

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
- 2015-2016 Expenses

2015-2016

Albany-Schoharie-Schenectady-Saratoga BOCES

**Albany-Schoharie-Schenectady-Saratoga BOCES
Board of Cooperative Educational Services
2015-2016 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
	2014-15	2014-15	2015-16	2015-16
First-year students	368	128	286	135
Second-year students	238	76	225	129
Second-year students completing	229	75	206	116
Completers with technical endorsement	132	42	155	61

Other Career-Related Programs

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

“New Vision”

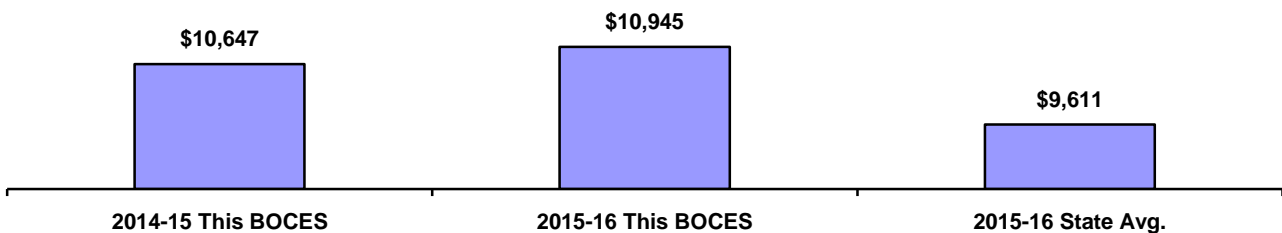
Participated 1 yr of a CTE Program

Other one-year programs

“New Vision”	47	0	49	0
Participated 1 yr of a CTE Program	242	101	226	149
Other one-year programs	106	82	111	5

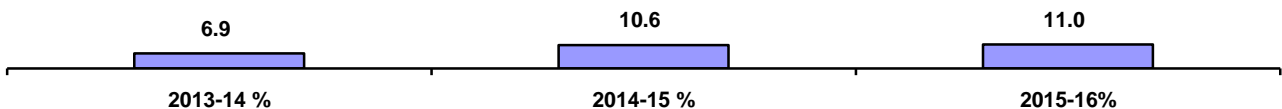
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

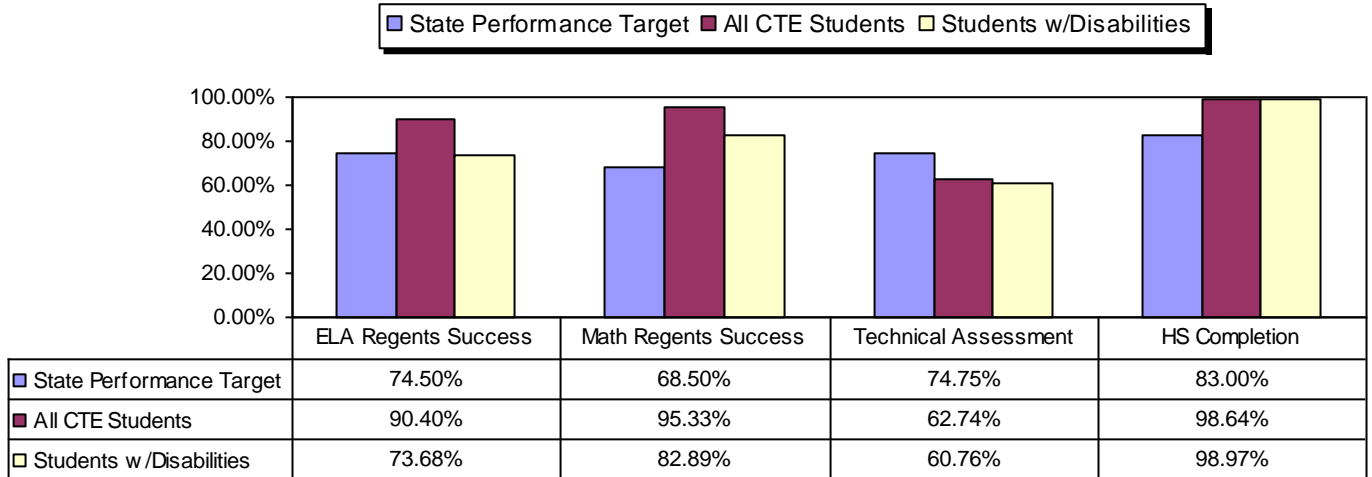
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2015

