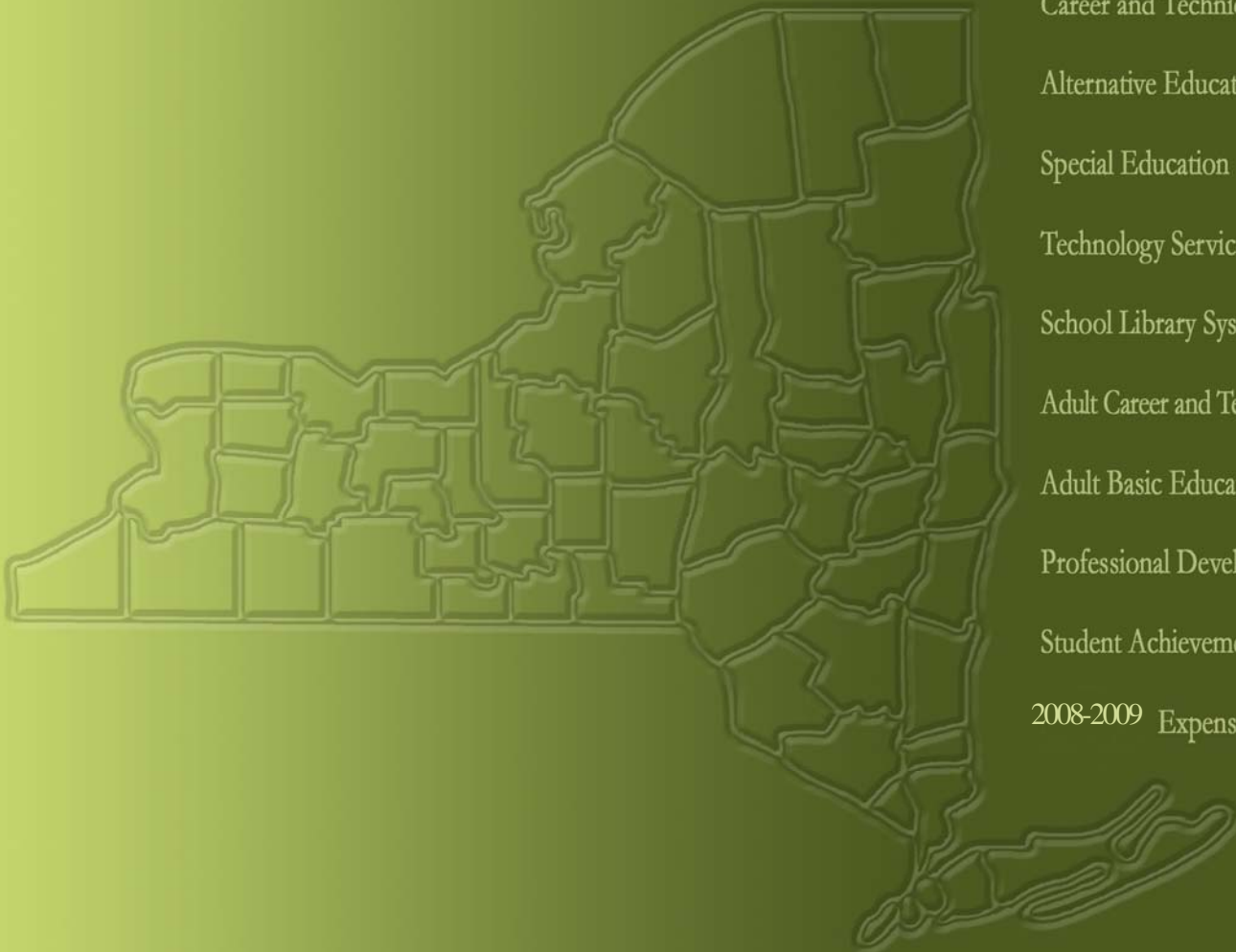


BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**



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

2008-2009 Expenses

**2008-2009**

**Questar III BOCES**

**Questar III BOCES  
Board of Cooperative Educational Services  
2008-2009  
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>2007-2008 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

