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BROOME-DELAWARE-TIOGA BOCES

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COMPONENT DISTRICTS

- BINGHAMTON CITY SD
- CHENANGO FORKS CSD
- CHENANGO VALLEY CSD
- DEPOSIT CSD
- HARPURSVILLE CSD
- JOHNSON CITY CSD
- MAINE ENDWELL CSD
- NEWARK VALLEY CSD
- OWEGO APALACHIN CSD
- SUSQUEHANNA VALLEY CSD
- TIOGA CSD
- UNION-ENDICOTT CSD
- VESTAL CSD
- WHITNEY POINT CSD
- WINDSOR CSD

Career & Technical Education (CTE)

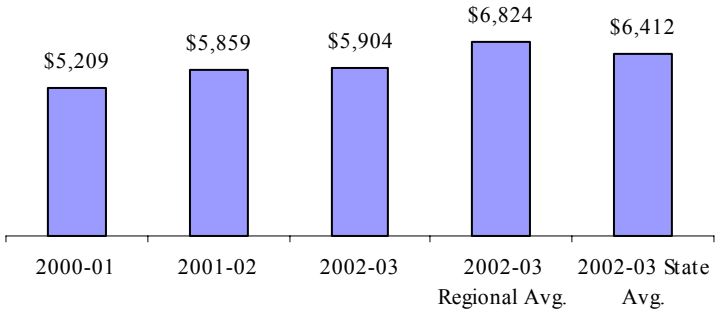
BOCES classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled workforce careers. Most CTE programs require two years to complete.
Data source for enrollment: BOCES Survey.

	General Education & Students with Disabilities	General Education Students	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence.	2000-01	2001-02	2002-03	2002-03
Number of first-year students ……..	488	532	360	181
Number of second-year students ……	254	258	175	153
Number of second-year students completing …….	195	216	161	103
Number of 11th/12th grade students enrolled in one-year programs				
"New Vision" programs……..…	31	33	25	0
Other one-year programs ……..…	0	0	0	0

Data collected on the 2000-01 BOCES Survey included general education students and students with disabilities. The 2001-02 BOCES Survey required counts of students in general-education programs. Beginning with the 2002-03 school year, data are collected separately for general education and students with disabilities.

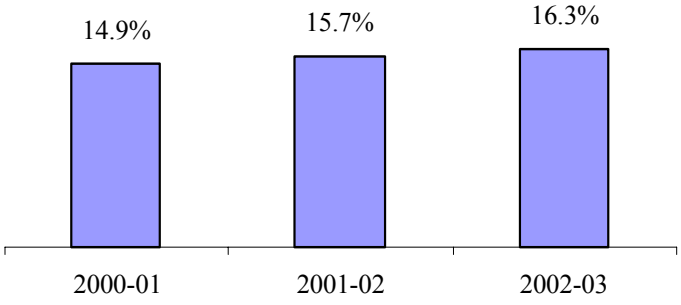
Tuition Per Student for CTE Programs

Data Source: 602 Report



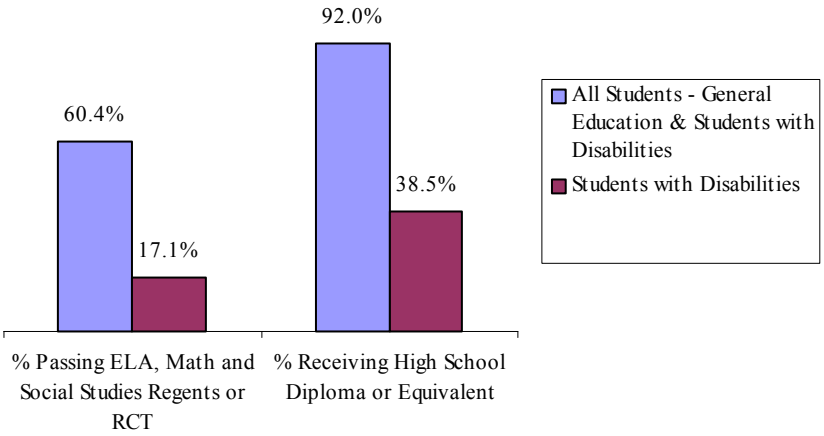
Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools

