BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

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Oswego County BOCES

Oswego County BOCES
Board of Cooperative Educational Services
2006-2007 Report Card

Table of Contents

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

Oswego County BOCES
4690

Component Districts

- Altmar Parish Williamstown CSD
- Central Square CSD
- Fulton City SD
- Hannibal CSD
- Mexico CSD
- Oswego City SD
- Phoenix CSD
- Pulaski CSD
- Sandy Creek CSD

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*

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	2005-06	2005-06	2006-07	2006-07
First-year students ………………………	95	34	74	34
Second-year students ……………………	25	8	29	4
Second-year students completing ………..	25	8	26	4

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

"New Vision" ……………………………	50	0	82	7
Other one-year programs ………………..	291	116	296	140

Tuition Per Student for CTE Programs
Data Source: 602 Report

$7,134	$7,484	
2005-06 This BOCES	2006-07 This BOCES	2006-07 State Avg
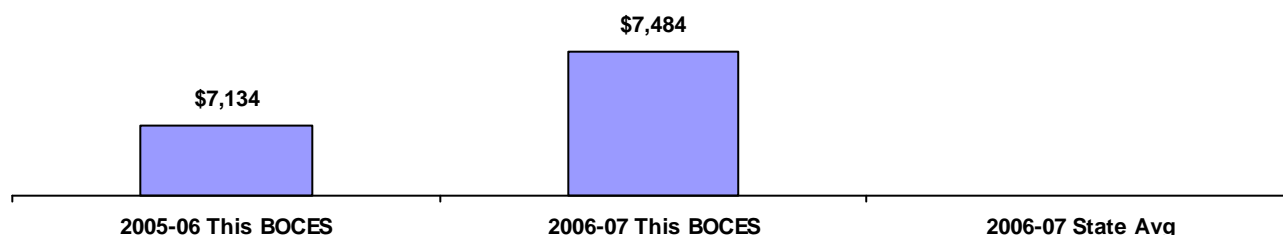
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: BOCES Survey and Basic Education Data System

19.0	17.4	18.4
2004-05 %	2005-06 %	2006-07 %
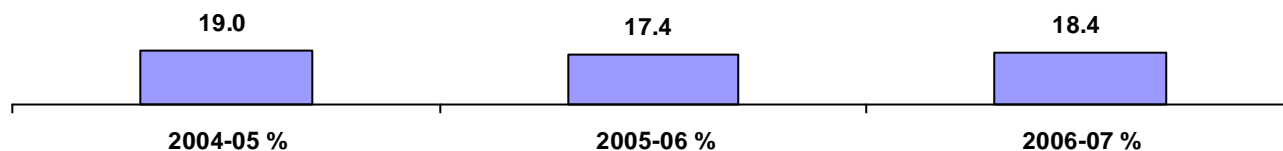
* Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2006
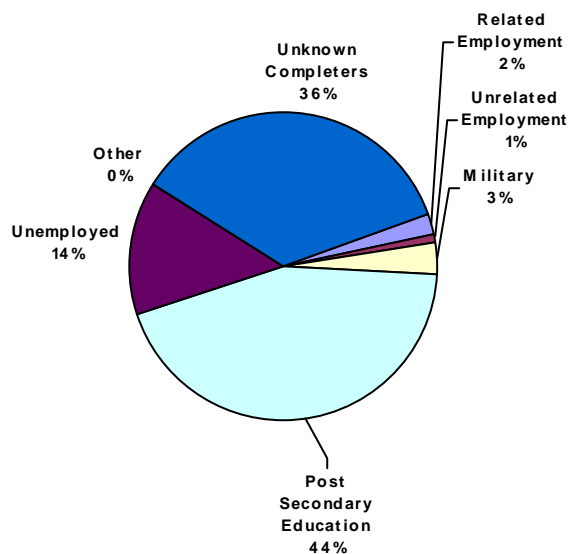
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*

Chart:

- % Passing ELA, Math and Social Studies Regents or RCT: 74.4 (All Students), 18.8 (Students with Disabilities)
- % Receiving High School Diploma or Equivalent: 74.4 (All Students), 18.8 (Students with Disabilities)

