

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
- 2011-2012 Expenses

2012-2013

Broome-Tioga BOCES

**Broome-Tioga BOCES
Board of Cooperative Educational Services
2012-2013 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

Broome-Tioga BOCES
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Component Districts

- **Binghamton CSD**
- **Chenango Forks CSD**
- **Chenango Valley CSD**
- **Deposit CSD**
- **Harpurville CSD**
- **Johnson City CSD**
- **Maine Endwell CSD**
- **Newark Valley CSD**
- **Owego CSD**
- **Susquehanna Valley CSD**
- **Tioga CSD**
- **Union Endicott CSD**
- **Vestal CSD**
- **Whitney Point CSD**
- **Windsor CSD**

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
2011-12	2011-12	2012-13	2012-13
669	305	321	297
352	176	223	187
329	162	210	153
79	26	132	74

Other Career-Related Programs

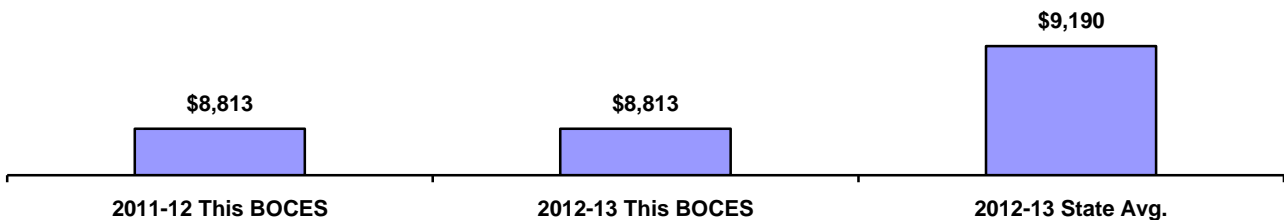
Number of 11th/12th grade students enrolled in one-year programs:

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

42	0	53	0
91	44	69	53
0	0	0	0

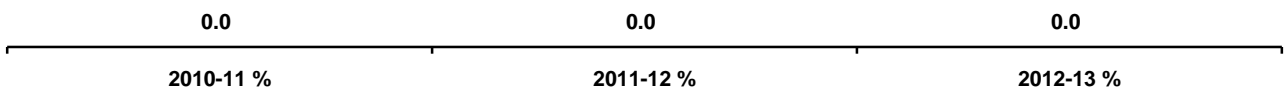
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

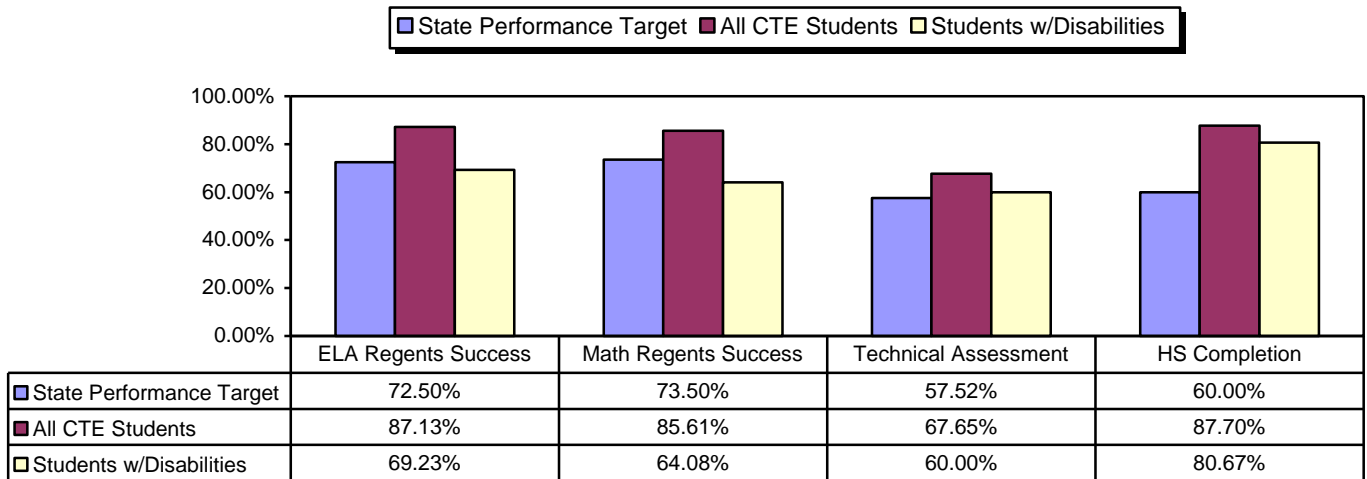
Data Source: SIRS



* Data Include General Education and Students with Disabilities. *Data Source: SIRS – Data not available.*

