Career & Technical Education

Alternative Education

Special Education

Technology Services

Graduation Results

Adult, Career & Technical Education

Adult Basic Education

Professional Development

Student Achievement

2000-2001 Expended Budget

Board of Cooperative Educational Services

2001-2002 Report Card

Albany-Saratoga-Schenectady-Schoharie BOCES

Board of Cooperative Educational Services
2001-2002 Report Card

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Component/Non-Component District List
ALBANY-SCHOHARIE-SCHENECTADY-SARATOGA BOCES
019000

- BERNE-KNOX-WESTERLO CSD
- BETHLEHEM CSD
- BURNT HILLS BALLSTON LAKE CSD
- COBLESKILL-RICHMONVILLE CSD
- COHOES CITY SD
- DUANESBURG CSD
- GREEN ISLAND UFSD
- GUILDERLAND CSD
- MAPLEWOOD-COLONIE COMMON SCH
- MENANDS UFSD
- MIDDLEBURGH CSD
- NISKAYUNA CSD
- NORTH COLONIE CSD
- RAVENA COEYMANS SELKIRK CSD
- ROTTERDAM-MOHONASEN CSD
- SCHALMONT CENT SCH-ROTTERDAM
- SCHENECTADY CITY SD
- SCHOHARIE CSD
- SCOTIA GLENVILLE CSD
- SHARON SPRINGS CSD
- SHENENDEHOWA CSD
- SOUTH COLONIE CSD
- VOORHEESVILLE CSD
- WATERVLIET CITY SD

Non-Component Districts:

ALBANY 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. Data source for enrollment: BOCES Survey.

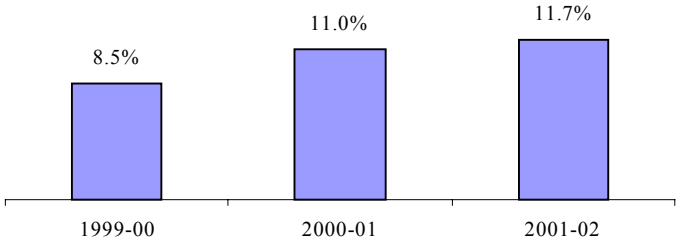
	1999-00	2000-01	2001-02*
Number of 11th/12th grade students enrolled in a career and technical education two-year sequence.			
Number of first-year students ……..	419	558	601
Number of second-year students ……	253	316	308
Number of second-year students completing ……	230	263	284
Number of 11th/12th grade students enrolled in one-year programs			
"New Vision" ……..…	62	67	76
Other one-year programs ……..…	88	161	203

*The 2001-02 BOCES Survey required counts of students in general-education two-year programs. Reductions in 2001-02 enrollments from prior year counts may indicate that students with disabilities were reported in the prior year(s).

Tuition Per Student

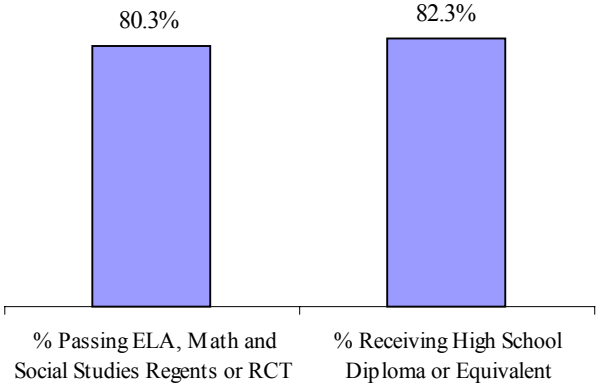
Component districts pay tuition to BOCES for services provided in career education programs
Data source:602 Report

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



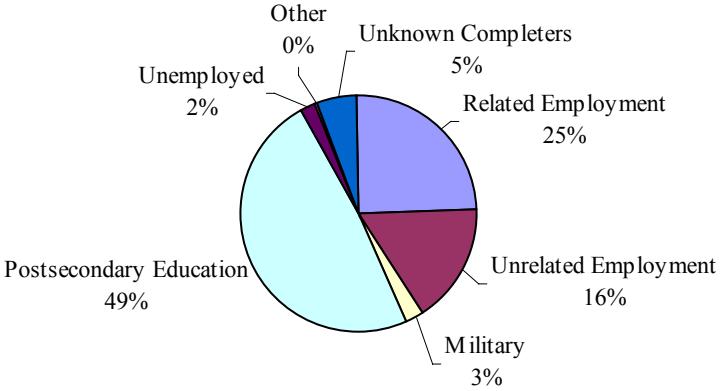
BOCES collects student performance data from component districts for students who participate in career and technical BOCES programs. Data source:CTEDS-2

