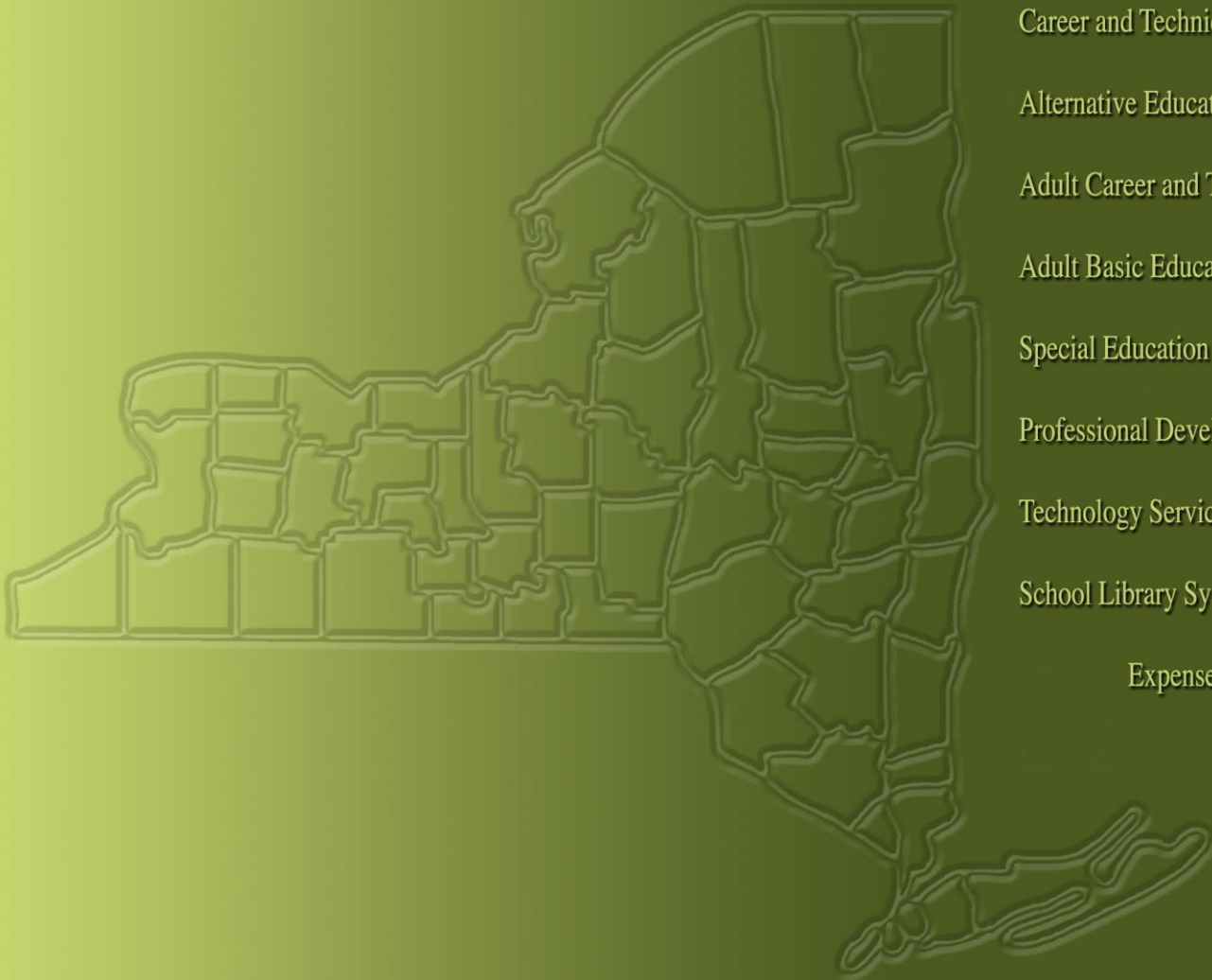


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



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

2015-2016

**Washington-Saratoga-Warren-Hamilton-Essex
(WSWHE) BOCES**

**WSWHE 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

WSWHE BOCES
64900000000

Component Districts

- Argyle Central School District
- Ballston Spa Central School District
- Bolton Central School District
- Cambridge Central School District
- Corinth Central School District
- Fort Ann Central School District
- Fort Edward Union Free School District
- Galway Central School District
- Glens Falls City School District
- Glens Falls Common School District (Abraham Wing)
- Granville Central School District
- Greenwich Central School District
- Hadley-Luzerne Central School District
- Hartford Central School District
- Hudson Falls Central School District
- Indian Lake Central School District
- Johnsbury Central School District
- Lake George Central School District
- Mechanicville City School District
- Minerva Central School District
- Newcomb Central School District
- North Warren Central School District
- Queensbury Union Free School District
- Salem Central School District
- Saratoga Springs City School District
- Schuylerville Central School District
- South Glens Falls Central School District
- Stillwater Central School District
- Warrensburg Central School District
- Waterford-Halfmoon Union Free School District
- Whitehall Central 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
NR**	NR	412	171
NR	NR	327	119
NR	NR	354	99
NR	NR	212	53