**Questar III BOCES**  
**499000000**

**Component Districts**

- Averill Park CSD
- Berkshire UFSD
- Berlin CSD
- Brunswick CSD
- Cairo-Durham CSD
- Catskill CSD
- Chatham CSD
- Coxsackie-Athens CSD
- East Greenbush CSD
- Germantown CSD
- Greenville CSD
- Hoosic Valley CSD
- Hoosick Falls CSD
- Hudson City SD
- Ichabod Crane CSD
- Lansingburgh CSD
- New Lebanon CSD
- North Greenbush Common SD
- Rensselaer City SD
- Schodack CSD
- Taconic Hills CSD
- Troy City SD
- Wynantskill UFSD

## 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
	2007-08	2007-08	2008-09	2008-09
	<b>269</b>	<b>224</b>	<b>387</b>	<b>250</b>
	<b>186</b>	<b>55</b>	<b>202</b>	<b>113</b>
	<b>177</b>	<b>53</b>	<b>191</b>	<b>96</b>

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

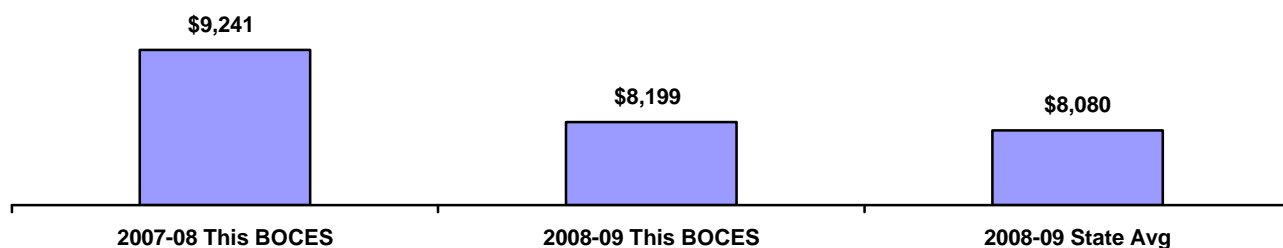
“New Vision” .....

Other one-year programs .....

	<b>48</b>	<b>0</b>	<b>50</b>	<b>0</b>
	<b>12</b>	<b>2</b>	<b>12</b>	<b>4</b>

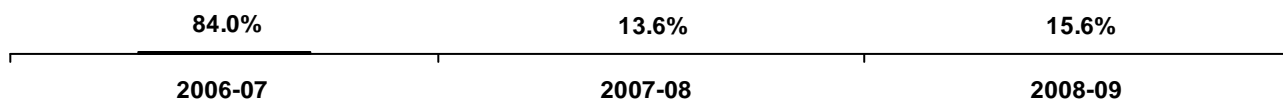
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

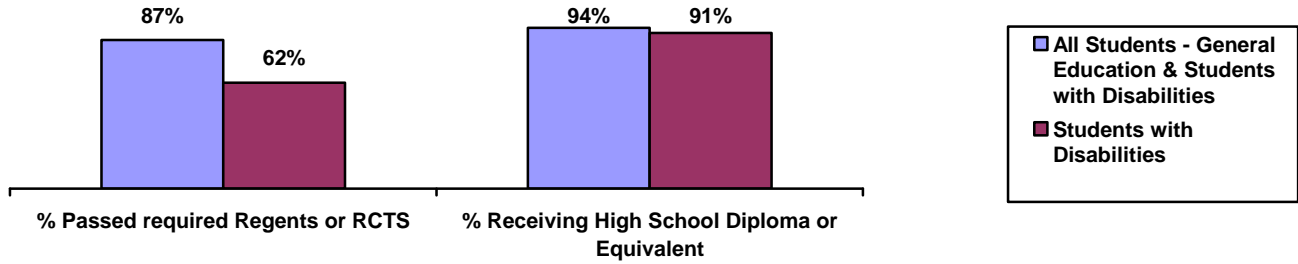
*Data Source: Basic Education Data System*



