

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
- 2010-2011 Expenses

2010-2011

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

WSWHE BOCES
Board of Cooperative Educational Services
2010-2011 Report Card

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WSWHE BOCES
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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
	2009-10	2009-10	2010-11	2010-11
First-year students	458	254	369	245
Second-year students	143	144	366	158
Second-year students completing	271	171	294	186
Completers with technical endorsement	218	30	185	38

Other Career-Related Programs

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

“New Vision”

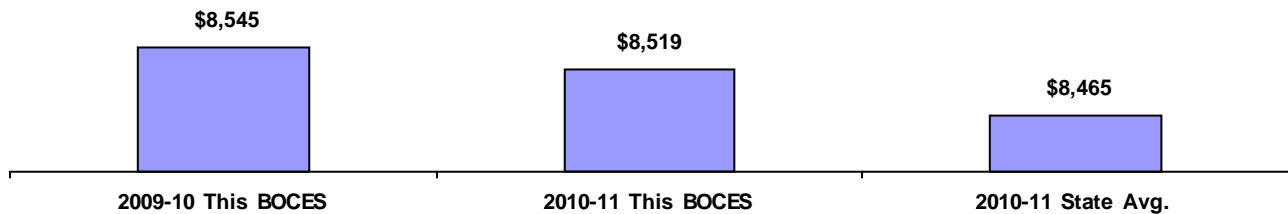
Participated 1 yr of a CTE Program

Other one-year programs

“New Vision”	43	0	36	0
Participated 1 yr of a CTE Program	9	0	6	0
Other one-year programs	0	0	0	0

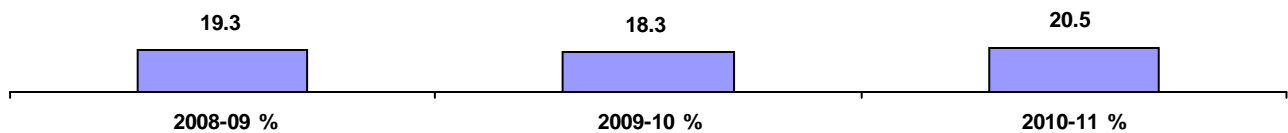
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

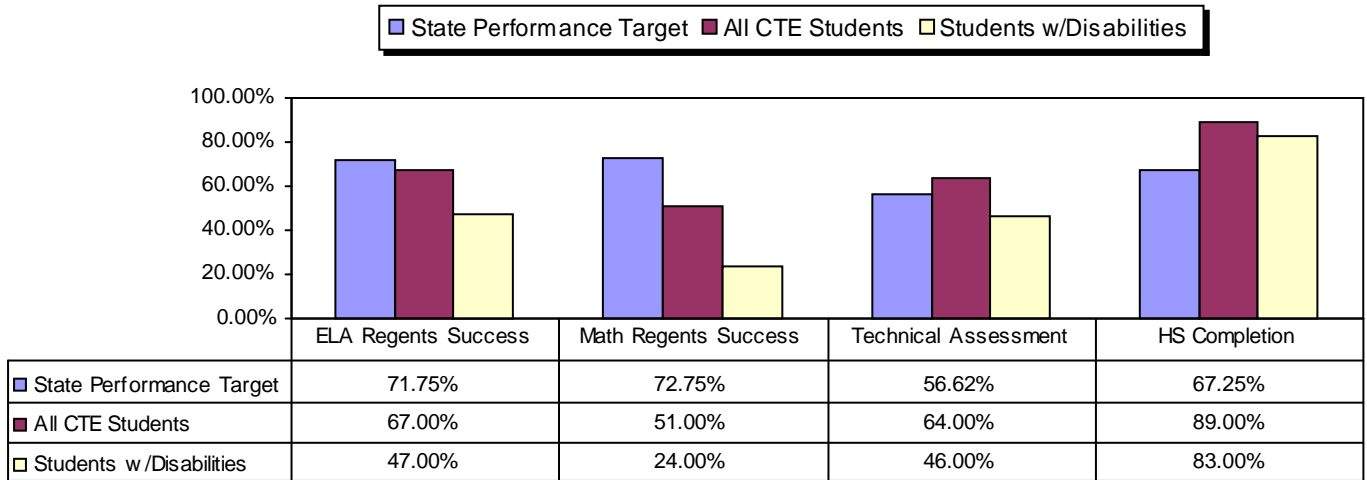
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2010

