

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
- 2013-2014 Expenses

2013-2014

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

WSWHE BOCES
Board of Cooperative Educational Services
2013-2014 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
- Johnsburg 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
	2012-13	2012-13	2013-14	2013-14
First-year students	454	188	420	164
Second-year students	339	143	330	150
Second-year students completing	339	140	308	145
Completers with technical endorsement	134	84	217	71

Other Career-Related Programs

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

“New Vision”

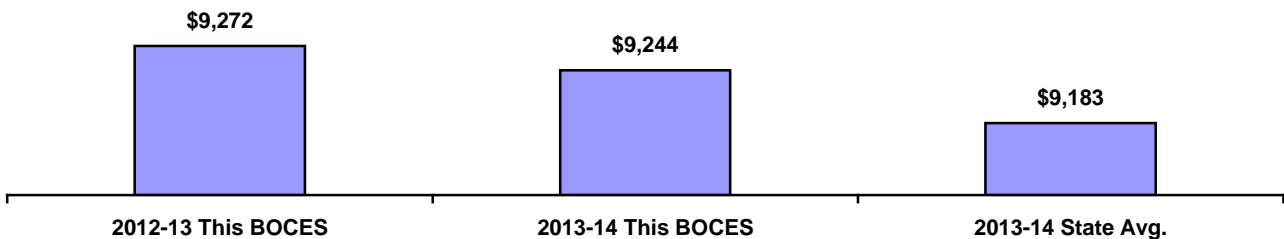
Participated 1 yr of a CTE Program

Other one-year programs

“New Vision”	41	0	43	0
Participated 1 yr of a CTE Program	0	0	0	0
Other one-year programs	0	0	0	0

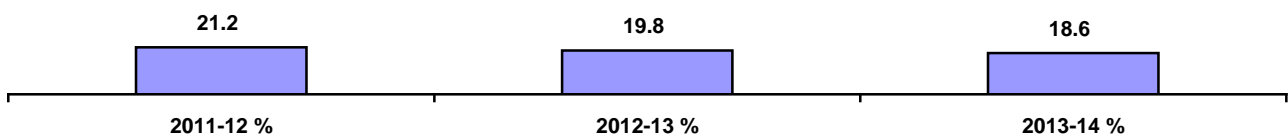
Tuition Per Student for CTE Programs

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

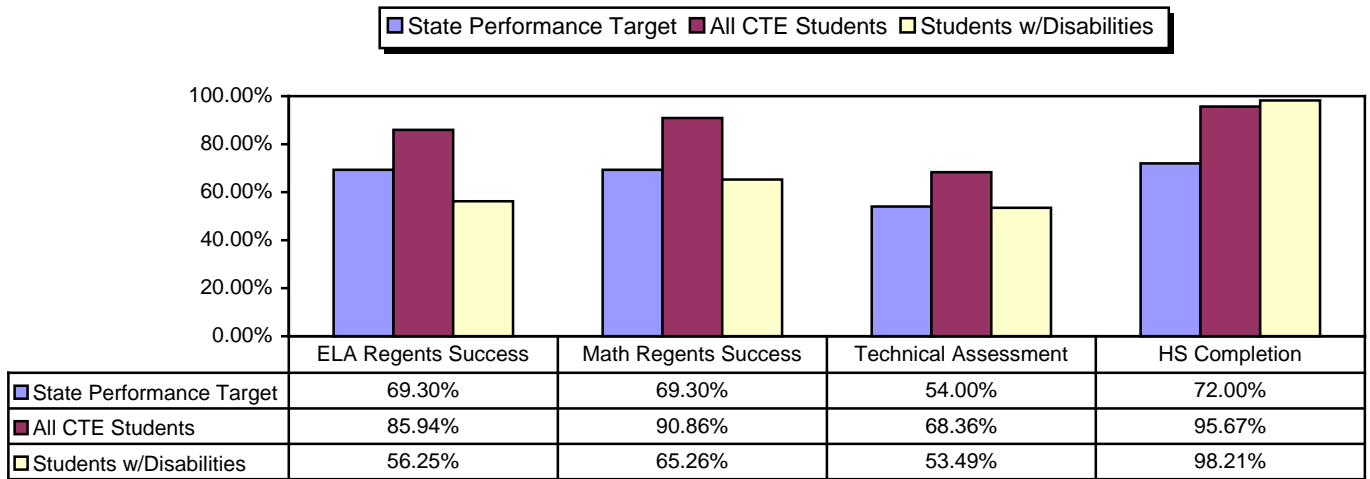


* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

Sample BOCES

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2012-2013 Placement Outcomes