Data Include General Education and Students with Disabilities.
Data Source: BOCES Survey and Basic Education Data System



Performance of Career & Technical Education (CTE) Students Who Graduated in 2002

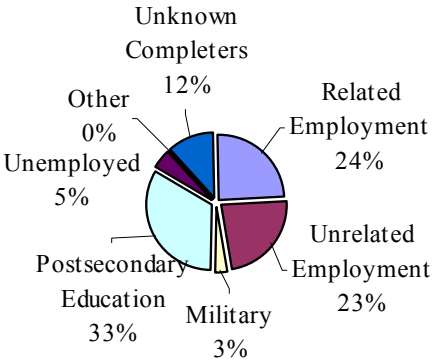
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. *Data source: CTEDS-2*



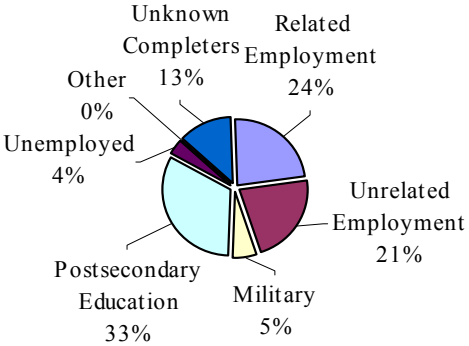
Status of Career and Technical Education (CTE) Students Who Graduated in 2002

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

All Graduates (General Education and Students with Disabilities)

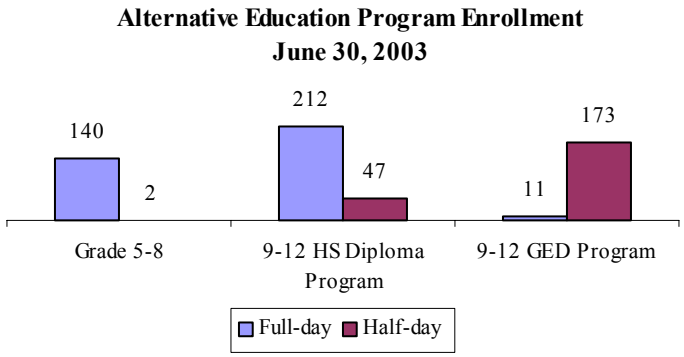


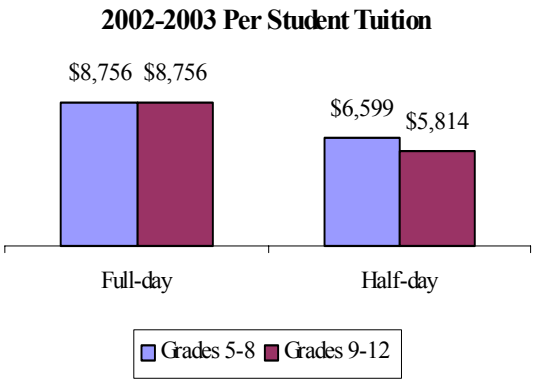
Students with Disabilities



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: 2003 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: 2003 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……	22	2	46	15	2	16
remained in the BOCES program……...	118	0	129	24	4	59
left the program and did not enter another district or BOCES program (dropouts)……	0	0	6	0	1	9
are waiting for GED exam results……...					4	16
received high school diplomas……...			32	6		
received high school equivalency diplomas (GEDs)……					0	73

Adult Career and Technical Education (CTE) - Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement

2001-2002 Adult CTE Results

389 adults were enrolled in CTE in 2001-2002.

235	or	60.4%	completed the program.
96	or	24.7%	left prior to completion.
58	or	14.9%	remained in the program.

Of those that completed the program:

102	or	43.4%	were employed in an occupation related to the CTE program
12	or	5.1%	were employed in an occupation unrelated to the CTE program
0	or	0.0%	entered the military
8	or	3.4%	were in additional education
12	or	5.1%	were unemployed
0	or	0.0%	were not in the labor force
101	or	43.0%	status is unknown

Success Rate: **36.9%** **Stateside Rate:** **38.6%**

The success rate is the percentage of students that either completed or left and were successfully placed. Successful Placement is the sum of those in related and unrelated employment plus those that entered the military and those that were in additional education.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2002-2003 was 724.

