

Career & Technical Education

Adult Career & Technical Education

Alternative Education

Adult Basic Education

Special Education

Professional Development

Technology Services

Student Achievement

Graduation Results

2001-2002 Expenses

Library Services

Board of Cooperative Educational Services



2002-2003 Report Card

DUTCHESS BOCES

Board of Cooperative Educational Services 2002-2003 Report Card

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education	1-2
Alternative Education.....	3
Adult Career & Technical Education	4
Adult Basic Education	4
Special Education	
Services Provided by BOCES.....	5
Percent of Students With Disabilities Provided Special Education Services in Integrated Settings.....	5
Special Education Enrollment and Tuition in BOCES Programs.....	6
Students with Disabilities Exiting BOCES Special Education Programs	7
Postsecondary Education and Employment Plans of Students with Disabilities	7
State Testing Program	8
Professional Development	9
Technology Services.....	10
School Library Services	11
 Student Achievement Report for Supervisory Districts	
Grade 4 and Grade 8 English Language Arts and Math Assessments.....	12
Math and English Regents Examination	13
Graduation Results/Distribution of Graduates	14
 2001-2002 Expenses.....	 15

DUTCHESS BOCES

1390

COMPONENT DISTRICTS

- ARLINGTON CSD
- BEACON CITY SD
- DOVER UFSD
- HYDE PARK CSD
- MILLBROOK CSD
- NORTHEAST CSD
- PAWLING CSD
- PINE PLAINS CSD
- POUGHKEEPSIE CITY SD
- RED HOOK CSD
- RHINEBECK CSD
- RHINECLIFF UFSD
- SPACKENKILL UFSD
- WAPPINGERS 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.

Number of 11th/12th grade students enrolled in a CTE two-year sequence.

Number of first-year students

Number of second-year students

Number of second-year students completing

General Education & Students with Disabilities	General Education Students	General Education Students	Students with Disabilities
2000-01	2001-02	2002-03	2002-03
361	466	398	173
225	352	248	113
225	333	185	79

Number of 11th/12th grade students enrolled in one-year programs

“New Vision” programs.....

Other one-year programs

40	53	43	0
75	97	69	15

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

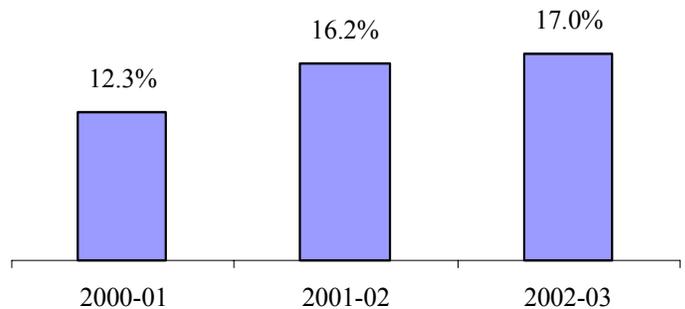
Data Source: 602 Report



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

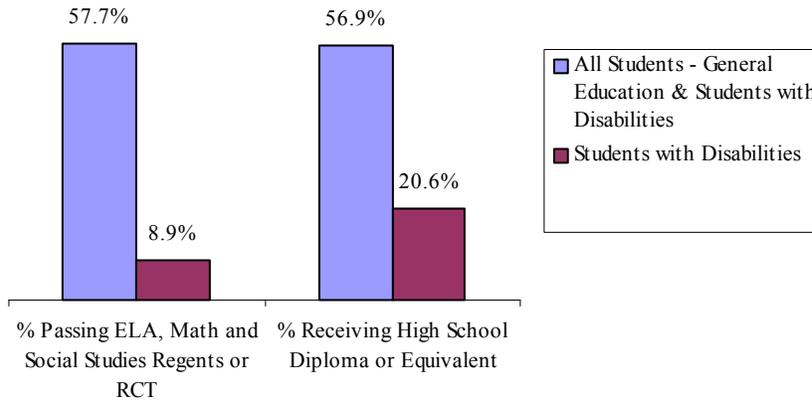
Data Include General Education and Students with Disabilities.