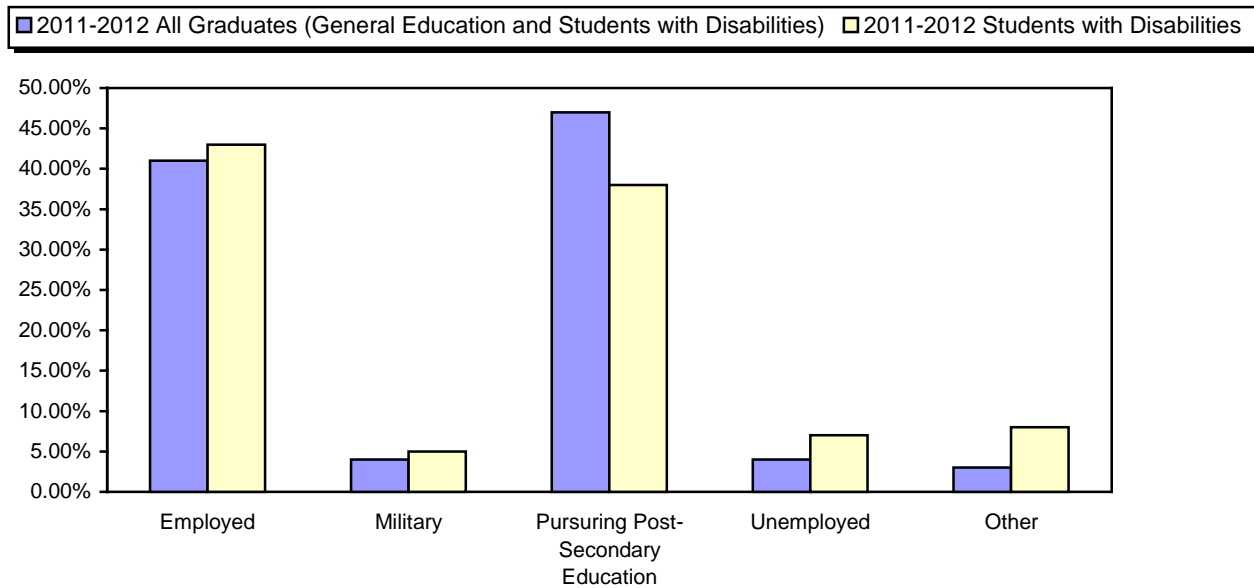
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

http://www.p12.nysed.gov/cte/perkins4/docs/ReportCard13_14AppFinal041513.pdf

<http://www.p12.nysed.gov/cte/perkins4/datareporting.html>

Total Placement

This BOCES	State Target
92.53%	90.0 %



Sample BOCES

**General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014**

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	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