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	2002-03	2000-01		2001-02		2002-2003	
Adult Beginning/ Intermediate	481	472	500	73	15%	111	24%	79	16%
Adult Secondary (Low)	0	33	56	0	0	15	45%	4	7%
ESOL	276	262	147	86	31%	70	27%	37	25%

Other Outcomes (2000-01 through 2002-03)

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. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

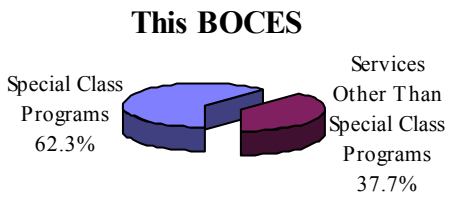
Other Outcomes	Students with Goal			Students Achieving Goal					
	2000-01	2001-02	2002-03	2000-01		2001-02		2002-03	
Entered employment	38	18	5	17	44.7%	8	44%	0	0%
Retained employment	11	8	2	9	81.8%	6	75%	0	0%
Obtained a secondary or high school equivalency diploma	174	120	85	58	33.3%	40	33%	8	9%
Entered post-secondary education or training	40	35	7	9	22.5%	20	57%	0	0%

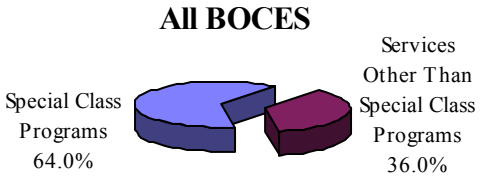
Special Education

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 2002-2003 PD-1A/4A form. Data are as of December 2, 2002, representing the 2002-2003 school year. This BOCES served 1,044 school-age students with disabilities, representing 19.0% of all school-age students with disabilities as a percent of enrollment of school-age students with disabilities in all schools located in the BOCES region except the large five cities. Statewide, 14% 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.



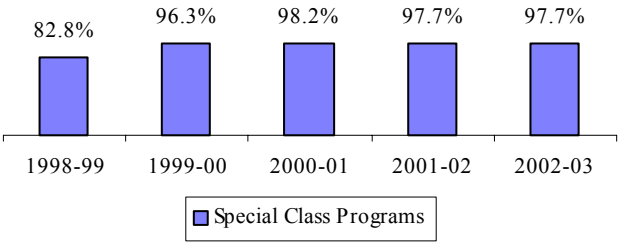


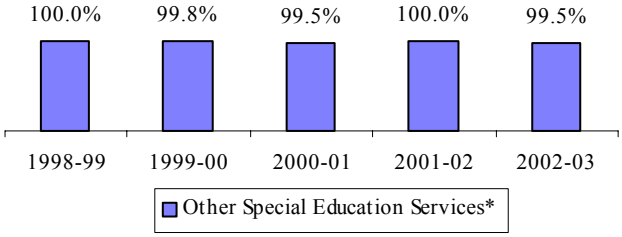
Percent of Students With Disabilities Provided Special Education Services in Integrated Settings

The bar graphs below depict the percent of students with disabilities who were provided special class services and other than special class services in buildings that were attended by both disabled and non-disabled students. The percent of students with disabilities who were provided special education services in buildings that were attended by students with disabilities only or in home-hospital settings may be calculated by subtracting each percent on the bars below from 100 percent.

This BOCES

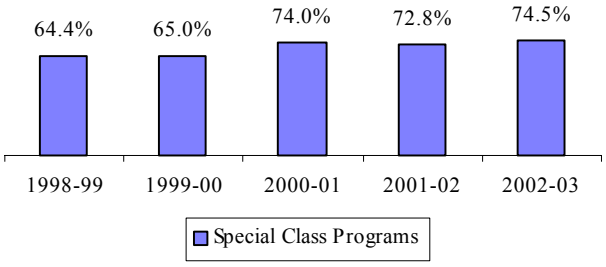
Data are as of December 1 of Each Year

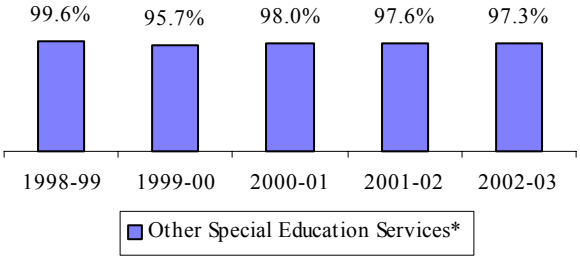




All BOCES

Data are as of December 1 of Each Year





*Other special education services include programs such as resource room programs, 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)

