

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

Broome-Tioga BOCES

**Broome-Tioga BOCES
Board of Cooperative Educational Services
2013-2014 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii
Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-6
Adult Career & Technical Education.....	7
Adult Basic Education.....	7
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	8
State Testing Program.....	9-11
Professional Development.....	12
Technology Services.....	13
School Library System Services.....	14
2013-2014 Expenses.....	15

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
03900000000

Component Districts

- Binghamton City School District
- Chenango Forks School District
- Chenango Valley School District
- Deposit School District
- Harpursville School District
- Johnson City School District
- Maine Endwell School District
- Newark Valley School District
- Owego Apalachin School District
- Susquehanna Valley School District
- Tioga Central School District
- Union Endicott School District
- Vestal Central School District
- Whitney Point School District
- Windsor 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
321	297	361	272
223	187	146	192
210	153	174	169
132	74	131	70

Other Career-Related Programs

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

“New Vision”

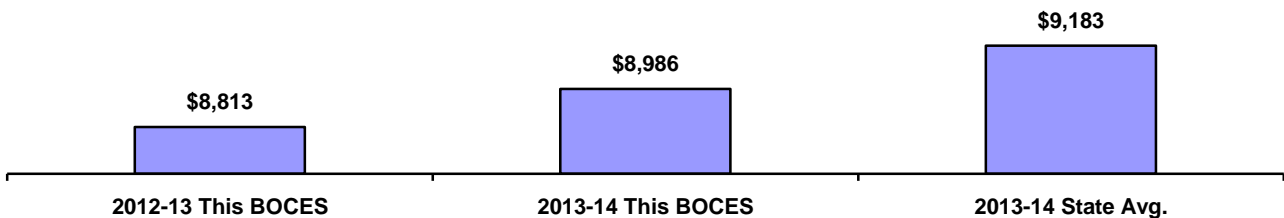
Participated 1 yr of a CTE Program

Other one-year programs

53	0	55	1
69	53	41	43
0	0	0	0

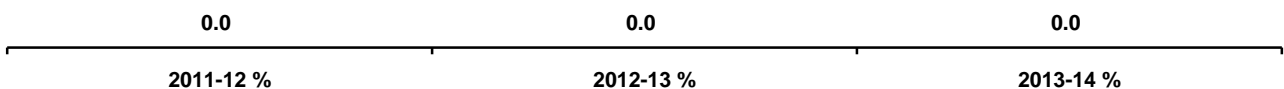
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

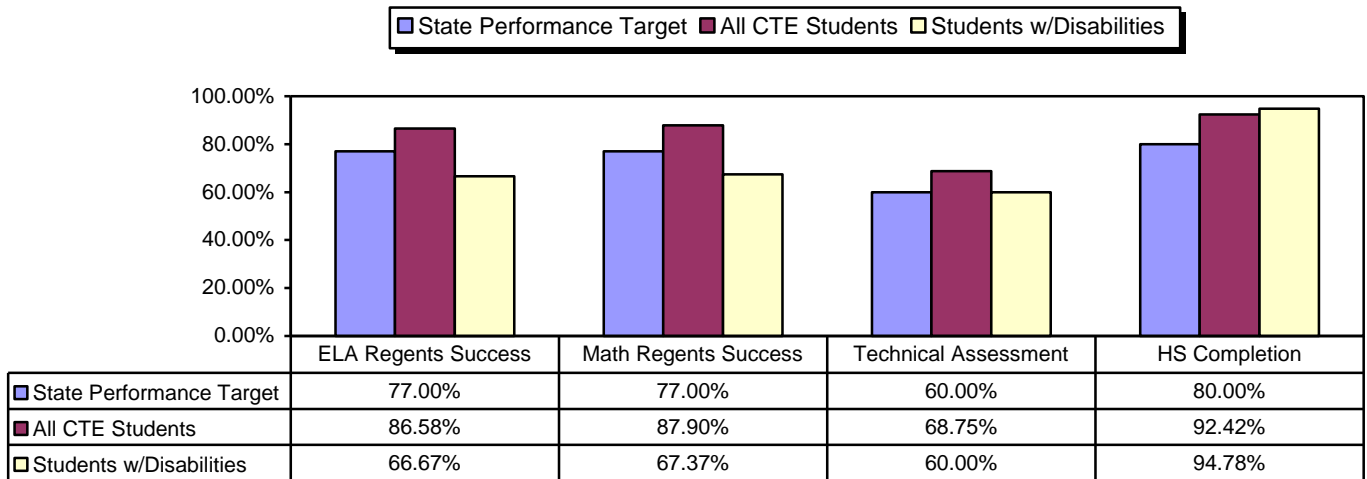
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS



