

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
- 2006-2007 Expenses

2006-2007

**Questar III BOCES
Board of Cooperative Educational Services
2006-2007 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
- Regents Examinations



Questar III BOCES
499000000

Component and non-component Districts

- Averill Park Central School District
- Berkshire Union Free School District
- Berlin Central School District
- Brunswick (Brittonkill) Central School District
- Catskill Central School District
- Chatham Central School District
- Coxsackie-Athens Central School District
- East Greenbush Central School District
- Germantown Central School District
- Greenville Central School District
- Hoosic Valley Central School District
- Hoosick Falls Central School District*
- Hudson Central School District
- Ichabod Crane (Kinderhook) Central School District
- Lansingburgh Central School District
- New Lebanon Central School District
- North Greenbush Central School District
- Rensselaer Central School District
- Schodack Central School District
- Taconic Hills Central School District
- The Enlarged City School District of Troy
- Wynantskill Union Free School District

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. *Data Source: BOCES Survey*

Number of 11th/12th 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
2005-06	2005-06	2006-07	2006-07
335	177	325	178
142	78	145	87
135	66	142	85

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

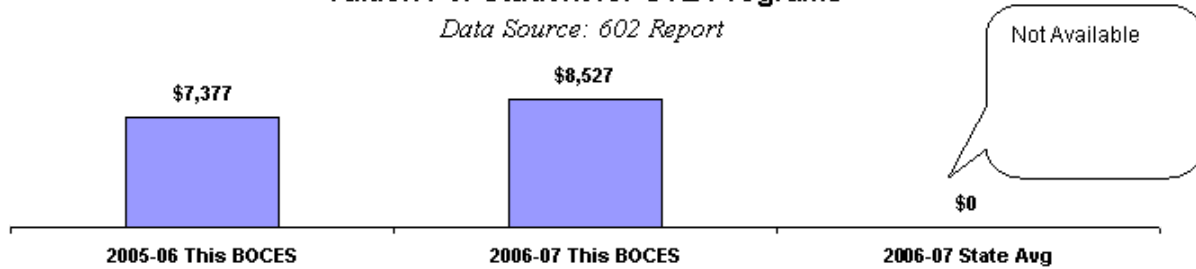
“New Vision”

Other one-year programs

35	1	36	1
0	0	0	0

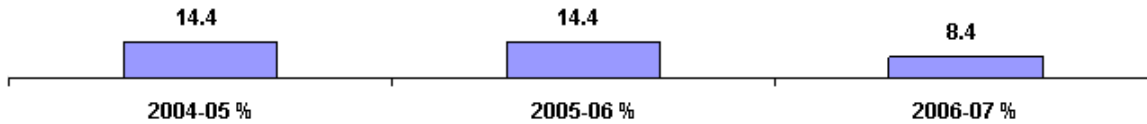
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

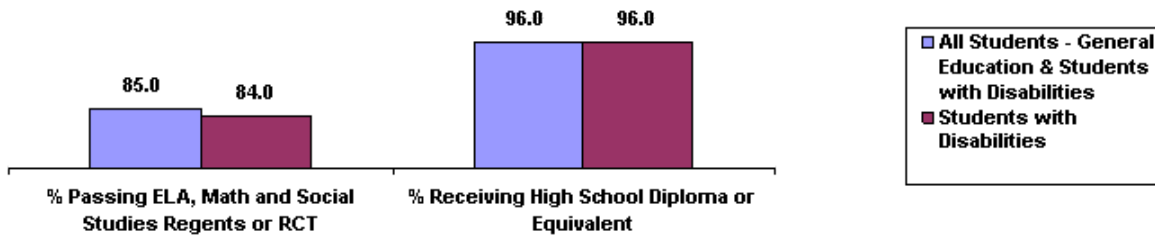
Data Source: BOCES Survey and Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2006

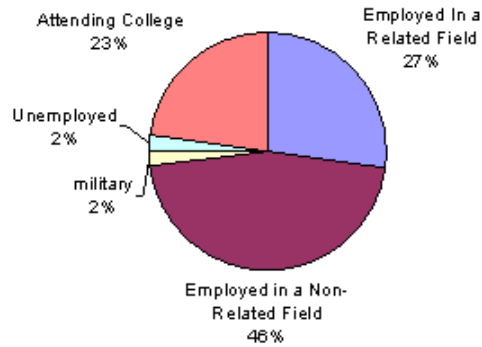
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) Data Source: CTEDS-2



