

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- Technology Services
- School Library System Services
- 2012-2013 Expenses

2012-2013

Albany-Schoharie-Schenectady-Saratoga BOCES

**Albany-Schoharie-Schenectady-Saratoga
Board of Cooperative Educational Services
2012-2013 Report Card**

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Prior editions of the BOCES Report Card included other data representing information on component districts.

The following data were not included in this report.

- State Testing Program for All Component Districts
- Graduation Results

Albany-Schoharie-Schenectady-Saratoga BOCES
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Component Districts

- Berne-Knox-Westerlo Central School District
- Bethlehem Central School District
- Burnt Hills-Ballston Lake Central School District
- Cobleskill-Richmondville Central School District
- Cohoes City School District
- Duanesburg Central School District
- Green Island Union Free School District
- Guilderland Central School District
- Menands Union Free School District
- Middleburgh Central School District
- Mohonasen Central School District
- Niskayuna Central School District
- North Colonie Central School District
- Ravena-Coeymans-Selkirk Central School District
- Schalmont Central School District
- Schenectady City School District
- Schoharie Central School District
- Scotia-Glenville Central School District
- Sharon Springs Central School District
- Shenendehowa Central School District
- South Colonie Central School District
- Voorheesville Central School District
- Watervliet City School District

Non-Component Districts

- Albany City School District

Indicators of BOCES Performance

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

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

First-year students

Second-year students

Second-year students completing

Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2011-12	2011-12	2012-13	2012-13
453	36	416	8
245	13	282	2
225	9	260	2
100	5	134	2

Other Career-Related Programs

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

“New Vision”

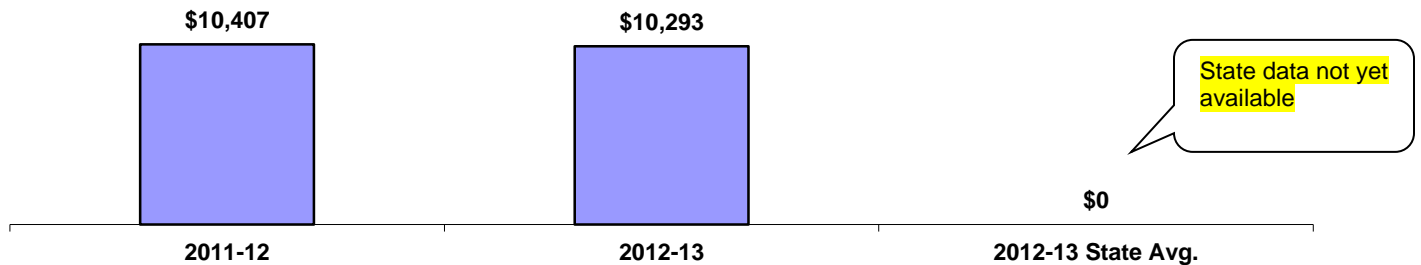
Participated 1 yr of a CTE Program

Other one-year programs

49	1	52	0
280	29	347	74
98	0	213	103

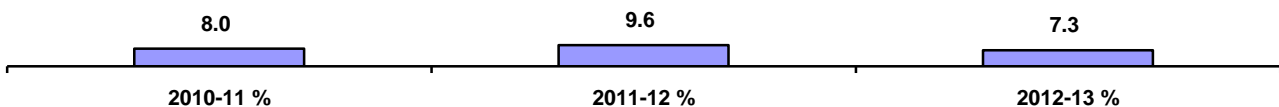
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