Data Source: BOCES Survey and Basic Education Data System



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

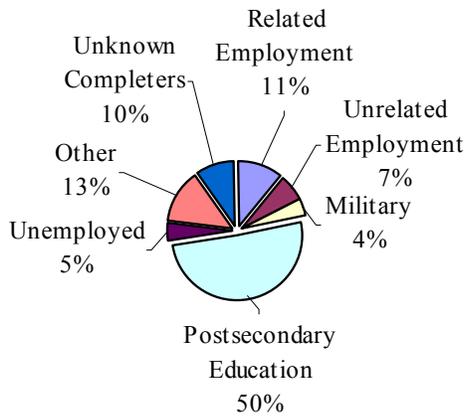
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. *Data source: CTEDS-2*



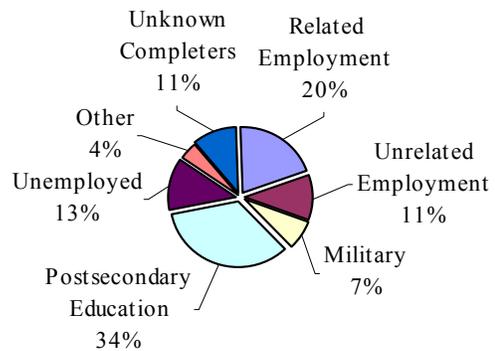
Status of Career and Technical Education (CTE) Students Who Graduated in 2002

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)**

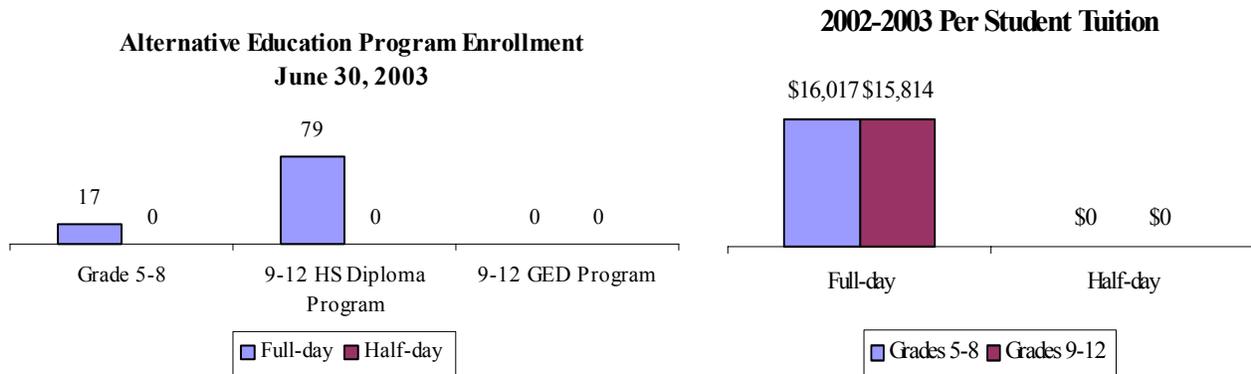


Students with Disabilities



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

Number of students who:

returned to a school district program.....

remained in the BOCES program.....

left the program and did not enter another district or BOCES program (dropouts).....

are waiting for GED exam results.....

received high school diplomas.....

received high school equivalency diplomas (GEDs).....

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to GED	
	Full-day	Half-day	Full-day	Half-day	Full-day	Half-day
returned to a school district program.....	4	0	0	0	0	0
remained in the BOCES program.....	13	0	65	0	0	0
left the program and did not enter another district or BOCES program (dropouts).....	0	0	4	0	0	0
are waiting for GED exam results.....					0	0
received high school diplomas.....			7	0		
received high school equivalency diplomas (GEDs).....					0	0

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

555 adults were enrolled in CTE in 2001-2002

429	or	77.3%	completed the program.
63	or	11.4%	left prior to completion.
63	or	11.4%	remained in the program.