Data Source: SIRS

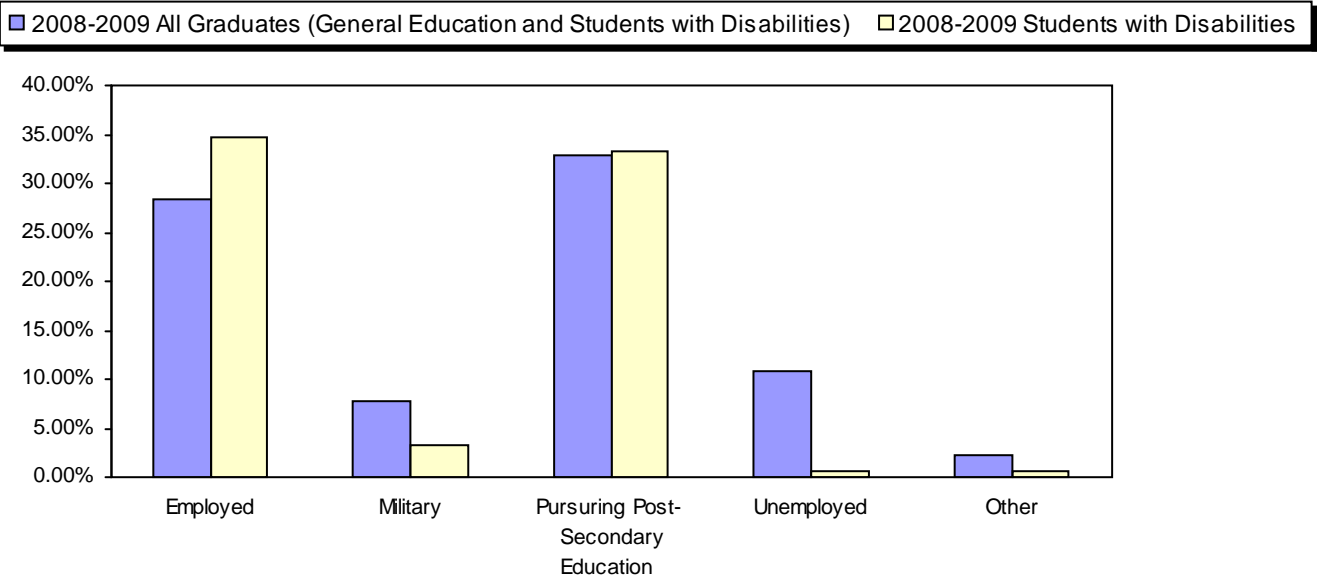


Status of Career and Technical Education (CTE) Students 2009 Placement Outcomes

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
87.86%	55.58 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2010-2011**

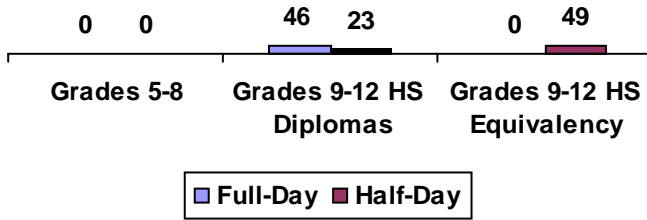
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	49	0
Passing Rate of Students Tested	34.6%	0
Remained / Still Enrolled in the Program	10	0
Left the program and did not enter another district or BOCES program (dropouts)	22	0
Returned to School District:	0	0