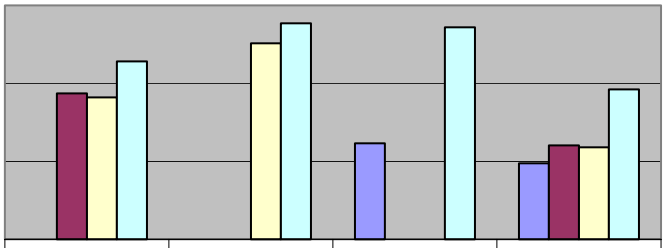
In the 2001-02 school year, 8:1:1 student/staff ratio data were collected by SED for the first time. Applicable data for other school years are available at the BOCES. If BOCES provides other options of student/staff ratios, an addendum of enrollment and tuition information will be attached to this report.

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

	2000-01	2001-02	2002-03
8:1:1	NA	308	334
12:1+1:3	29	25	34
6:1:1	308	0	0
12:1:1	284	243	266

Tuition Rates Per Student 2000-01 Through 2002-03



	8:1:1	12:1+1:3	6:1:1	12:1:1
2000-01	$0	$0	$12,290	$9,781
2001-02	$18,746	$0	$0	$12,102
2002-03	$18,103	$25,227	$0	$11,795
2002-03 State Avg.	$22,713	$27,688	$27,252	$19,249

Tuition rates are unavailable for 2000-01 and 2001-02 - 12:1+1:3 student/staff ratio, and 2000-01- 8:1:1 ratio.

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 11.6%. The Statewide high school diploma rate for all BOCES is 44.5%. Source: 2002-2003 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	0.0%	0.0%	2.8%	97.2%	0.0%	36	15
Students Receiving Other Than Special Class Programs *	0.0%	0.0%	57.1%	42.9%	0.0%	7	2
Total Students	0	0	5	38	0	43	17

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	10	0	0	0	26
Students Receiving Other Than Special Class Programs *	0	0	0	0	0	0	0	7
Total	0	0	0	10	0	0	0	33

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

State Testing Program

These data are results of State assessments for students enrolled in BOCES programs.

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
Elementary-level English Language Arts February 2003	#	#	#	#	3	#	#	3
Elementary-level Mathematics May 2003	2	2	1	2	7	71%	43%	0
Middle-level English Language Arts January 2003	18	22	4	0	44	59%	9%	0
Middle-level Mathematics May 2003	34	16	1	0	51	33%	2%	0

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

	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
Elementary-level English Language Arts	#	#	#	#	1	#	#	0
Elementary-level Mathematics	#	#	#	#	1	#	#	0
Middle-level English Language Arts	#	#	#	#	3	#	#	0
Middle-level Mathematics	#	#	#	#	3	#	#	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: To protect student confidentiality, the pound character (#) appears when fewer than five students in a group are tested.

Professional Development
2002-2003 School Year

BOCES provided training programs for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	15	0	0	0	0
District Based Educational Planning	15	42	281	25	0
High School Graduation Requirements	16	159	5	17	0
Learning Standards (ELA, MST etc.)	15	255	12	13	0
Data Management and Analysis	16	293	25	12	0
Integrating Technology into Curricula & Instruction	31	1,760	136	258	0
Interdisciplinary Teaching (including integration of career technology & academics)	17	202	25	12	0
Middle Level Education Academic and Youth Development	17	723	166	31	0
Career and Technical Education	17	126	631	95	0
Instructional Strategies	15	2,078	296	209	0
Parent Training	0	0	0	0	0
Special Education Issues	16	238	12	55	0
Leadership Training	15	184	1212	10	0
Special Education Training Resource Center (SETRC)	5	709	62	305	0
Other	16	568	37	588	0