Of those that completed the program:

220	or	51.3%	were employed in an occupation related to the CTE program
69	or	16.1%	were employed in an occupation unrelated to the CTE program
0	or	0.0%	entered the military
6	or	1.4%	were in additional education
38	or	8.9%	were unemployed
14	or	3.3%	were not in the labor force
82	or	19.1%	status is unknown

Success Rate: 60.0% **Statewide 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 1,199.

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	513	290	755	262	51%	75	26%	152	20%
Adult Secondary (Low)	376	224	164	184	49%	46	21%	18	11%
ESOL	391	34	257	141	36%	6	18%	148	58%

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.

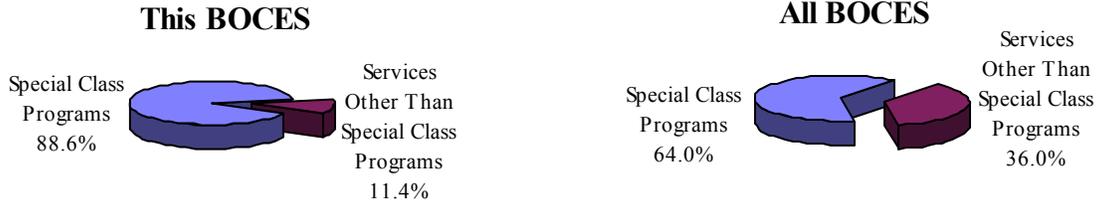
Other Outcomes	Students with Goal			Students Achieving Goal					
	2000-01	2001-02	2002-03	2000-01		2001-02		2002-03	
Entered employment	148	93	27	111	75.0%	64	69%	1	4%
Retained employment	0	50	0	0	0.0%	37	74%	0	N/A
Obtained a secondary or high school equivalency diploma	211	152	259	172	81.5%	26	17%	66	25%
Entered post-secondary education or training	4	2	17	3	75.0%	2	100%	3	18%

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 499 school-age students with disabilities, representing 7.8% 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.

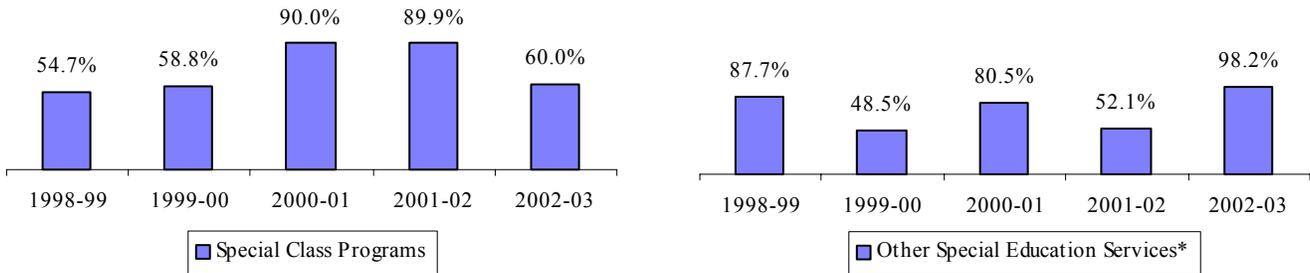


Percent of Students With Disabilities Provided Special Education Services in Integrated Settings

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.

