BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

Career and Technical Education

Alternative Education

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2015-2016

Broome-Tioga BOCES

Broome-Tioga BOCES
Board of Cooperative Educational Services
2015-2016 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
039000000000

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:

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2014-15	2014-15	2015-16	2015-16
First-year students	341	299	319	277
Second-year students	246	174	242	204
Second-year students completing	219	167	215	155
Completers with technical endorsement	138	86	175	94

Other Career-Related Programs

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

"New Vision"	56	0	65	0
Participated 1 yr of a CTE Program	17	41	9	27
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

2014-15 This BOCES	2015-16 This BOCES	2015-16 State Avg.
$9,284	$9,794	$9,611
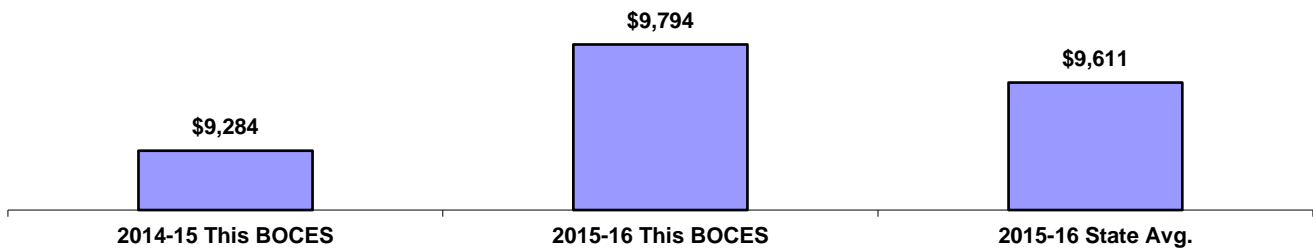
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

2013-14 %	2014-15 %	2015-16%
0.0	0.0	0.0
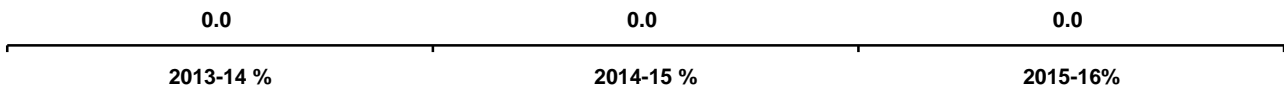
* Data Include General Education and Students with Disabilities. *Data Source: Data Not Available*

CTE Student Performance on Perkins Indicators
Who Left School in 2015

Data Source: SIRS

■State Performance Target ■All CTE Students □Students w/Disabilities

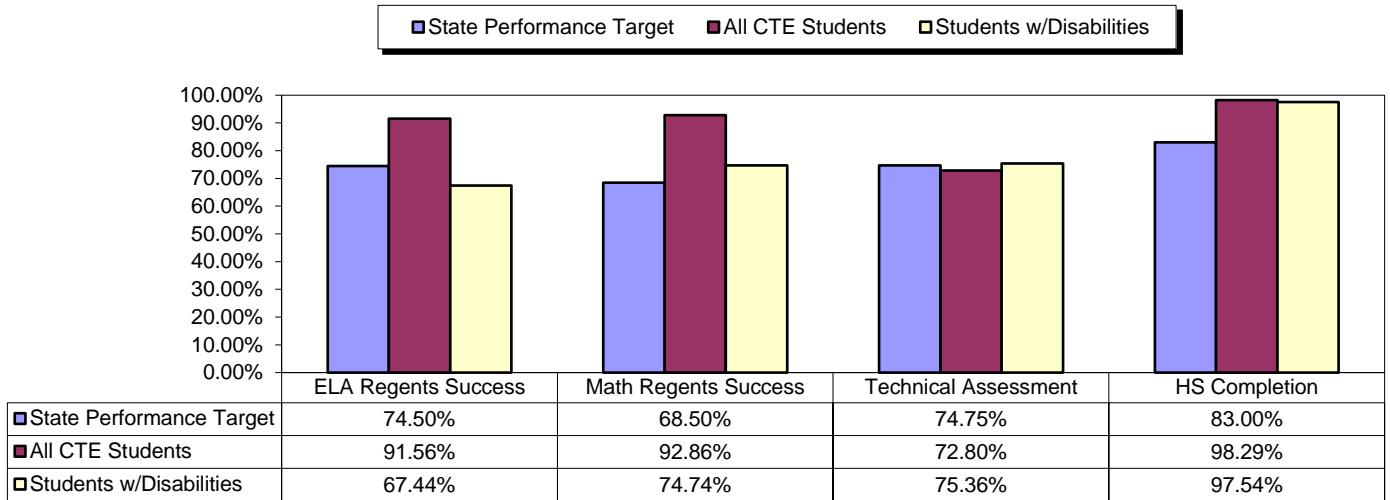|	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■State Performance Target	74.50%	68.50%	74.75%	83.00%
■All CTE Students	91.56%	92.86%	72.80%	98.29%
□Students w/Disabilities	67.44%	74.74%	75.36%	97.54%