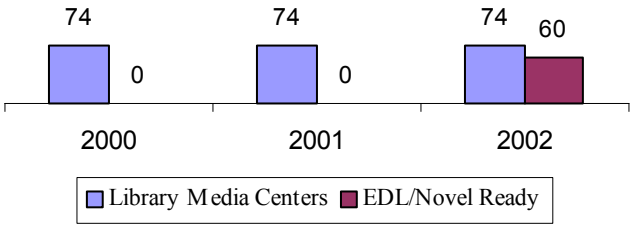
Technology Services
2002-2003 School Year

BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	14	5	231
Instructional Computing	28	908	0
Computer/Audio Visual Repair	14	0	
Library Automation/Software	15	0	0
LAN Installation/Support	31	0	0
Distributed Process Technicians	45	0	0
Guidance Information	23	75	0
Administrative Computer Services	50	0	
Administrative Training	38	56	

School Library Services

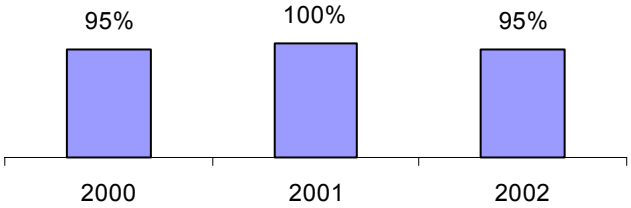
School Library Systems, a state-aided program sponsored by each BOCES, provide vital library and information resources to public and nonpublic schools throughout the State. Each system operates under an approved plan of service and provides leadership and training through professional development activities; 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 service area benefit from the activities of the program.

Number of School Library Media Centers and *EDL/ Novel Ready Libraries

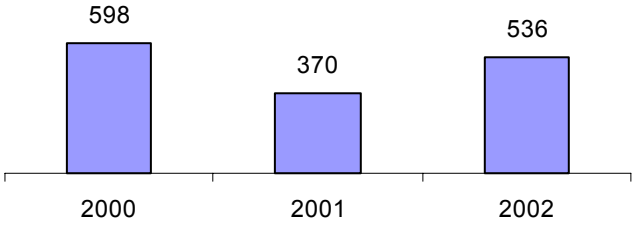


*EDL (Electronic Doorway Libraries) / NOVEL (New York Online Virtual Electronic Library) Ready Libraries provide access via the Internet to their own information resources and to information resources outside the library, in addition to providing technology training.

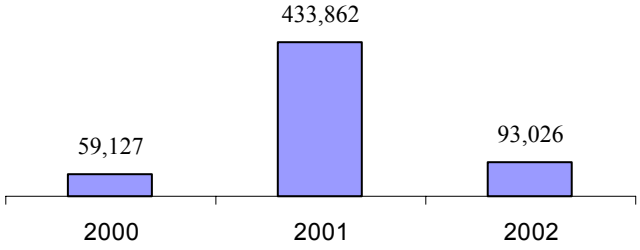
Percent of Participating Libraries with Internet Access