Data Source: SIRS

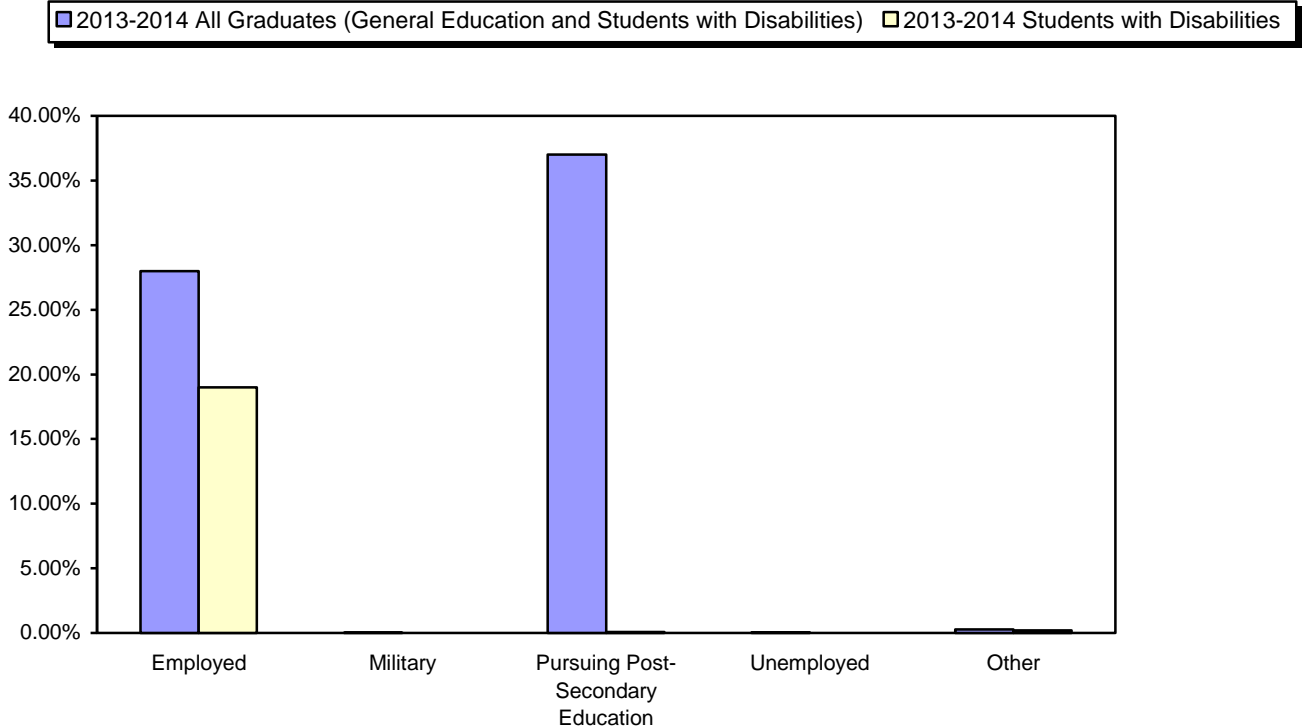


Status of Career and Technical Education (CTE) Students 2015 Placement Outcomes

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*
<http://www.p12.nysed.gov/cte/perkins4/docs/RptCardsFinal16-170412116.pdf>

Total Placement

This BOCES	State Target
92%	91%



H:\Instructional Services\BOCESReportCard\BOCES Report Card 2015-16\2015_2016_Report_Card_Template.doc - Datasheet		A	B	C	D	E
		Employed	Military	Pursuing F	Unemploy	Other
1	2013-2014 All Graduates (General Education and Student	28.00%	0.02%	37.00%	0.06%	0.27%
2	2013-2014 Students with Disabilities	19.00%	0.00%	0.08%	0.00%	0.21%

**General Education Development Leading to (GED)
For CTE Students Age 16-18
2015-2016**

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.