Status of Career and Technical Education (CTE) Students
2015 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/RptCardsFinal16-170412116.pdf

Total Placement

This BOCES	State Target
87.93%	91%

■2013-2014 All Graduates (General Education and Students with Disabilities) □2013-2014 Students with Disabilities
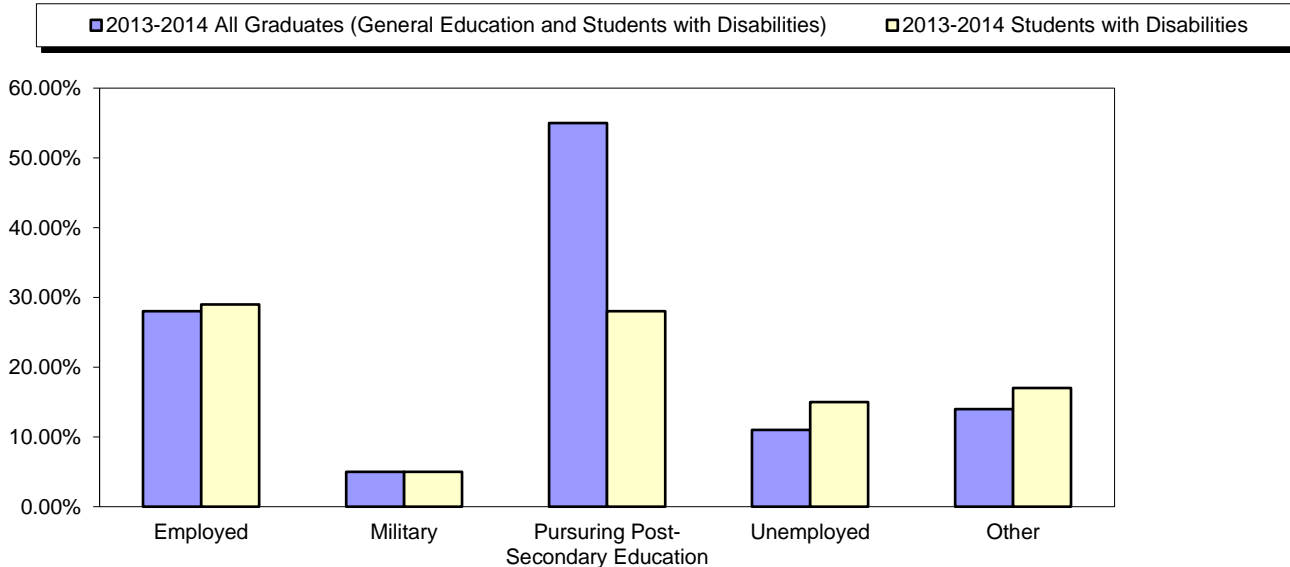
General Education Development Leading to (GED)
For CTE Students Age 16-18
2015-2016

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.

Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full-day
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.
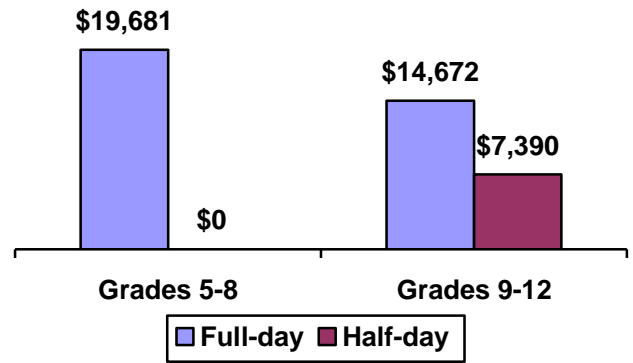
Alternative Education Program Enrollment
June 30, 2016
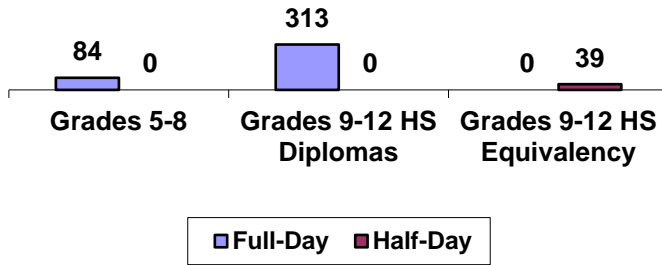
2015-2016 Per Student Tuition

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:	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	41	0	90	0	12	0
Remained in the BOCES program	35	0	147	0	1	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	10	0	0	0
Received high school diplomas			40	0		

Alternative Education State Testing Program
2015-2016 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	0	2	3	5	0.00%	40.00%	60.00%
Geometry	0	0	1	1	0.00%	0.00%	100.00%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	6	15	55	76	7.89%	19.74%	72.37%
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	9	11	38	58	15.52%	18.97%	65.52%
Global History and Geography	39	27	32	98	39.80%	27.55%	32.65%
United States History and Government	11	6	23	40	27.50%	15.00%	57.50%

Alternative Education Performance of Students
2015-2016 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	0	0	0.0%	0.0%	0.0%
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	0	0	0.0%	0.0%	0.0%
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	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	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.	0	0	0	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 Count	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2014-15	173	--	--
Continuing Enrollment after 2014-15	2	1.16%	16.77%
Completed or Left During 2014-15	171	98.84%	78.3%
Left Prior to Completion During 2014-15	28	16.19%	16.4%
Completed by the End of 2014-15	143	82.66%	87.55%
Completed or Left During 2014-15 and Status Known	42	24.28%	66.73%
Completed/Left/Status Known and Successfully Placed*	33	19.08%	83.68%
Completed but Not seeking Employment	4	2.31%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	27	--	--
Under-Represented Gender Members Enrolled During 2014-15	0	--	--
Completed a Non-Traditional Program By the End of 2014-15	19	70.37%	79.23%
Under-Represented Gender Members Who Completed	0	0.0%	80.79%

* 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 2015-2016 was **443**.

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 2013-14	Enrollment 2014-15	Enrollment 2015-16	Educational Gain 2013-14	Percent	Educational Gain 2014-15	Percent	Educational Gain 2015-16	Percent
Adult Beginning/ Intermediate	392	314	328	232	59%	211	67.2%	205	62.5%
Adult Secondary (Low)	62	73	54	46	74%	63	86.3%	43	79.6%
ESOL	27	22	39	14	52%	15	68.2%	19	48.7%

Other Outcomes (2013-14 through 2015-16)