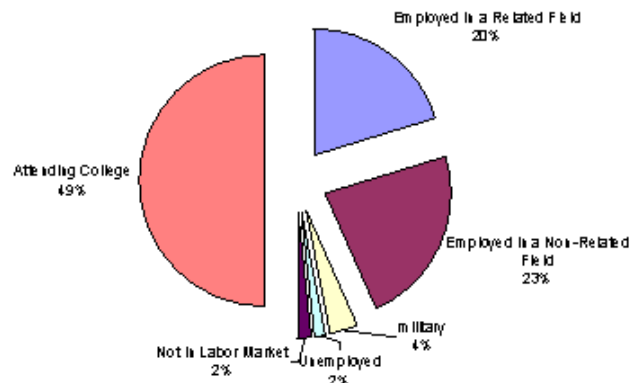
Status of Career and Technical Education (CTE) Students Who Graduated in 2006

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

**Status of Questar III CTE
2006 Graduates - Individuals with Disabilities**



**Status of Questar III CTE Graduates
Class of 2006
(n = 191 graduates)**



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. *Data Source: BOCES Survey*

Intermediate	656	561	532	167	25.4%	183	32.7%	161	30.1%
Adult Secondary (Low)	84	56	65	6	7.1%	15	26.8%	15	23.1%
ESOL	166	145	160	76	45.6%	64	43.9%	70	43.7%

Other Outcomes (2003-04 through 2006-07)

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					
	2004-05	2005-06	2006-07	2004-05		2005-06		2006-07	
					Percent		Percent		Percent
Entered employment *	206	193	191	80	38.8%	99	51.2%	94	67.6%
Retained employment *	177	161	141	76	42.9%	88	54.7%	86	91.4%
Obtained a secondary or high school equivalency diploma	294	200	156	160	54.4%	158	79%	114	75%
Entered post-secondary education or training	268	199	152	40	14.9%	125	62.8%	101	77%

- This data is NOT being collected and used by the state for FY '06-'07 due to continued data migration issues. See quote below:

"Let me first put your mind to ease, the Employment outcomes, specifically Obtain a Job, Retain Employment and/or Improve Employment will not be used in the FY06/07 NYS Report Cards." *Rosemary I. Matt NRS Liaison for NYS Literacy Assistance Center*

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)

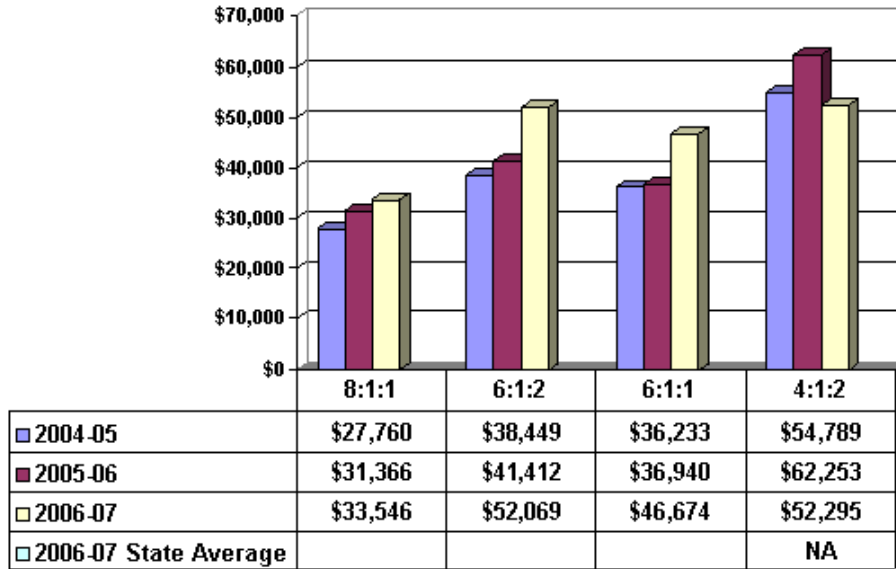
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2004-05	2005-06	2006-07
8:1:1	120	114	123
6:1:2	160	148	141
6:1:1	18	16	16
4:1:2	8	8	10

Tuition Rates Per Student 2004-05 through 2006-07



State Testing Program 2006-2007 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	225	572	1562	259	2618	91.41%	69.56%	0
Grade 4 English Language Arts	196	651	1650	212	2709	92.76%	68.73%	0
Grade 5 English Language Arts	131	695	1773	169	2768	95.27%	70.16%	0
Grade 6 English Language Arts	67	867	1693	259	2886	97.68%	67.64%	0
Grade 7 English Language Arts	182	1134	1610	165	3091	94.11%	57.42%	0
Grade 8 English Language Arts	137	1108	1607	142	2994	95.42%	58.42%	0

English Language Arts	0	1	7	13	21	100%	95.38%	0
Grade 7 English Language Arts	0	0	6	21	27	100%	100%	0
Grade 8 English Language Arts	0	3	1	18	22	100%	86.36%	0
High School English Language Arts	0	5	12	33	50	100%	90%	0
Grade 3 Mathematics	0	2	5	11	18	100%	88.89%	0
Grade 4 Mathematics	1	3	2	10	16	93.75%	75%	0
Grade 5 Mathematics	1	1	5	10	17	94.12%	88.24%	0
Grade 6 Mathematics	0	1	9	11	21	100%	95.24%	0
Grade 7 Mathematics	0	2	8	17	27	100%	92.59%	0
Grade 8 Mathematics	1	1	8	12	22	95.45%	90.9%	0
High School Mathematics	2	4	11	33	50	96%	88%	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.