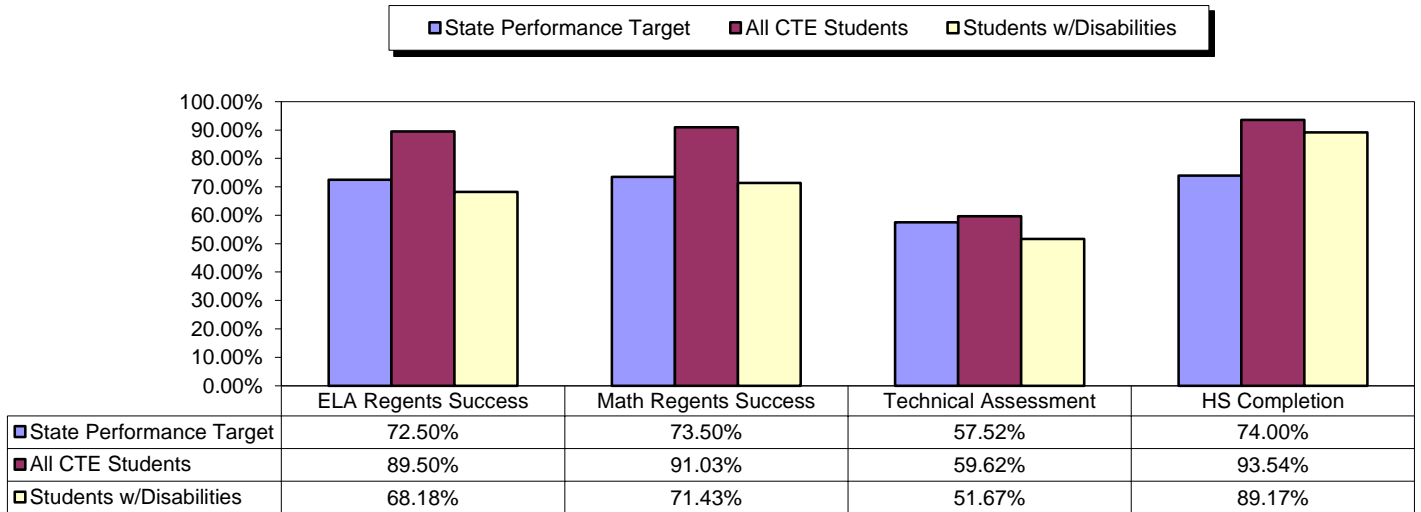
Data Source: SIRS



* Data Include General Education and Students with Disabilities. Data Source: SIRS