Number of Participants at Professional Development Workshops

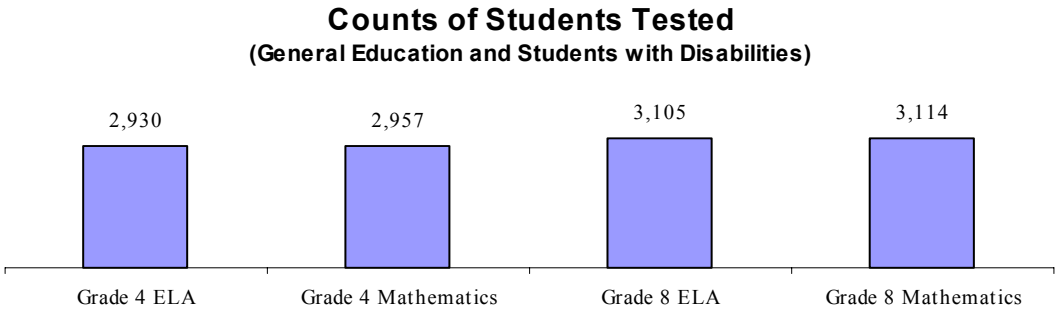


Number of Electronic Database Searches by Participating Libraries

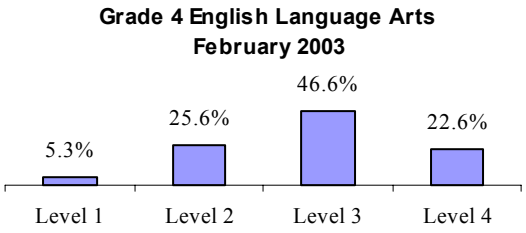


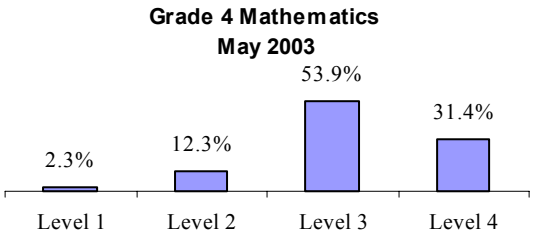
State Testing Program for All Component Districts

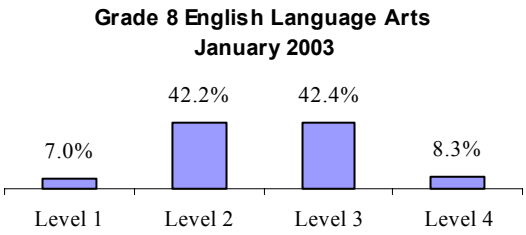
The State testing program provides data to the State Education Department and local school districts for use in planning, managing, and evaluating educational programs. The 4th and 8th grade English language arts (ELA) and mathematics tests measure student performance on the State standards for the elementary 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.

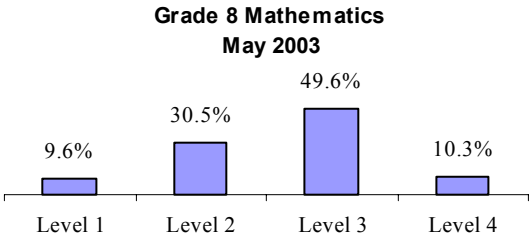


Percent of Students









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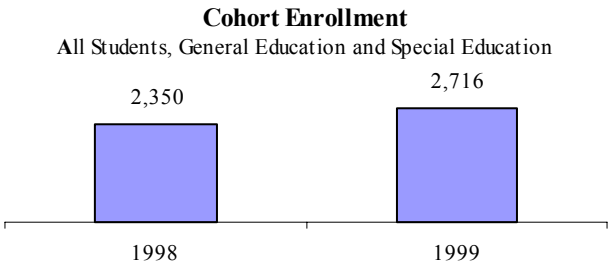
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious** academic deficiencies.

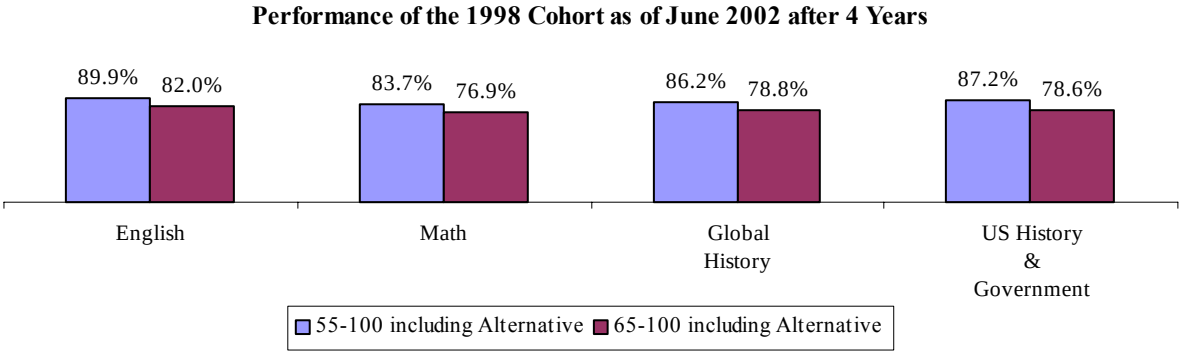
Further descriptions for each level by exam are available on the School Report Cards at the New York State Education Department Web site at www.emsc.nysed.gov/irts/.