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

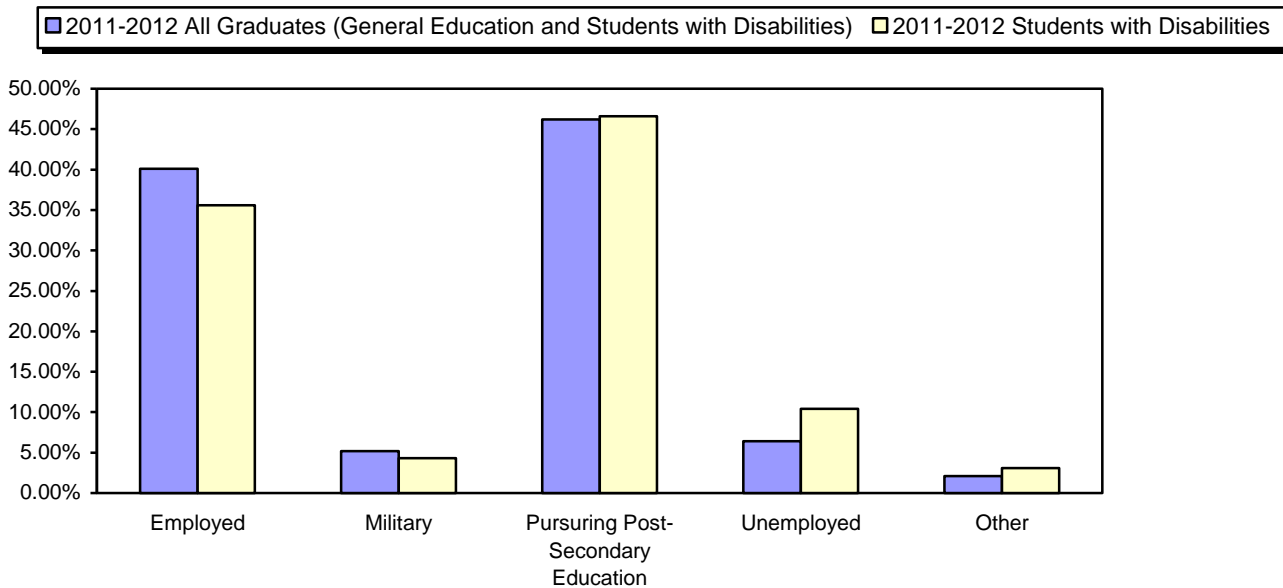
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

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
93.19%	88 %



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

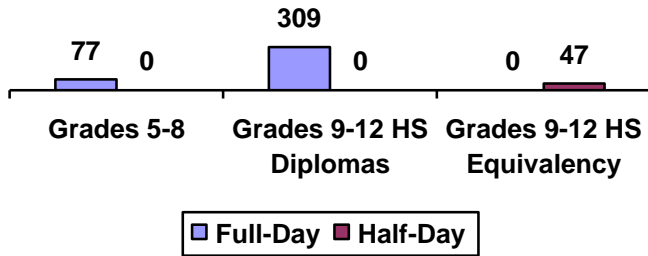
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	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

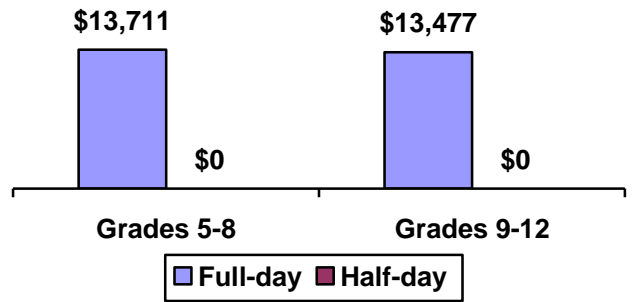
Alternative Education

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.