CTE Student Performance on Perkins Indicators Who Left School in 2012

Data Source: SIRS

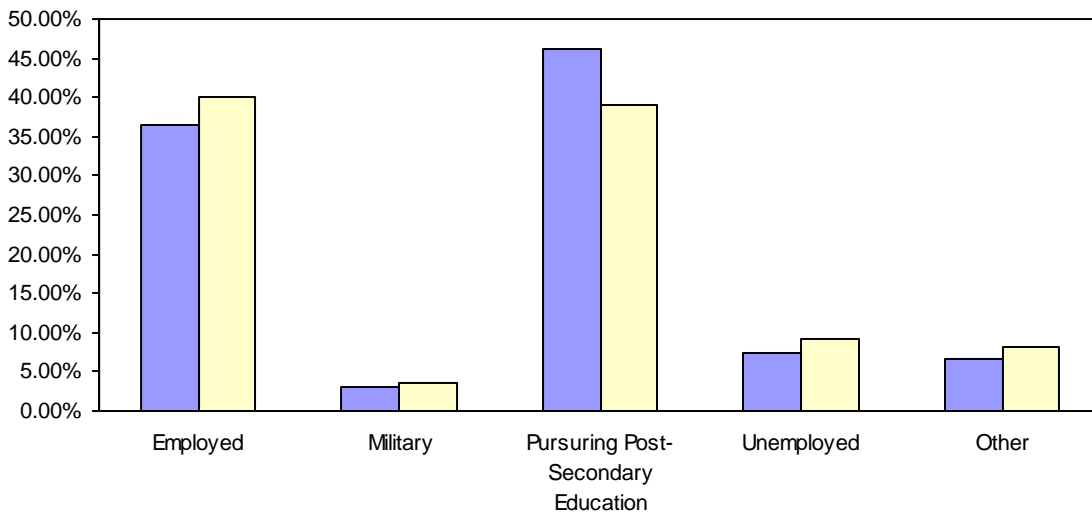
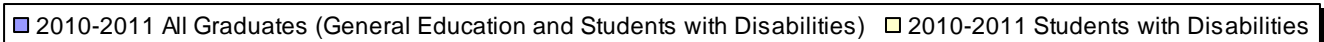


Status of Career and Technical Education (CTE) Students 2011 Placement Outcomes

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
90.02%	87.75 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2012-2013**

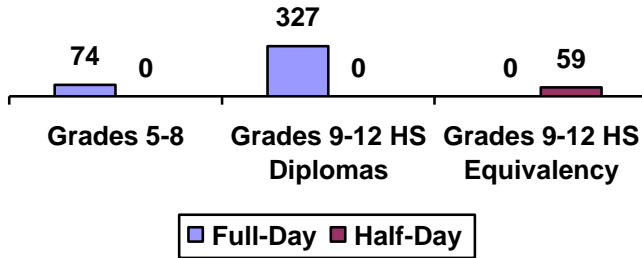
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	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

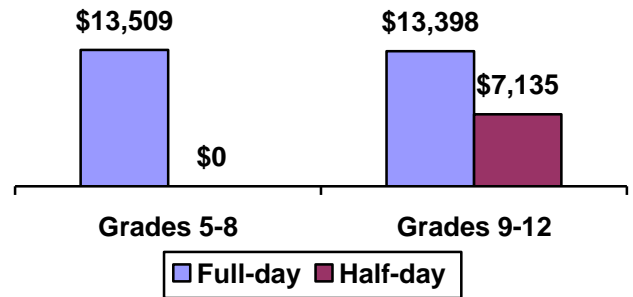
Alternative Education

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, 2013**



2012-2013 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	21	0	88	0	15	0
Remained in the BOCES program	53	0	174	0	8	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	8	0	1	0
Received high school diplomas			54	0		