Professional Development 2006-2007 School Year

Data Source: BOCES Survey

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	0	0	0	0	0
District Based Educational Planning	0	0	0	0	0
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	36	628	1	2	1
Data Management and Analysis	0	0	0	0	0
Integrating Technology into Curricula & Instruction	16	641	0	15	36
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0

Middle Level Education Academic and Youth Development	0	0	0	0	0
Career and Technical Education	0	0	0	0	0
Instructional Strategies	42	1369	35	168	104
Parent Training	1	0	0	0	50
Special Education Issues	12	87	8	33	27
Leadership Training	7	0	24	0	2
Special Education Training Resource Center (SETRC)	6	402	98	4	67
Other	36	738	21	148	390



Technology Services 2006-2007 School Year

Data Source: BOCES Survey

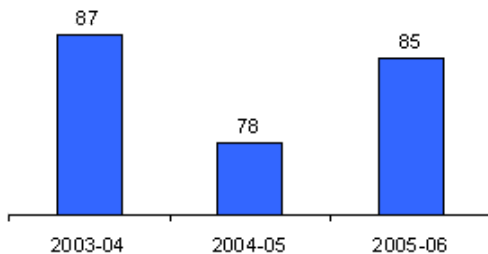
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	4	98	423
Instructional Computing	0	0	0
Computer/Audio Visual Repair	5	3300	
Library Automation/Software	6	1105	10434
LAN Installation/Support	7	450	10000
Distributed Process Technicians	4	55	8000
Guidance Information	0	0	0
Administrative Computer Services	0	0	
Administrative Training	26	50	



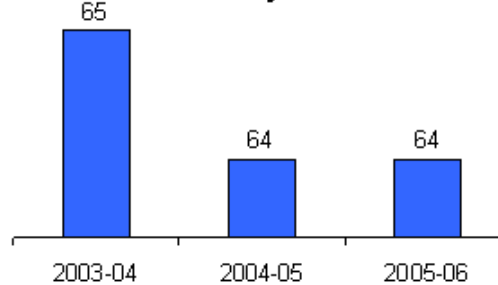
School Library Systems (SLS)

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.

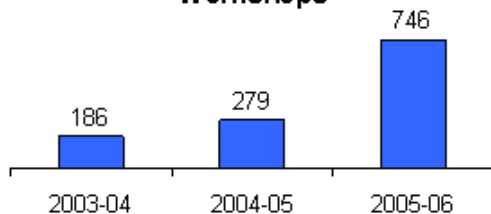
Number of Library Media Centers



Novel Ready Libraries



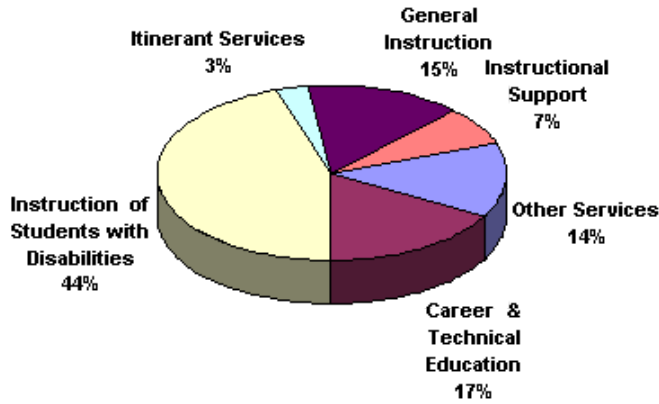
Number of Participants at Professional Development Workshops



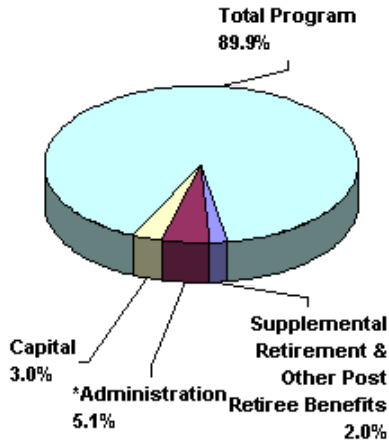
2006-2007 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$ 2,080,048.00
Supplemental Retirement & Other Post Retirement Benefits.....	824,900.00
Capital Expenses.....	1,251,736.00
Total Program Expenses.....	\$ 36,885,856.00



Total Expenses.....	\$ 41,042,540.00
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*Excludes Supplemental & Other Post Retirement Benefits