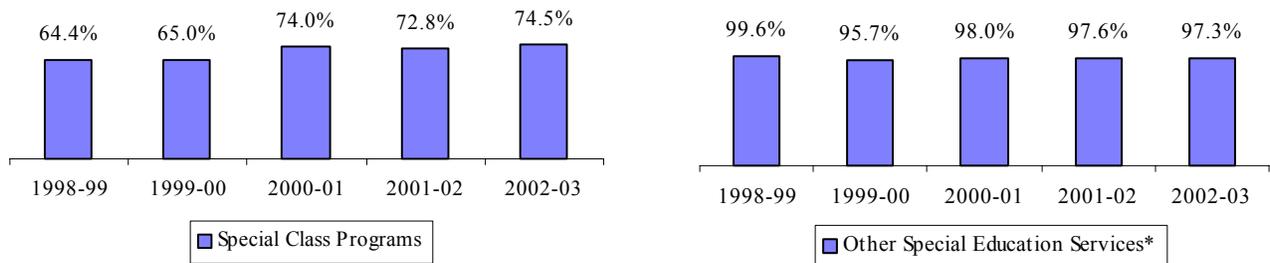
This BOCES

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)

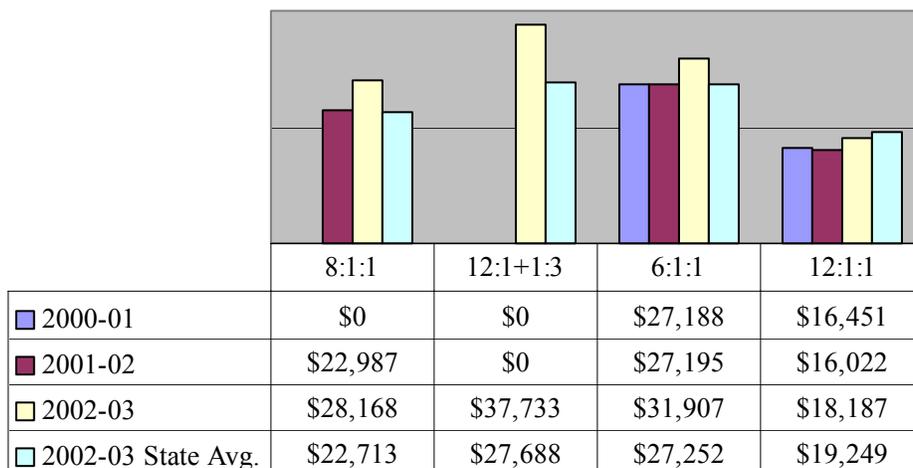
In the 2001-02 school year, 8:1:1 student/staff ratio data were collected by SED for the first time. Applicable data for other school years are available at the BOCES. If BOCES provides other options of student/staff ratios, an addendum of enrollment and tuition information will be attached to this report.

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	160	129
12:1+1:3	11	6	6
6:1:1	254	258	211
12:1:1	40	43	43

Tuition Rates Per Student 2000-01 Through 2002-03



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 85.0%. 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	30.0%	0.0%	55.0%	15.0%	0.0%	40	5
Students Receiving Other Than Special Class Programs *	0.0%	0.0%	0.0%	0.0%	0.0%	0	0
Total Students	12	0	22	6	0	40	5

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	1	7	3	17	3	6	1	2
Students Receiving Other Than Special Class Programs *	0	0	0	0	0	0	0	0
Total	1	7	3	17	3	6	1	2

**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	7	2	1	0	10	30%	10%	0
Elementary-level Mathematics May 2003	5	6	0	0	11	55%	0%	2
Middle-level English Language Arts January 2003	10	18	1	0	29	66%	3%	5
Middle-level Mathematics May 2003	32	9	0	0	41	22%	0%	3

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	#	#	#	#	2	#	#	1
Elementary-level Mathematics	#	#	#	#	3	#	#	0
Middle-level English Language Arts	#	#	#	#	2	#	#	0
Middle-level Mathematics	#	#	#	#	2	#	#	0