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

## Performance of Career & Technical Education (CTE) Students Who Graduated in 2008

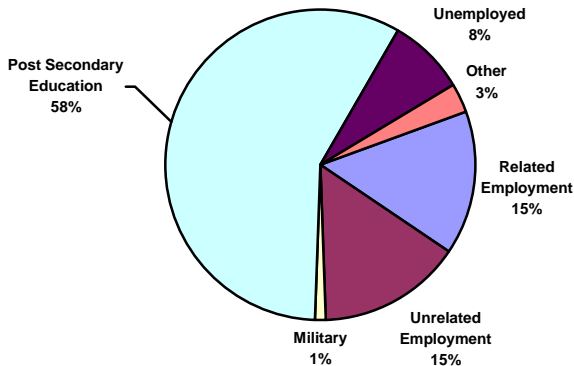
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



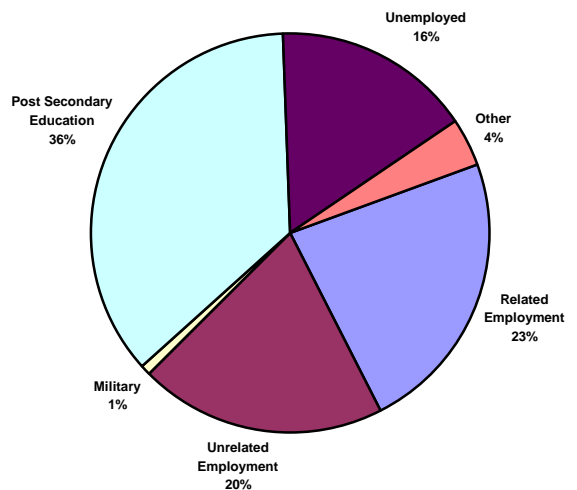
## Status of Career and Technical Education (CTE) Students Who Graduated in 2008

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)**

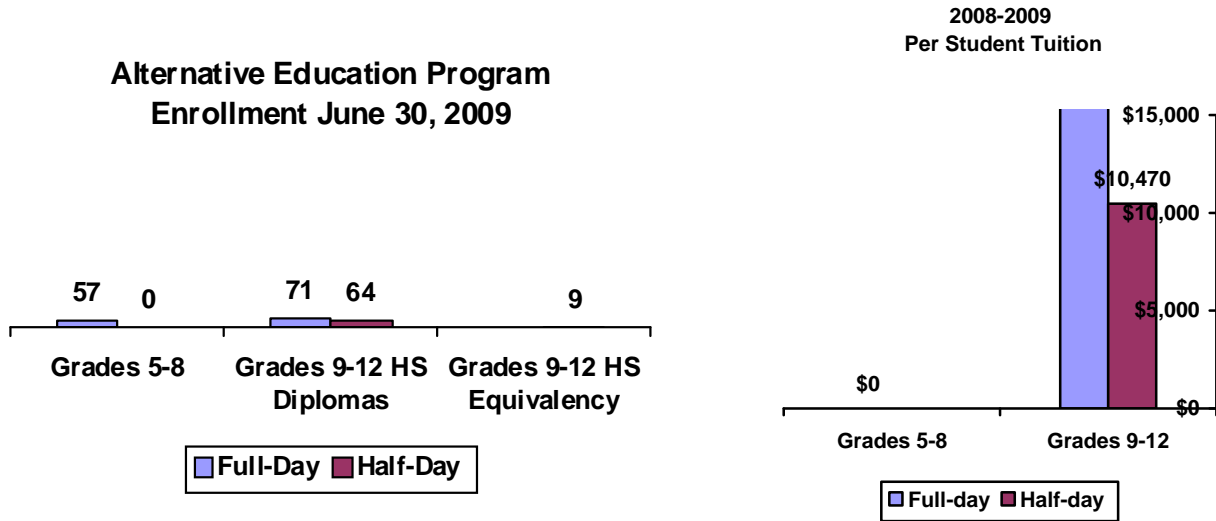


**Students with Disabilities**



## 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:.....	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 .....			26	0	0	0
remained in the BOCES program .....			26	29	0	0
left the program and did not enter another district or BOCES program (dropouts) .....			6	2	0	0
are waiting for GED exam results .....					0	0
received high school diplomas .....			13	33		
received high school equivalency diplomas ...					0	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: Adult Allies*