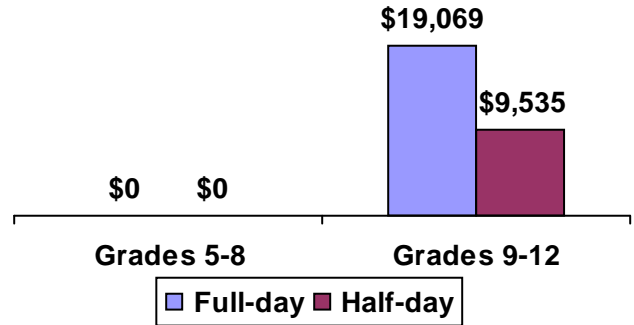
Alternative Education

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 Program Enrollment
June 30, 2011**



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.

	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	37	11	0	0
Remained in the BOCES program	0	0	2	0	10	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	4	3	22	0
Received high school diplomas			3	9		

Alternative Education State Testing Program
2010-2011 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	2	4	12	50%	16.7%	33.3%
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	2	5	7	0.0%	28.6%	71.4%
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	2	21	23	0.0%	8.7%	91.3%
Global History and Geography	19	6	9	34	55.9%	17.6%	26.5%
United States History and Government	8	4	13	25	32.0%	16.0%	52.0%

**Alternative Education Performance of Students
2010-2011 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	2	2	0.0%	0.0%	100%
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	1	1	0.0%	0.0%	100%
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	2	0	2	0.0%	100%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	1	3	0	4	25.0%	75.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	4	0	4	0.0%	100%	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.	1	1	3	5	20.0%	20.0%	60.0%

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 2009-10	110	--	--
Continuing Enrollment after 2009-10	0	0.0%	0.0%
Completed or Left During 2009-10	110	100.0%	0.0%
Left Prior to Completion During 2009-10	14	12.73%	0.0%
Completed by the End of 2009-10	96	87.27%	0.0%
Completed or Left During 2009-10 and Status Known	11	11.46%	0.0%
Completed/Left/Status Known and Successfully Placed*	27	28.13%	0.0%
Completed but Not seeking Employment	58	60.42%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2009-10	110	--	--
Under-Represented Gender Members Enrolled During 2009-10	9	--	--
Completed a Non-Traditional Program By the End of 2009-10	96	87.27%	0.0%
Under-Represented Gender Members Who Completed	7	77.78%	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 2010-2011 was 284.

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Adult Beginning/Intermediate	211	168	228	106	50.2%	81	48.2%	117	51.3%
Adult Secondary (Low)	21	45	38	10	47.6%	28	62.2%	28	74.0%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2008-09 through 2010-11)

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Entered employment	43	35	193	23	53.5%	24	68.6%	131	68.0%
Retained employment	10	2	165	5	50%	0	0.0%	78	58.0%
Obtained secondary or HS equivalency diploma	75	113	270	67	89.3%	98	86.7%	257	95.0%
Entered post-secondary education or training	46	66	223	23	50%	40	60.6%	174	78.0%

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)

