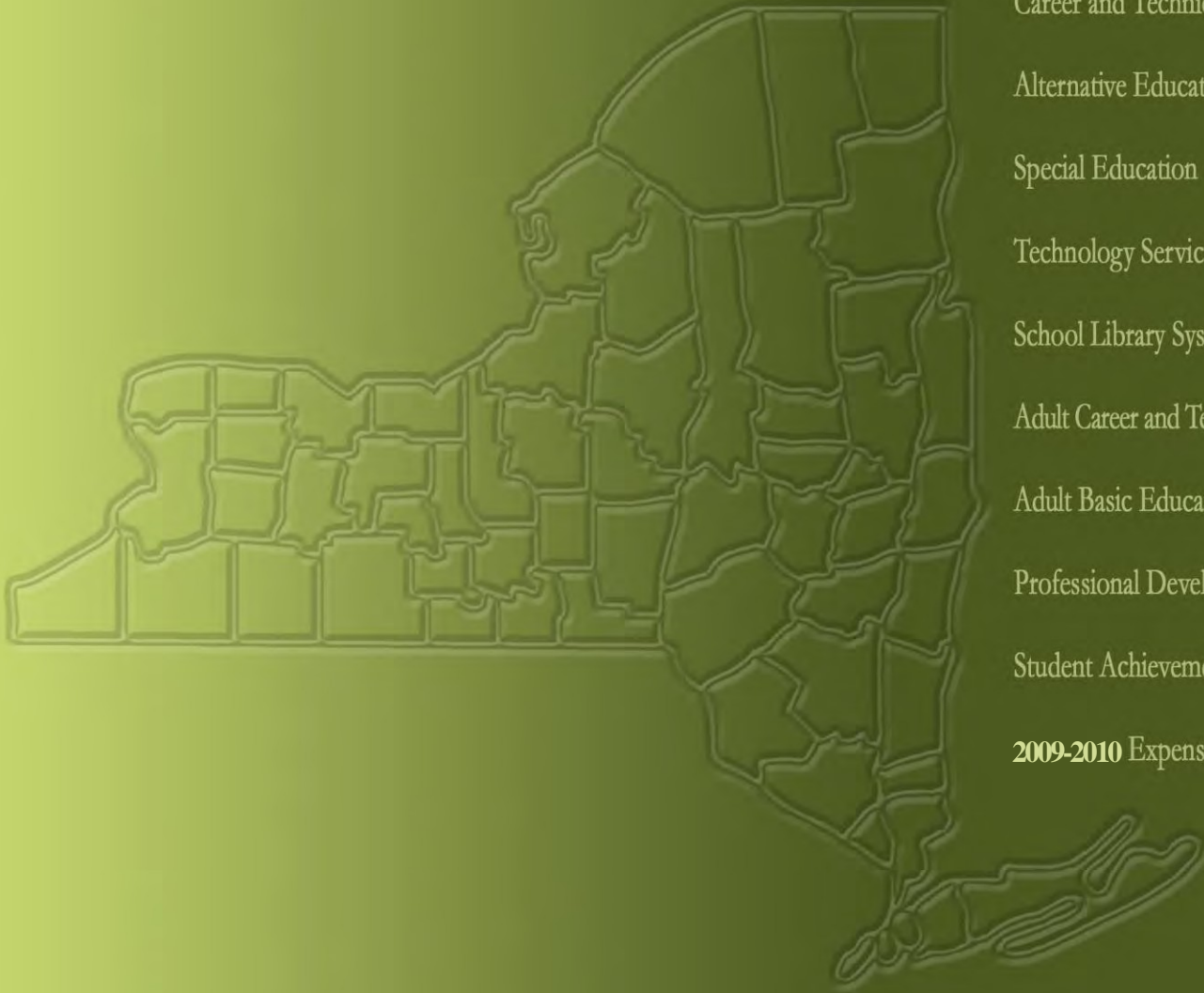


BOARD OF COOPERATIVE EDUCATIONAL SERVICES

# 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
- 2009-2010 Expenses**

**2009-2010**

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

**Washington-Saratoga-Warren-Hamilton-Essex BOCES**  
**Board of Cooperative Educational Services**  
**2009-2010 Report Card**