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)

Received high school 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	Half-day	Full-day
Returned to a school district program	31	0	99	0	13	0
Remained in the BOCES program	46	0	154	0	4	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	3	0	0	0
Received high school diplomas			43	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	51	35	17	103	49%	34%	17%
Geometry	0	0	0	0	0%	0%	0%
Algebra 2/ Trigonometry	1	0	0	1	100%	0%	0%
Living Environment	4	12	39	55	7%	22%	71%
Physical Setting/ Earth Science	0	0	0	0	0%	0%	0%
Physical Setting/ Chemistry	0	0	0	0	0%	0%	0%
Physical Setting/ Physics	0	0	0	0	0%	0%	0%
Comprehensive French	0	0	0	0	0%	0%	0%
Comprehensive Italian	0	0	0	0	0%	0%	0%
Comprehensive Spanish	0	0	0	0	0%	0%	0%
Comprehensive Exam in English	9	8	43	60	15%	13%	72%
Global History and Geography	38	24	29	91	42%	26%	32%
United States History and Government	16	3	53	72	22%	4%	74%

**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	0	0	1	1	0%	0%	100%
RCT – Grade 11 Mathematics	0	1	0	1	0%	100%	0%
RCT – Grade 12 Mathematics	0	0	0	0	0%	0%	0%
RCT – Grade 10 Science	0	0	0	0	0%	0%	0%
RCT – Grade 11 Science	0	2	1	3	0%	75%	25%
RCT – Grade 12 Science	0	0	0	0	0%	0%	0%
RCT – Grade 10 Global Studies	0	0	0	0	0%	0%	0%
RCT – Grade 11 Global Studies	0	0	0	0	0%	0%	0%
RCT – Grade 12 Global Studies	3	1	1	5	60%	20%	20%
RCT – Grade 11 Reading	1	0	0	1	100%	0%	0%
RCT – Grade 12 Reading	5	2	0	7	72%	0%	28%
RCT – Grade 11 Writing	0	0	3	3	0%	0%	100%
RCT – Grade 12 Writing	0	0	0	0	0%	0%	0%
RCT – Grade 11 United States History & Gov't.	4	0	5	9	44%	0%	56%
RCT – Grade 12 United States History & Gov't.	0	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	313	--	--
Continuing Enrollment after 2012-13	6	1.92%	14.64%
Completed or Left During 2012-13	307	98.08%	84.74%
Left Prior to Completion During 2012-13	44	14.33%	13.35%
Completed by the End of 2012-13	263	85.67%	87.70%
Completed or Left During 2012-13 and Status Known	128	41.69%	64.42%
Completed/Left/Status Known and Successfully Placed*	110	85.94%	88.95%
Completed but Not seeking Employment	3	1.14%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	31	--	--
Under-Represented Gender Members Enrolled During 2012-13	0	--	--
Completed a Non-Traditional Program By the End of 2012-13	26	83.7%	81.59%
Under-Represented Gender Members Who Completed	0	0.0%	80.76%

* 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 506.

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	524	472	392	325	62.0%	351	74.3%	232	59%
Adult Secondary (Low)	63	64	62	52	82.5%	58	90.6%	46	74%
ESOL	55	30	27	31	56.3%	17	56.6%	14	52%

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	147	158	239	117	79.5%	111	70%	122	51%
Retained employment	21	41	121	13	61.9%	26	63%	75	61%
Obtained secondary or HS equivalency diploma	174	201	133	140	80.4%	170	84%	109	81%
Entered post-secondary education or training	118	175	109	89	75.4%	111	63%	82	75%

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)