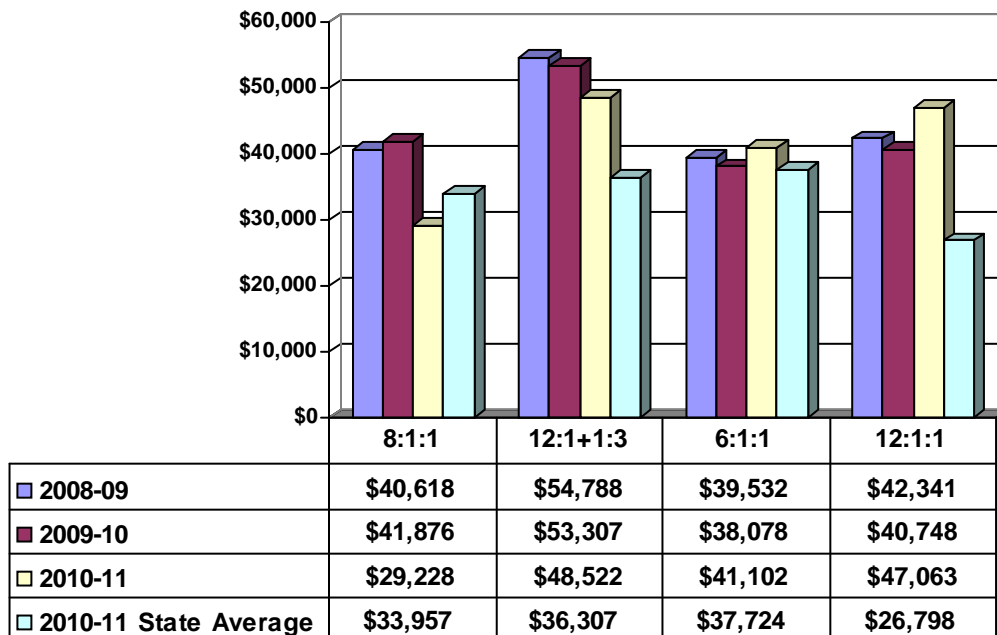
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2008-09	2009-10	2010-11
8:1:1	7	14	16
12:1+1:3	64	59	67
6:1:1	233	251	227
12:1:1	56	36	30

Tuition Rates Per Student 2008-09 through 2010-11



Special Education State Testing Program 2010-2011 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	3	3	1	0	7	57%	14%	0
Grade 4 English Language Arts	5	3	0	0	8	38%	0%	0
Grade 5 English Language Arts	7	4	0	0	11	36%	0%	0
Grade 6 English Language Arts	6	4	2	0	12	50%	17%	0
Grade 7 English Language Arts	3	1	0	0	4	25%	0%	0
Grade 8 English Language Arts	10	3	0	0	13	23%	0%	0
Grade 3 Mathematics	3	1	3	0	7	57%	43%	0
Grade 4 Mathematics	3	3	0	1	7	57%	0%	0
Grade 5 Mathematics	5	4	2	0	11	55%	18%	0
Grade 6 Mathematics	9	3	0	0	12	25%	0%	0
Grade 7 Mathematics	5	0	0	0	0	0%	0%	0
Grade 8 Mathematics	10	2	0	0	12	17%	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.)

2010-2011 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	11	8	3	22	50.0%	36.4%	13.6%
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	1	2	16	19	5.3%	10.5%	84.2%
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	3	4	13	20	15.0%	20.0%	65.0%
Global History and Geography	15	8	7	30	50.0%	26.7%	23.3%
United States History and Government	9	5	0	14	64.3%	35.7%	0.0%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2010-2011 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	4	4	100%	100%	0.0%
Grade 4 English Language Arts	0	0	1	4	5	100%	100%	0.0%
Grade 5 English Language Arts	0	0	3	2	5	100%	100%	0.0%
Grade 6 English Language Arts	0	0	0	1	1	100%	100%	0.0%
Grade 7 English Language Arts	0	0	0	5	5	100%	100%	0.0%
Grade 8 English Language Arts	0	0	0	3	3	100%	100%	0.0%
High School English Language Arts	0	0	0	3	3	100%	100%	0.0%
Grade 3 Mathematics	0	0	0	4	4	100%	100%	0.0%
Grade 4 Mathematics	0	0	1	4	5	100%	100%	0.0%
Grade 5 Mathematics	1	2	2	0	5	80%	40%	0.0%
Grade 6 Mathematics	0	0	0	1	1	100%	100%	0.0%
Grade 7 Mathematics	0	0	2	3	5	100%	100%	0.0%
Grade 8 Mathematics	0	0	2	1	3	100%	100%	0.0%
High School Mathematics	0	1	0	2	3	100%	100%	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 2010-2011 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	13	13	45	178	0	0	1	106	2	43
Data-Driven Instruction	0	21	0	52	0	0	0	0	0	1
Lead Evaluator Training	0	0	0	0	0	0	0	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	76	20	503	204	11	9	29	4	47	30
Project Based Learning	0	15	1	25	0	1	0	0	0	1
College & Career Readiness	16	0	2	0	1	0	5	0	32	0
Career and Technical Education	0	0	0	24	0	0	0	0	0	0
Middle Level Education	0	11	0	21	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	98	39	2,020	161	173	48	188	34	164	18
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	40	61	38	105	34	61	9	24	5	37
(RSE-TASC) Regional Special Education Technical Assistance Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	3	6	52	31	0	0	2	52	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	21	0	50	0	0	0	26	0	25	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	8	0	2	0	0	0	18	0	0	0
Culture/Climate	5	24	4	13	0	5	0	0	3	54
School & District Planning	6	0	30	0	0	0	8	0	6	0
Response to Intervention	4	0	39	0	0	0	1	0	0	0
Data Management and Analysis	1	0	0	0	0	0	0	0	20	1
Learning Standards (ELA, MST, etc.)	6	29	183	287	14	3	6	6	2	8
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	10	162	0	0	0	0	0	0
Other	3	0	0	0	0	0	2	0	5	0