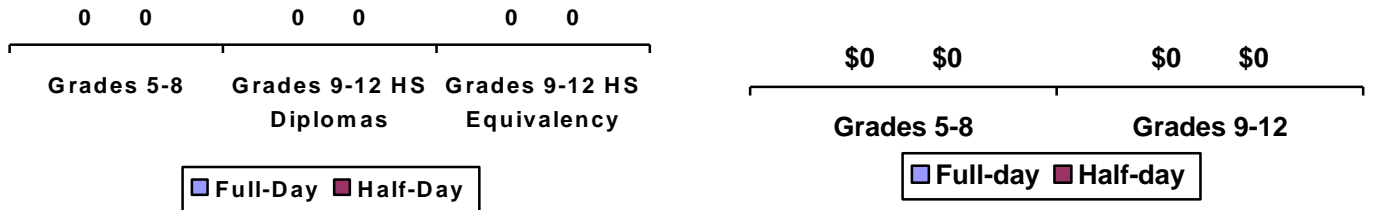
	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	15	0
Passing Rate of Students Tested	33%	0
Remained / Still Enrolled in the Program	3	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	7	0

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, 2016**

2015-2016 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.

	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
Number of students who:						
Returned to a school district program	0	0	0	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	0	0	0	0
Received high school diplomas			0	0		

Alternative Education State Testing Program
2015-2016 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	0	0	0.0%	0.0%	0.0%
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	0	0	0	0.0%	0.0%	0.0%
Global History and Geography	0	0	0	0	0.0%	0.0%	0.0%
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%

**Alternative Education Performance of Students
2015-2016 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	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)

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

	This BOCES		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2014-15	230	--	--
Continuing Enrollment after 2014-15	39	17%	16.77%
Completed or Left During 2014-15	192	83%	78.30%
Left Prior to Completion During 2014-15	30	13%	16.40%
Completed by the End of 2014-15	162	70%	87.55%
Completed or Left During 2014-15 and Status Known	105	46%	66.73%
Completed/Left/Status Known and Successfully Placed*	110	48%	83.68%
Completed but Not seeking Employment	8	3%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	34	--	--
Under-Represented Gender Members Enrolled During 2014-15	34	--	--
Completed a Non-Traditional Program By the End of 2014-15	26	11%	79.23%
Under-Represented Gender Members Who Completed	26	11%	80.79%

* 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 2015-2016 was 909.

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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Adult Beginning/Intermediate	636	635	526	278	43%	307	56%	224	43%
Adult Secondary (Low)	72	65	71	22	30%	25	54%	44	62%
ESOL	362	363	312	154	43%	201	58%	20	64%

Other Outcomes (2013-14 through 2015-16)

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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Entered employment	216	223	179	141	65%	116	52%	120	67%
Retained employment	270	427	357	120	44%	168	39%	167	47%
Obtained secondary or HS equivalency diploma	98	94	58	88	89%	79	81%	45	78%
Entered post-secondary education or training	82	238	209	59	72%	171	71%	148	71%

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)

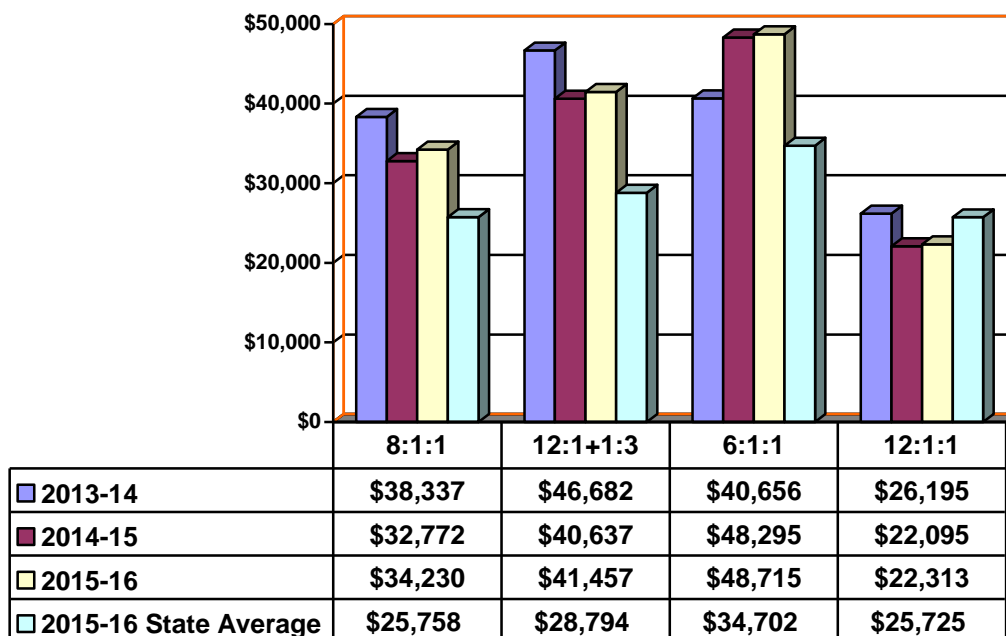
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2013-14	2014-15	2015-16
4:1:2	51	55	50
6:1:2	128	161	181
8:1:1	0	0	0
8:1:2	145	68	106
8:1:3	N/A	48	N/A
9:1:2	N/A	N/A	N/A
9:1:3	85	88	77
12:1:1	24	43	29
12:1:2	88	43	29