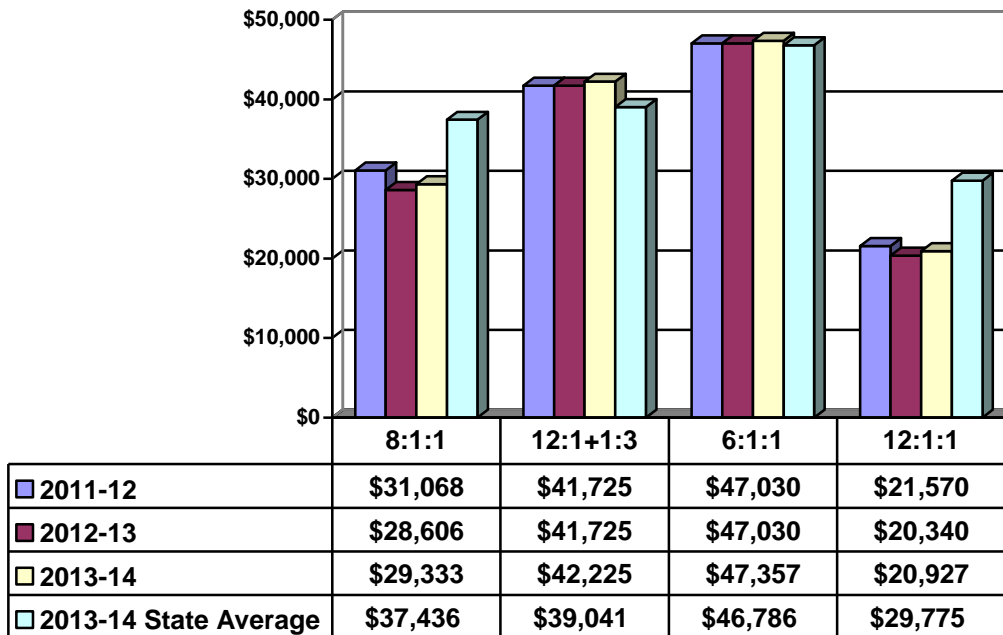
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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
8:1:1	474	447	380
12:1+1:3	19	11	9
6:1:1	35	38	36
12:1:1	251	210	235

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	3	4	0	2	9	67%	22%	0
Grade 4 English Language Arts	11	1	0	0	12	8%	0%	0
Grade 5 English Language Arts	15	4	0	0	20	20%	0%	1
Grade 6 English Language Arts	22	7	0	0	30	23%	0%	1
Grade 7 English Language Arts	39	3	1	0	45	9%	2%	2
Grade 8 English Language Arts	40	7	1	1	55	16%	4%	6
Grade 3 Mathematics	12	0	2	0	17	12%	12%	3
Grade 4 Mathematics	8	2	1	0	11	27%	9%	0
Grade 5 Mathematics	16	2	0	0	19	11%	0%	1
Grade 6 Mathematics	18	5	2	1	27	30%	11%	1
Grade 7 Mathematics	38	2	2	1	45	11%	7%	2
Grade 8 Mathematics	45	2	0	0	54	4%	0%	7

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

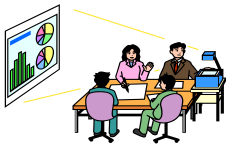
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	39	13	9	61	64%	21%	15%
Geometry	0	0	1	1	0%	0%	100%
Algebra 2/ Trigonometry	0	0	0	0	0%	0%	0%
Living Environment	27	4	16	47	57%	9%	34%
Physical Setting/ Earth Science	0	0	4	4	0%	0%	100%
Physical Setting/ Chemistry	0	0	1	1	0%	0%	100%
Physical Setting/ Physics	0	0	1	1	0%	0%	100%
Comprehensive French	0	0	0	0	0%	0%	0%
Comprehensive Italian	0	0	0	0	0%	0%	0%
Comprehensive Spanish	0	0	0	0	0%	0%	0%
Comprehensive Exam in English	15	2	5	22	68%	9%	23%
Global History and Geography	38	7	8	53	72%	13%	15%
United States History and Government	9	3	7	19	47%	16%	37%

**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	6	10	0	16	100%	63%	0.0%
Grade 4 English Language Arts	0	6	5	0	11	100%	45%	0.0%
Grade 5 English Language Arts	1	6	5	0	12	92%	42%	0.0%
Grade 6 English Language Arts	4	13	14	0	31	87%	46%	0.0%
Grade 7 English Language Arts	9	11	6	0	26	65%	23%	0.0%
Grade 8 English Language Arts	10	2	14	0	26	62%	54%	0.0%
High School English Language Arts	0	12	18	0	30	100%	60%	0.0%
Grade 3 Mathematics	0	4	11	1	16	100%	75%	0.0%
Grade 4 Mathematics	0	5	6	0	11	100%	55%	0.0%
Grade 5 Mathematics	2	2	8	0	12	83%	67%	0.0%
Grade 6 Mathematics	2	10	18	1	31	94%	61%	0.0%
Grade 7 Mathematics	7	10	9	0	26	73%	35%	0.0%
Grade 8 Mathematics	4	10	12	0	26	85%	46%	0.0%
High School Mathematics	3	4	17	6	30	90%	77%	0.0%

