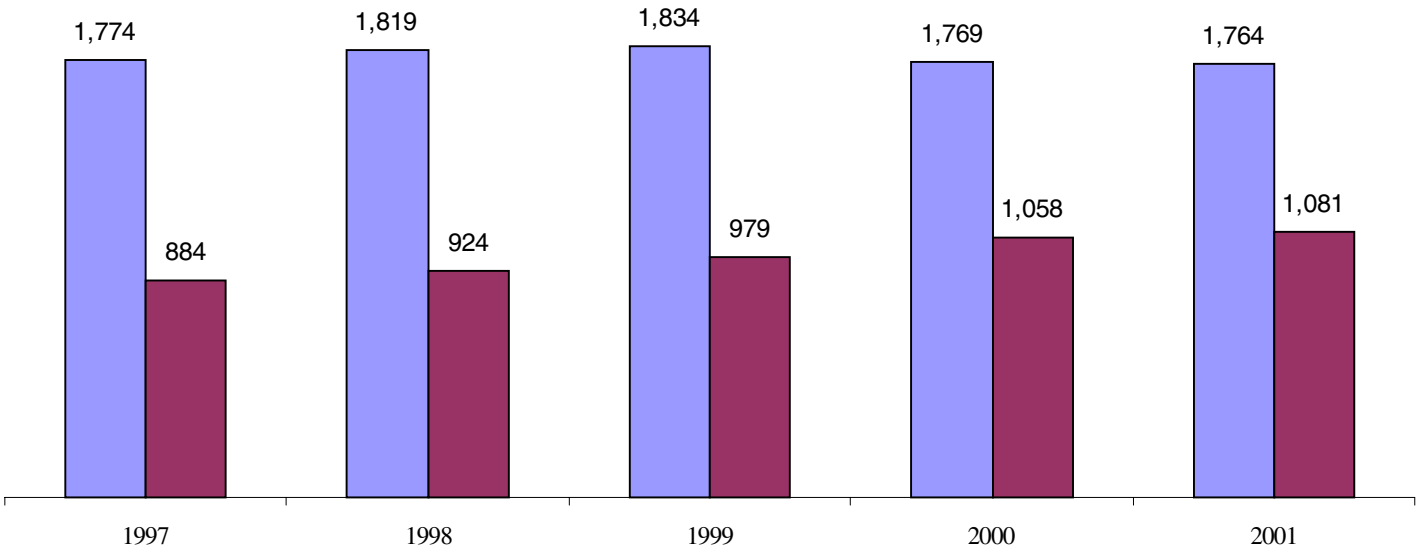






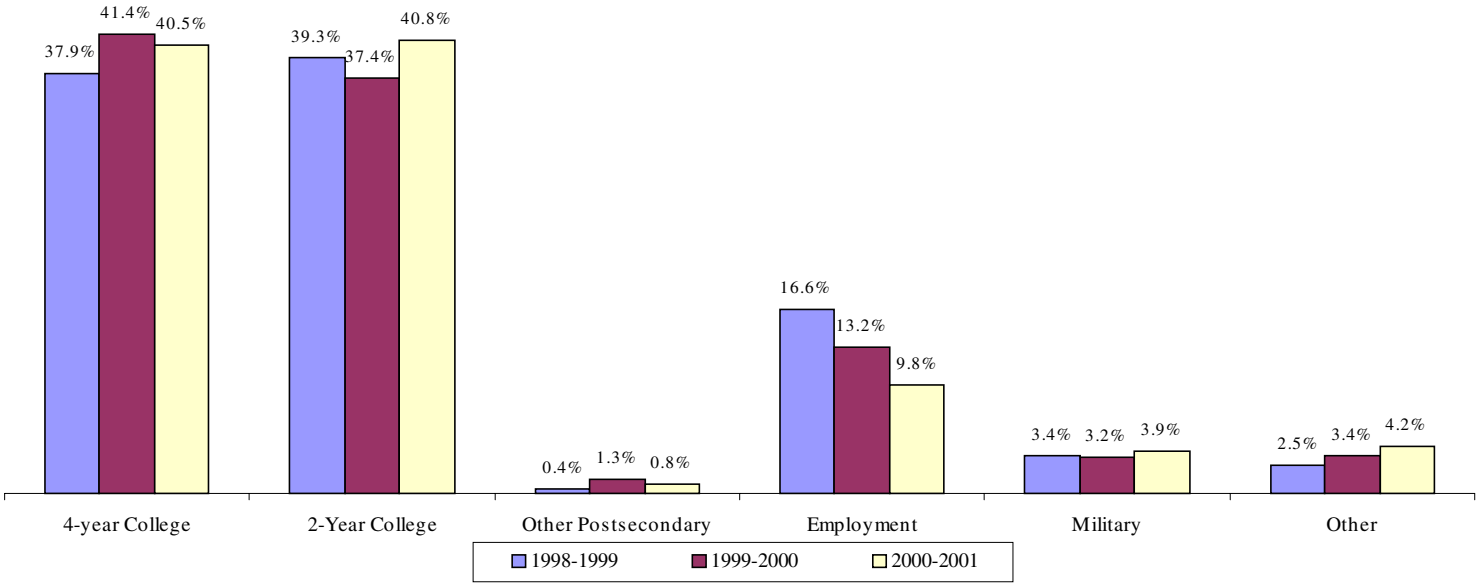
Graduation Results
1996-1997 through 2000-2001 School Years