Tuition Rates Per Student 2013-14 through 2015-16



Special Education State Testing Program 2015-2016 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	15	1	0	0	16	6.3%	0.0%	0
Grade 4 English Language Arts	11	1	1	0	13	15.4%	7.7%	0
Grade 5 English Language Arts	19	0	0	0	19	0.0%	0.0%	0
Grade 6 English Language Arts	14	2	0	0	16	12.5%	0.0%	0
Grade 7 English Language Arts	15	2	0	0	17	11.8%	0.0%	0
Grade 8 English Language Arts	15	2	1	0	18	16.7%	5.6%	0
Grade 3 Mathematics	15	1	0	0	16	6.3%	0.0%	0
Grade 4 Mathematics	12	0	0	0	12	0.0%	0.0%	0
Grade 5 Mathematics	19	0	0	0	19	0.0%	0.0%	0
Grade 6 Mathematics	15	0	0	0	15	0.0%	0.0%	0
Grade 7 Mathematics	16	0	1	0	17	5.9%	5.9%	0
Grade 8 Mathematics	16	1	1	0	18	11.1%	5.6%	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.)
2015-2016 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	4	3	5	12	30.8%	23.1%	38.5%
Geometry	1	0	0	1	100.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	2	3	6	11	18.2%	27.3%	54.5%
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Chemistry	1	0	0	1	100.0%	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	2	1	5	8	25.0%	12.5%	62.5%
Global History and Geography	8	1	7	16	50.0%	6.3%	43.8%
United States History and Government	2	0	7	9	22.2%	0.0%	77.8%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2015-2016 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	1	0	4	0	5	80.0%	80.0%	0.0%
Grade 4 English Language Arts	0	1	8	1	10	100.0%	90.0%	0.0%
Grade 5 English Language Arts	0	0	12	2	14	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	11	1	12	100.0%	100.0%	0.0%
Grade 7 English Language Arts	1	2	7	3	13	92.3%	76.9%	0.0%
Grade 8 English Language Arts	2	1	7	3	13	84.6%	76.9%	0.0%
High School English Language Arts	2	1	7	2	12	83.3%	75.0%	0.0%
Grade 3 Mathematics	1	0	4	0	5	80.0%	0.0%	0.0%
Grade 4 Mathematics	0	2	7	1	10	100.0%	80.0%	0.0%
Grade 5 Mathematics	0	1	10	3	14	100.0%	92.9%	0.0%
Grade 6 Mathematics	0	1	10	1	12	100.0%	91.7%	0.0%
Grade 7 Mathematics	2	0	10	1	13	84.6%	84.6%	0.0%
Grade 8 Mathematics	1	4	7	1	13	92.3%	61.5%	0.0%
High School Mathematics	2	1	9	0	12	83.3%	75.0%	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 2015-2016 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	36	30	627	234	0	15	45	15	0	1
Data-Driven Instruction	5	0	32	23	0	3	4	5	0	1
Lead Evaluator Training	17	0	0	0	0	0	164	0	1	0
Principal Evaluator Training	21	0	0	0	0	0	61	0	0	0
Integrating Technology into Curricula & Instruction	18	23	271	513	54	149	1	68	54	211
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	52	0	15	18	5	0	21	0
Middle Level Education	0	0	7	0	20	0	0	0	0	0
Positive Youth Development	0	0	902	0	36	0	0	5	0	1
Instructional Strategies	28	28	498	250	228	18	55	19	22	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	45	0	375	75	210	228	5	10	655	581
(RSE-TASC) Regional Special Education Technical Assistance Support	814	212	803	198	49	91	74	18	1,494	423
(SE-SIS) Special Education School Improvement Specialist	2	19	60	276	35	59	1	13	27	70
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	21	0	12	0	0	0	98	5	1	1
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	0	0	0	0	0	5	5	0	0
Culture/Climate	50	0	1,065	75	210	210	105	5	301	1
School & District Planning	0	0	0	0	0	0	0	0	0	0
Response to Intervention	0	0	2	7	0	14	2	0	1	0
Data Management and Analysis	23	23	0	47	8	7	15	28	24	59
Learning Standards (ELA, MST, etc.)	14	0	225	0	0	0	7	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0