**Table of Contents**

	<b>Page</b>
<b>Component/Non-Component District List.....</b>	<b>ii</b>
<b>Indicators of BOCES Performance</b>	
<b>Career &amp; Technical Education.....</b>	<b>1-2</b>
<b>Alternative Education.....</b>	<b>3</b>
<b>Adult Career &amp; Technical Education.....</b>	<b>4</b>
<b>Adult Basic Education.....</b>	<b>4</b>
<b>Special Education</b>	
<b>Special Education Enrollment and Tuition in BOCES Programs.....</b>	<b>5</b>
<b>State Testing Program.....</b>	<b>6-7</b>
<b>Professional Development.....</b>	<b>8</b>
<b>Technology Services.....</b>	<b>9</b>
<b>School Library System Services.....</b>	<b>10</b>
<b>2009-2010 Expenses.....</b>	<b>11</b>

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

**Washington-Saratoga-Warren-Hamilton-Essex 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 11<sup>th</sup>/12<sup>th</sup> grade students enrolled in a CTE two-year sequence:

First-year students

Second-year students

Second-year students completing

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2008-09	2008-09	2009-10	2009-10
First-year students	479	263	458	254
Second-year students	300	175	302	144
Second-year students completing	280	154	271	171

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

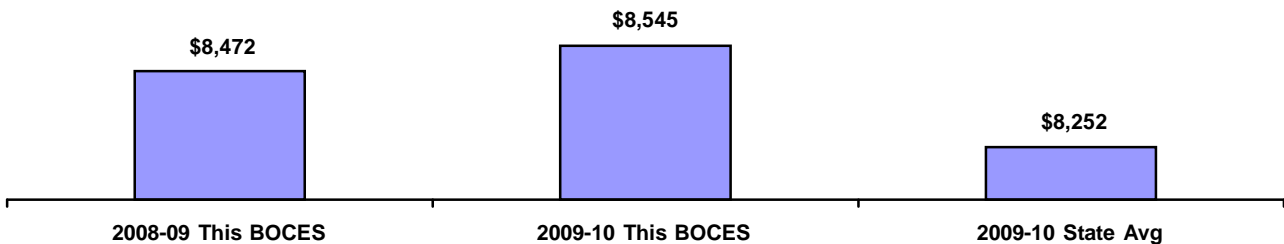
“New Vision”

Other one-year programs

“New Vision”	41	0	43	0
Other one-year programs	16	5	9	1

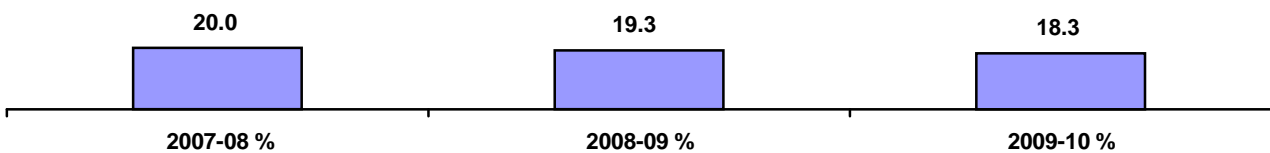
### Tuition Per Student for CTE Programs

Data Source: 602 Report



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

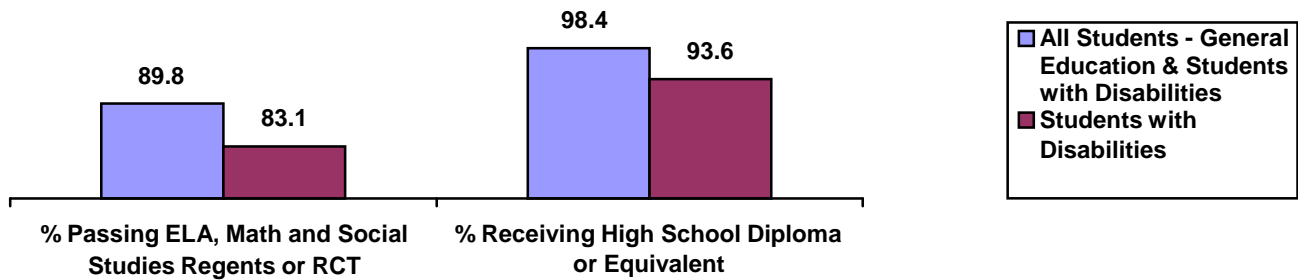
Data Source: Basic Education Data System



\* Data Include General Education and Students with Disabilities. Data Source: Basic Education Data System