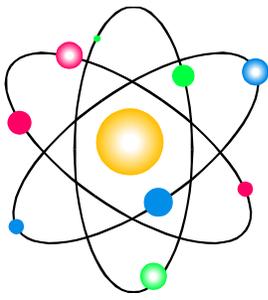
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents 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	1	9	2	0	0
District Based Educational Planning	13	102	145	0	0
High School Graduation Requirements	1	10	98	0	0
Learning Standards (ELA, MST etc.)	13	1,236	103	0	0
Data Management and Analysis	13	8	68	0	0
Integrating Technology into Curricula & Instruction	13	1,637	209	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	13	222	17	0	0
Middle Level Education Academic and Youth Development	13	525	47	0	0
Career and Technical Education	0	0	0	0	0
Instructional Strategies	13	1,614	139	0	0
Parent Training	7	0	0	0	0
Special Education Issues	13	216	31	0	0
Leadership Training	13	101	98	0	0
Special Education Training Resource Center (SETRC)	13	216	25	0	0
Other	10	56	32	0	0



Technology Services 2002-2003 School Year

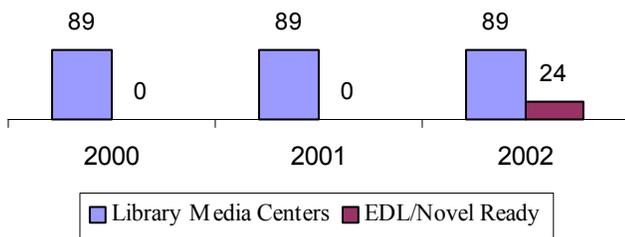
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	11	33	250
Instructional Computing	12	2,972	43,488
Computer/Audio Visual Repair	10	2,435	
Library Automation/Software	9	1,378	17,729
LAN Installation/Support	12	2,972	43,488
Distributed Process Technicians	2	252	2,673
Guidance Information	0	0	0
Administrative Computer Services	0	0	
Administrative Training	0	0	



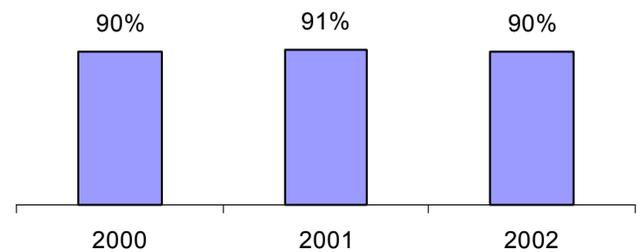
School Library Services

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**

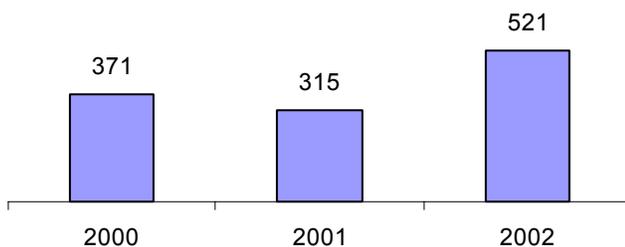


**Percent of Participating Libraries
with Internet Access**

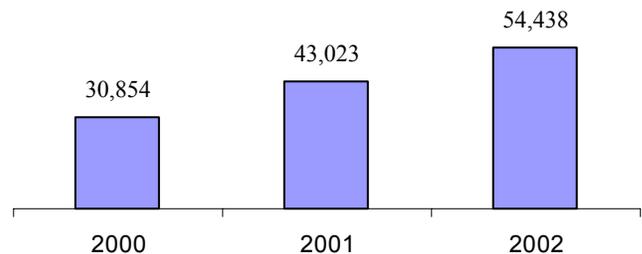


*EDL (Electronic Doorway Libraries) / NOVEL (New York Online Virtual Electronic Library) Ready Libraries provide access via the Internet to their own information resources and to information resources outside the library, in addition to providing technology training.

