BOARD OF COOPERATIVE EDUCATIONAL SERVICES
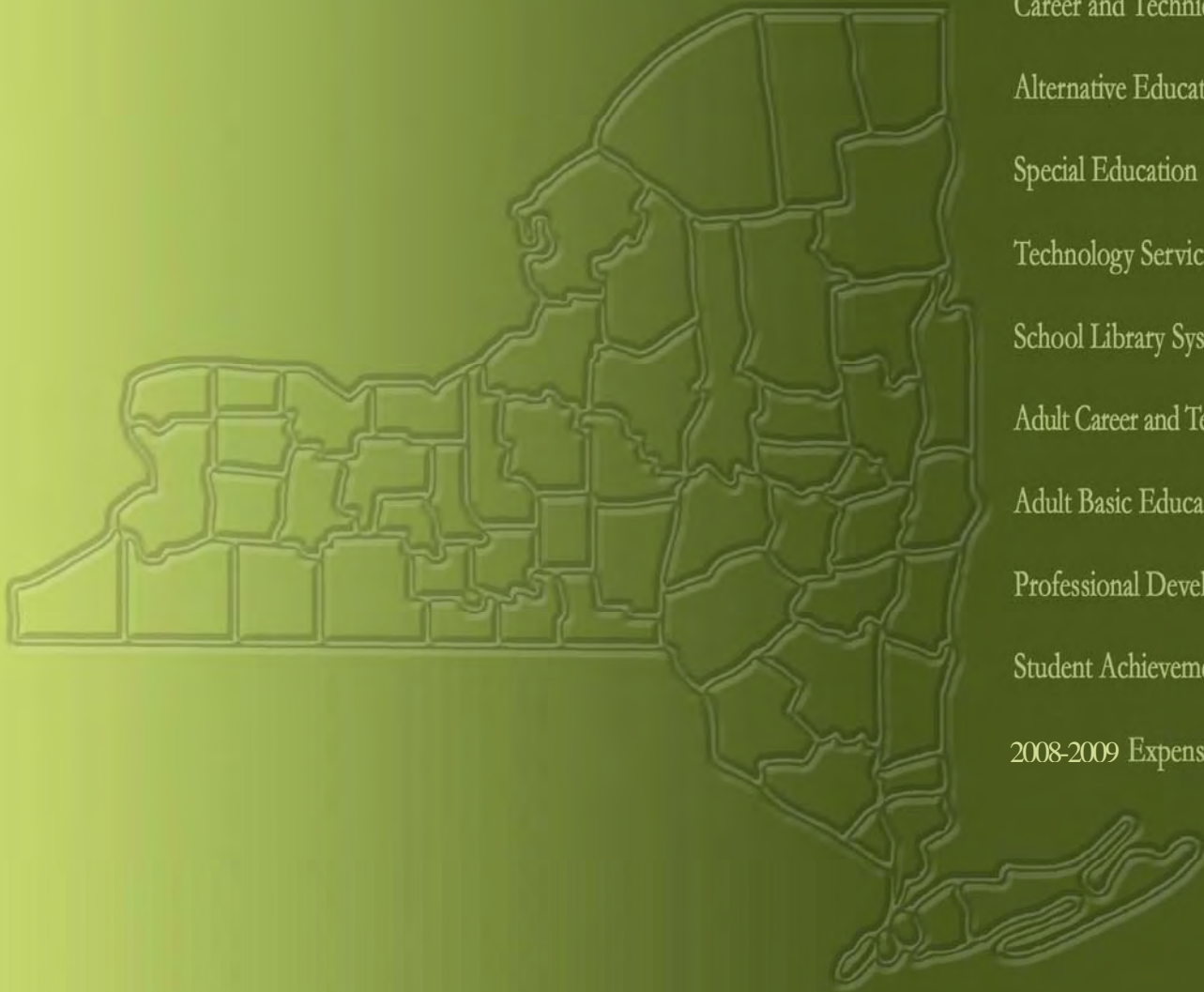# REPORT CARD

Career and Technical Education

Alternative Education

Special Education

Technology Services

School Library System Services

Adult Career and Technical Education

Adult Basic Education

Professional Development

Student Achievement

2008-2009 Expenses

2008-2009

Albany-Schoharie-Schenectady-Saratoga BOCES

Albany-Schoharie-Schenectady-Saratoga BOCES
Board of Cooperative Educational Services
2008-2009 Report Card