	This BOCES		Statewide Average
	Count	Percentage	Percentage
<b>2007-08 Adult CTE Program Results</b>			
All CTE Programs			
Enrolled during 2007-08	131		
Continuing Enrollment after 2007-08	2	1.5%	11.9%
Completed or Left during 2007-08	129	98.5%	87.9%
Left Prior to Completion during 2007-08	34	26.4%	19.3%
Completed by the end of 2007-08	95	73.6%	80.7%
Completed or Left during 2007-08 and Status Known	71	55%	67.8%
Completed/Left /Status Known and Successfully Placed*	71	100%	84.2%
Non-Traditional Programs			
Enrolled in Non-Traditional Programs during 2007-08	131		
Under-Represented Gender Members Enrolled during 2007-08	9		
Completed a Non-Traditional Program by end of 2007-08	95	72.5%	72.2%
Under-Represented Gender Members Who Completed	7	77.8%	67.6%

\* 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 2008-2009 was 651.

### 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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Adult Beginning/Intermediate	532	466	437	161	30.1%	151	46%	171	39%
Adult Secondary (Low)	65	48	38	15	23.1%	48	51%	15	39%
ESOL	160	182	176	70	43.7%	99	64.*%	109	62%

### Other Outcomes (2006-07 through 2008-09)

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Entered employment	191	108	125	94	67.6%	60	55%	70	56.8%
Retained employment	141	102	127	86	91.4%	54	52%	79	62%

Obtained a secondary or high school equivalency diploma	156	163	125	114	75%	138	84%	117	93%
Entered post-secondary education or training	152	143	132	101	77%	105	73%	113	85%

### 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:

- 8 students per teacher plus one paraprofessional (8:1:1)
- 6 students per teacher plus one paraprofessional (6:1:2)
- 6 students per teacher plus four paraprofessionals (6:1:1)
- 4 students per teacher plus 1 paraprofessional (4:1:2)

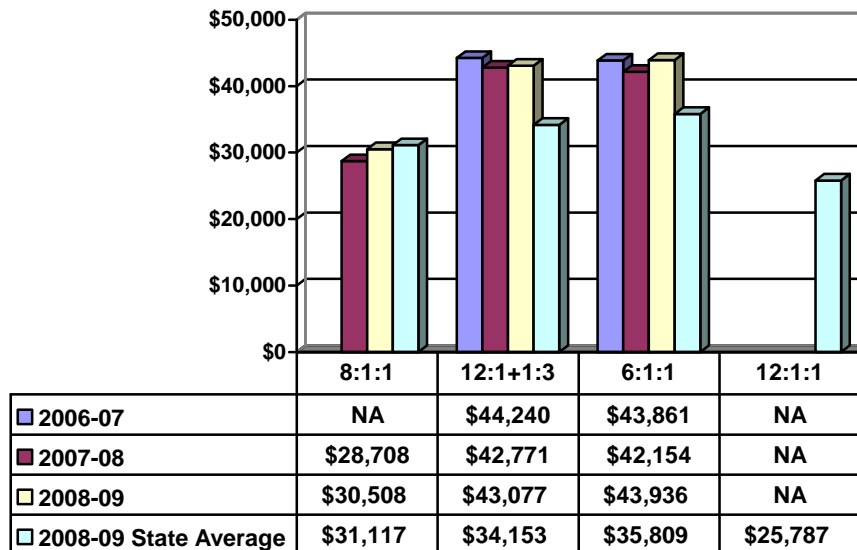
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2006-07	2007-08	2008-09
8:1:1	123	114	41
6:1:2	141	148	12
6:1:1	16	6	187
4:1:2	10	8	17

### Tuition Rates Per Student 2006-07 through 2008-09





## State Testing Program 2008-2009 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	166	533	1683	233	2615	94%	73%	
Grade 4 English Language Arts	127	525	1756	144	2552	95%	74%	
Grade 5 English Language Arts	13	382	1848	357	2600	99%	85%	
Grade 6 English Language Arts	5	498	1995	252	2750	99%	82%	
Grade 7 English Language Arts	6	402	2214	213	2835	99%	86%	
Grade 8 English Language Arts	48	847	1913	127	2935	98%	70%	
Grade 3 Mathematics	43	203	1803	570	2619	98%	91%	
Grade 4 Mathematics	124	267	1491	693	2575	95%	85%	
Grade 5 Mathematics	67	263	1499	782	2611	97%	87%	
Grade 6 Mathematics	110	363	1671	606	2750	96%	83%	
Grade 7 Mathematics	35	259	1742	806	2842	98%	90%	
Grade 8 Mathematics	123	437	1926	416	2902	96%	81%	