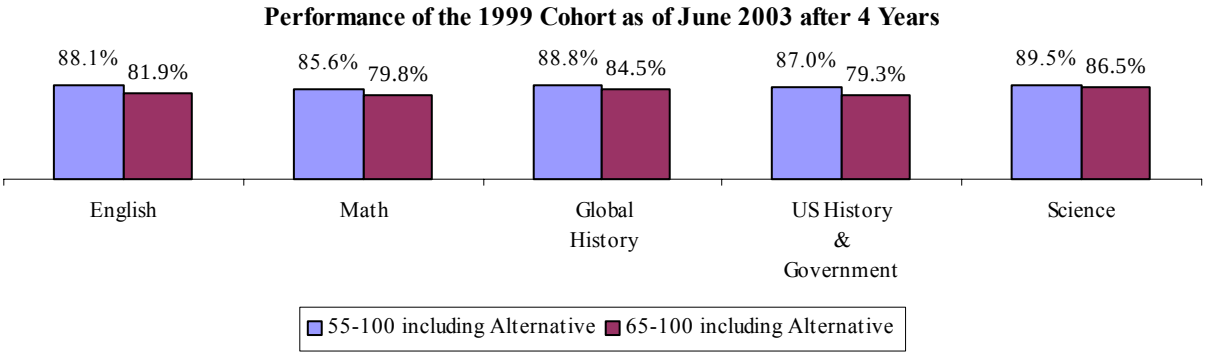
Regents Examinations

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 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 on a 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 and US history & government. The freshman class of 1999 has to also pass a Regents examination in science. Even more rigorous graduation requirements will be implemented in 2004.

Data were collected to assess the progress that students are making toward meeting new graduation requirements for their cohort. The following charts show the percentage of cohort members in component districts who scored 55-100 and 65-100 on each Regents examination after four years. The data include results for students with disabilities.