Table of Contents

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
- Regents Examinations

Albany-Schoharie-Schenectady-Saratoga BOCES
019000000000

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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2007-08**	**2007-08**	**2008-09**	**2008-09**
First-year students	364	229	343	180
Second-year students	193	198	251	128
Second-year students completing	180	177	210	112

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

"New Vision"	67	0	74	1
Other one-year programs	145	55	154	48

Tuition Per Student for CTE Programs
Data Source: 602 Report

$9,146	$9,887	$8,080
2007-08 This BOCES	**2008-09 This BOCES**	**2008-09 State Avg**
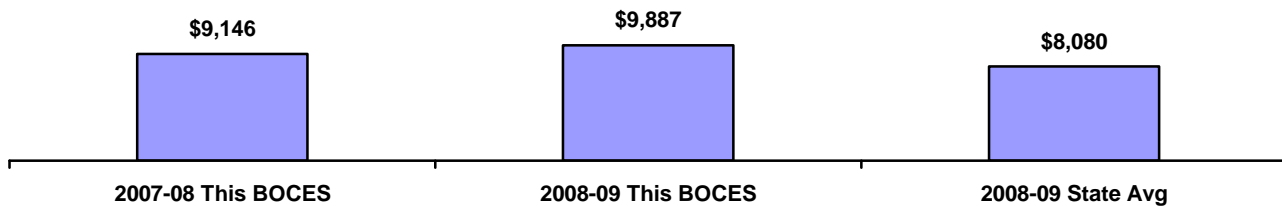
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: Basic Education Data System

10.4	12.3	10.0
2006-07 %	**2007-08 %**	**2008-09 %**
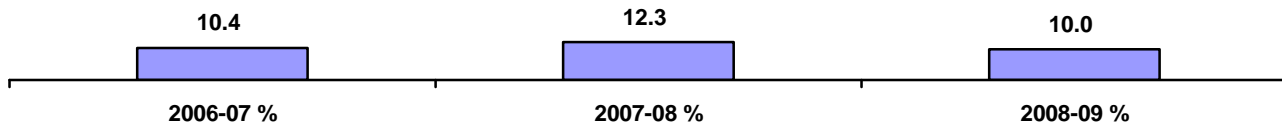
* Data Include General Education and Students with Disabilities. *Data Source: Basic Education Data System*

Performance of Career & Technical Education (CTE) Students

Who Graduated in 2008

BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*
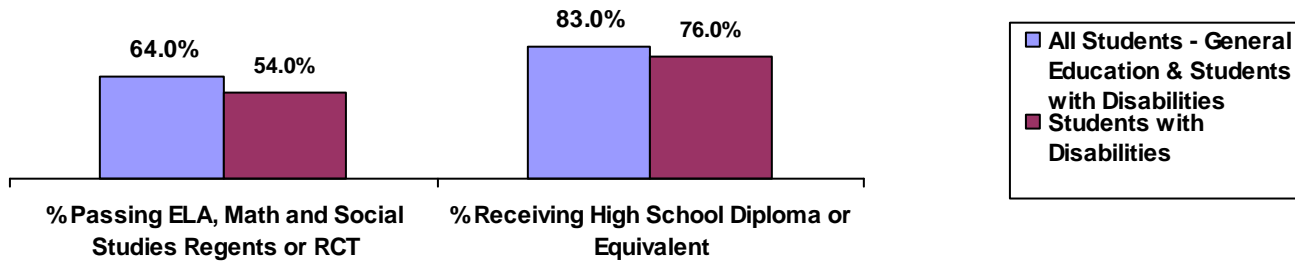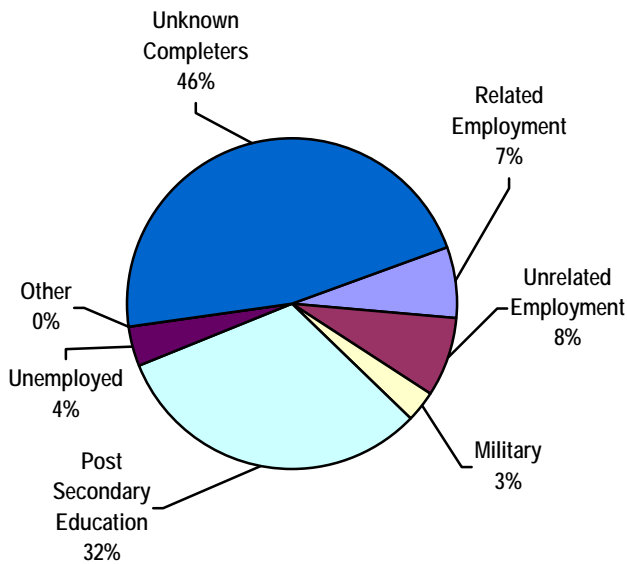

