

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
- 2011-2012 Expenses

2011-2012

Albany-Schoharie-Schenectady-Saratoga BOCES

**Albany-Schoharie-Schenectady-Saratoga BOCES
Board of Cooperative Educational Services
2011-2012 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
2010-11	2010-11	2011-12	2011-12
396	14	453	36
212	45	245	13
188	45	225	9
105	18	100	5

Other Career-Related Programs

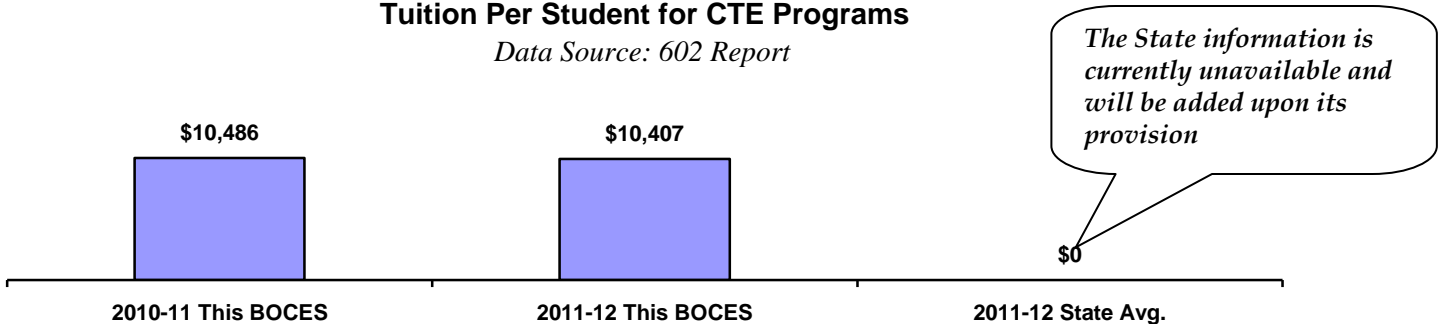
Number of 11th/12th grade students enrolled in one-year programs:

- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

56	0	49	1
169	11	280	29
187	130	98	0

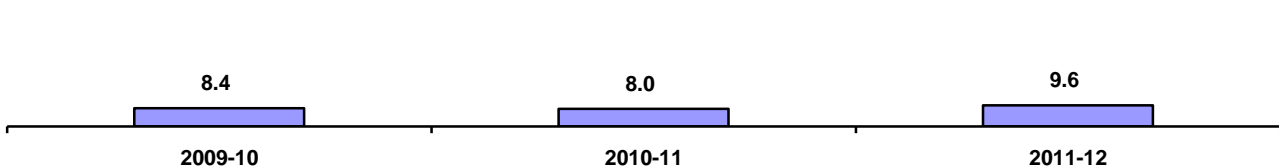
Tuition Per Student for CTE Programs

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



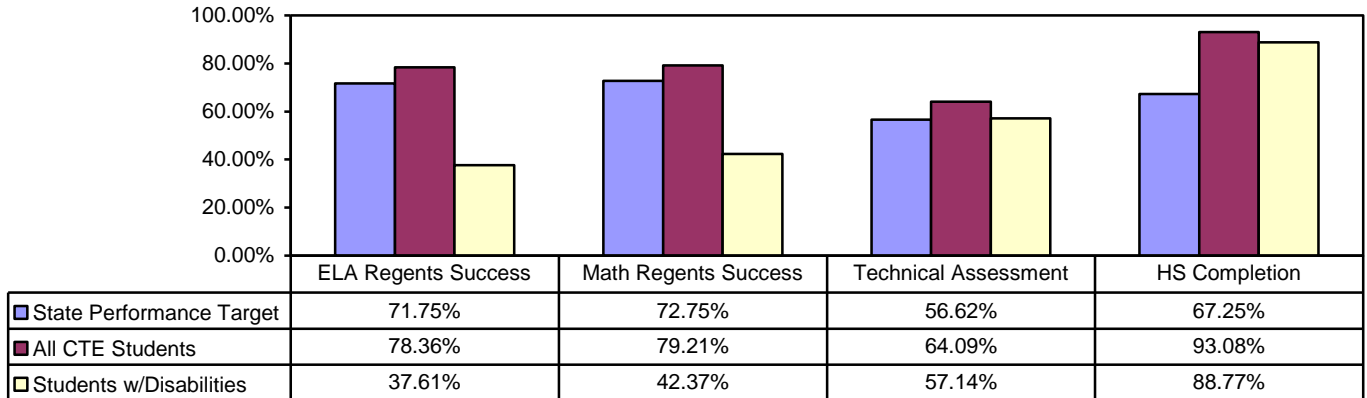
* Data Include General Education and Students with Disabilities. Data Source: SIRS