Legend:
- All Students - General Education & Students with Disabilities
- Students with Disabilities
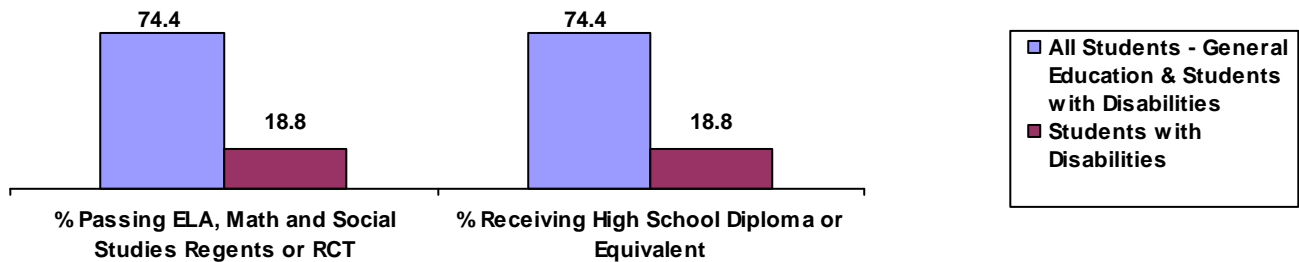
Status of Career and Technical Education (CTE) Students Who Graduated in 2006

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*

All Graduates (General Education and Students with Disabilities)

- Unknown Completers 36%
- Related Employment 2%
- Unrelated Employment 1%
- Military 3%
- Other 0%
- Unemployed 14%
- Post Secondary Education 44%

Students with Disabilities

- Unknown Completers 47%
- Related Employment 2%
- Unrelated Employment 2%
- Military 4%
- Other 0%
- Unemployed 23%
- Post Secondary Education 22%

Alternative Education

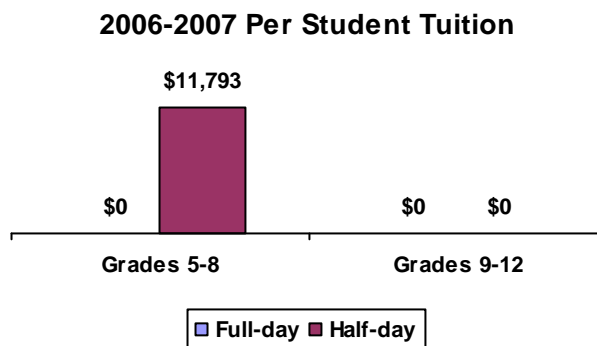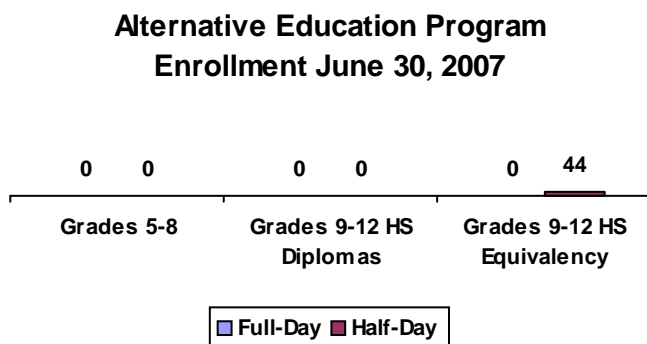BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report 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*

Alternative Education Program Enrollment June 30, 2007

0 0	0 0	0 **44**
Grades 5-8	Grades 9-12 HS Diplomas	Grades 9-12 HS Equivalency

☐ Full-Day ■ Half-Day

2006-2007 Per Student Tuition

$11,793

$0	$0 $0
Grades 5-8	Grades 9-12

☐ Full-day ■ Half-day

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. *Data Source: BOCES Survey*

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 ………...	0	0	0	0	0	0
remained in the BOCES program ………...….	0	0	0	0	0	19
left the program and did not enter another district or BOCES program (dropouts) ……...	0	0	0	0	0	17
are waiting for GED exam results …….….…					0	3
received high school diplomas ……………...			0	0		
received high school equivalency diplomas …					0	5

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: CTEDS 2- Adult*

	This BOCES		Statewide Average
2005-06 Adult CTE Program Results	**Count**	**Percentage**	**Percentage**
All CTE Programs			
Number Enrolled	281		
Number who Left Prior to Completion	49	17.4%	Not available
Number who Completed	230	81.8%	Not available
Completed and Status Known	98	42.6%	Not available
Completed and were Successfully Placed*	90	91.8%	Not available
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	13	4.6%	Not available
Under-Represented Gender Members Who Completed	12	5.2%	Not available

* 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 2006-2007 was 238.