Student Performance 2001-2002



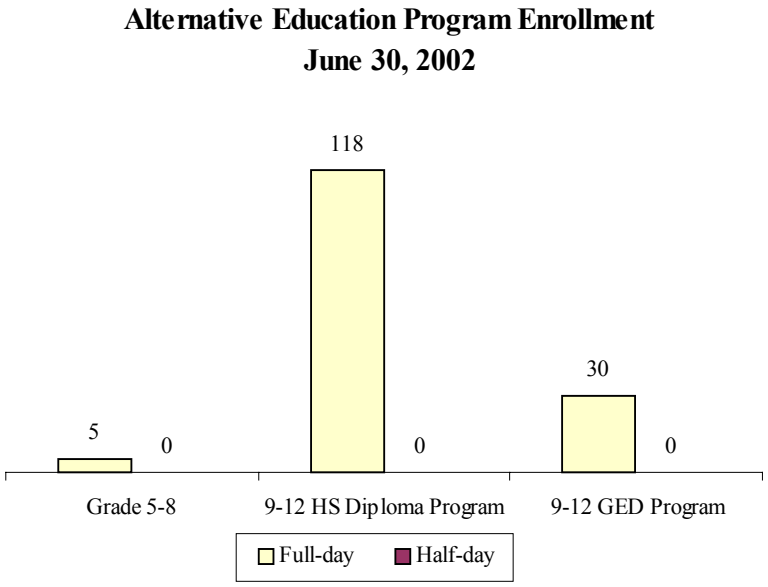
BOCES surveys career and technical education graduates within one year after program completion to determine if they are employed or continuing their education. Data source: CTEDS-2 Report

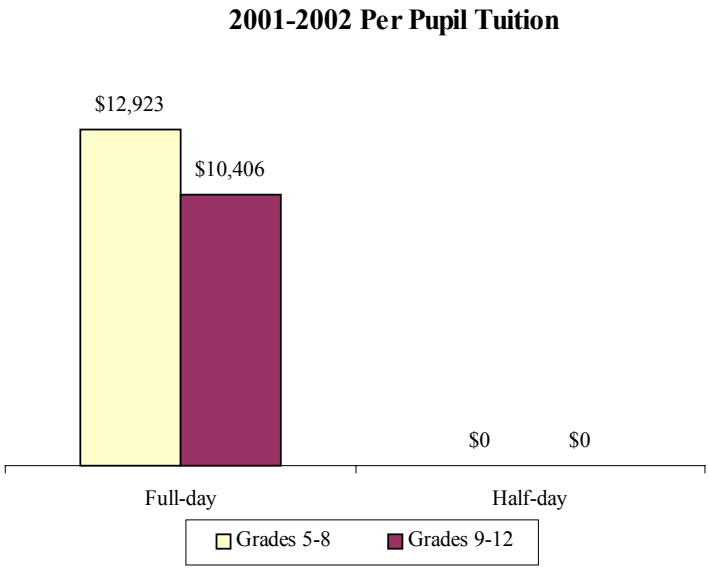
Status of Career and Technical Education 2000-2001 Program Graduates



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: 2002 BOCES Survey





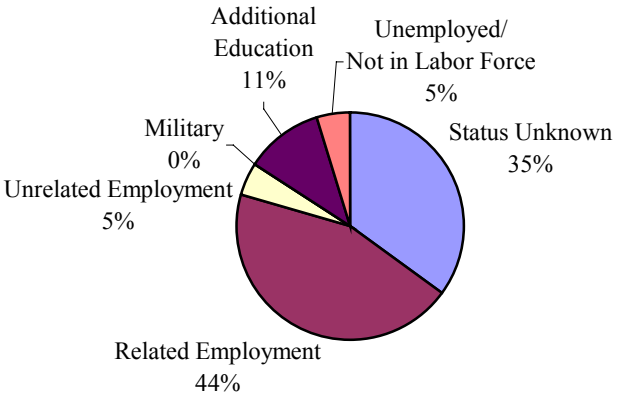
Alternative Education Outcomes

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: 2002 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……..	2	0	35	0	3	0
remained in the BOCES program……	3	0	46	0	3	0
left the program and did not enter another district or BOCES program (dropouts)……	0	0	0	0	10	0
are waiting for GED exam results……					2	0
received high school diplomas…….			37	0		
received high school equivalency diplomas (GEDs)……..					12	0

Adult Career and Technical Education (CTE) - BOCES sponsors both adult career education programs and adult basic education courses.

2000-2001 Adult CTE Placement Results - Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. In 2000-2001, 78 adults were enrolled in CTE. (63 completed one of these programs)



Success Rate

The Success Rate is calculated by dividing the number of successfully placed adults by the number of completers for whom follow-up data is known. Successful placement is the sum of those placed in employment, the military and in ongoing education. The Success Rate for this BOCES was 92.7% .

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2001-2002 was 1,475.

Educational Gain

Under the NRS, educational gain is the primary goal for students in adult beginning/ intermediate programs, adult secondary (low) programs, and in English for speakers of other languages programs. Students are counted as achieving educational gain if they exceed established reference points in their standardized test scores between enrollment and re-testing.