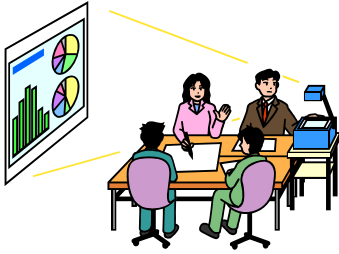
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards 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)  
2008-2009 School Year**

Data Source: nySTART

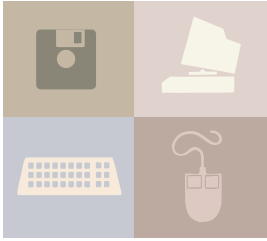
State Assessment	C of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	1	3	9	17	30	87%	97%	
Grade 4 English Language Arts	0	3	8	23	34	100%	91%	
Grade 5 English Language Arts	2	0	14	10	26	92%	92%	
Grade 6 English Language Arts	0	5	4	8	17	100%	71%	
Grade 7 English Language Arts	0	4	2	16	22	100%	82%	
Grade 8 English Language Arts	0	4	6	18	28	100%	86%	
High School English Language Arts	0	3	9	18	30	100%	90%	
Grade 3 Mathematics	0	6	10	14	30	100%	80%	
Grade 4 Mathematics	1	2	20	11	34	97%	91%	
Grade 5 Mathematics	0	1	16	9	26	100%	96%	
Grade 6 Mathematics	0	1	10	6	17	100%	94%	
Grade 7 Mathematics	2	2	11	7	22	91%	82%	
Grade 8 Mathematics	2	5	6	14	27	93%	74%	
High School Mathematics	0	2	17	11	30	100%	93%	

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 2008-2009 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	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.)	23	616	0	135	0
Data Management and Analysis	3	6	0	0	0
Integrating Technology into Curricula & Instruction	23	569	0	57	9
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	23	1691	61	432	365
Parent Training	7	0	0	0	25
Special Education Issues	29	733	38	103	87
Leadership Training	27	22	52	0	85
RSE-TASC (Formerly SETRC)	32	701	38	103	82
Other - Embedded Math	7				145 Days
Other - Embedded ELA/Literacy	4				178 Days



## Technology Services 2008-2009 School Year

<b>BOCES provides technology services to district and BOCES staff and students.</b>	<b>Districts</b>	<b>Professionals Teachers Administrators</b>	<b>Students</b>
<b>Distance Learning</b>	2	16	87
<b>Instructional Computing</b>	0	0	0
<b>Computer/Audio Visual Repair</b>	0	0	
<b>Library Automation/Software</b>	6	4077	7326
<b>LAN Installation/Support</b>	0	0	0
<b>Distributed Process Technicians</b>	0	0	0
<b>Guidance Information</b>	0	0	0
<b>Administrative Computer Services</b>	0	0	
<b>Administrative Training</b>	0	0	

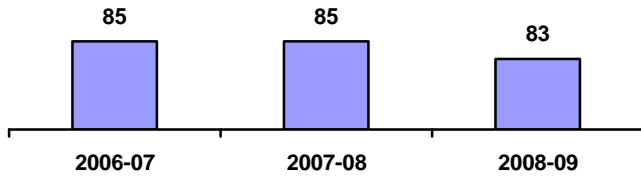


### School Library Systems (SLS)

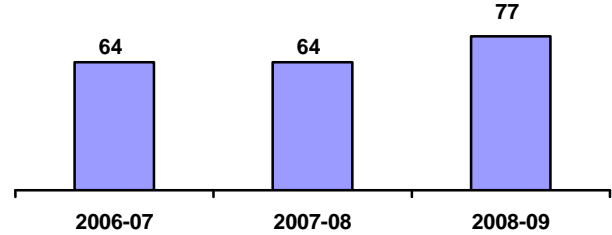
School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under 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*