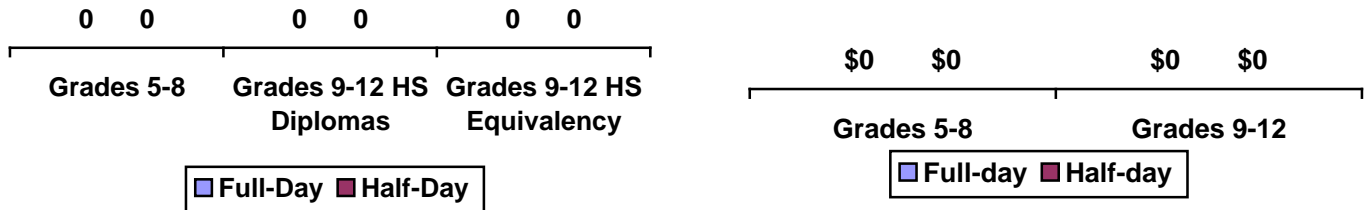
Alternative Education –

This BOCES did not provide Alternative Education Services for 2013-14

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, 2014**

2013-2014 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
2013-2014 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				NA	0.0%	0.0%	0.0%
Geometry				NA	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry				NA	0.0%	0.0%	0.0%
Living Environment				NA	0.0%	0.0%	0.0%
Physical Setting/ Earth Science				NA	0.0%	0.0%	0.0%
Physical Setting/ Chemistry				NA	0.0%	0.0%	0.0%
Physical Setting/ Physics				NA	0.0%	0.0%	0.0%
Comprehensive French				NA	0.0%	0.0%	0.0%
Comprehensive Italian				NA	0.0%	0.0%	0.0%
Comprehensive Spanish				NA	0.0%	0.0%	0.0%
Comprehensive Exam in English				NA	0.0%	0.0%	0.0%
Global History and Geography				NA	0.0%	0.0%	0.0%
United States History and Government				NA	0.0%	0.0%	0.0%

**Alternative Education Performance of Students
2013-2014 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				NA	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics				NA	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics				NA	0.0%	0.0%	0.0%
RCT – Grade 10 Science				NA	0.0%	0.0%	0.0%
RCT – Grade 11 Science				NA	0.0%	0.0%	0.0%
RCT – Grade 12 Science				NA	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies				NA	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies				NA	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies				NA	0.0%	0.0%	0.0%
RCT – Grade 11 Reading				NA	0.0%	0.0%	0.0%
RCT – Grade 12 Reading				NA	0.0%	0.0%	0.0%
RCT – Grade 11 Writing				NA	0.0%	0.0%	0.0%
RCT – Grade 12 Writing				NA	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.				NA	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.				NA	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 2012-13	96	--	--
Continuing Enrollment after 2012-13	11	11.46%	14.64%
Completed or Left During 2012-13	84	87.5%	84.74%
Left Prior to Completion During 2012-13	7	8.33%	13.35%
Completed by the End of 2012-13	53	63.10%	87.70%
Completed or Left During 2012-13 and Status Known	66	78.57%	63.20%
Completed/Left/Status Known and Successfully Placed*	59	89.39%	89.28%
Completed but Not seeking Employment	2	3.77%	2.82%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	7	--	--
Under-Represented Gender Members Enrolled During 2012-13	5	--	--
Completed a Non-Traditional Program By the End of 2012-13	7	100.00%	81.59%
Under-Represented Gender Members Who Completed	5	100.00%	81.14%

* 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 2013-2014 was 175.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/Intermediate	145	133	138	89	63.38%	90	67.7%	71	51.5%
Adult Secondary (Low)	24	21	21	17	70.83%	16	76.2%	14	66.7%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	130	36	2	114	63%	25	69%	1	50.0%
Retained employment	130	24	19	114	63%	14	58%	14	73.6%
Obtained secondary or HS equivalency diploma	114	78	53	130	72%	67	86%	51	96.2%
Entered post-secondary education or training	167	75	56	167	92%	47	63%	25	44.6%

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)