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 2013-14	Students with Goal 2014-15	Students with Goal 2015-16	Students Achieving Goal 2013-14	Percent	Students Achieving Goal 2014-15	Percent	Students Achieving Goal 2015-16	Percent
Entered employment	239	196	10	122	51%	108	55.1%	7	70%
Retained employment	121	168	3	75	61%	40	23.8%	2	67%
Obtained secondary or HS equivalency diploma	133	81	74	109	81%	64	79.0%	63	85%
Entered post-secondary education or training	109	65	67	82	75%	45	69.2%	46	68%

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:
- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
- o   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

	2013-14	2014-15	2015-16
8:1:1	475	509	571
12:1+1:3	9	7	6
6:1:1	36	38	43
12:1:1	235	224	230

Tuition Rates Per Student
2013-14 through 2015-16

	8:1:1	12:1+1:3	6:1:1	12:1:1
2013-14	$29,333	$42,225	$47,357	$20,927
2014-15	$31,776	$44,597	$47,763	$22,138
2015-16	$33,137	$46,733	$50,055	$23,011
2015-16 State Average	$38,122	$42,165	$42,799	$29,745
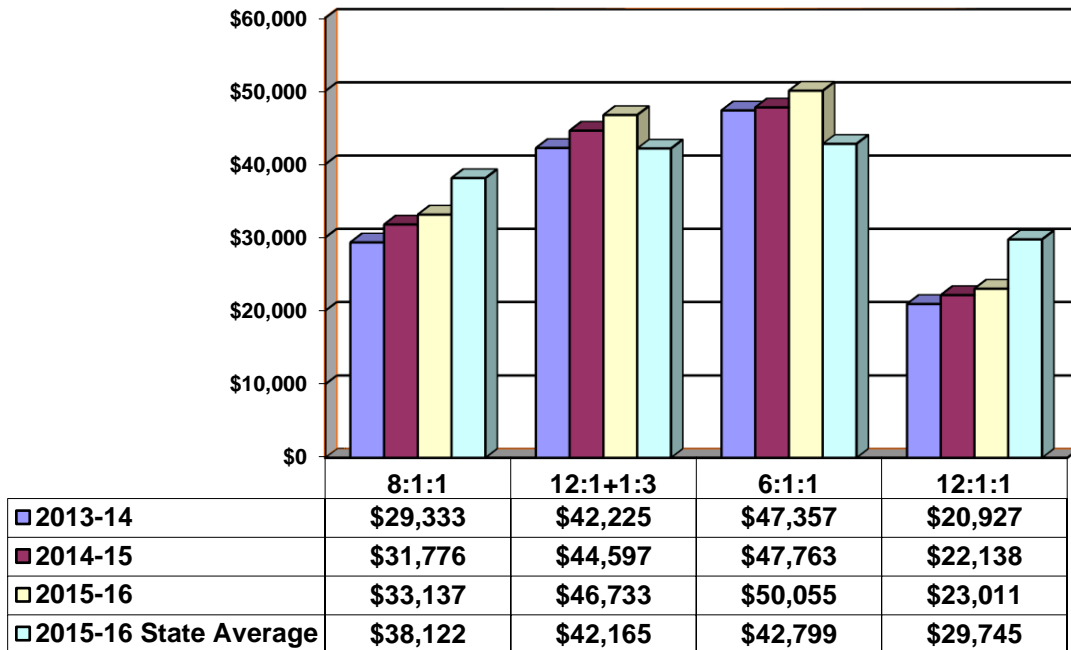
Special Education State Testing Program
2015-2016 School Year