BOCES CTE Student Performance on Select Indicators Who Left School in 2012

Data Source: SIRS

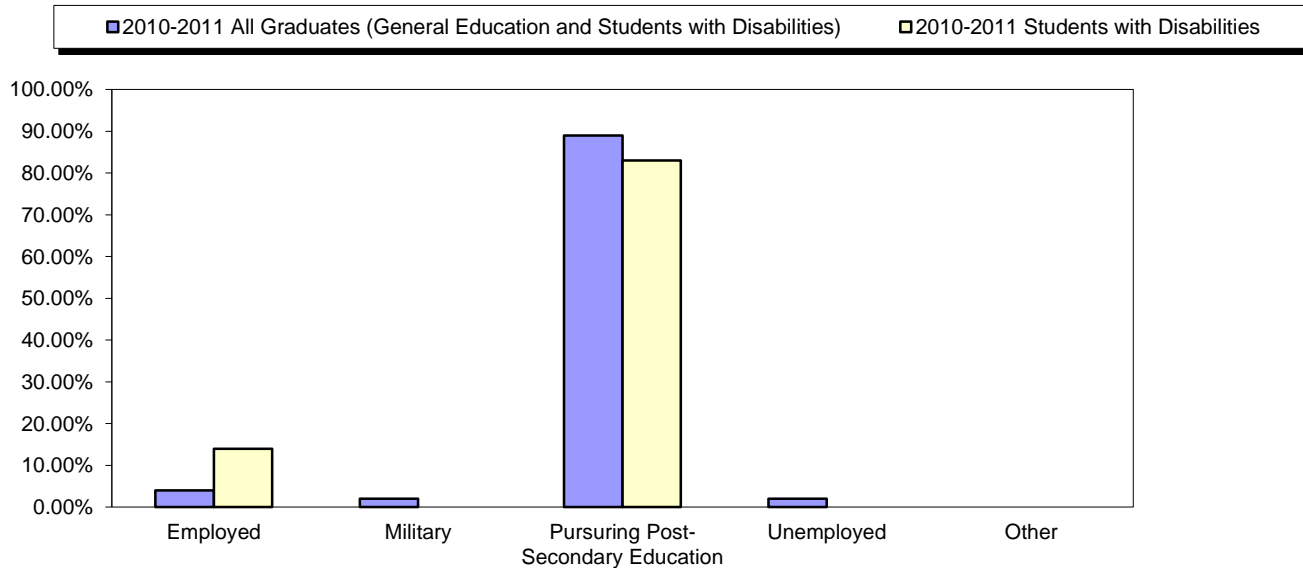


Status of Career and Technical Education (CTE) Students 2011 Placements

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

Total Placement

This BOCES	State Target
97.45	



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2012-2013**

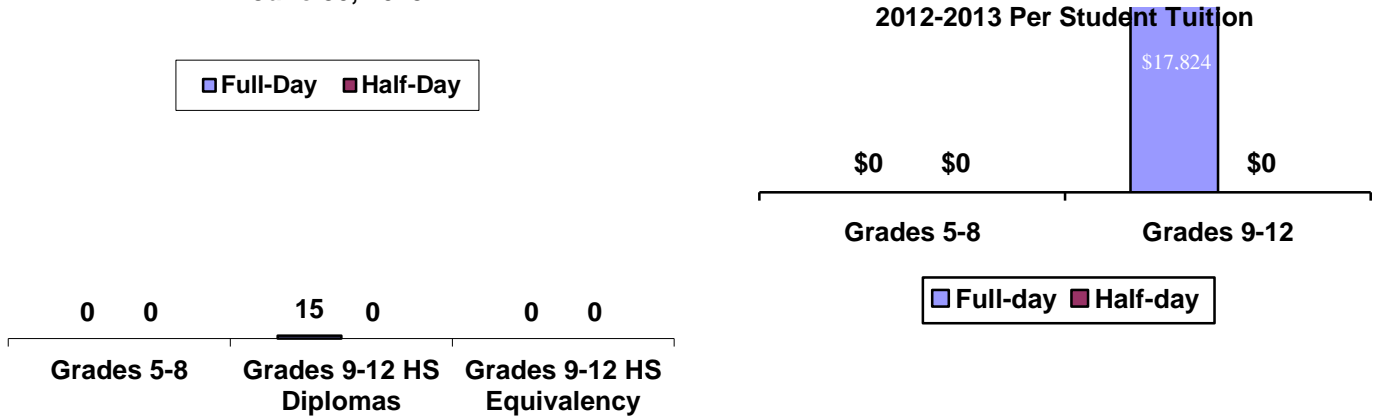
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	21	0
Passing Rate of Students Tested	15/16	0
Remained / Still Enrolled in the Program	1	0
Left the program and did not enter another district or BOCES program (dropouts)	5	0
Returned to School District:	0	0

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.

**Alternative Education Program Enrollment
June 30, 2013**



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.

Number of students who:	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas		NYS Benchmarks					
							Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Returned to a school district program	0	0	5	0	0	0	0	0	0	0	0	0
Remained in the BOCES program	0	0	0	0	0	0	0	0	0	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0	0	0	0	0	0	0
Received high school diplomas			10	0					0	0		

**Alternative Education State Testing Program
2012-2013 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	0	0	3	3	0.0%	0.0%	100%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	0	1	4	5	0.0%	20.0%	80.0%
Global History and Geography	1	1	3	5	20.0%	20.0%	60.0%
United States History and Government	0	1	5	6	0.0%	17.0%	83.0%

**Alternative Education Performance of Students
New York State Alternate Assessments
2012-2013 School Year**

State Assessment- RCT Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
RCT – Grade 9 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 9 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%

Adult Career and Technical Education (CTE)

State data not yet available

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: ASISTS*

	This BOCES		Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2012-13	342		
Continuing Enrollment after 2012-13	35	10.0%	0.0%
Completed or Left During 2012-13	306	89.0%	0.0%
Left Prior to Completion During 2012-13	37	11.0%	0.0%
Completed by the End of 2012-13	269	79.0%	0.0%
Completed or Left During 2012-13 and Status Known	99	29.0%	0.0%
Completed/Left/Status Known and Successfully Placed*	79	23.0%	0.0%
Completed but Not seeking Employment	5	2.0%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	342	100.0%	0.0%
Under-Represented Gender Members Enrolled During 2012-13	33	10.0%	0.0%
Completed a Non-Traditional Program By the End of 2012-13	306	89.0%	0.0%
Under-Represented Gender Members Who Completed	28	8.0%	0.0%

* Successfully Placed means placed in employment, the military or 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 2012-2013 was 1,222.