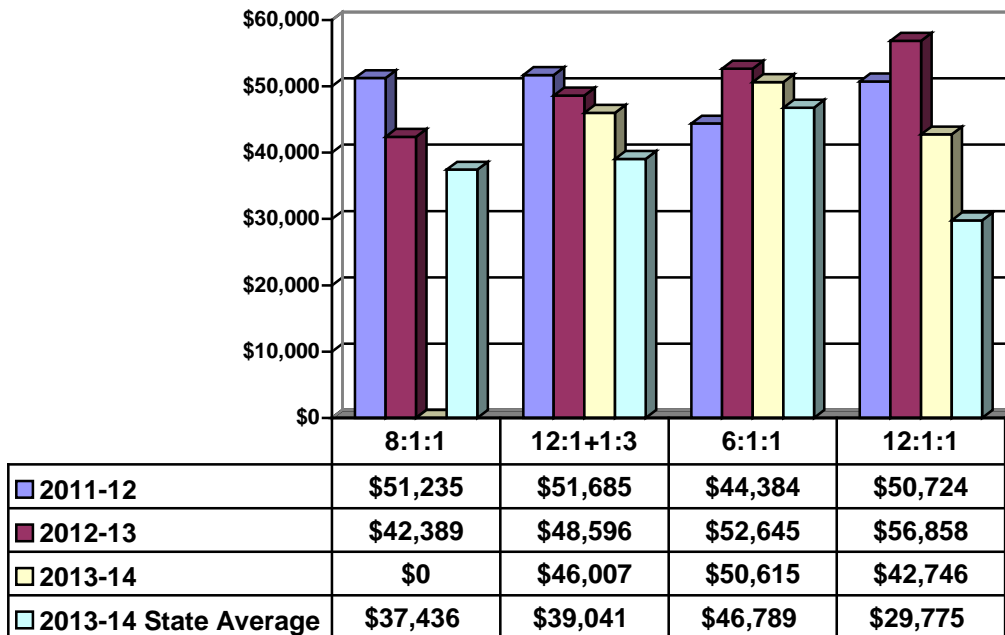
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2011-12	2012-13	2013-14
8:1:2	17	7	0
12:1+1:3	57	34	43
6:1:1	198	186	187
12:1:2	30	24	21

Tuition Rates Per Student 2011-12 through 2013-14



Special Education State Testing Program 2013-2014 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	5	0	1	0	6	16.7%	16.7%	0
Grade 4 English Language Arts	10	2	0	0	12	16.7%	0.0%	0
Grade 5 English Language Arts	6	1	0	0	7	14.3%	0.0%	0
Grade 6 English Language Arts	8	1	0	0	9	11.1%	0.0%	0
Grade 7 English Language Arts	15	1	2	0	18	16.7%	11.1%	1
Grade 8 English Language Arts	10	1	0	0	12	8.3%	0.0%	1
Grade 3 Mathematics	2	1	0	0	3	33.3%	0.0%	3
Grade 4 Mathematics	8	3	0	0	11	27.3%	0.0%	1
Grade 5 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 6 Mathematics	6	0	0	0	6	0.0%	0.0%	3
Grade 7 Mathematics	16	1	1	0	18	11.1%	5.6%	0
Grade 8 Mathematics	10	0	0	0	10	0.0%	0.0%	3

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.)
2013-2014 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	27	6	5	38	71.0%	15.8%	13.2%
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	5	9	12	26	19.2%	34.6%	46.2%
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	12	8	4	24	50.0%	33.3%	16.7%
Global History and Geography	35	2	2	39	89.8%	5.1%	5.1%
United States History and Government	8	3	5	16	50.0%	18.8%	31.2%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	1	1	1	3	100.0%	66.7%	
Grade 4 English Language Arts	0	2	2	0	4	100.0%	50.0%	
Grade 5 English Language Arts	0	1	1	0	2	100.0%	50.0%	
Grade 6 English Language Arts	0	2	4	2	8	100.0%	75.0%	
Grade 7 English Language Arts	2	0	1	0	3	33.3%	33.3%	
Grade 8 English Language Arts	1	1	2	0	4	75.0%	50.0%	
High School English Language Arts	0	1	7	0	8	100.0%	87.5%	
Grade 3 Mathematics	0	0	2	1	3	100.0%	100.0%	
Grade 4 Mathematics	0	2	2	0	4	100.0%	50.0%	
Grade 5 Mathematics	0	0	2	0	2	100.0%	100.0%	
Grade 6 Mathematics	0	3	3	2	8	100.0%	62.5%	
Grade 7 Mathematics	0	1	2	0	3	100.0%	66.7%	
Grade 8 Mathematics	2	0	1	0	3	33.3%	33.3%	1
High School Mathematics	0	0	7	1	8	100.0%	100.0%	