**Number of Participants at Professional
Development Workshops**



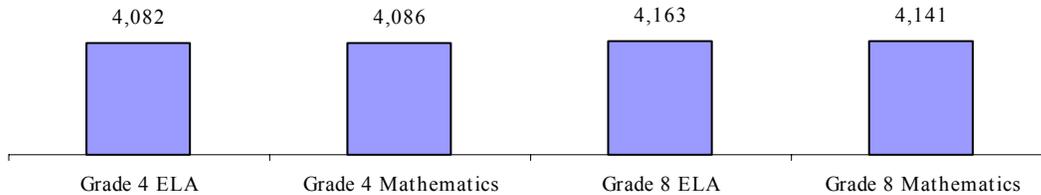
**Number of Electronic Database Searches by
Participating Libraries**



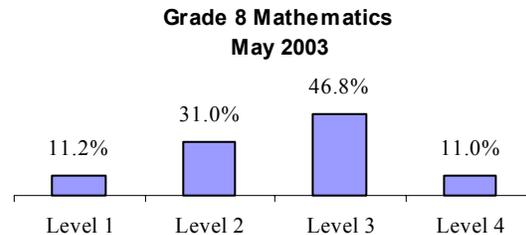
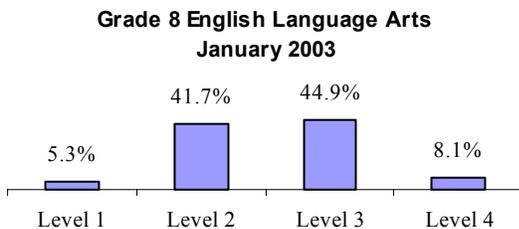
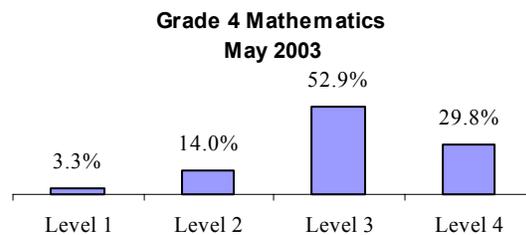
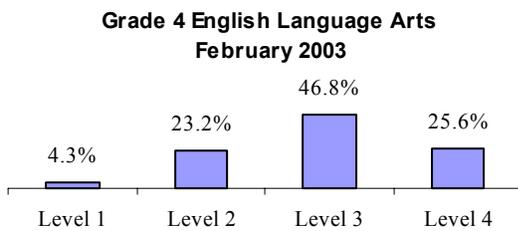
State Testing Program for All Component Districts

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.

Counts of Students Tested (General Education and Students with Disabilities)



Percent of Students



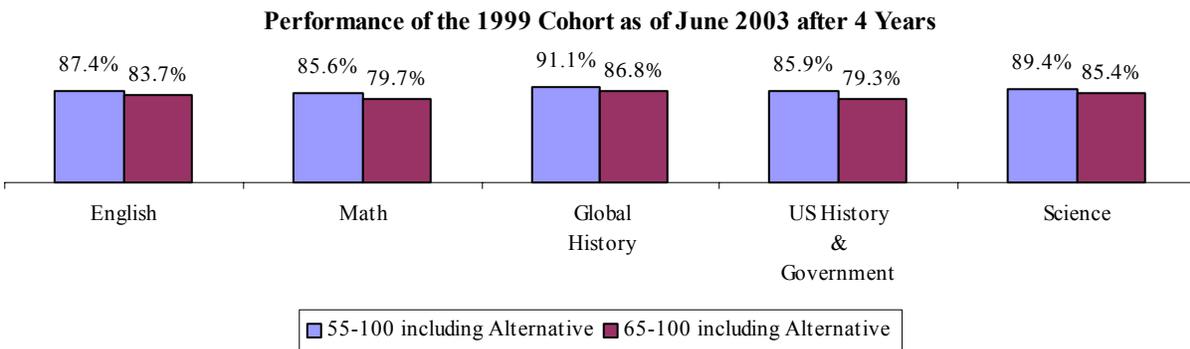
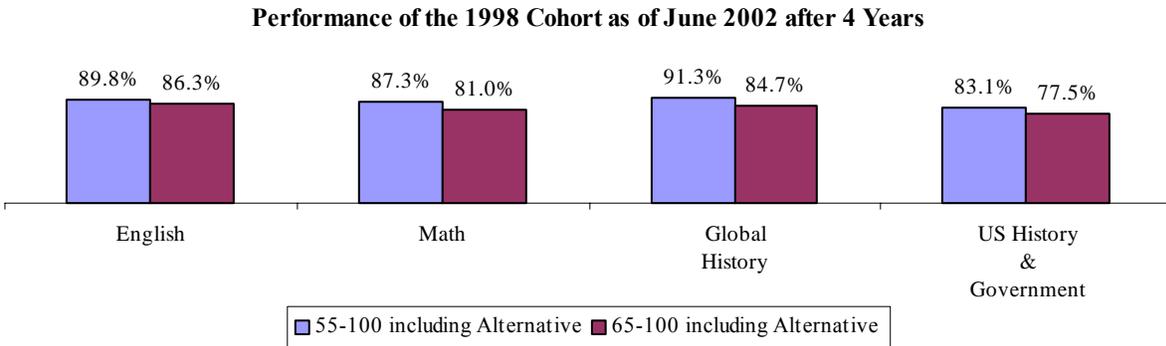
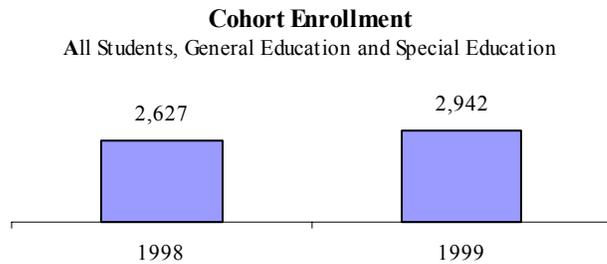
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Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic 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 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.