Educational Program	Enrollment		Educational Gain			
	2000-01	2001-02	2000-01		2001-02	
Adult Beginning/ Intermediate	855	848	132	15%	195	23%
Adult Secondary (Low)	99	106	25	25%	28	26%
ESOL	413	453	56	14%	115	25%

Other Outcomes (2000-01 and 2001-02)

The following outcome measures are consistent with the National Reporting System (NRS) for adult education. Students in adult secondary (high) programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma. Likewise, all public assistance recipients are considered to have removal from or reduction in public assistance as a goal. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

Other Outcomes	Students with Goal		Students Achieving Goal			
	2000-01	2001-02	2000-01		2001-02	
Entered employment	57	12	28	49.1%	12	100%
Retained employment	54	16	46	85.2%	16	100%
Obtained a secondary or high school equivalency diploma	114	142	50	43.9%	75	53%
Entered post-secondary education or training	25	6	7	28.0%	6	100%
Removal from or reduction in public assistance	0	0	0	0.0%	0	0.0%

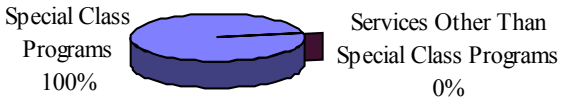
Special Education

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

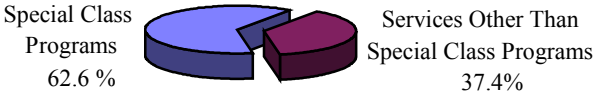
Services Provided by BOCES

Data for services and settings provided were collected on the 2001-2002 PD-1A/4A form. Data are as of December 3, 2001, representing the 2001-2002 school year. This BOCES served 812 school-age students with disabilities, representing 7.0% of all school-age students with disabilities residing in the component districts of this BOCES. Statewide, 15.1% 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.

This BOCES



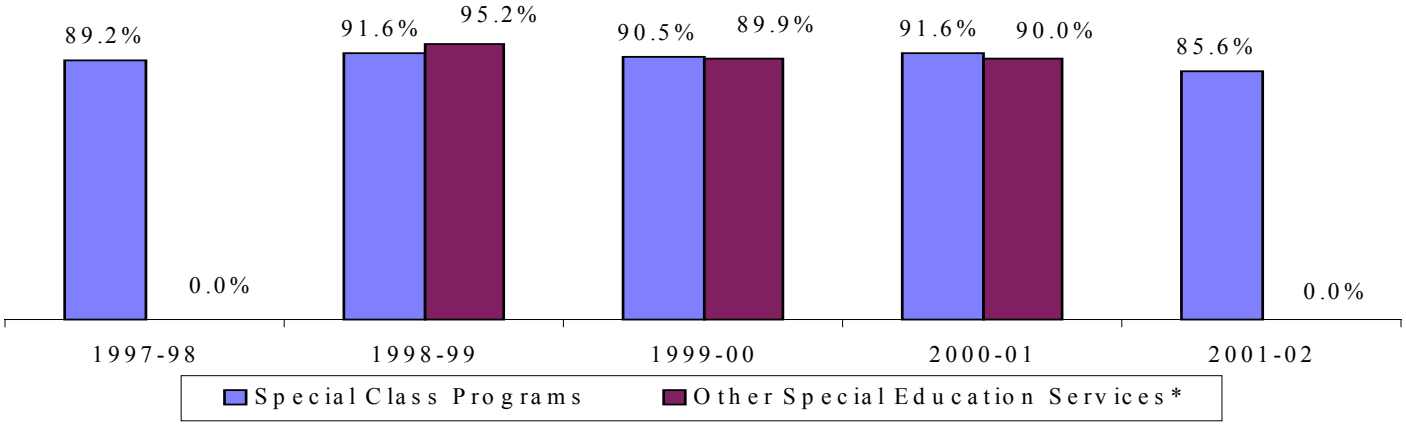
All BOCES



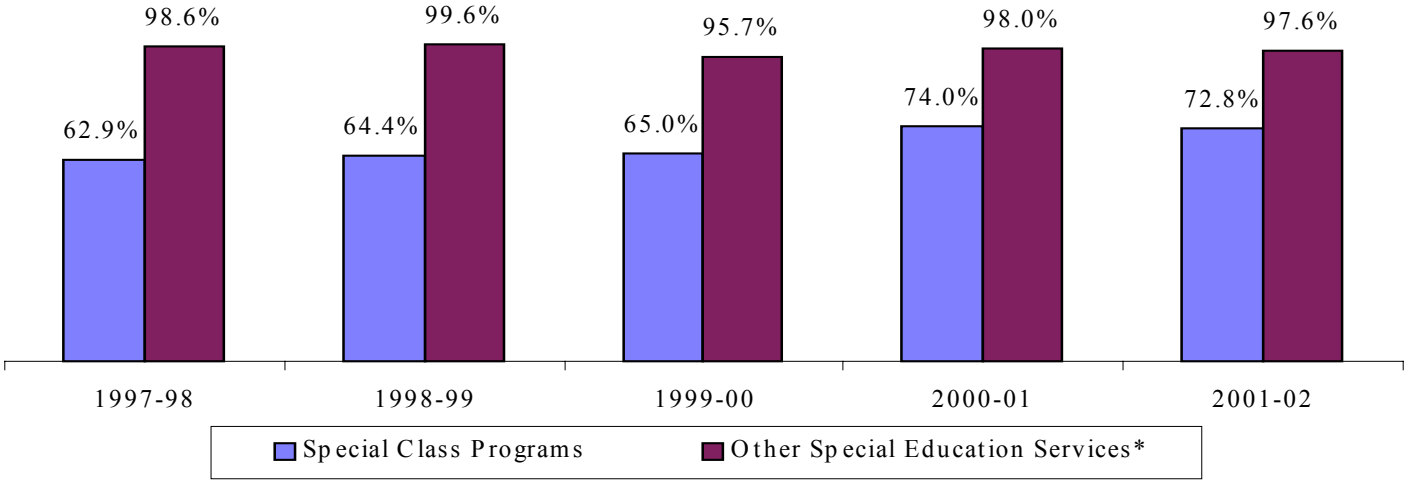
Settings in Which Special Education Services Were Provided