Data Source: nySTART

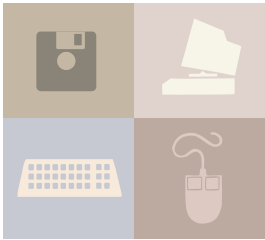
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 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	19	19	2102	2123	0	0	292	1291	0	0
Data-Driven Instruction	0	18	411	304	0	0	37	0	0	0
Lead Evaluator Training	18	18	0	39	0	0	23	617	0	0
Principal Evaluator Training	0	16	85	0	0	0	0	353	0	0
Integrating Technology into Curricula & Instruction	18	18	636	1137	0	0	93	199	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	18	17	962	524	0	0	85	107	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	19	19	350	2473	0	0	49	1339	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	14	13	221	308	0	0	57	32	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	14	13	221	308	0	0	57	32	0	0
(SE-SIS) Special Education School Improvement Specialist	0	8	381	107	0	20	8	33	13	26
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	16	14	144	20	0	0	101	661	0	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	15	0	0	0	0	0	56	0	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	15	15	861	759	0	0	685	762	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.)	19	19	0	2123	0	0	0	1291	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	41	41	0	0	3	1	0	0



Technology Services 2013-2014 School Year

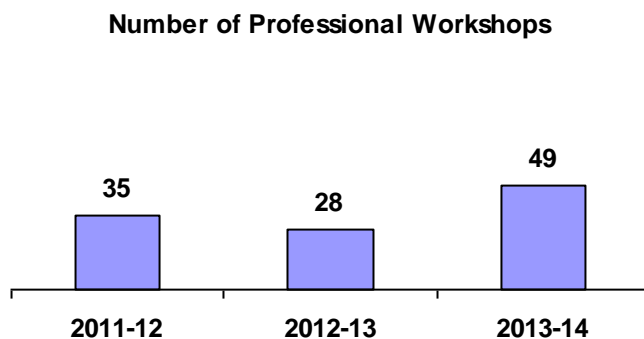
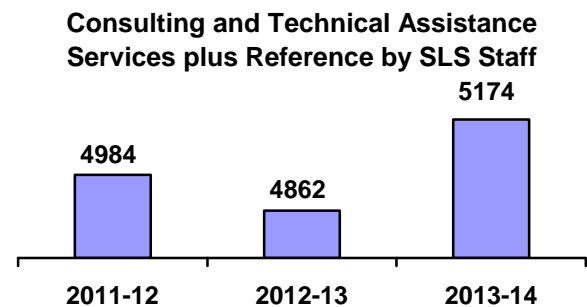
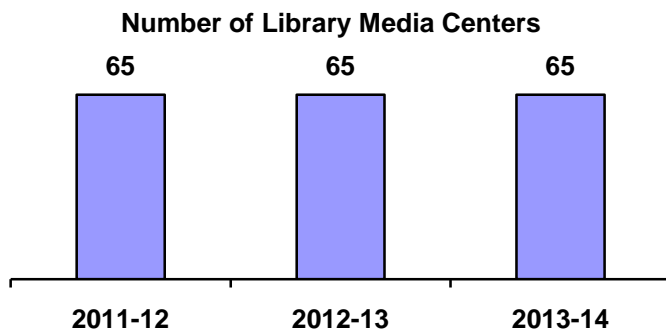
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

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	9/na	1	23,960	X	
Instructional Computing	27/na	2	n/a	X	
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	10/2028	4	21,572	X	
LAN Installation/Support	Server 33 Network 39	0	0	X	
Distributed Process Technicians	14/99	0	0	X	
Guidance Information	14/na	1	n/a	X	
Administrative Computer Services	50/na	0			
Administrative Training	50/na	0			
Instructional Media Resources	14/2910	4	30,361	X	
Model Schools	17/na	2	n/a	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*



2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	2,966,201.00
Capital Expenses.....	\$	1,553,902.00
Total Program Expenses.....	\$	86,704,357.00
Total Expenses.....	\$	91,224,460.00