Legend:
- All Students - General Education & Students with Disabilities
- Students with Disabilities

Bar chart values:
- %Passing ELA, Math and Social Studies Regents or RCT: 64.0% / 54.0%
- %Receiving High School Diploma or Equivalent: 83.0% / 76.0%

Status of Career and Technical Education (CTE) Students
Who Graduated in 2008

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

All Graduates (General Education and Students with Disabilities)
- Unknown Completers 46%
- Related Employment 7%
- Unrelated Employment 8%
- Military 3%
- Post Secondary Education 32%
- Unemployed 4%
- Other 0%

Students with Disabilities
- Unknown Completers 56%
- Related Employment 9%
- Unrelated Employment 9%
- Military 3%
- Post Secondary Education 18%
- Unemployed 5%
- Other 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 combi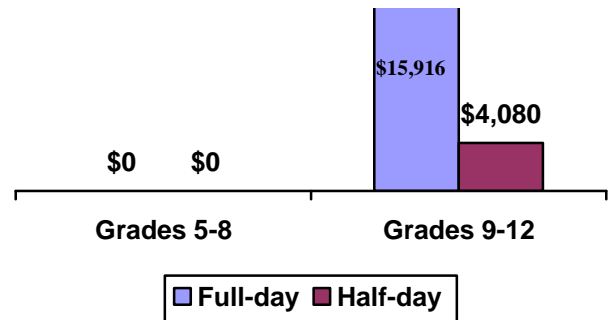nation of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

Alternative Education Program Enrollment
June 30, 2009

0　0	53　0		8
Grades 5-8	**Grades 9-12 HS Diplomas**	**Grades 9-12 HS Equivalency**	

☐ **Full-Day** ■ **Half-Day**
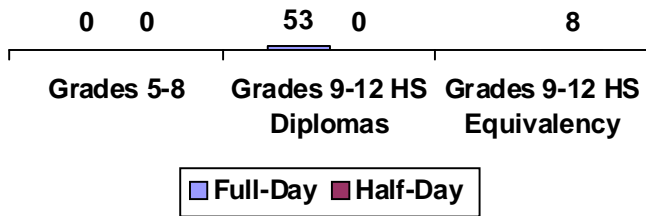
2008-2009 Per Student Tuition

$15,916

$4,080

$0　$0

Grades 5-8　　**Grades 9-12**

☐ **Full-day** ■ **Half-day**

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**	**Full-day**	**Half-day**
returned to a school district program	0	0	9	0	0	1
remained in the BOCES program	0	0	19	0	0	5
left the program and did not enter another district or BOCES program (dropouts)	0	0	3	0	0	3
are waiting for GED exam results					0	1
received high school diplomas			22	0		
received high school equivalency diplomas					0	4

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: Adult Allies*

2007-08 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	18		11.9%
Number who Left Prior to Completion	7	39%	19.3%
Number who Completed	11	61%	80.7%
Completed and Status Known	11	100%	67.8%
Completed and were Successfully Placed*	11	100%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	4	22%	11%
Under-Represented Gender Members Who Completed	1	25%	67.6%

* 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 2008-2009 was 875.

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	567	529	539	222	36.%	179	35%	202	37%
Adult Secondary (Low)	36	38	87	13	36.1%	38	44%	22	25%
ESOL	204	212	249	110	57.1%	108	55%	126	51%

Other Outcomes (2006-07 through 2008-09)

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Entered employment	70	63	31	44	78.6%	36	57%	25	80%
Retained employment	70	20	23	42	53.0%	10	50%	15	65%
Obtained a secondary or high school equivalency diploma	68	47	59	59	86.7%	44	93%	54	91%
Entered post-secondary education or training	52	29	42	35	97.2%	19	65%	28	66%

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:

- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
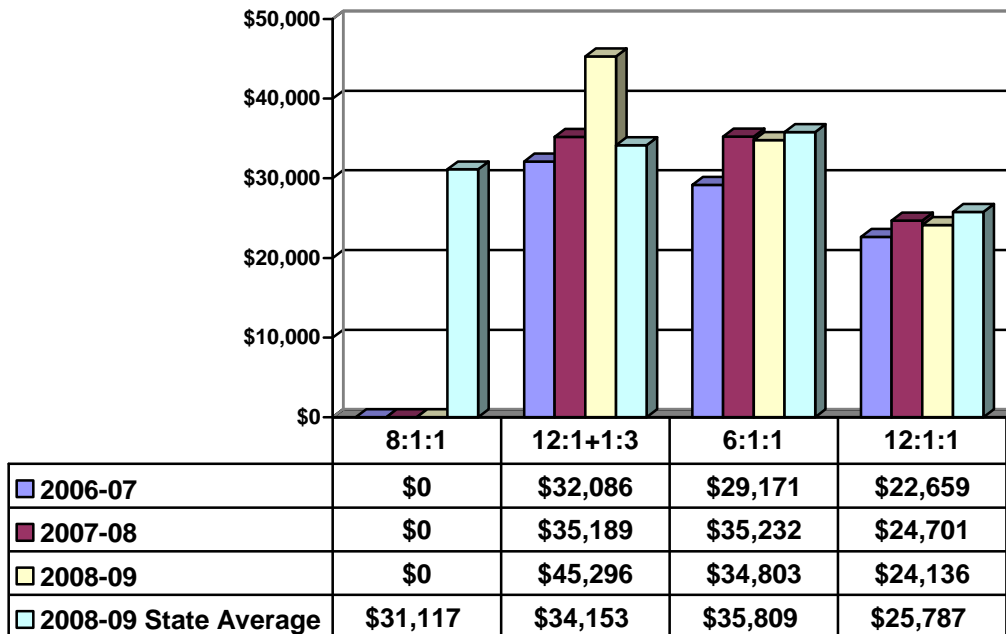- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2006-07	2007-08	2008-09
4:1:2	35	41	45
6:1:2	139	143	130
8:1:2	61	43	40
8:1:3	6	8	6
9:1:2	128	102	108
9:1:3	125	126	118
12:1:1	127	115	115
12:1:2	156	119	115

Tuition Rates Per Student
2006-07 through 2008-09

	8:1:1	12:1+1:3	6:1:1	12:1:1
2006-07	$0	$32,086	$29,171	$22,659
2007-08	$0	$35,189	$35,232	$24,701
2008-09	$0	$45,296	$34,803	$24,136
2008-09 State Average	$31,117	$34,153	$35,809	$25,787

State Testing Program
2008-2009 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: nySTART

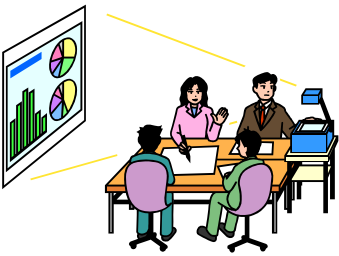| State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	14	7	3	0	24	87%	13%	0
Grade 4 English Language Arts	16	7	5	0	28	82%	18%	0
Grade 5 English Language Arts	6	17	14	0	37	86%	14%	0
Grade 6 English Language Arts	2	29	10	0	41	76%	24%	0
Grade 7 English Language Arts	4	31	11	0	46	76%	24%	0
Grade 8 English Language Arts	19	30	9	0	58	84%	16%	0
Grade 3 Mathematics	7	8	8	0	23	65%	35%	0
Grade 4 Mathematics	14	5	10	0	29	66%	34%	0
Grade 5 Mathematics	19	15	10	1	45	69%	31%	0
Grade 6 Mathematics	16	18	6	0	40	85%	15%	0
Grade 7 Mathematics	10	21	14	2	47	66%	34%	0
Grade 8 Mathematics	28	19	10	1	58	81%	19%	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.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) 2008-2009 School Year

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	1	0	1	8	10	10%	90%	0
Grade 4 English Language Arts	0	0	1	6	7	0.0%	100%	0
Grade 5 English Language Arts	0	0	2	9	11	0.0%	100%	0
Grade 6 English Language Arts	1	1	3	5	10	20%	80%	0
Grade 7 English Language Arts	0	0	0	6	6	0.0%	100%	0
Grade 8 English Language Arts	0	1	7	4	12	8%	92%	0
High School English Language Arts	0	1	1	6	8	12%	88%	0
Grade 3 Mathematics	0	1	3	6	10	10%	90%	0
Grade 4 Mathematics	0	2	1	4	7	29%	71%	0
Grade 5 Mathematics	0	3	2	6	11	27%	73%	0
Grade 6 Mathematics	0	0	4	6	10	0.0%	100%	0
Grade 7 Mathematics	0	0	2	4	6	0.0%	100%	0
Grade 8 Mathematics	0	0	9	3	12	0.0%	100%	0
High School Mathematics	0	1	3	4	8	12%	88%	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.