The bar graphs below depict the percents of public school buildings or other buildings attended by both disabled and non-disabled students. The percents of buildings attended by students with disabilities only or home/hospital are calculated by subtracting each percent on the bars below from 100%.

This BOCES



All BOCES



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

Special Education Enrollment and Tuition

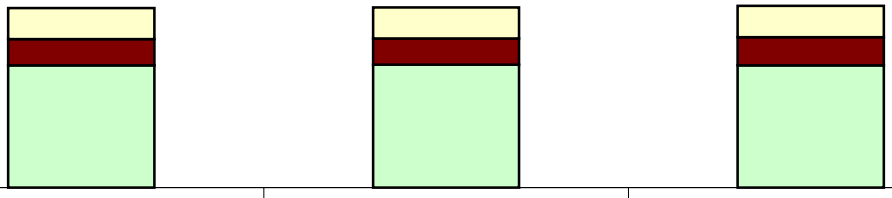
When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are four of the alternatives:

- 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)
- 8 students per teacher plus 1 paraprofessional (8:1:1)

In the 2001-02 school year, 8:1:1 student/staff ratio data were collected by SED for the first time. Applicable data for other school years are available at the BOCES. If BOCES provides other options of student/staff ratios, an addendum of enrollment and tuition information will be attached to this report.

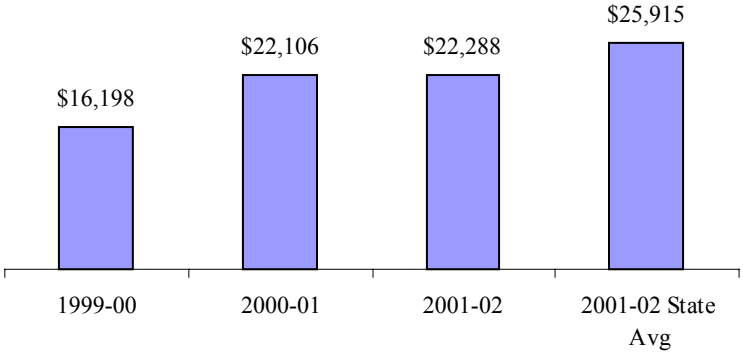
Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. Data source for enrollment and tuition: 602 Report.

Enrollment Trends

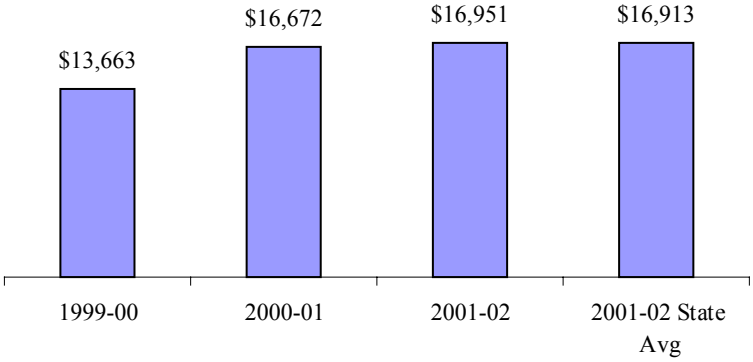


	1999-00	2000-01	2001-02
8:1:1	0	0	0
12:1+1:3	134	134	136
6:1:1	113	113	121
12:1:1	528	530	528

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 51.7%. The Statewide high school diploma rate for all BOCES is 45.7%. Source: 2001-2002 PD5A Report

Type of Service Provided by BOCES	Students Completing School Programs						g. Students who Dropped Out
	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	
Students Receiving Special Class Programs	3.4%	31.0%	17.2%	27.6%	20.7%	29	14
Students Receiving Other Than Special Class Programs *	0.0%	0.0%	0.0%	0.0%	0.0%	0	0
Total Students	1	9	5	8	6	29	14

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	1	0	6	0	4	0	18
Students Receiving Other Than Special Class Programs *	0	0	0	0	0	0	0	0
Total	0	1	0	6	0	4	0	18