Other Career-Related Programs

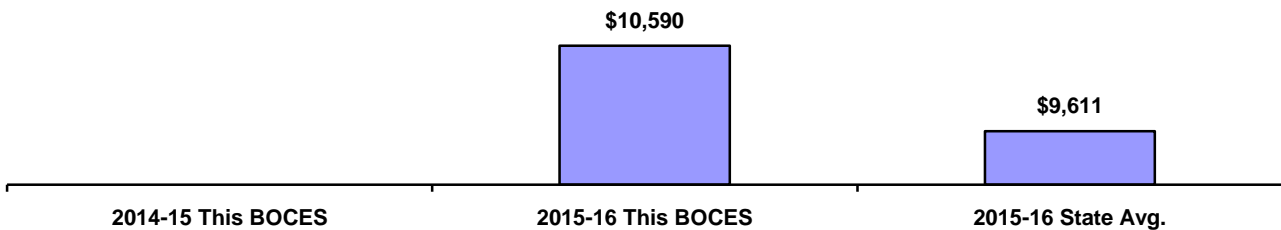
Number of 11th/12th grade students enrolled in one-year programs:

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

NR	NR	30	0
NR	NR	0	0
NR	NR	0	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

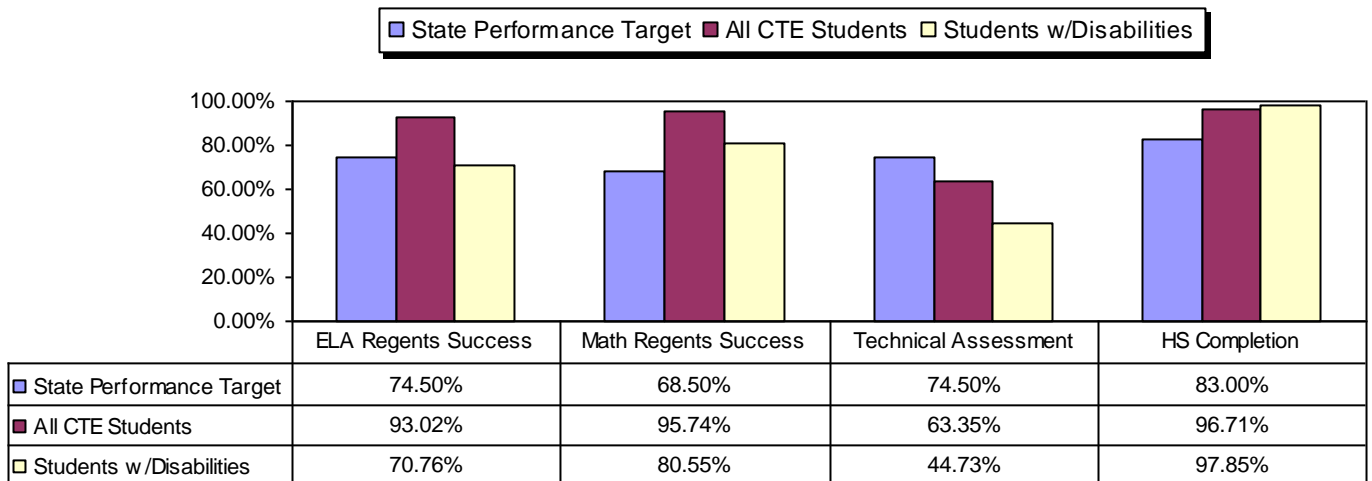


* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

**NR = Not reported

CTE Student Performance on Perkins Indicators Who Left School in 2015

Data Source: Perkins Report

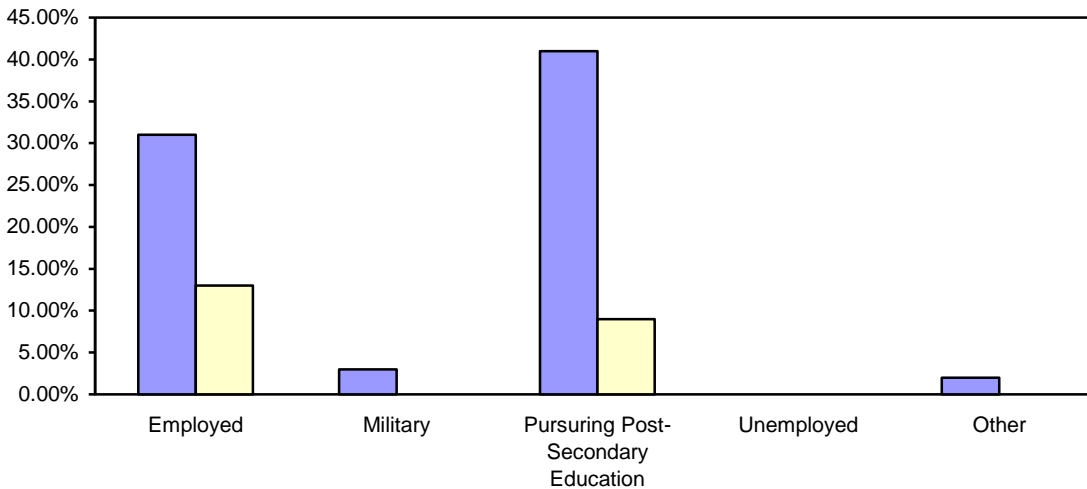


Status of Career and Technical Education (CTE) Students 2015 Placement Outcomes

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
97.26%	91.0 %



■ 2013-2014 All Graduates (General Education and Students with Disabilities) ■ 2013-2014 Students with Disabilities

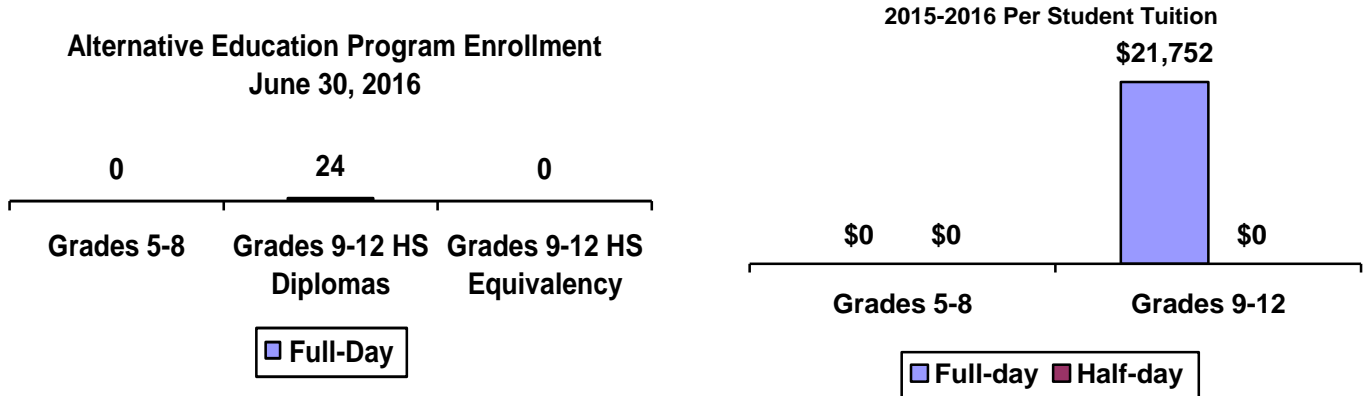
**Test Assessing Secondary Completion (TASC)
For CTE Students Age 16-18
2015-2016**

The numbers below represent the TASC Test which replaced the GED Examination in 2014-2015. TASC is available to students who did not earn a high school diploma.

	Grades 9-12 TASC Results	
	Half-day	Full-day
Number of students who:		
Enrolled	0	15
Passing Rate of Students Tested	0	46.7%
Remained / Still Enrolled in the Program	0	7
Left the program and did not enter another district or BOCES program (dropouts)	0	1
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 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	3	0	0	0
Remained in the BOCES program	0	0	21	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	9	7	3	19	47.4%	36.8%	15.8%%
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	N/A*	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 10 Science	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 11 Science	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 12 Science	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%

*N/A = Not Applicable

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	25	--	--
Continuing Enrollment after 2014-15	6	24.0%	16.77%
Completed or Left During 2014-15	19	76.0%	78.3%
Left Prior to Completion During 2014-15	0	0.0%	16.4%
Completed by the End of 2014-15	0	0.0%	87.55%
Completed or Left During 2014-15 and Status Known	10	40.0%	66.73%
Completed/Left/Status Known and Successfully Placed*	10	40.0%	83.68%
Completed but Not seeking Employment	1	4.0%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	0	--	--
Under-Represented Gender Members Enrolled During 2014-15	0	--	--
Completed a Non-Traditional Program By the End of 2014-15	0	0.0%	79.23%
Under-Represented Gender Members Who Completed	0	0.0%	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 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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Adult Beginning/Intermediate	138	NR	164	71	51.5%	NR	NR	95	82.6%
Adult Secondary (Low)	21	NR	31	14	66.7%	NR	NR	15	13.0%
ESOL	0	NR	12	0	0.0%	NR	NR	5	4.4%