## Performance of Career & Technical Education (CTE) Students Who Graduated in 2009

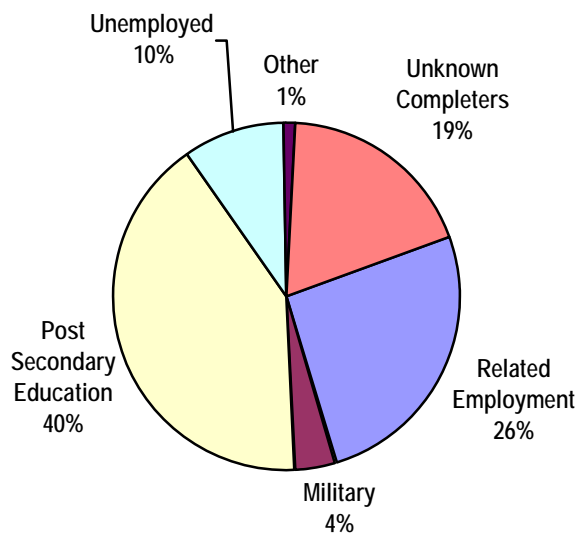
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



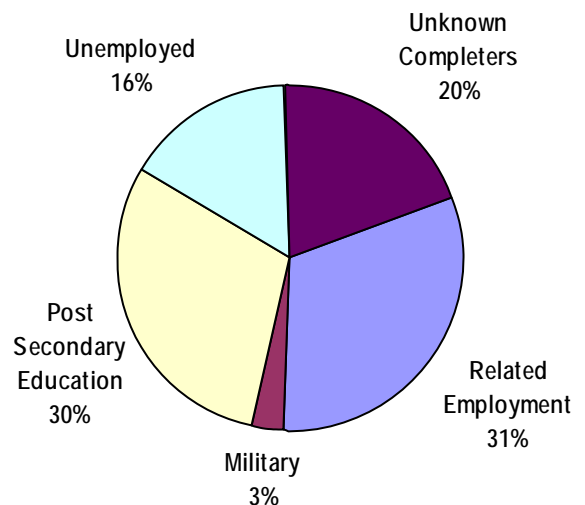
## Status of Career and Technical Education (CTE) Students Who Graduated in 2009

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)**

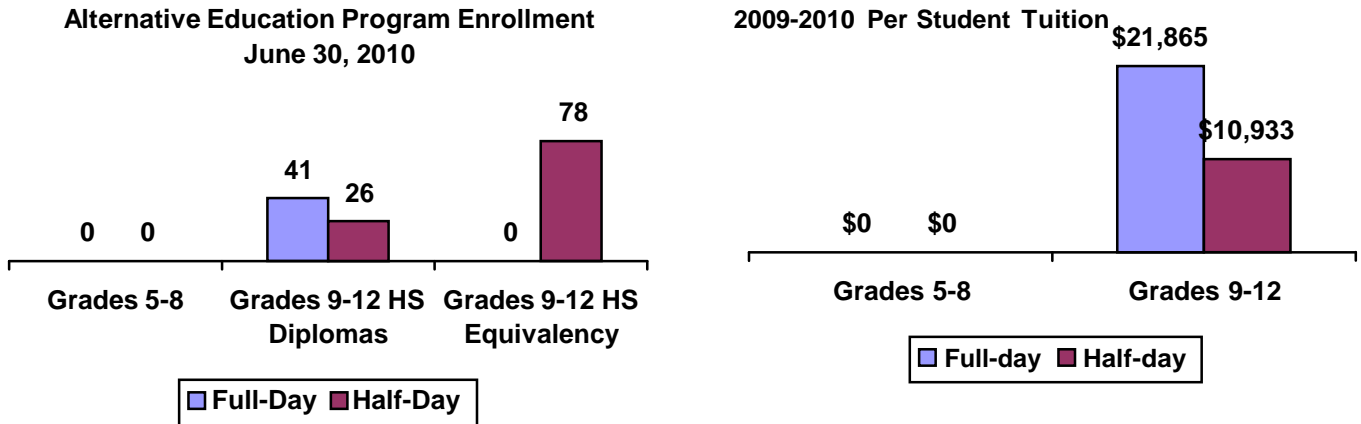


**Students with Disabilities**



## 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:**

**Returned to a school district program**

**Remained in the BOCES program**

**Left the program and did not enter another district or BOCES program (dropouts)**

**Are waiting for GED exam results**

**Received high school diplomas**

**Received high school equivalency diplomas**

	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	4	9	0	9
Remained in the BOCES program	0	0	26	6	0	12
Left the program and did not enter another district or BOCES program (dropouts)	0	0	4	3	0	23
Are waiting for GED exam results					0	7
Received high school diplomas			7	8		
Received high school equivalency diplomas					0	27