Technology Services 2015-2016 School Year

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

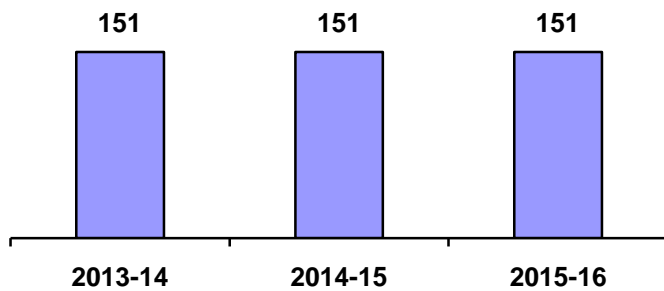
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	21/978	24	7,789		X
Instructional Computing	23/1,161	81	0		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	0/0	0	0		
LAN Installation/Support	20/4,674	32	29,322		X
Distributed Process Technicians	9/3,621	18	28,963		X
Guidance Information	15/55	4	0		X
Administrative Computer Services	23/481	18			X
Administrative Training	96/402	0			X
Instructional Media Resources	0/0	0	0		
Model Schools	23/724	42	0		X
Other Student Instructional Support	0/0	0	0		



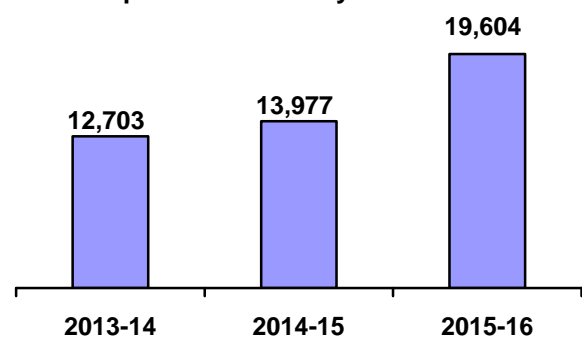
School Library Systems (SLS)

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*

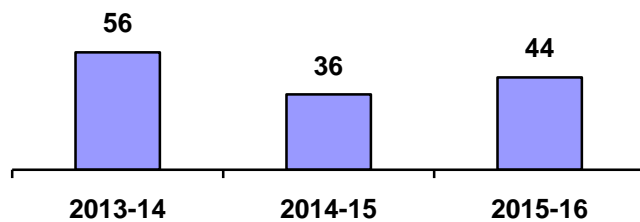
Number of Library Media Centers



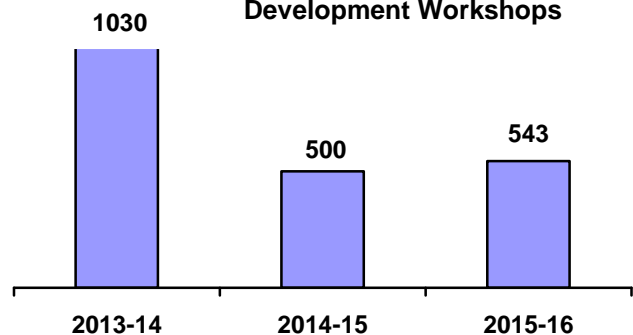
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 5,014,408
Capital Expenses.....	\$ 2,242,938
Total Program Expenses.....	\$117,920,198
Total Expenses.....	\$125,177,544