CTE Student Performance on Perkins Indicators Who Left School in 2010

Data Source: SIRS

The State information for 2011 is currently unavailable and will be added upon its provision

■ State Performance Target
 ■ All CTE Students
 ■ Students w/Disabilities



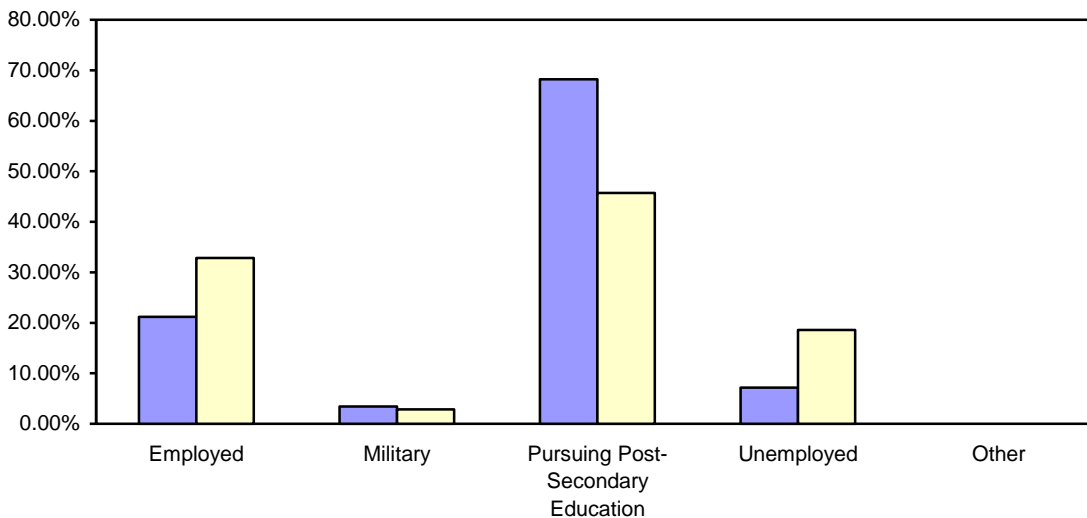
Status of Career and Technical Education (CTE) Students 2010 Placement Outcomes

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
92.84 %	96.22 %

■ 2009-2010 All Graduates (General Education and Students with Disabilities)
 ■ 2009-2010 Students with Disabilities



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2011-2012**

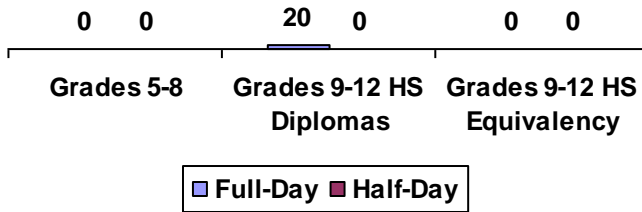
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	17	0
Passing Rate of Students Tested	82 %	0
Remained / Still Enrolled in the Program	3	0
Left the program and did not enter another district or BOCES program (dropouts)	4	0
Returned to School District:	2	0

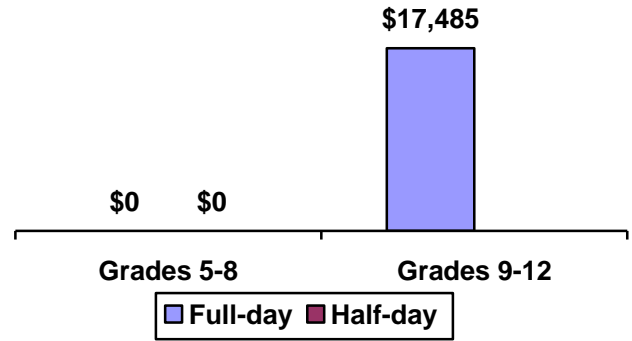
Alternative Education

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, 2012**



2010-2011 Per Student Tuition



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	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Returned to a school district program	0	0	2	0	0	0
Remained in the BOCES program	0	0	0	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	0	0
Received high school diplomas			13	0		