## 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*

	This BOCES		Statewide Average
	Count	Percentage	
<b>All CTE Programs</b>			
Enrolled during 2008-09	0		
Continuing Enrollment after 2008-09	0	0.0%	N/A
Completed or Left During 2008-09	0	0.0%	N/A
Left Prior to Completion During 2008-09	0	0.0%	N/A
Completed by the End of 2008-09	0	0.0%	N/A
Completed or Left During 2008-09 and Status Known	0	0.0%	N/A
Completed/Left/Status Known and Successfully Placed*	0	0.0%	N/A
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2008-09	0	0.0%	N/A
Under-Represented Gender Members Enrolled During 2008-09	0	0.0%	N/A
Completed a Non-Traditional Program By the End of 2008-09	0	0.0%	N/A
Under-Represented Gender Members Who Completed	0	0.0%	N/A

\* 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 2009-2010 was 213.

### 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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Adult Beginning/Intermediate	263	211	168	126	48%	106	50.2%	81	48.2%
Adult Secondary (Low)	0	21	45	0	---	10	47.6%	28	62.2%
ESOL	0	0	0	0	---	0	---	0	0.0%

### Other Outcomes (2007-08 through 2009-10)

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Entered employment	59	43	35	50	84.8%	23	53.5%	24	68.6%
Retained employment	22	10	2	19	86.4%	5	50%	0	0.0%
Obtained secondary or HS equivalency diploma	82	75	113	80	97.6%	67	89.3%	98	86.7%
Entered post-secondary education or training	39	46	66	26	66.7%	23	50%	40	60.6%



# 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)

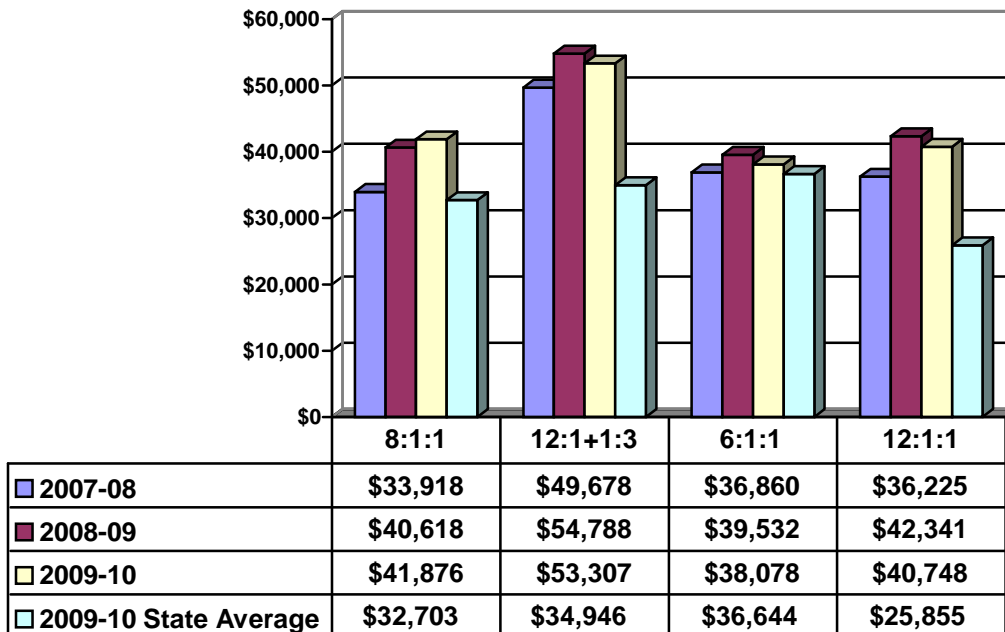
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2007-08	2008-09	2009-10
8:1:1	12	7	14
12:1+1:3	63	64	62
6:1:1	253	243	240
12:1:1	67	52	34