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Adult Beginning/Intermediate	624	581	711	409	65.0%	301	52.0%	395	56.0%
Adult Secondary (Low)	73	104	77	50	68.0%	27	26.0%	42	55.0%
ESOL	0	0	399	0	0.0%	0	0.0%	24	54%

Other Outcomes (2009-10 through 2011-12)

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Entered employment	142	158	114	70	49.0%	93	58.0%	80	70.0%
Retained employment	760	108	71	43	56.0%	53	49.0%	41	58.0%
Obtained secondary or HS equivalency diploma	102	77	120	94	92.0%	62	80.0%	114	95.0%
Entered post-secondary education or training	198	167	140	190	95.0%	164	98.0%	100	71.0%

Special Education

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)

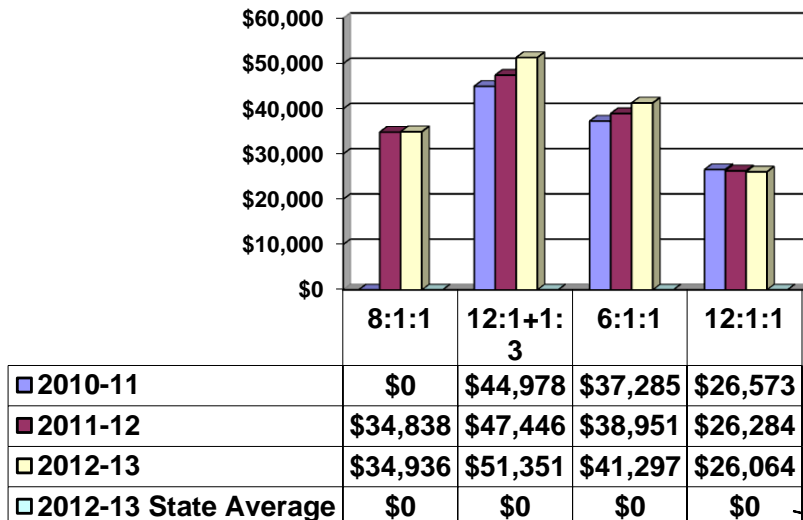
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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: 602 Report*

Enrollment Trends

	2010-11	2011-12	2012-13
4:1:2	50	42	47
6:1:2	138	139	124
8:1:1	0	0	0
8:1:2	33	78	75
8:1:3	9	7	4
9:1:2	105	70	67
9:1:3	115	113	103
12:1:1	106	85	68
12:1:2	98	52	53

Tuition Rates Per Student 2010-11- through 2012-13



State data not yet available

Special Education State Testing Program 2012-2013 School Year

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

Data Source: *nySTART*

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	
						Percent	Percent	
Grade 3 English Language Arts	10	2	0	0	12	16.0%	0.0%	12
Grade 4 English Language Arts	12	2	1	0	15	20.0%	6.0%	15
Grade 5 English Language Arts	22	0	0	0	22	0.0%	0.0%	13
Grade 6 English Language Arts	26	3	0	0	29	10.0%	0.0%	13
Grade 7 English Language Arts	28	4	0	0	32	12.0%	8.0%	8
Grade 8 English Language Arts	39	4	2	0	45	13.0%	4.0%	10
Grade 3 Mathematics	10	1	0	0	11	9.0%	0.0%	13
Grade 4 Mathematics	14	0	0	0	14	0.0%	0.0%	16
Grade 5 Mathematics	23	0	0	0	23	0.0%	0.0%	14
Grade 6 Mathematics	29	2	0	0	31	6.0%	0.0%	10
Grade 7 Mathematics	30	1	0	0	31	3.0%	0.0%	9
Grade 8 Mathematics	42	0	1	2	45	6.0%	6.0%	2

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.