Alternative Education State Testing Program
2011-2012 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	1	1	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	1	1	5	7	14.0%	14.0%	72.0%
Global History and Geography	1	3	1	5	20.0%	60.0%	20.0%
United States History and Government	6	2	8	16	38.0%	13.0%	49.0%

**Alternative Education Performance of Students
2011-2012 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 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 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	1	1	0.0%	0.0%	100.0%
RCT – Grade 11 Writing	0	0	1	1	0.0%	0.0%	100.0%
RCT – Grade 12 Writing	0	0	1	1	0.0%	0.0%	100.0%
RCT – Grade 11 United States History & Gov't.	0	0	2	2	0.0%	0.0%	100.0%
RCT – Grade 12 United States History & Gov't.	0	1	2	3	0.0%	33.0%	67.0%

Adult Career and Technical Education (CTE)

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

The State information is currently unavailable and will be added upon its provision

	This BOCES		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2011-12	406	--	--
Continuing Enrollment after 2011-12	49	12%	0.0%
Completed or Left During 2011-12	357	88%	0.0%
Left Prior to Completion During 2011-12	49	12%	0.0%
Completed by the End of 2011-12	308	76%	0.0%
Completed or Left During 2011-12 and Status Known	307	76%	0.0%
Completed/Left/Status Known and Successfully Placed*	145	36%	0.0%
Completed but Not seeking Employment	159	39%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2011-12	54	--	--
Under-Represented Gender Members Enrolled During 2011-12	54	--	--
Completed a Non-Traditional Program By the End of 2011-12	46	85%	0.0%
Under-Represented Gender Members Who Completed	46	85%	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 2011-2012 was 1,465.

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Adult Beginning/Intermediate	551	624	581	250	46.0%	409	65.0%	301	52.0%
Adult Secondary (Low)	138	73	104	47	34.0%	50	68.0%	27	26.0%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Entered employment	52	142	158	41	63.0%	70	49.0%	93	58.0%
Retained employment	11	76	108	8	57.0%	43	56.0%	53	49.0%
Obtained secondary or HS equivalency diploma	114	102	77	103	79.0%	94	92.0%	62	80.0%
Entered post-secondary education or training	157	198	167	137	74.0%	190	95.0%	164	98.0%

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)

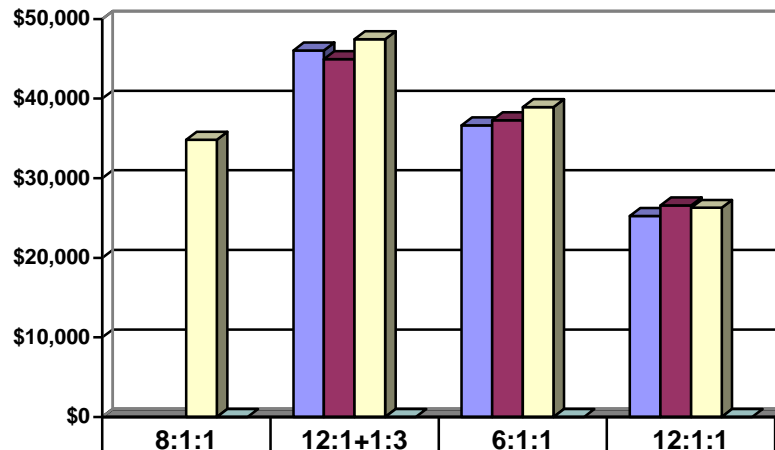
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2009-10	2010-11	2011-12
4:1:2	47	50	42
6:1:2	132	138	139
8:1:2	28	33	78
8:1:3	8	9	7
9:1:2	114	105	70
9:1:3	112	115	113
12:1:1	105	106	85
12:1:2	105	98	52