### Tuition Rates Per Student 2007-08 through 2009-10



## State Testing Program 2009-2010 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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	7	1	0	0	8	13%	0.0%	0
Grade 4 English Language Arts	6	5	1	0	12	50%	8%	0
Grade 5 English Language Arts	6	3	1	0	10	40%	10%	0
Grade 6 English Language Arts	6	1	0	0	7	14%	0.0%	0
Grade 7 English Language Arts	7	2	1	0	10	30%	10%	0
Grade 8 English Language Arts	10	9	2	0	21	52%	10%	0
Grade 3 Mathematics	7	0	0	1	8	13%	13%	0
Grade 4 Mathematics	3	6	1	0	10	70%	10%	0
Grade 5 Mathematics	6	3	1	0	10	40%	10%	0
Grade 6 Mathematics	4	1	0	0	5	20%	0.0%	0
Grade 7 Mathematics	5	3	1	0	9	44%	11%	0
Grade 8 Mathematics	20	2	2	0	24	17%	8%	1

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

**Performance of Students with Severe Disabilities on the  
New York State Alternate Assessment (NYSAA)  
2009-2010 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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	1	1	2	18	22	96%	91%	0
Grade 4 English Language Arts	0	0	7	16	23	100%	100%	0
Grade 5 English Language Arts	0	0	7	17	24	100%	100%	0
Grade 6 English Language Arts	2	7	6	12	27	92%	66%	0
Grade 7 English Language Arts	0	1	7	17	25	100%	96%	0
Grade 8 English Language Arts	0	1	3	18	22	100%	96%	0
High School English Language Arts	4	2	2	20	28	85%	78%	0
Grade 3 Mathematics	0	2	5	15	22	100%	91%	0
Grade 4 Mathematics	1	2	7	13	23	96%	87%	0
Grade 5 Mathematics	2	3	10	9	24	93%	80%	0
Grade 6 Mathematics	1	1	11	14	27	97%	93%	0
Grade 7 Mathematics	3	1	9	12	25	88%	84%	0
Grade 8 Mathematics	3	0	4	15	22	86%	86%	0
High School Mathematics	0	3	11	14	28	100%	89%	0

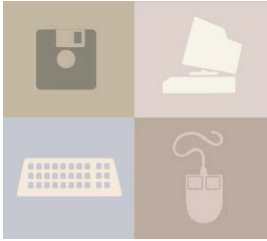
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards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



## Professional Development

2009-2010 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	37	176	12	20	102
District Based Educational Planning	6	0	0	0	19
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	63	96	0	0	0
Data Management and Analysis	59	329	62	0	118
Integrating Technology into Curricula & Instruction	118	601	40	3	59
Interdisciplinary Teaching (including integration of career technology & academics)	7	14	3	0	2
Middle Level Education Academic and Youth Development	14	19	0	0	1
Career and Technical Education	0	76	2	0	27
Instructional Strategies	26	113	2	2	15
Parent Training	0	0	0	0	0
Special Education Issues	31	67	4	175	25
Leadership Training	1	0	8	0	19
Regional Special Education Technical Assistance Support Centers (RSE-TASC)	7	240	5	0	0
Other	0	0	0	0	0



## Technology Services 2009-2010 School Year

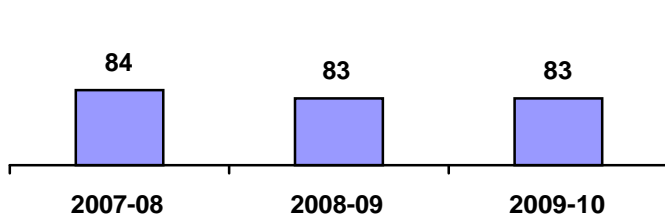
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	16	34	420
Instructional Computing	27	3,494	38,026
Computer/Audio Visual Repair	53	6,200	
Library Automation/Software	31	84	41,715
LAN Installation/Support	20	2,132	26,485
Distributed Process Technicians	0	0	0
Guidance Information	0	0	0
Administrative Computer Services	0	0	
Administrative Training	0	0	



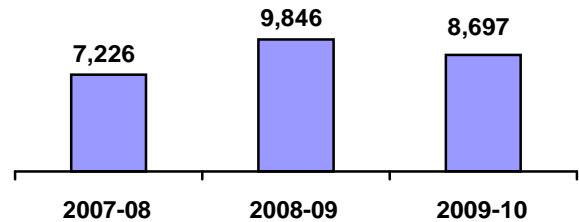
## School Library Systems (SLS)