Alternative Education State Testing Program
2012-2013 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	14	32	28	74	19%	43%	38%
Geometry	2	3	2	7	28.5%	43%	28.5%
Algebra 2/ Trigonometry	1	0	1	2	50%	0.0%	50%
Living Environment	7	12	37	56	13%	21%	66%
Physical Setting/ Earth Science	0	1	0	1	0.0%	100%	0.0%
Physical Setting/ Chemistry	0	1	0	1	0.0%	100%	0.0%
Physical Setting/ Physics	NA	NA	NA	NA	NA	NA	NA
Comprehensive French	NA	NA	NA	NA	NA	NA	NA
Comprehensive Italian	NA	NA	NA	NA	NA	NA	NA
Comprehensive Spanish	NA	NA	NA	NA	NA	NA	NA
Comprehensive Exam in English	18	14	31	63	29%	22%	49%
Global History and Geography	47	25	25	97	48%	26%	26%
United States History and Government	22	10	34	66	33%	15%	52%

**Alternative Education Performance of Students
2012-2013 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 Mathematics	1	0	1	2	50%	0.0%	50%
RCT Science	0	1	1	2	0.0%	50%	50%
RCT Global Studies	6	0	2	8	75%	0.0%	25%
RCT Reading	5	0	0	5	100%	0.0%	0.0%
RCT Writing	0	0	6	6	0.0%	0.0%	100%
RCT United States History & Gov't.	7	3	1	11	64%	27%	9%

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 2011-12	320	--	--
Continuing Enrollment after 2011-12	30	9%	71.5%
Completed or Left During 2011-12	290	91%	352.8%
Left Prior to Completion During 2011-12	32	11%	52.1%
Completed by the End of 2011-12	258	89%	304.1%
Completed or Left During 2011-12 and Status Known	186	64%	222.7%
Completed/Left/Status Known and Successfully Placed*	122	42%	212.5%
Completed but Not seeking Employment	0	0.0%	11.4%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2011-12	22	--	--
Under-Represented Gender Members Enrolled During 2011-12	22	--	--
Completed a Non-Traditional Program By the End of 2011-12	19	86%	96.4%
Under-Represented Gender Members Who Completed	19	86%	20.7%

* 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 2012-2013 was 606.

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Adult Beginning/Intermediate	438	524	472	247	56.3%	325	62.0%	351	74.3%
Adult Secondary (Low)	43	63	64	32	74.4%	52	82.5%	58	90.6%
ESOL	65	55	30	20	36.3%	31	56.3%	17	56.6%

Other Outcomes (2010-11 through 2012-13)

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Entered employment	113	147	158	91	80.5%	117	79.5%	111	70%
Retained employment	21	21	41	14	66.6%	13	61.9%	26	63%
Obtained secondary or HS equivalency diploma	115	174	201	104	90.4%	140	80.4%	170	84%
Entered post-secondary education or training	87	118	175	65	74.7%	89	75.4%	111	63%

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)

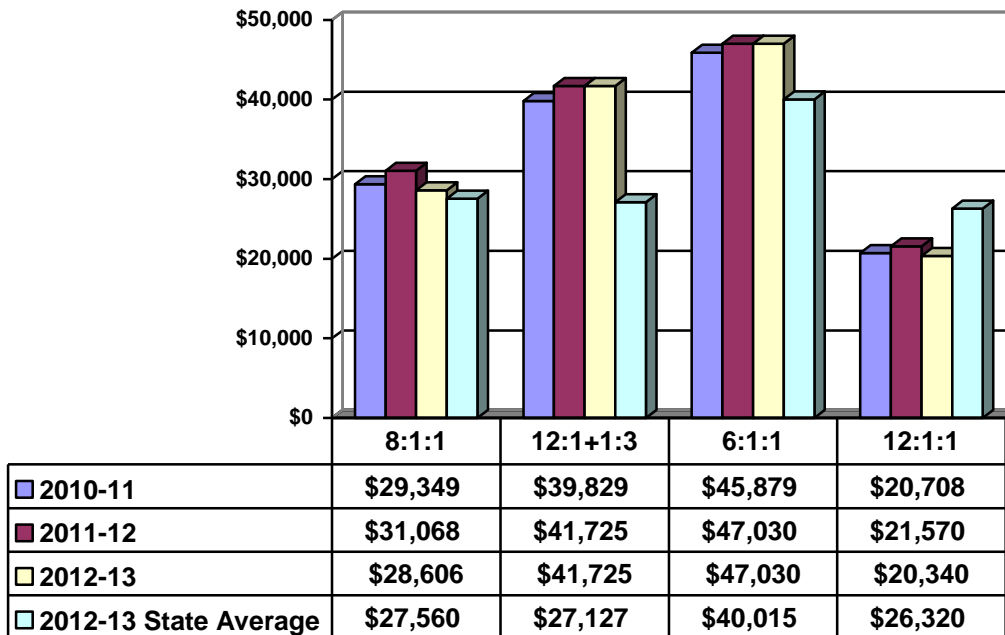
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2010-11	2011-12	2012-13
8:1:1	420	474	447
12:1+1:3	43	19	11
6:1:1	18	35	38
12:1:1	250	251	210