Professional Development

2008-2009 School Year

BOCES provided training 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	0	0	0	0	0
District Based Educational Planning	1	5	2	0	7
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	75	822	83	0	70
Data Management and Analysis	13	124	14	33	36
Integrating Technology into Curricula & Instruction	33	111	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	20	46	0	0	0
Middle Level Education Academic and Youth Development	46	109	0	0	0
Career and Technical Education	0	211	4	53	0
Instructional Strategies	101	879	7	0	8
Parent Training	3	0	0	0	101
Special Education Issues	62	429	26	348	63
Leadership Training	49	0	103	0	68
Special Education Training Resource Center (SETRC)	10	118	15	125	14
Other - Value Added	73	64	73	0	137
Other – Tobacco Free Schools	5	6	2	3	0
Other – Teen Tobacco Cessation	6	12	0	0	2
Other – Alternative to Suspension	6	12	0	0	0
Other – Positive Behavioral Intervention and Supports	54	963	99	177	114
Other – Collaborative Communication	3	12	0	0	27
Other – Bullying Prevention	14	535	9	123	0
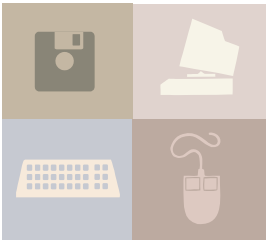
Technology Services
2008-2009 School Year

| BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	0	0	0
Instructional Computing	18	0	1,910
Computer/Audio Visual Repair	7	0	
Library Automation/Software	12	0	26,183
LAN Installation/Support	21	3,337	37,947
Distributed Process Technicians	18	3,845	43,890
Guidance Information	19	163	0
Administrative Computer Services	98	18,225	
Administrative Training	98	798	

School Library Systems (SLS)

School Library Systems (SLS) are state-aided programs set forth in Education Law and Regulations of the Commissioner of Education. Each BOCES and the Big 5 Cities (NYC, Yonkers, Buffalo, Rochester, and Syracuse) sponsor the program, which provides vital library and information resources to public and non-public schools. Each system operates under an approved five-year 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 training; facilitate resource-sharing among its participating school libraries; interlibrary loan activity for 2008-2009 amounted to a 1/2 million items statewide; facilitate access to electronic databases through NOVELNY (New York On-line Virtual Electronic Library) for over 3,900 schools statewide; promote advances in technology for information storage, retrieval and access to school library collections; focus on cooperative collection development of participating school libraries; address the information needs of special client groups; and participate in regional library initiatives with the public, academic, special and other school libraries. Students, teachers and administrators in each SLS service area benefit from the programs and services of the School Library System.
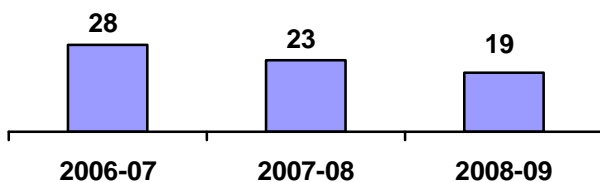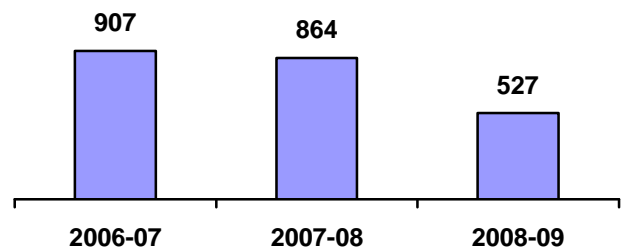
Number of Library Media Centers