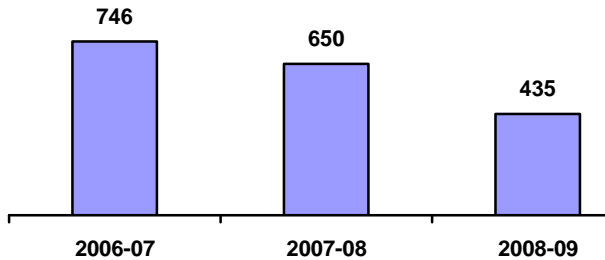
**Number of Library Media Centers**



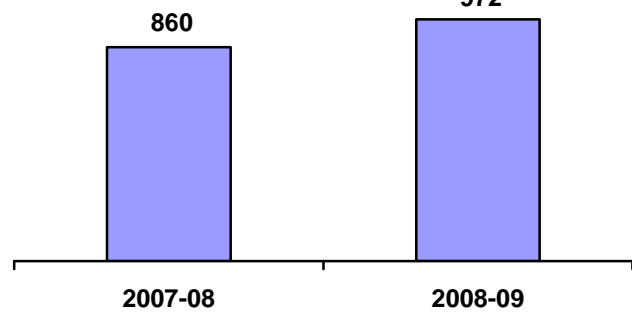
**NOVEL Ready Libraries**



**Number of Participants at Professional Development Workshops**



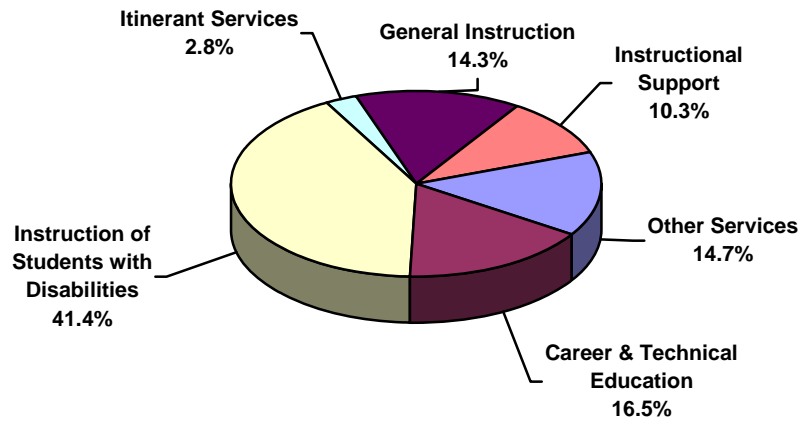
**Consulting Reference and Technical Assistance Services by SLS Staff**



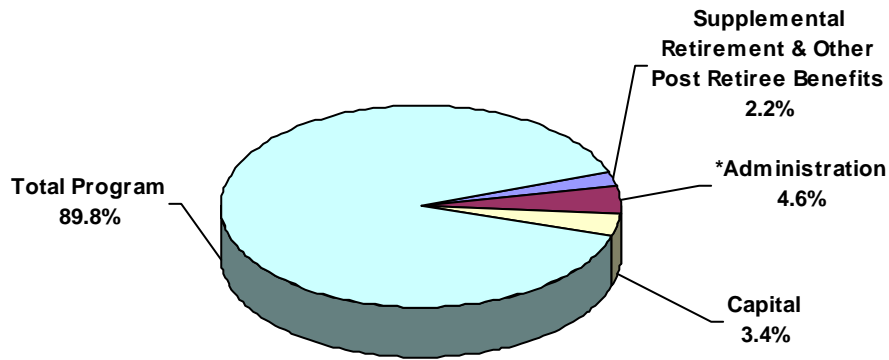
## 2008-2009 Expenses

*Data Source: SA111, schedule 2A*

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) .....	\$	2,324,967
Supplemental Retirement & Other Post Retirement Benefits.....	\$	1,106,300
Capital Expenses.....	\$	1,712,319
Total Program Expenses.....	\$	45,160,770



Total Expenses.....\$ 50,304,355



\*Excludes Supplemental & Other Post Retirement Benefits