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 Tested					Percentages of Students Tested		No Valid Score	IEP Exempt
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4		
Elementary-level English Language Arts January/February 2002	#	#	#	#	2	#	#		2
Elementary-level Mathematics May 2002	#	#	#	#	1	#	#		2
Middle-level English Language Arts March 2002	3	3			6	50%	0%		
Middle-level Mathematics May 2002	#	#	#	#	2	#	#	5	

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA)

	Counts of Students Tested					Percentages of Students Tested	
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4
Elementary-level English Language Arts		1	4		5	100%	80%
Elementary-level Mathematics		1	4		5	100%	80%
Middle-level English Language Arts	1	3	2		6	83%	33%
Middle-level Mathematics		2	4		6	100%	67%

Performance of Limited English Proficient (LEP) Students

	English Proficiency Below Effective Participation Level	Making Appropriate Progress
Grade 4	0	0
Grade 8	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: LEP 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 2001-2002 School Year

BOCES Provided Training Programs of Two or More Hours in Duration to Professional Staff in the Following Areas:	Number of Professional Staff	Number of Districts
Shared Decision Making	160	4
High School Graduation Requirements	0	0
Learning Standards	589	36
Data Management and Analysis	463	28
Use of Instructional Technology	1,508	80
Interdisciplinary Teaching	58	10
Academic Content Areas	1,034	47
School to Work	70	10
Instructional Strategies	2,048	55
Parent Training	75	17
Special Education Issues	214	30
Comprehensive District Education Plan (CDEP)	204	4
Leadership Training	396	40
Special Education Training Resource Center (SETRC)	775	26
Technical Preparation	0	0
Other	0	0

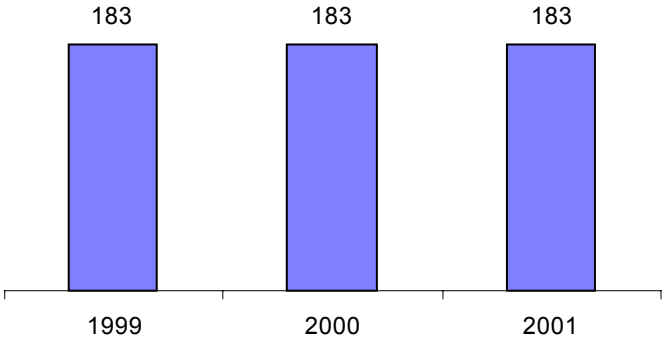
Technology Services
2001-2002 School Year

BOCES Provided Technology Services to District and BOCES Staff and Students in the Following Areas:	Districts	Professionals Teachers Administrators	Students
Distance Learning	27	56	590
Instructional Computing	124	16,514	186,532
Computer/Audio Visual Repair	87	12562	
Library Automation/Software	0	0	0
LAN Installation/Support	87	12,258	138,455
Distributed Process Technicians	57	9,492	107,214
Guidance Information	59	3,114	35,179
Administrative Computer Services	161	20,309	
Administrative Training	15	3,305	

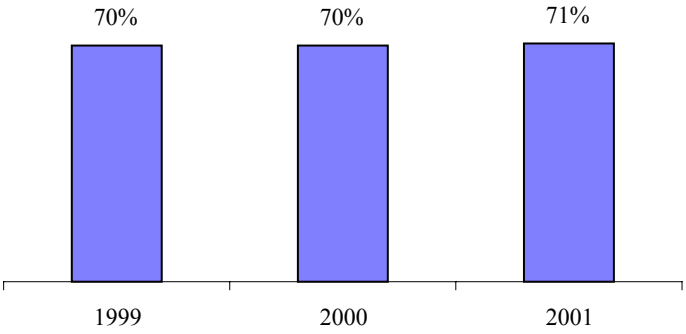
School Library Services

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 1999, 2000 and 2001 data elements for the School Library System.

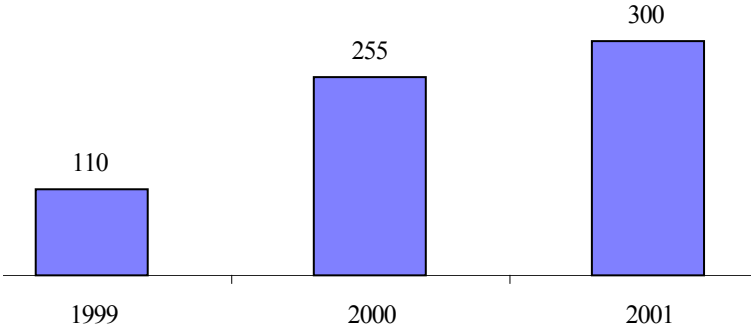
Number of Participating Libraries



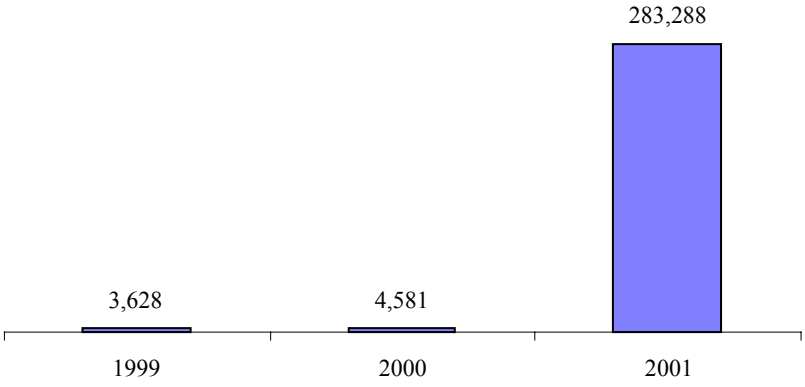
Percent of Participating Libraries with Internet Access