Technology Services 2010-2011 School Year

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

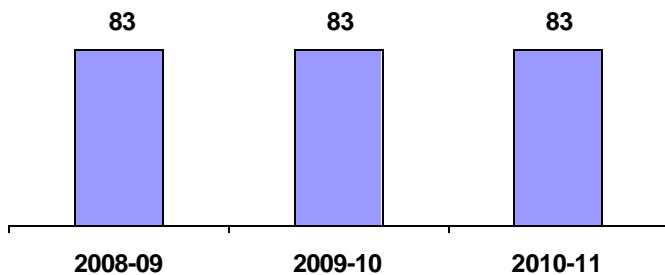
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	15/35	35	425	X	
Instructional Computing	30/3,957	876	42,351	X	
Computer/Audio Visual Repair	53/6,200	876		X	
Library Automation/Software	26/52	3	38,079	X	
LAN Installation/Support	23/3,190	876	38,079	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	24/2,215	876	23,817	X	
Model Schools	20/429	61	0	X	
Other Student Instructional Support	0/0	0	0		



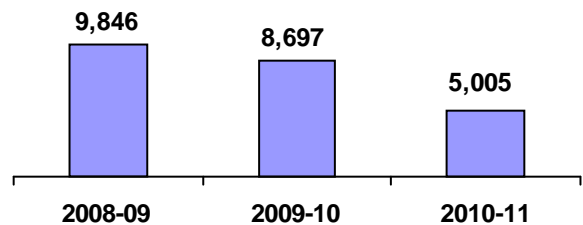
School Library Systems (SLS)

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*

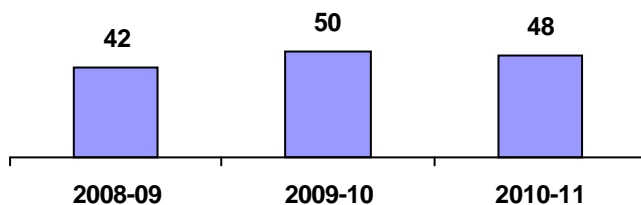
Number of Library Media Centers



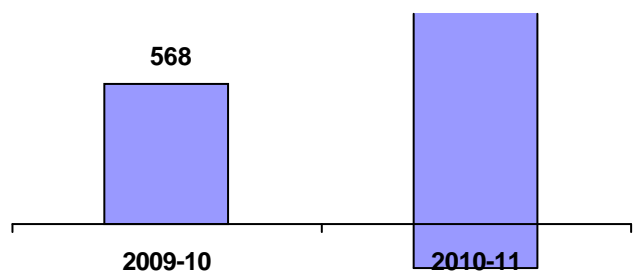
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2010-2011 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 4,964,303.70
Capital Expenses.....	\$ 1,561,217.07
Total Program Expenses.....	\$ 55,545,116.53
Total Expenses.....	\$ 62,070,637.30