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	21	1	2	0	24	12.50%	8.00%	0
Grade 4 English Language Arts	14	4	0	1	19	26.32%	5.00%	0
Grade 5 English Language Arts	15	0	0	0	15	0.00%	0.00%	1
Grade 6 English Language Arts	17	4	0	0	21	19.05%	0.00%	1
Grade 7 English Language Arts	30	5	0	0	35	14.29%	0.00%	1
Grade 8 English Language Arts	28	4	2	0	34	17.65%	6.00%	4
Grade 3 Mathematics	18	3	1	1	23	21.4%	9.00%	1
Grade 4 Mathematics	16	1	1	1	19	15.79%	11.00%	0
Grade 5 Mathematics	16	0	0	1	16	5.88%	6.00%	0
Grade 6 Mathematics	18	3	0	0	21	14.29%	0.00%	0
Grade 7 Mathematics	30	2	1	0	33	9.09%	3.00%	3
Grade 8 Mathematics	27	3	3	0	33	18.18%	9.00%	2

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.)
2015-2016 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	4	2	1	7	57.14%	28.57%	14.29%
Geometry	2	0	2	4	50.00%	0.00%	50.00%
Algebra 2/ Trigonometry	0	0	0	0	0.00%	0.00%	0.00%
Living Environment	13	9	14	36	36.11%	25.00%	38.89%
Physical Setting/ Earth Science	0	0	2	2	0.00%	0.00%	100.00%
Physical Setting/ Chemistry	0	0	0	0	0.00%	0.00%	0.00%
Physical Setting/ Physics	0	0	0	0	0.00%	0.00%	0.00%
Comprehensive French	0	0	0	0	0.00%	0.00%	0.00%
Comprehensive Italian	0	0	0	0	0.00%	0.00%	0.00%
Comprehensive Spanish	0	0	0	0	0.00%	0.00%	0.00%
Comprehensive Exam in English	30	4	15	49	61.22%	8.16%	30.61%
Global History and Geography	52	11	7	70	74.29%	15.71%	10.00%
United States History and Government	22	9	13	44	50.00%	20.45%	29.55%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2015-2016 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	6	2	9	100.00%	89.00%	0
Grade 4 English Language Arts	0	0	11	2	13	100.00%	100.00%	0
Grade 5 English Language Arts	0	1	14	5	20	0.00%	95.00%	0
Grade 6 English Language Arts	0	4	9	1	14	100.00%	71.00%	0
Grade 7 English Language Arts	3	2	13	8	26	88.46%	81.00%	0
Grade 8 English Language Arts	3	0	23	12	38	92.11%	92.00%	0
High School English Language Arts	0	3	21	3	27	100.00%	89.00%	0
Grade 3 Mathematics	0	1	7	1	9	100.00%	89.00%	0
Grade 4 Mathematics	0	1	9	3	13	100.00%	89.00%	0
Grade 5 Mathematics	0	1	13	6	20	100.00%	92.00%	0
Grade 6 Mathematics	1	4	4	5	14	100.00%	0.00%	0
Grade 7 Mathematics	3	4	16	3	26	92.86%	64.00%	0
Grade 8 Mathematics	5	4	18	11	38	88.46%	73.00%	0
High School Mathematics	0	2	15	10	27	10.53%	47.37%	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 2015-2016 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	24	19	2009	2376	0	0	245	95	0	0
Data-Driven Instruction	0	5	0	104	0	0	0	2	0	0
Lead Evaluator Training	9	4	0	0	0	0	0	153	0	0
Principal Evaluator Training	0	5	0	0	0	0	8	33	0	0
Integrating Technology into Curricula & Instruction	18	17	124	629	0	0	18	38	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	15	15	236	878	0	0	18	70	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	24	19	2009	2376	0	0	245	95	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	18	18	298	42	0	0	7	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	18	18	298	42	0	0	7	0	0	0
(SE-SIS) Special Education School Improvement Specialist	0	2	6	54	0	0	3	5	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	9	4	0	6	0	0	0	10	0	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	9	4	0	6	0	0	0	10	0	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	24	19	2009	2376	0	0	245	95	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.)	24	19	2009	2376	0	0	245	95	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	14	11	142	0	0	0	7	12	0	0