Participants at Professional Development Workshops



Number of Electronic Database Searches by Participating Libraries

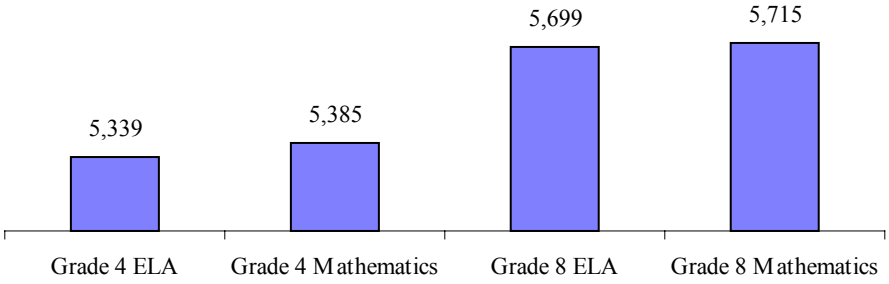


State Testing Program for All Component Districts

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.

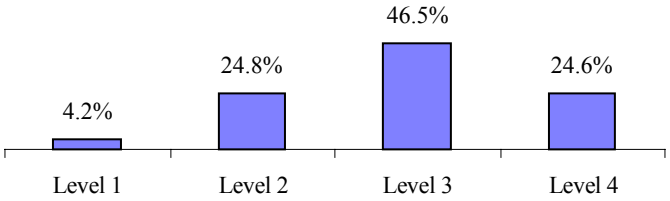
Counts of Students Tested

(General Education and Students with Disabilities)

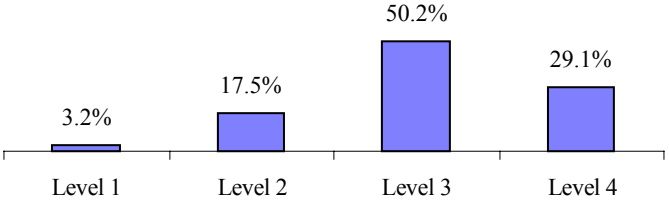


Percent of Students

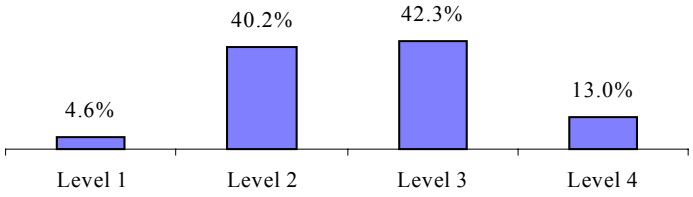
Grade 4 English Language Arts
January/February 2002



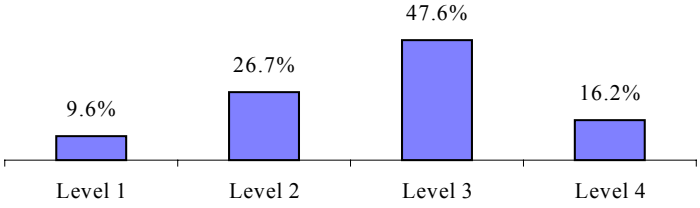
Grade 4 Mathematics
May 2002



Grade 8 English Language Arts
March 2002



Grade 8 Mathematics
May 2002



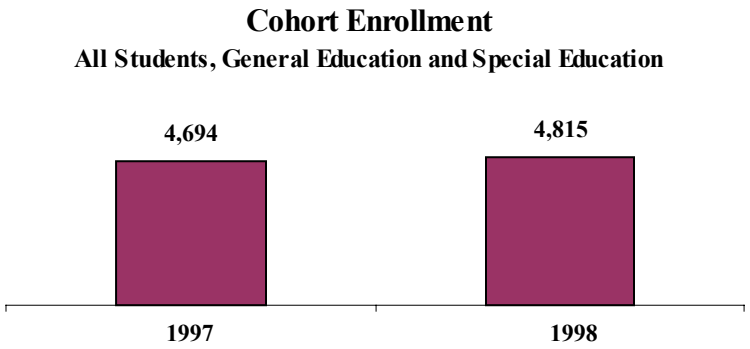
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