Tuition Rates Per Student 2010-11 through 2012-13



Special Education State Testing Program 2012-2013 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	6	5	0	0	11	45%	
Grade 4 English Language Arts	1	1	0	0	2	50%	0.0%	0
Grade 5 English Language Arts	18	3	0	0	21	14%	0.0%	0
Grade 6 English Language Arts	16	4	1	0	21	24%	5%	0
Grade 7 English Language Arts	22	4	1	0	27	19%	4%	0
Grade 8 English Language Arts	38	4	2	1	45	16%	7%	0
Grade 3 Mathematics	10	4	0	0	14	29%	0.0%	0
Grade 4 Mathematics	4	1	0	0	5	20%	0.0%	0
Grade 5 Mathematics	26	1	1	0	28	8%	4%	0
Grade 6 Mathematics	26	2	1	0	29	10%	3%	0
Grade 7 Mathematics	33	1	1	0	35	6%	3%	0
Grade 8 Mathematics	46	5	1	1	53	13%	4%	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.)
2012-2013 School Year

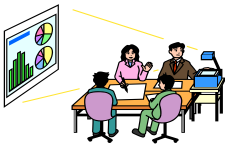
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	15	9	5	29	52%	31%	17%
Geometry	0	1	2	3	0.0%	33%	67%
Algebra 2/ Trigonometry	0	0	5	5	0.0%	0.0%	100%
Living Environment	13	2	4	19	68%	11%	21%
Physical Setting/ Earth Science	0	0	2	2	0.0%	0.0%	100%
Physical Setting/ Chemistry	0	0	1	1	0.0%	0.0%	100%
Physical Setting/ Physics	0	0	1	1	0.0%	0.0%	100%
Comprehensive French	NA	NA	NA	NA	NA	NA	NA
Comprehensive Italian	NA	NA	NA	NA	NA	NA	NA
Comprehensive Spanish	NA	NA	NA	NA	NA	NA	NA
Comprehensive Exam in English	16	3	8	27	59%	11%	30%
Global History and Geography	37	5	8	50	74%	10%	16%
United States History and Government	14	2	6	22	64%	9%	27%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2012-2013 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	2	5	4	11	22	91%	68%	0.0%
Grade 4 English Language Arts	0	3	4	11	18	100%	83%	0.0%
Grade 5 English Language Arts	0	3	10	18	31	100%	90%	0.0%
Grade 6 English Language Arts	1	3	4	15	23	96%	83%	0.0%
Grade 7 English Language Arts	0	0	4	18	22	100%	100%	0.0%
Grade 8 English Language Arts	0	0	0	24	24	100%	100%	0.0%
High School English Language Arts	0	0	1	16	17	100%	100%	0.0%
Grade 3 Mathematics	0	2	14	6	22	100%	91%	0.0%
Grade 4 Mathematics	2	2	6	8	18	89%	78%	0.0%
Grade 5 Mathematics	2	2	14	13	31	94%	87%	0.0%
Grade 6 Mathematics	1	0	4	18	23	96%	96%	0.0%
Grade 7 Mathematics	0	1	11	10	22	100%	95%	0.0%
Grade 8 Mathematics	0	1	7	17	25	100%	96%	0.0%
High School Mathematics	0	1	2	14	17	100%	94%	0.0%