Data Source: nySTART

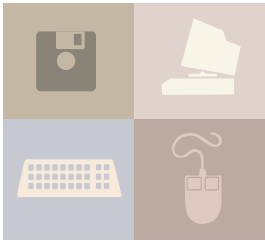
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2013-2014 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	67	49	989	370	0	0	0	7	4	49
Data-Driven Instruction	0	3	0	3	0	0	0	0	0	0
Lead Evaluator Training	29	32	12	45	1	0	7	21	56	102
Principal Evaluator Training	13	10	0	0	0	0	2	0	15	23
Integrating Technology into Curricula & Instruction	13	49	30	211	0	0	3	11	15	87
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	181	19	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	11	0	21	1	0	0	0	1	4	18
Instructional Strategies	0	14	58	69	0	9	0	0	1	4
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	60	8	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	6	6	812	268	12	21	51	61	89	40
(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	81	45	136	19	0	0	5	5	28	91
ECE Training (Early Childhood)	14	3	41	3	1	0	0	0	0	2
Professional Practice (APPR)	5	7	5	6	0	0	0	0	7	2
Culture/Climate	0	2	0	6	0	0	0	0	0	0
School & District Planning	15	28	12	168	0	0	9	3	30	26
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.)	0	0	74	95	9	27	0	0	1	2
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	26	26	528	8	3	2	20	2	120	6



Technology Services 2013-2014 School Year

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

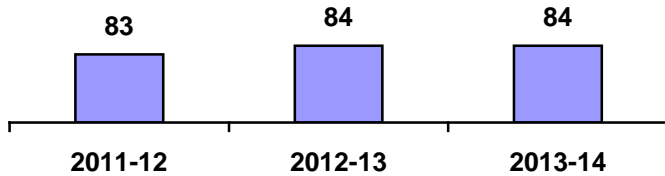
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	20/35	3	618	X	
Instructional Computing	30/4,795	842	50,711	X	
Computer/Audio Visual Repair	50/5,837	842		X	
Library Automation/Software	24/86	32	26,796	X	
LAN Installation/Support	25/4,161	842	45,655	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	0/0	0	0		
Model Schools	31/193	5	0	X	
Other Student Instructional Support	0/0	0	0		



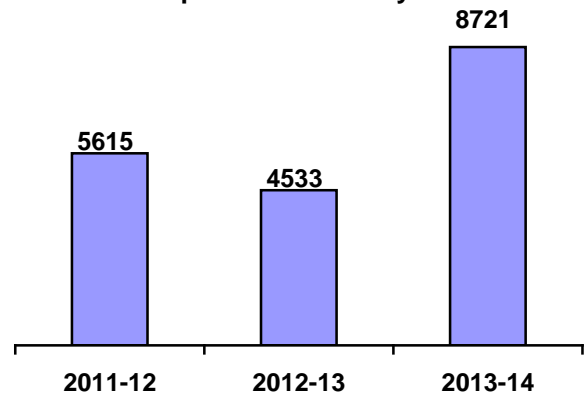
School Library Systems (SLS)

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 84 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*

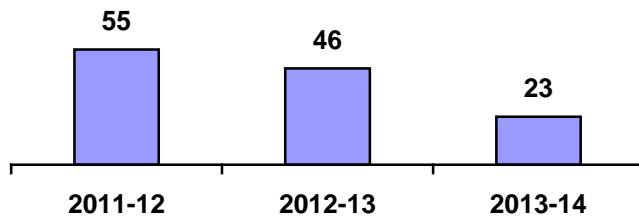
Number of Library Media Centers



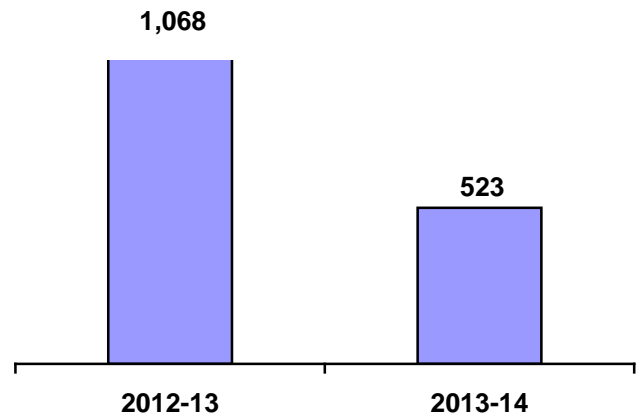
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	5,237,111.70
Capital Expenses.....	\$	1,907,828.25
Total Program Expenses.....	\$	57,346,949.46
Total Expenses.....	\$	64,491,889.41