Tuition Rates Per Student 2009-10 through 2011-12



■ 2009-10	n/a	\$46,053	\$36,634	\$25,267
■ 2010-11	n/a	\$44,978	\$37,285	\$26,573
■ 2011-12	\$34,838	\$47,446	\$38,951	\$26,284
■ 2011-12 State Average	\$0	\$0	\$0	\$0

The State information is currently unavailable and will be added upon its provision

Special Education State Testing Program 2011-2012 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	8	3	1	1	13	38.0%	15.0%	0
Grade 4 English Language Arts	21	8	0	0	29	28.0%	0.0%	0
Grade 5 English Language Arts	19	7	2	0	28	32.0%	7.0%	0
Grade 6 English Language Arts	25	6	0	0	31	19.0%	0.0%	0
Grade 7 English Language Arts	22	18	1	0	41	46.0%	2.0%	0
Grade 8 English Language Arts	29	18	1	0	48	40.0%	2.0%	0
Grade 3 Mathematics	7	5	1	0	13	46.0%	8.0%	0
Grade 4 Mathematics	22	6	0	0	28	21.0%	0.0%	0
Grade 5 Mathematics	16	10	2	0	28	43.0%	7.0%	0
Grade 6 Mathematics	22	8	0	0	30	27.0%	0.0%	0
Grade 7 Mathematics	28	11	2	2	43	35.0%	9.0%	0
Grade 8 Mathematics	34	14	0	0	48	29.0%	0.0%	0

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

Special Education State Testing Program (cont'd.)
2011-2012 School Year

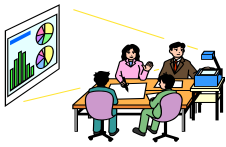
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	6	6	14	26	23.0%	23.0%	54.0%
Geometry	1	1	3	5	20.0%	20.0%	60.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	5	4	19	28	18.0%	14.0%	68.0%
Physical Setting/ Earth Science	1	1	6	8	12.0%	12.0%	76.0%
Physical Setting/ Chemistry	1	1	3	5	20.0%	20.0%	60.0%
Physical Setting/ Physics	0	0	1	1	0.0%	0.0%	100.0%
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	16	6	18	40	40.0%	15.0%	45.0%
Global History and Geography	6	3	21	30	20.0%	10.0%	70.0%
United States History and Government	14	3	25	42	33.0%	7.0%	60.0%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2011-2012 School Year**

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	0	1	12	13	100.00%	100.00%	0.0%
Grade 4 English Language Arts	0	0	1	7	8	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	0	0	10	10	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	2	10	12	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	0	0	6	6	75.0%	75.0%	0.0%
Grade 8 English Language Arts	0	0	2	6	8	100.0%	100.0%	0.0%
High School English Language Arts	1	0	3	9	13	92.0%	92.0%	0.0%
Grade 3 Mathematics	0	1	4	8	13	100.0%	92.0%	0.0%
Grade 4 Mathematics	0	0	3	5	8	100.0%	100.0%	0.0%
Grade 5 Mathematics	0	0	1	9	10	100.0%	100.0%	0.0%
Grade 6 Mathematics	0	0	1	11	12	100.0%	100.0%	0.0%
Grade 7 Mathematics	0	0	1	6	7	88.0%	88.0%	0.0%
Grade 8 Mathematics	0	0	3	5	8	100.0%	100.0%	0.0%
High School Mathematics	0	1	3	9	13	100.0%	92.0%	0.0%

Data Source: nySTART

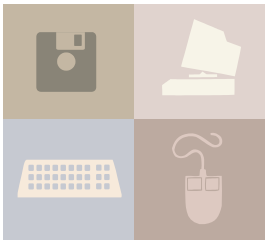
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2011-2012 School Year