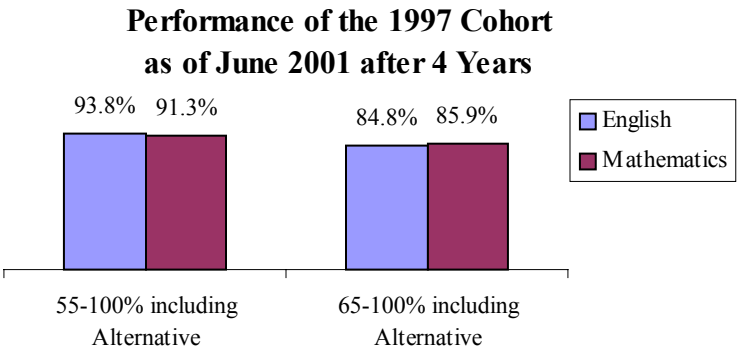
Further descriptions for each level by exam are available on the School Report Cards at the New York State Education Department Web site at www.emsc.nysed.gov/irts/.

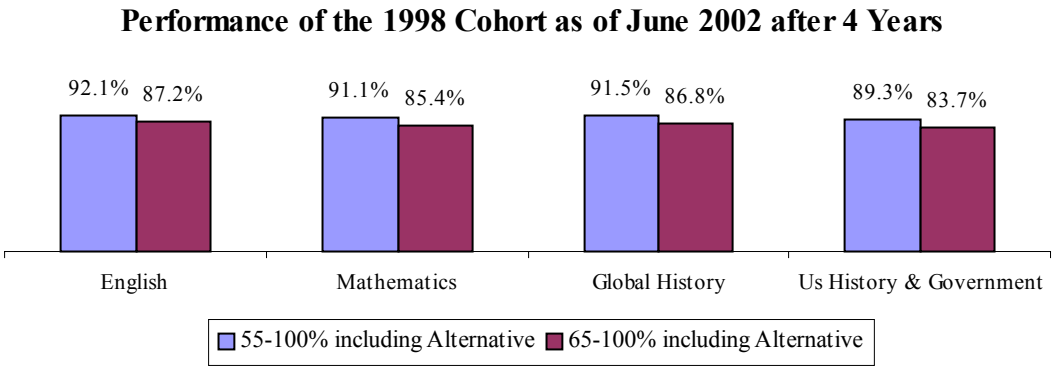
Regents Examinations

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 examination in comprehensive English to earn a local diploma. 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 examination in comprehensive 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 Regents examinations in global history & geography and US history & government. Even more rigorous graduation requirements will be implemented in 2002.

Cohort data were collected to assess the progress that students in the 1997 and 1998 Cohorts made toward meeting new graduation requirements in English and mathematics and for the 1998 Cohort, global history & geography 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.