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*

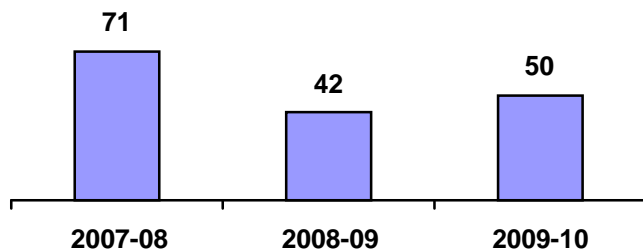
**Number of Library Media Centers**



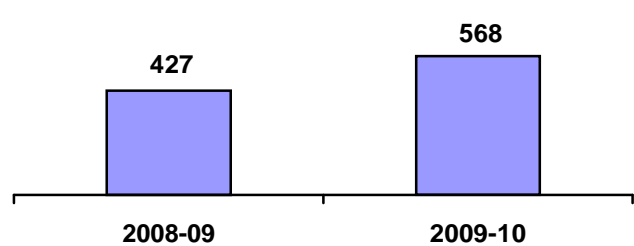
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Workshops**



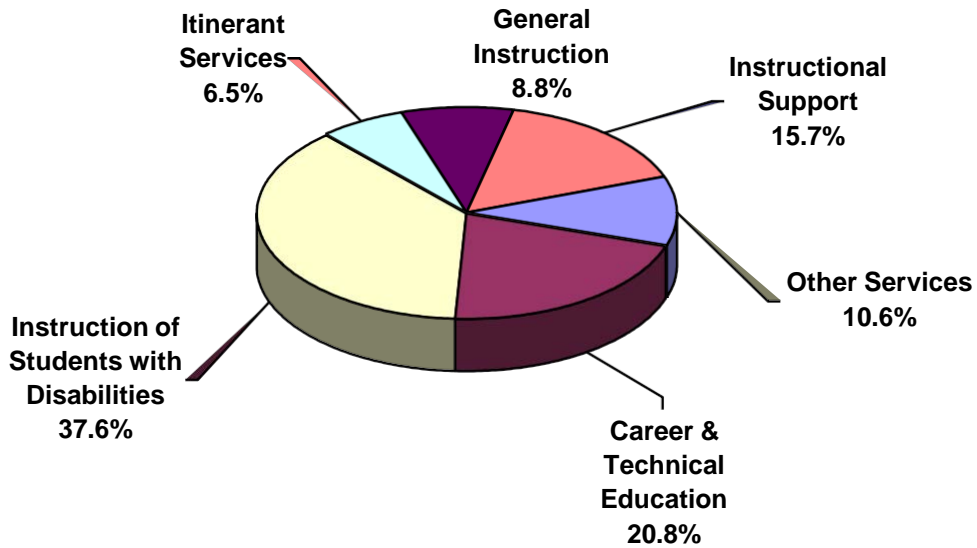
**Number of Participants at Professional Development Workshops**



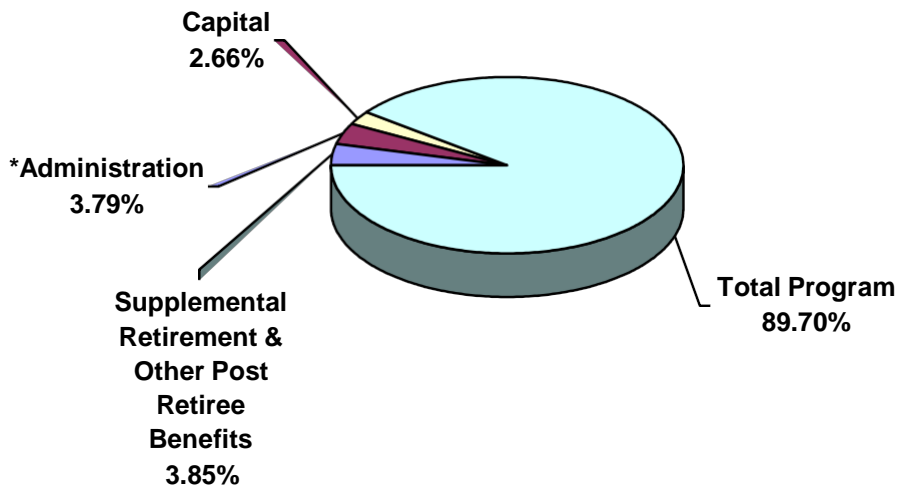
# 2009-2010 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) .....	\$ 2,478,244.15
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 2,516,971.06
Capital Expenses.....	\$ 1,737,058.96
Total Program Expenses.....	\$ 58,617,842.20



Total Expenses.....	\$ 65,350,116.37
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\*Excludes Supplemental & Other Post Retirement Benefits