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	2	NR	3	1	50.0%	NR	NR	2	66.6%
Retained employment	19	NR	2	14	73.6%	NR	NR	2	100.0%
Obtained secondary or HS equivalency diploma	53	NR	53	51	96.2%	NR	NR	49	92.5%
Entered post-secondary education or training	56	NR	51	25	44.6%	NR	NR	24	47.1%

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)

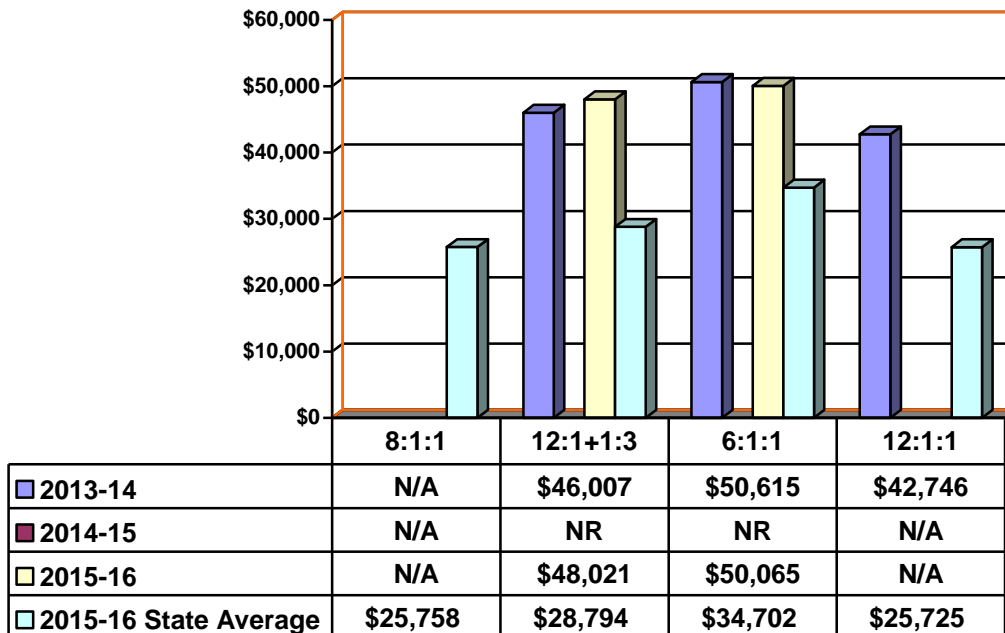
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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
8:1:1	0	NR	0
12:1+1:3	39	NR	48
6:1:1	177	NR	176
12:1:1	26	NR	33

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: SIRS

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	1	1	0	10	20.0%	10.0%	1
Grade 4 English Language Arts	7	5	0	0	12	42.0%	0.0%	2
Grade 5 English Language Arts	6	1	0	0	7	14.0%	0.0%	1
Grade 6 English Language Arts	10	1	0	0	11	9.0%	0.0%	1
Grade 7 English Language Arts	8	2	0	0	10	20.0%	0.0%	3
Grade 8 English Language Arts	9	0	0	0	9	0.0%	0.0%	6
Grade 3 Mathematics	8	2	0	0	10	20.0%	0.0%	1
Grade 4 Mathematics	8	1	1	0	10	20.0%	10.0%	5
Grade 5 Mathematics	6	1	0	0	7	14.0%%	0.0%	1
Grade 6 Mathematics	9	2	0	0	11	18.0%%	0.0%	1
Grade 7 Mathematics	8	2	0	0	10	20.0%	0.0%	3
Grade 8 Mathematics	8	1	0	0	9	11.0%	0.0%	6

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	17	8	8	33	51.52%	24.24%	24.24%
Geometry	7	0	2	9	77.8%	0.0%	22.2%
Algebra 2/ Trigonometry	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Living Environment	3	6	7	16	18.75%	37.5%	43.75%
Physical Setting/ Earth Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Chemistry	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Physics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive French	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Italian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Spanish	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Exam in English	11	4	6	21	52.4%	19.0%	28.6%
Global History and Geography	32	5	2	39	82.1%	12.8%	5.1%
United States History and Government	14	1	10	25	56.0%	4.0%	40.0%