2006-07	2007-08	2008-09
157	154	152
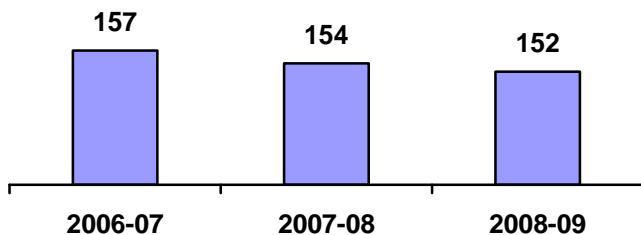
Consulting and Technical Assistance Services plus Reference by SLS Staff

2007-08	2008-09
8,271	9,315
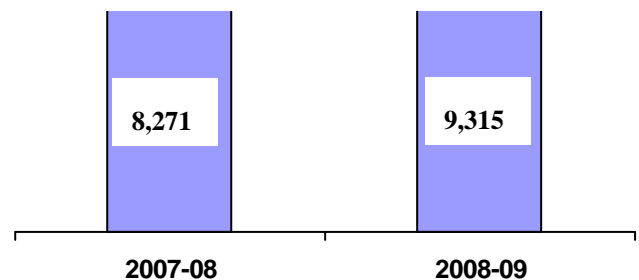
Number of Professional Development Workshops

2006-07	2007-08	2008-09
28	23	19

Number of Participants at Professional Development Workshops

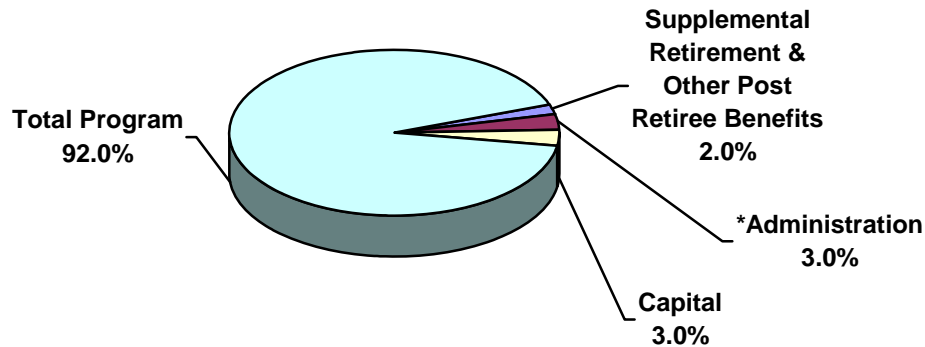| 2006-07	2007-08	2008-09
907	864	527

2008-2009 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement
& Other Post Retirement Benefits) ………………………………………….$ 3,819,420

Supplemental Retirement & Other Post Retirement Benefits…………..……………$ 2,071,134

Capital Expenses………………………………………………….…$ 2,802,035

Total Program Expenses………………………………………….…….$ 94,588,017
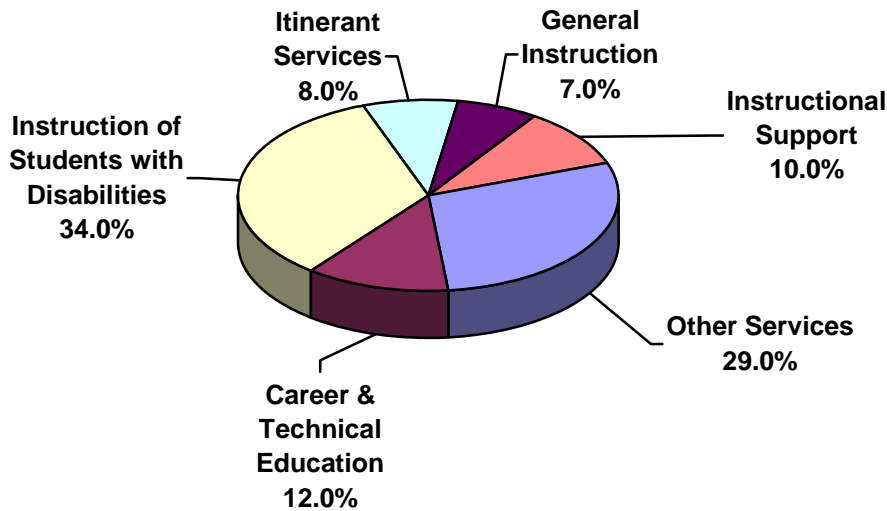
Total Expenses…………….…………………………………………….$ 103,280,606

*Excludes Supplemental & Other Post Retirement Benefits