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

BOCES provided training 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	1135	666	15	38	108	58	80	42
Data-Driven Instruction	24	42	451	679	0	0	152	100	25	23
Lead Evaluator Training	24	24	100	50	0	0	252	161	55	34
Principal Evaluator Training	23	23	0	0	0	0	2	60	64	27
Integrating Technology into Curricula & Instruction	4	23	36	1304	19	204	2	16	20	315
Project Based Learning	10	40	55	460	0	0	4	65	30	75
College & Career Readiness	0	23	55	109	54	18	2	46	0	0
Career and Technical Education	0	0	55	55	54	0	2	2	0	0
Middle Level Education	0	0	5	16	0	0	0	0	0	0
Positive Youth Development	16	0	125	14	36	22	4	0	0	2
Instructional Strategies	108	32	1618	399	4	95	4	141	89	114
Parent Training	0	15	0	0	0	0	0	0	0	0
Special Education Issues	0	55	21	104	46	249	1	2	1	170
(RSE-TASC) Regional Special Education Technical Assistance Support	193	35	1963	95	11	1	75	1	423	99
(SE-SIS) Special Education School Improvement Specialist	18	45	540	1350	30	7	5	12	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	26	229	40	7	0	0	88	30	0	117
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	23	23	55	212	0	0	42	161	23	23
Culture/Climate	30	0	217	190	8	0	30	0	64	183
School & District Planning	0	0	55	0	18	0	2	0	0	0
Response to Intervention	32	0	156	0	0	0	28	0	62	0
Data Management and Analysis	34	47	74	375	122	225	99	162	28	695
Learning Standards (ELA, MST, etc.)	23	23	403	1012	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	150	0	0	0	0	3	0	0	0



Technology Services 2011-2012 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

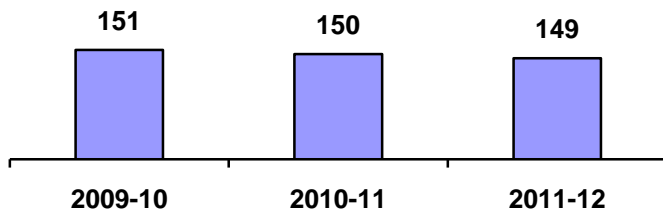
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	21/438	36	6,751		X
Instructional Computing	23/1,461	102	0		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	0/0	0	0		
LAN Installation/Support	34/7,263	30	82,904		X
Distributed Process Technicians	18/3,845	15	43,890		X
Guidance Information	12/43	0	0		X
Student Information Services	17/4,088	50			X
ClearTrack	6/1,240	0			X
IEP Direct	9/1,703	0			X
Lunch Programs	15/130	0			X
Administrative Computer Services	20/7,161	50			X
Administrative Training	98/1,430	31			X
Instructional Media Resources	0/0	0	0		
Model Schools	23/1,461	102	0		X
Other Student Instructional Support	0/0	0	0		



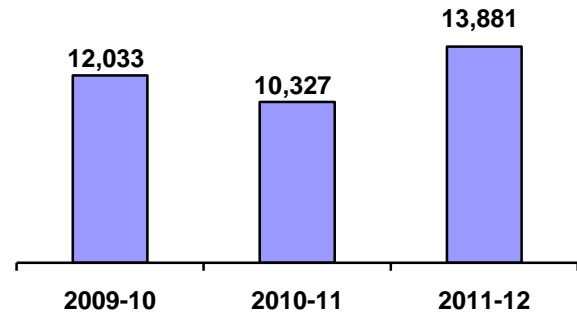
School Library Systems (SLS)

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*

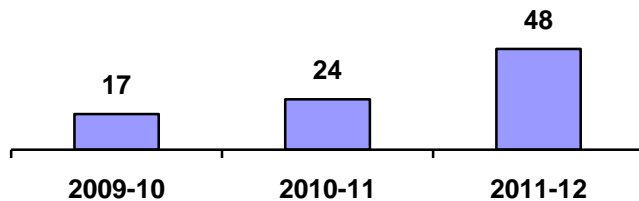
Number of Library Media Centers



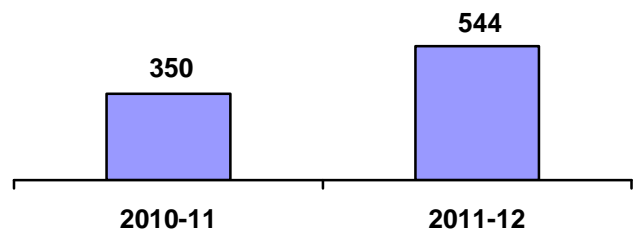
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2011-2012 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 7,176,468.92
Capital Expenses.....	\$ 2,642,588.94
Total Program Expenses.....	\$ 100,917,294.01
Total Expenses.....	\$ 110,736,341.87