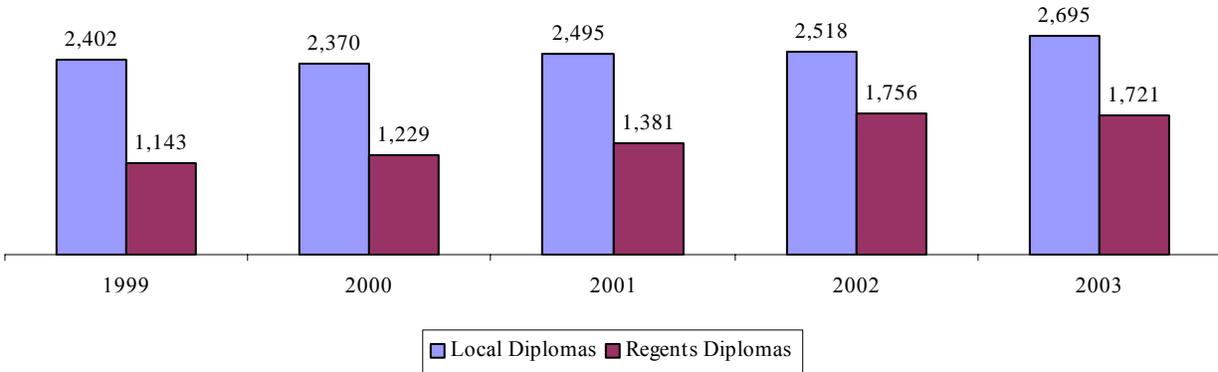
Data were collected to assess the progress that students are making toward meeting new graduation requirements for their cohort. The following charts show the percentage of cohort members in component districts who scored 55-100 and 65-100 on each Regents examination after four years. The data include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