Special Education State Testing Program (cont'd.)
2012-2013 School Year

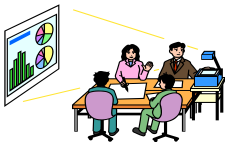
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	7	6	4	17	41.0%	35.0%	24.0%
Geometry	1	1	1	3	33.33%	33.33%	33.33%
Algebra 2/ Trigonometry	0	1	4	5	0%	20.0%	80.0%
Living Environment	10	7	11	28	35.0%	25.0%	39.0%
Physical Setting/ Earth Science	0	0	2	2	0.0%	0.0%	100%
Physical Setting/ Chemistry	0	1	2	3	0.0%	33.33%	66.66%
Physical Setting/ Physics	0	0	1	1	0%	0%	100%
Comprehensive French	0	0	0	0	0	0	0
Comprehensive Italian	0	0	0	0	0	0	0
Comprehensive Spanish	0	0	0	0	0	0	0
Comprehensive Exam in English	14	7	6	27	52.0%	26.0%	22.0%
Global History and Geography	8	3	11	22	36%	14%	50.0%
United States History and Government	5	1	19	25	20%	4%	76%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2012-2013 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score	NYS Benchmarks
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent		
Grade 3 English Language Arts	1	0	2	8	11	91.0%	91.0%	0.0%	1
Grade 4 English Language Arts	0	0	2	13	15	100%	100%	0.0%	1
Grade 5 English Language Arts	1	0	0	11	12	92.0%	92.0%	0.0%	0
Grade 6 English Language Arts	0	0	0	9	9	100%	100%	0.0%	0
Grade 7 English Language Arts	0	0	0	7	7	100%	100%	0.0%	0
Grade 8 English Language Arts	0	1	1	5	7	100%	86.0%	0.0%	medical 1
High School English Language Arts	2	1	3	4	10	80.0%	70.0%	0.0%	52
Grade 3 Mathematics	0	3	4	5	12	100%	75.0%	0.0%	1
Grade 4 Mathematics	0	1	8	7	16	100%	94.0%	0.0%	1
Grade 5 Mathematics	0	0	3	9	12	100%	100%	0.0%	0
Grade 6 Mathematics	0	0	0	9	9	100%	100%	0.0%	0
Grade 7 Mathematics	0	0	2	6	8	100%	100%	0.0%	0
Grade 8 Mathematics	2	0	1	5	8	75.0%	75.0%	0.0%	medical 1
High School Mathematics	0	3	4	2	9	100%	66.6%	0.0%	52

Data Source: nySTART

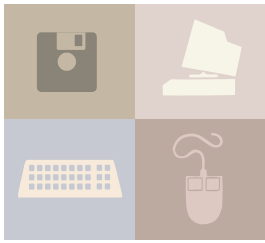
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2012-2013 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	56	32	1,124	692	15	55	108	66	95	60
Data-Driven Instruction	24	24	504	668	0	0	151	103	38	23
Lead Evaluator Training	24	24	100	50	0	0	252	161	55	34
Principal Evaluator Training	23	23	0	0	0	0	4	55	64	23
Integrating Technology into Curricula & Instruction	4	23	190	1,223	0	124	2	102	20	271
Project Based Learning	10	40	55	425	0	0	4	65	30	75
College & Career Readiness	0	23	44	57	0	0	0	44	15	0
Career and Technical Education	0	0	44	3	0	0	0	0	15	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	16	0	105	0	0	0	4	0	0	0
Instructional Strategies	108	34	1,678	445	7	1	0	141	104	94
Parent Training	0	0	0	0	0	0	0	0	0	331
Special Education Issues	0	4	17	83	12	59	0	0	0	4
(RSE-TASC) Regional Special Education Technical Assistance Support	822	90	604	96	26	4	37	1	1,022	57
(SE-SIS) Special Education School Improvement Specialist	3	3	300	720	13	27	7	18	8	8
Leadership Training	26	29	94	76	0	0	87	30	0	117
ECE Training (Early Childhood)	547	117	0	259	0	161	0	0	0	0
Professional Practice (APPR)	23	23	240	284	0	51	40	161	23	23
Culture/Climate	0	0	0	539	0	12	0	30	0	0
School & District Planning	0	0	0	0	0	0	0	0	0	0
Response to Intervention	32	0	156	0	0	0	28	0	62	0
Data Management and Analysis	48	89	65	207	7	106	40	88	16	61
Learning Standards (ELA, MST, etc.)	23	23	403	1,012	0	16	15	45	20	23
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	6	158	0	0	0	0	3	0	0	15



Technology Services 2012-2013 School Year

The data in this chart is for services provided by the Regional Information Centers (RICs).