Displayed below are the number of graduates in component districts who received local diplomas and Regents diplomas during the 1996-1997 through 2000-2001 school years. In 2000-2001, 60.9% of the component high school graduates in this BOCES region earned a Regents diploma verses 60.4% of the graduates in component districts statewide.



Distribution of Graduates
1998-1999 through 2000-2001 School Years

The chart provides the percentage of graduates in component districts who specified the postsecondary intentions listed during the 1998-1999 through 2000-2001 school years. Other postsecondary includes trade and proprietary schools.



1999-2000 Expenses

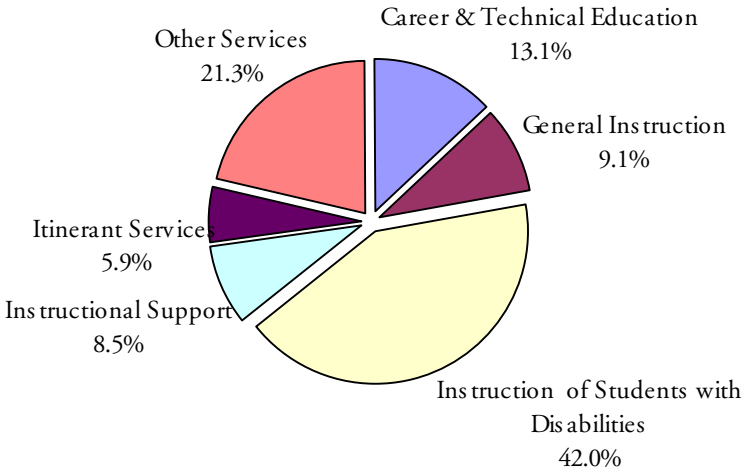
Administrative Expenses (Excluding Supplemental Retirement & Other Post Retiree Benefits) ..... $ 1,789,458

Supplemental Retirement & Other Post Retiree Benefits ..... $ 413,726

Capital Expenses ..... $ 1,711,036

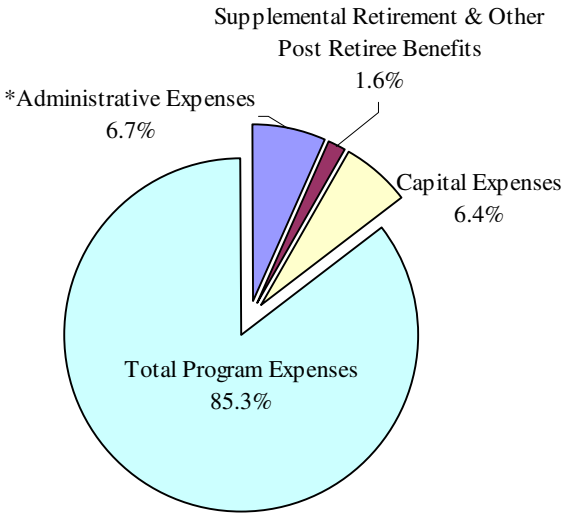
Total Program Expenses ..... $ 22,741,365

Program Items



Total Expenses ..... $ 26,655,585

Percent of Total Expenses



* Excludes Supplemental Retirement & Other Post Retiree Benefits