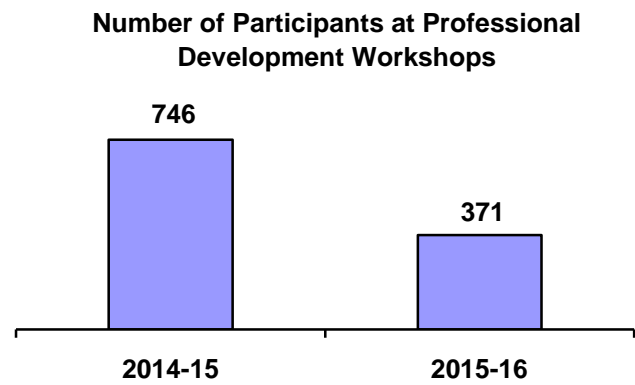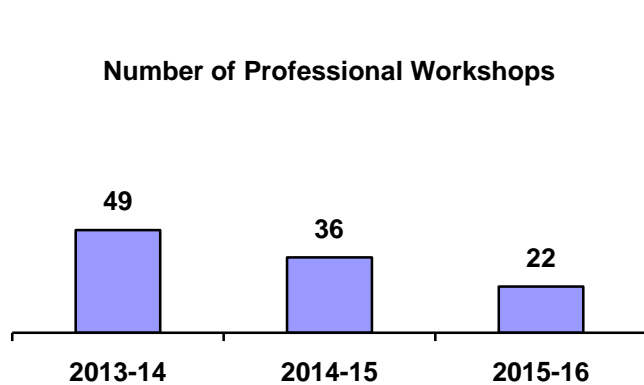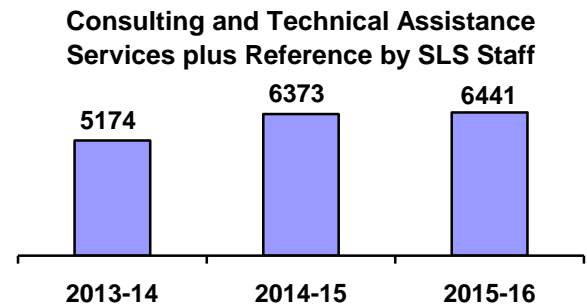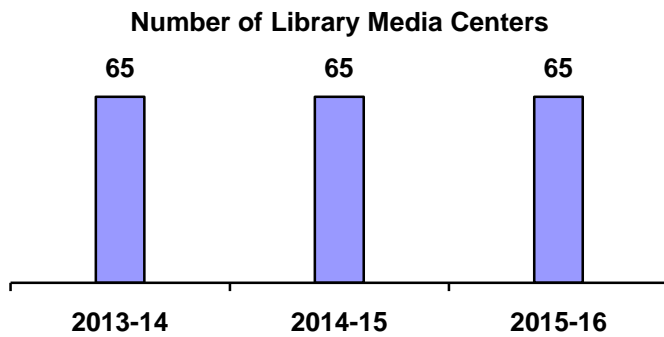# Technology Services
2015-2016 School Year

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	25,158	X	
Instructional Computing	27/na	2	n/a	X	
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	11/4,963	4	21,347	X	
LAN Installation/Support	0/0	0	0		X
Distributed Process Technicians	0/0	0	0		X
Guidance Information	14/n/a	1	n/a	X	
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	14/6,720	4	29,123	X	
Model Schools	18/n/a	3	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*

Number of Library Media Centers

2013-14	2014-15	2015-16
65	65	65

Consulting and Technical Assistance Services plus Reference by SLS Staff

2013-14	2014-15	2015-16
5174	6373	6441

Number of Professional Workshops

2013-14	2014-15	2015-16
49	36	22

Number of Participants at Professional Development Workshops

2014-15	2015-16
746	371

2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…………………………………………………………$ 2,986,344.44

Capital Expenses……………………………………………………….…… $ 1,701,266.67

Total Program Expenses……………………………………………….…… $ 99,168,211.72

Total Expenses…………………………………………………………………$ 103,855,822.83