**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	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 English Language Arts	0	0	5	0	5	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	1	4	0	5	100.0%	80.0%	0.0%
Grade 6 English Language Arts	0	0	4	0	4	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	0	5	1	6	100.0%	100.0%	0.0%
Grade 8 English Language Arts	1	0	1	1	3	66.6%	66.6%	0.0%
High School English Language Arts	0	0	4	1	5	100.0%	100.0%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	2	3	0	5	100.0%	60.0%	0.0%
Grade 5 Mathematics	1	0	3	1	5	80.0%	80.0%	0.0%
Grade 6 Mathematics	0	1	3	0	4	100.0%	75.0%	0.0%
Grade 7 Mathematics	0	1	5	0	6	100.0%	83.3%	0.0%
Grade 8 Mathematics	0	1	1	1	3	100.0%	66.6%	0.0%
High School Mathematics	0	0	3	2	5	100.0%	100.0%	0.0%

Data Source: Cognos

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	28	13	141	17	146	1	3	2	587	3
Data-Driven Instruction	14	83	0	82	0	0	3	80	0	17
Lead Evaluator Training	28	5	77	2	20	0	4	0	10	2
Principal Evaluator Training	18	3	4	4	5	0	0	0	1	1
Integrating Technology into Curricula & Instruction	28	6	121	94	8	5	1	0	0	0
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	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	44	38	74	3	277	9	25	22	9	5
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	30	206	0	0	2	13	4	23	135	273
(RSE-TASC) Regional Special Education Technical Assistance Support	7	7	796	290	25	36	49	65	70	61
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	0	0	101	0	0	0	0	0	0	0
ECE Training (Early Childhood)	49	4	30	327	1	0	1	0	4	1
Professional Practice (APPR)	15	225	13	129	29	35	16	36	19	260
Culture/Climate	46	0	4	0	20	0	16	0	38	0
School & District Planning	0	0	0	0	0	0	0	0	0	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	16	5	177	3	207	19	7	0	1	2
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	35	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	19/53	1	359	x	
Instructional Computing	30/4,669	526	32,532	x	
Computer/Audio Visual Repair	37/4,663	526		x	
Library Automation/Software	26/47	2	27,421	x	
LAN Installation/Support	30/4,219	526	34,819	x	
Distributed Process Technicians	0/0	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	24/2,861	526	22,308	x	
Model Schools	28/187	0	27,421	x	
Other Student Instructional Support	0/0	0	0		



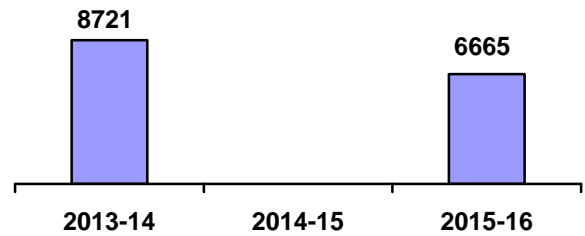
School Library Systems (SLS)

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*

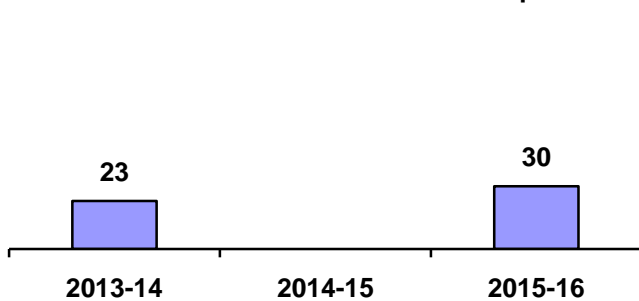
Number of Library Media Centers



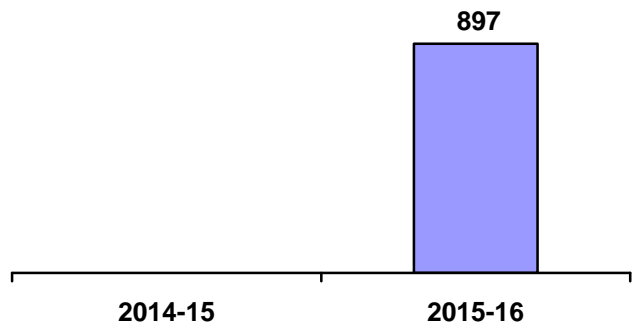
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 5,593,208.72
Capital Expenses.....	\$ 1,629,028.10
Total Program Expenses.....	\$ 69,719,850.80
Total Expenses.....	\$ 76,942,087.62