Data Source: nySTART

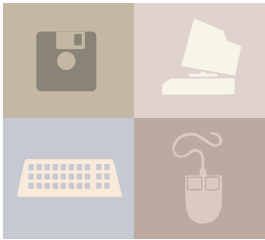
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2012-2013 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	18	18	1163	1423	0	0	4	76	0	0
Data-Driven Instruction	18	18	537	642	0	0	0	82	0	0
Lead Evaluator Training	0	16	0	0	0	0	0	211	0	64
Principal Evaluator Training	0	16	0	0	0	0	0	0	0	28
Integrating Technology into Curricula & Instruction	0	10	0	191	0	0	0	7	0	10
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	9	15	187	217	0	0	0	10	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	18	18	900	790	0	0	144	158	0	2
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	20	17	218	100	0	0	61	151	0	2
(RSE-TASC) Regional Special Education Technical Assistance Support	20	17	218	100	0	0	61	151	0	2
(SE-SIS) Special Education School Improvement Specialist	7	8	702	446	0	0	14	45	54	253
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	16	16	32	27	0	0	0	69	0	24
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	16	16	0	0	0	0	0	24	0	23
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	16	16	35	72	0	0	12	41	0	9
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.)	18	18	1163	1423	0	0	4	76	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	8	0	0	0	0	0	8



Technology Services 2012-2013 School Year

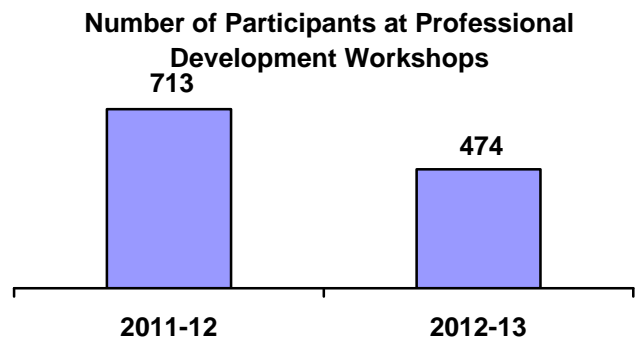
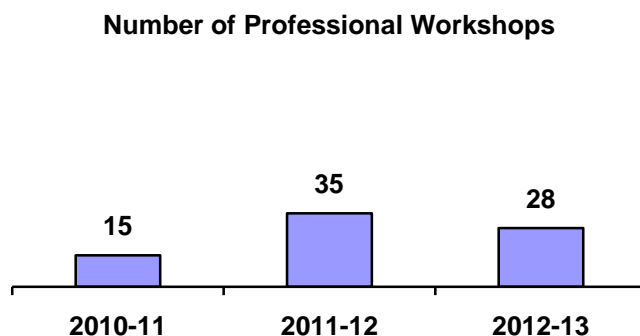
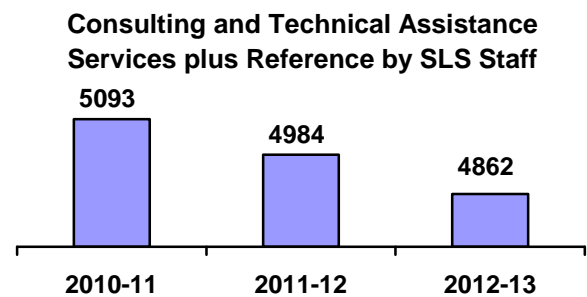
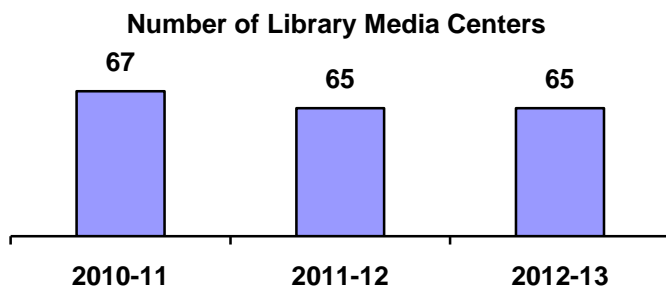
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

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	9/na	1	0	X	
Instructional Computing	29/na	2	0	X	
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	10/2028	4	20,993	X	
LAN Installation/Support	Server 34 Network 36	0	0	X	
Distributed Process Technicians	19/85	0	0	X	
Guidance Information	15/na	1	0	X	
Administrative Computer Services	50/na	0		X	
Administrative Training	50/na	0		X	
Instructional Media Resources	14/2910	4	32,453	X	
Model Schools	18/na	2	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*



2012-2013 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	2,684,128.51
Capital Expenses.....	\$	1,806,510.70
Total Program Expenses.....	\$	80,386,134.79
Total Expenses.....	\$	84,876,774.00