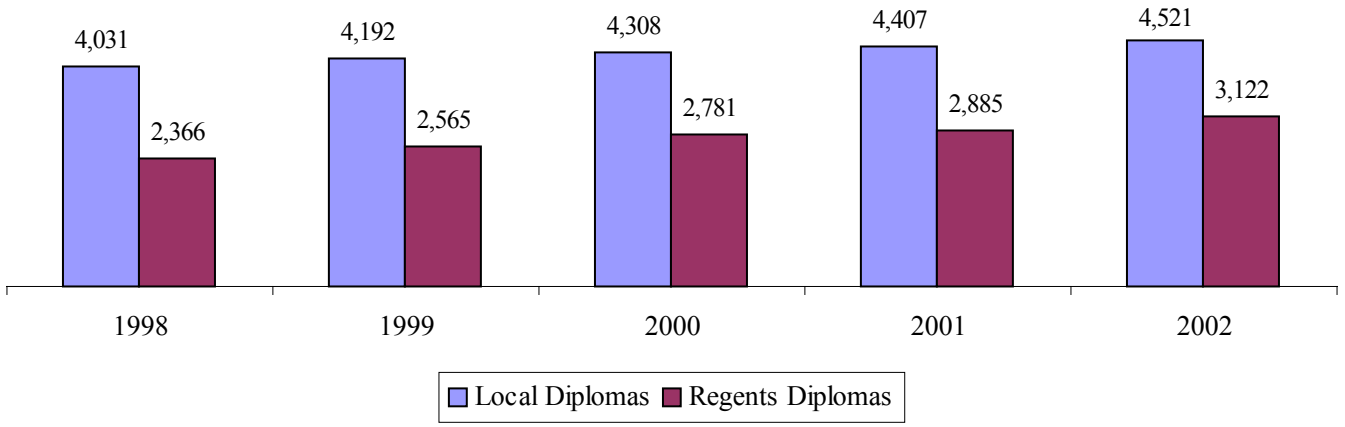




Graduation Results

1997-98 through 2001-02 School Years

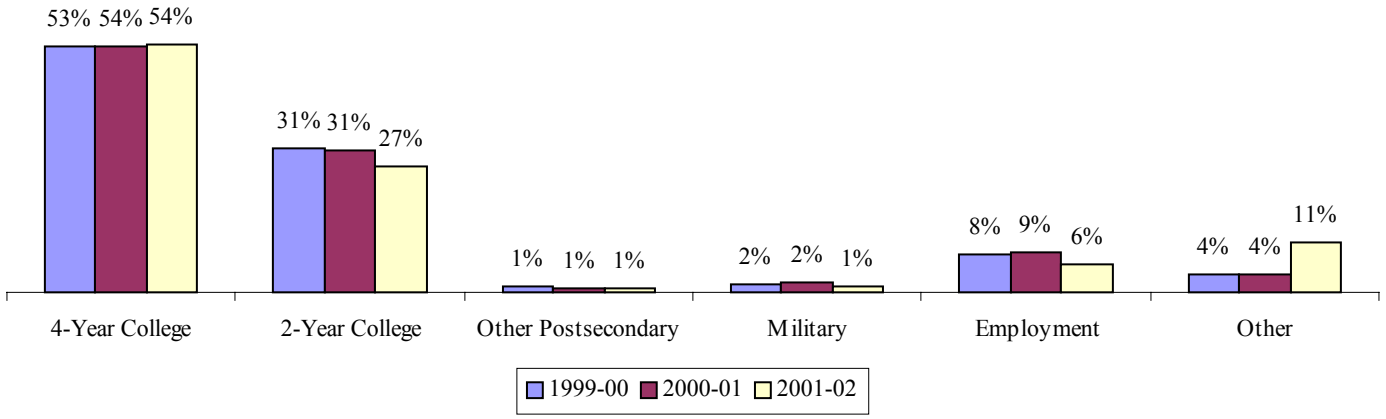
Displayed below are the number of graduates in component districts who received local diplomas with or without Regents endorsement and local diplomas with Regents endorsement during the 1997-98 through 2001-02 school years. Before the 2001-02 school year, counts include January, June and August graduates. In the 2001-02 school year, counts include January and June graduates. In 2001-02, 69.1% of the component high school graduates in this BOCES region earned a Regents diploma verses 66.1% of the graduates in component districts statewide.



Distribution of Graduates

1999-2000 through 2001-2002 School Years

The chart provides the percentage of graduates in component districts who specified the postsecondary intentions listed during the 1999-2000 through 2001-2002 school years. Other postsecondary includes trade and proprietary schools.



2000-2001 Expenses

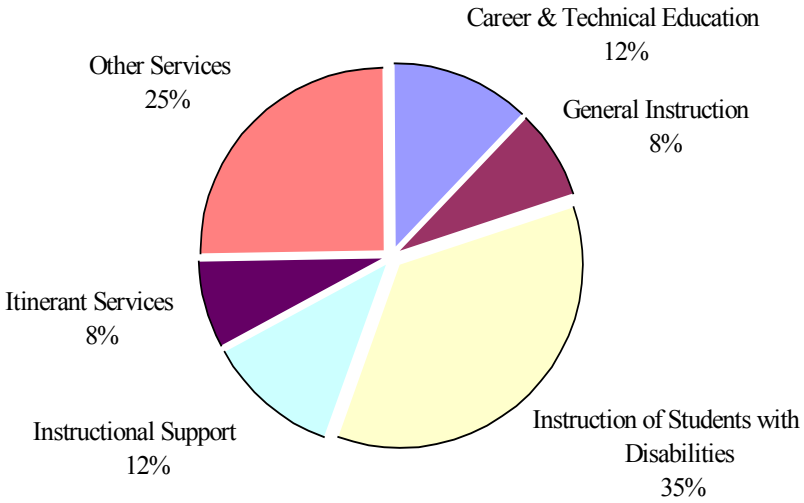
Administrative Expenses (Excluding Supplemental Retirement & Other Post Retiree Benefits) ..... **$ 2,543,426**

Supplemental Retirement & Other Post Retiree Benefits ..... **$ 1,137,192**

Capital Expenses ..... **$ 1,481,960**

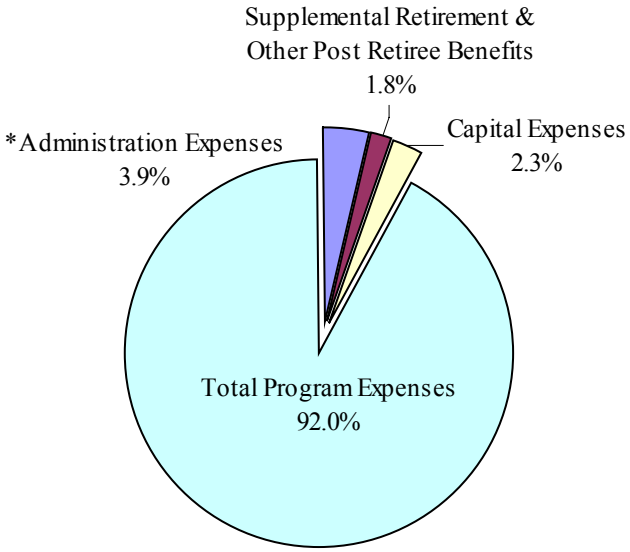
Total Program Expenses ..... **$ 59,650,914**

Program Items



Total Expenses ..... **$ 64,813,492**

Percent of Total Expenses



*Excludes Supplemental Retirement & Other Post Retiree Benefits