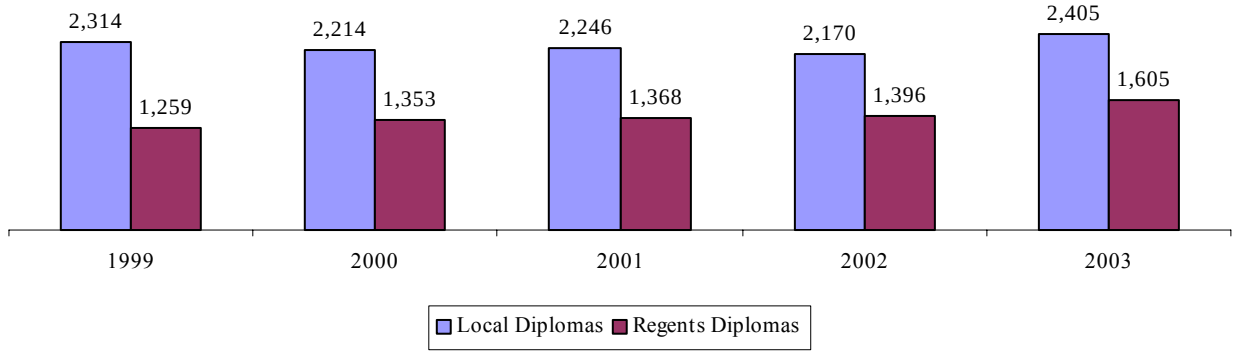




Graduation Results

1998-99 through 2002-03 School Years

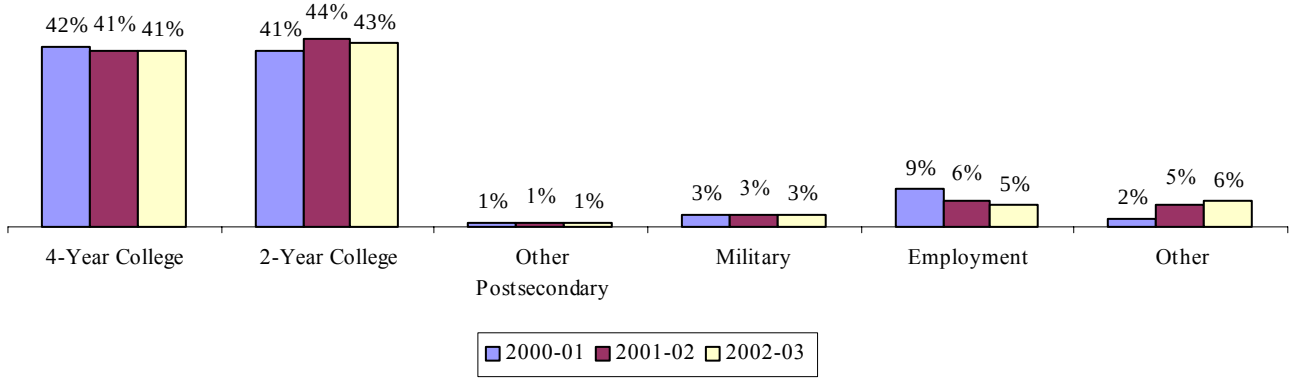
Displayed below are the number of graduates in component districts who received local diplomas with or without Regents endorsement and local diplomas with Regents endorsement during the 1998-99 through 2002-03 school years. Before the 2001-02 school year, counts include January, June and August graduates. In the 2001-02 school year, counts include January and June graduates. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates. In 2002-03, 66.7% of the component high school graduates in this BOCES region earned a Regents diploma verses 66.0% of the graduates in component districts statewide.



Distribution of Graduates

2000-2001 through 2002-2003 School Years

The chart provides the percentage of graduates in component districts who specified the postsecondary intentions listed during the 2000-2001 through 2002-2003 school years. Other postsecondary includes trade and proprietary schools.



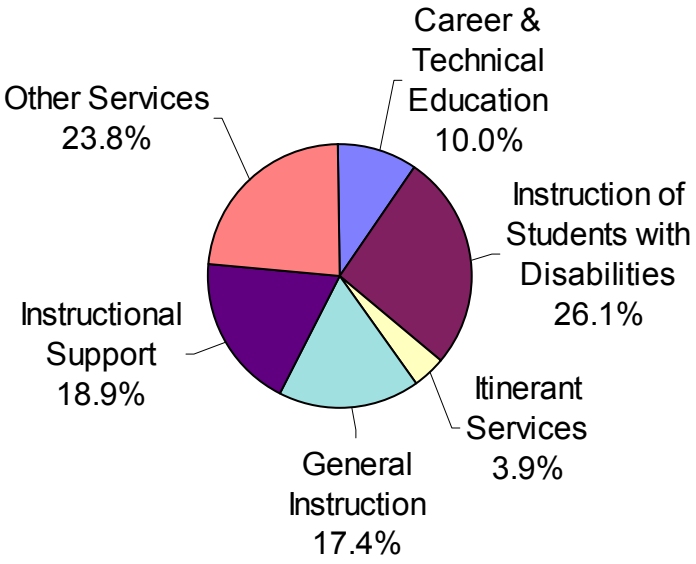
2001-2002 Expenses

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retiree Benefits) ..... $ 1,788,601

Supplemental Retirement & Other Post Retiree Benefits ..... $ 244,150

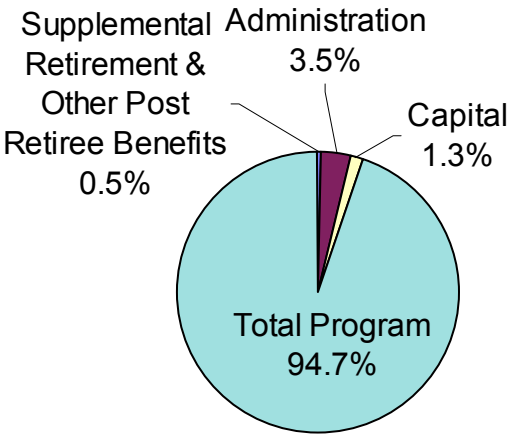
Capital Expenses ..... $ 678,509

Total Program Expenses ..... $ 48,114,420



Total Expenses ..... $ 50,825,680

Percent of Total Expenses



*Excludes Supplemental Retirement & Other Post Retiree Benefits