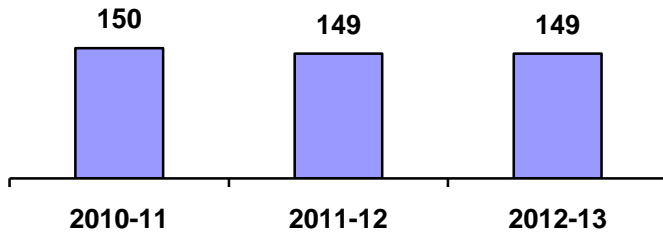
BOCES provides technology services to district and BOCES staff and students.	Districts/Number of District Staff	Number of BOCES Staff	Students
Distance Learning	22/386	36	4,725
Instructional Computing	23/1,636	99	0
Computer/Audio Visual Repair	0/0	0	0
Library Automation/Software	1/1,912	32	24,512
LAN Installation/Support	39/10,695	35	81,880
Distributed Process Technicians	20/5,485	18	14,990
Guidance Information	12/22	4	0
Student Information Services	17/2,343	50	0
ClearTrack	7/1,413	0	0
IEP Direct	9/1,166	0	0
Lunch Programs	15/130	0	0
Administrative Computer Services	20/5,052	0	0
Administrative Training	23/1,000	30	0
Instructional Media Resources	9/1,987	41	24,610
Model Schools	23/1,194	89	0
Other Student Instructional Support	0/0	0	0



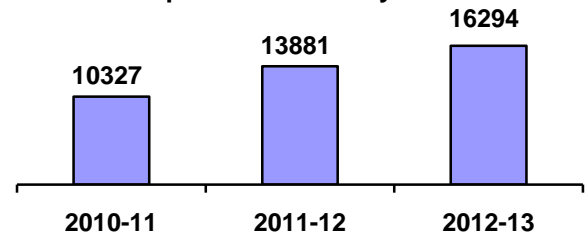
School Library Systems (SLS)

School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under an approved long range plan of service. Some of the key functions of SLS are: to provide leadership and training through professional development activities; enrich the NYS Learning Standards by providing information literacy awareness and skills; facilitate resource-sharing among its member school libraries; promote advances in technology for information storage and retrieval; focus on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*

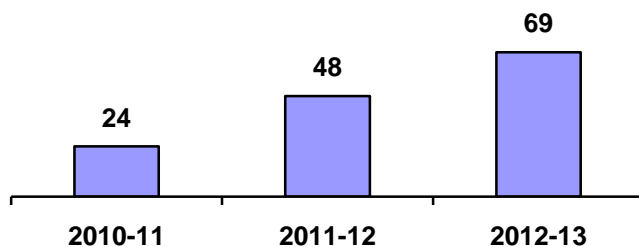
Number of Library Media Centers



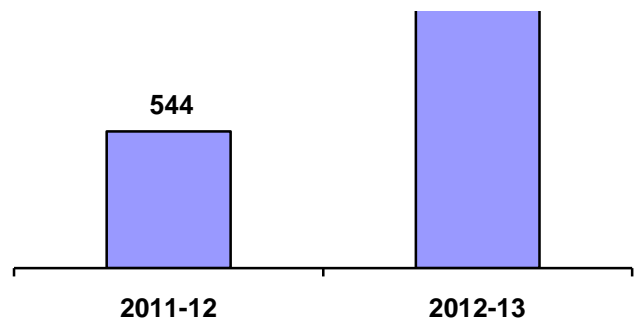
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2012-2013 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	5,468,736.19
Capital Expenses.....	\$	2,246,666.25
Total Program Expenses.....	\$	103,130,598.76
Total Expenses.....	\$	110,846,001.20