Graduation Results

1998-99 through 2002-03 School Years

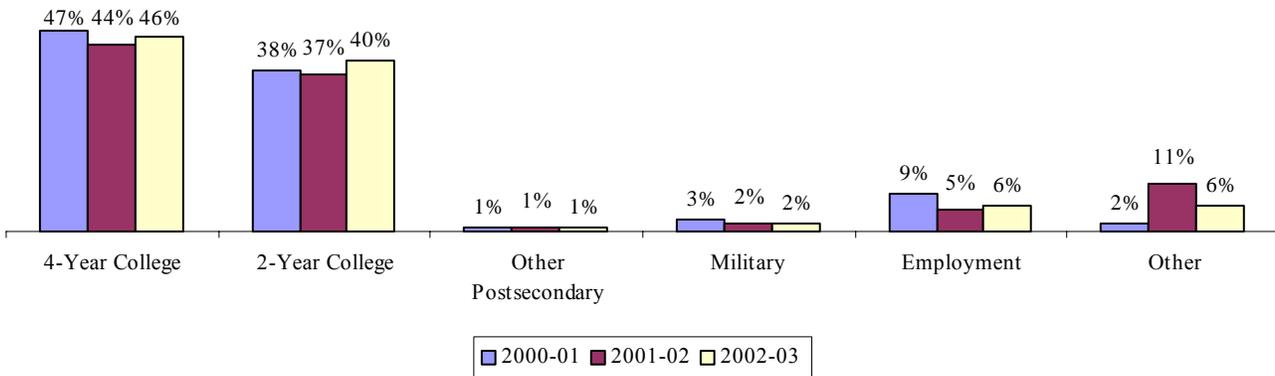
Displayed below are the number of graduates in component districts who received local diplomas with or without Regents endorsement and local diplomas with Regents endorsement during the 1998-99 through 2002-03 school years. Before the 2001-02 school year, counts include January, June and August graduates. 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, 63.9% of the component high school graduates in this BOCES region earned a Regents diploma versus 66.0% of the graduates in component districts statewide.



Distribution of Graduates

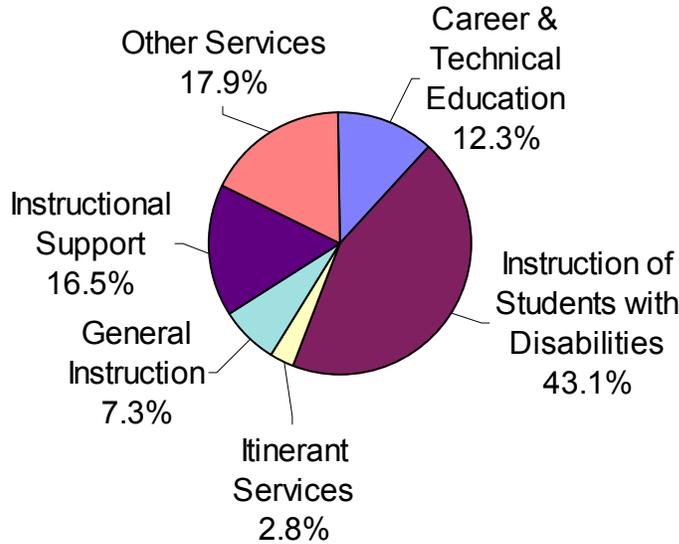
2000-2001 through 2002-2003 School Years

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.



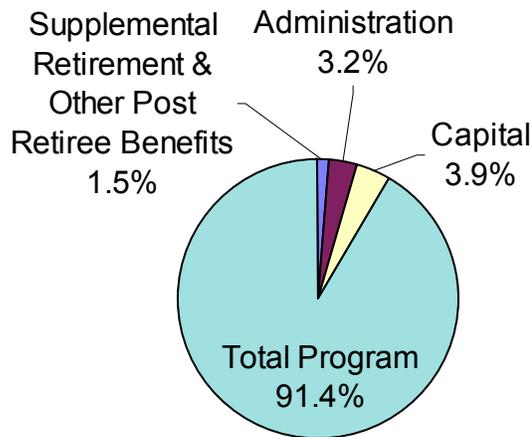
2001-2002 Expenses

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retiree Benefits)	\$ 1,350,119
Supplemental Retirement & Other Post Retiree Benefits	\$ 640,322
Capital Expenses	\$ 1,622,710
Total Program Expenses	\$ 38,324,504



Total Expenses \$ 41,937,655

Percent of Total Expenses



*Excludes Supplemental Retirement & Other Post Retiree Benefits