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					
	2004-05	2005-06	2006-07	2004-05		2005-06		2006-07	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	302	260	195	302	36.4%	260	36.3%	78	40.0%
Adult Secondary (Low)	19	24	21	19	42.1%	24	33.3%	7	33.3%
ESOL	0	0	8	0	0.0%	0	0.0%	4	50.0%

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	118	83	62	33	75.0%	20	60.6%	13	68.0%
Retained employment	118	83	1	6	66.7%	0	0.0%	0	0.0%
Obtained a secondary or high school equivalency diploma	73	58	40	64	88.9%	44	84.6%	32	84.0%
Entered post-secondary education or training	44	36	42	13	50.0%	16	53.3%	23	65.0%

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)
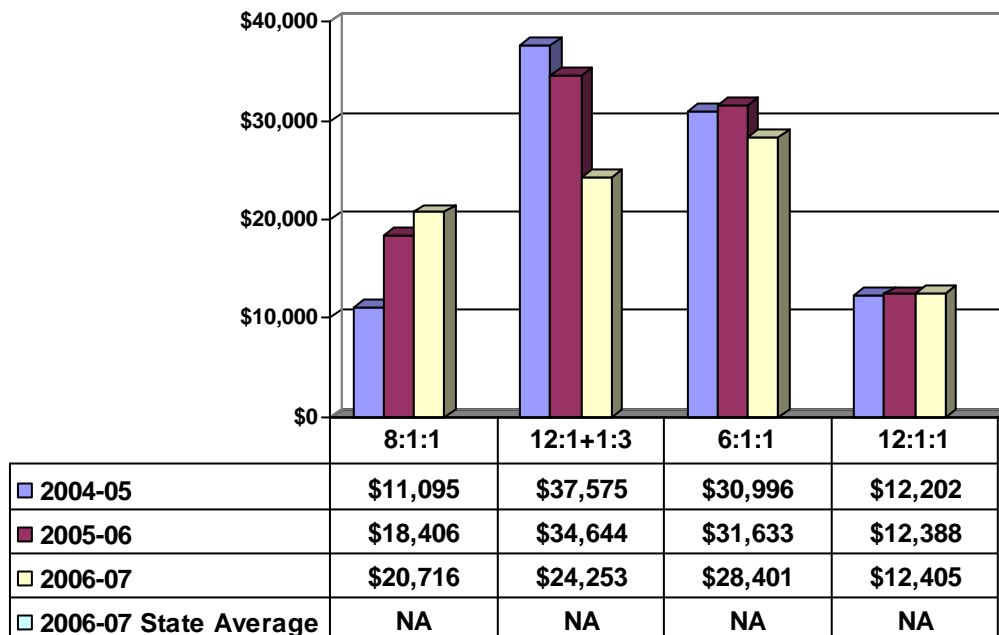- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2004-05	2005-06	2006-07
8:1:1	7	7	21
12:1+1:3	38	38	37
6:1:1	107	103	101
12:1:1	296	290	298

Tuition Rates Per Student
2004-05 through 2006-07

	8:1:1	12:1+1:3	6:1:1	12:1:1
2004-05	$11,095	$37,575	$30,996	$12,202
2005-06	$18,406	$34,644	$31,633	$12,388
2006-07	$20,716	$24,253	$28,401	$12,405
2006-07 State Average	NA	NA	NA	NA

State Testing Program
2006-2007 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: nySTART

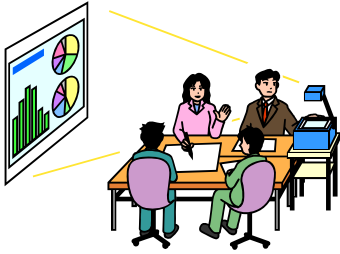| State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	4	4	2	0	10	60.0%	20.0%	0
Grade 4 English Language Arts	9	2	1	0	12	25.0%	8.0%	0
Grade 5 English Language Arts	3	3	1	0	7	57.0%	14.0%	0
Grade 6 English Language Arts	5	6	1	0	12	58.0%	8.0%	0
Grade 7 English Language Arts	6	7	0	0	13	54.0%	0.0%	0
Grade 8 English Language Arts	13	5	1	0	19	32.0%	5.0%	0
Grade 3 Mathematics	4	2	6	1	13	54.0%	8.0%	0
Grade 4 Mathematics	11	1	1	0	13	8.0%	0.0%	0
Grade 5 Mathematics	6	2	0	0	8	0.0%	0.0%	0
Grade 6 Mathematics	6	2	3	0	11	27.0%	0.0%	0
Grade 7 Mathematics	9	3	1	0	13	8.0%	0.0%	0
Grade 8 Mathematics	11	6	0	0	17	0.0%	0.0%	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.

Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2006-2007 School Year

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	0	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	0	0	1	1	2	100.0%	100.0%	0
Grade 5 English Language Arts	1	0	1	3	5	80.0%	80.0%	0
Grade 6 English Language Arts	1	1	0	0	2	50.0%	0.0%	0
Grade 7 English Language Arts	0	2	1	3	6	100.0%	67.0%	0
Grade 8 English Language Arts	0	0	0	1	1	100.0%	100.0%	0
High School English Language Arts	0	1	1	9	11	100.0%	91.0%	0
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	0	0	1	1	2	100.0%	100.0%	0
Grade 5 Mathematics	1	0	1	3	5	80.0%	80.0%	0
Grade 6 Mathematics	1	1	0	0	2	50.0%	0.0%	0
Grade 7 Mathematics	0	2	1	3	6	100.0%	67.0%	0
Grade 8 Mathematics	0	0	0	1	1	100.0%	100.0%	0
High School Mathematics	0	1	1	9	11	100.0%	91.0%	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	6	13	11	2	5
High School Graduation Requirements	6	48	5	2	7
Learning Standards (ELA, MST, etc.)	9	175	0	0	6
Data Management and Analysis	9	103	45	0	47
Integrating Technology into Curricula & Instruction	5	33	0	5	22
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	1	25	0	0	0
Instructional Strategies	9	2,955	65	17	238
Parent Training	0	0	0	0	0
Special Education Issues	8	306	9	51	0
Leadership Training	9	54	91	0	64
Special Education Training Resource Center (SETRC)	6	214	30	42	0
Other	5	47	0	0	71

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	6	418	1,065
Instructional Computing	9	2,200	23,835
Computer/Audio Visual Repair	7	1,685	
Library Automation/Software	10	2,602	28,282
LAN Installation/Support	9	2,200	23,835
Distributed Process Technicians	3	1,011	11,308
Guidance Information	0	0	0
Administrative Computer Services	0	0	
Administrative Training	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*
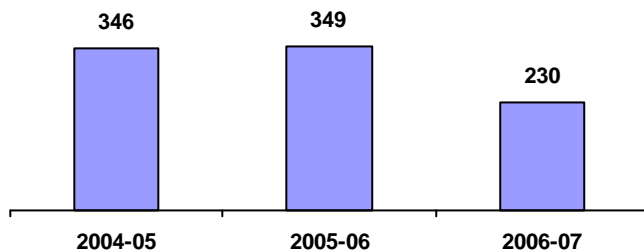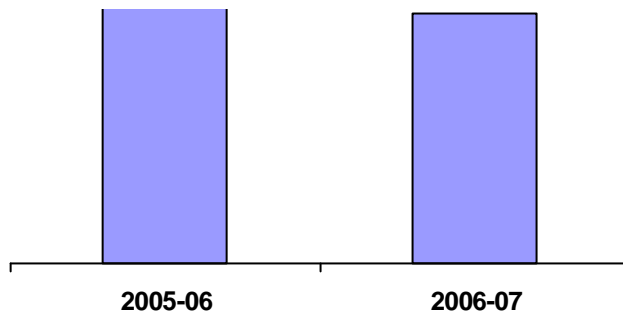
Number of Library Media Centers

2004-05	2005-06	2006-07
42	42	42

NOVEL Ready Libraries

2004-05	2005-06	2006-07
42	42	42
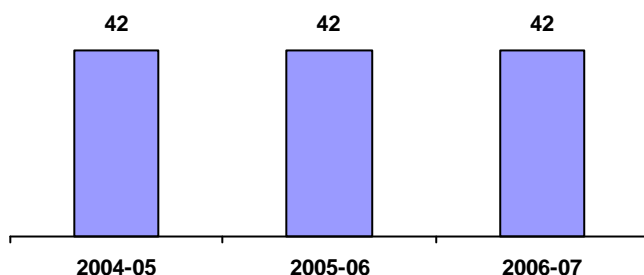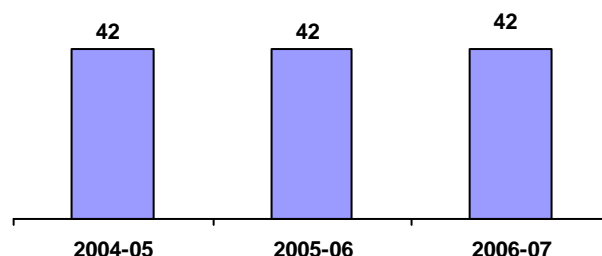
Number of Participants at Professional Development Workshops

2004-05	2005-06	2006-07
346	349	230

Consulting Reference and Technical Assistance Services by SLS Staff

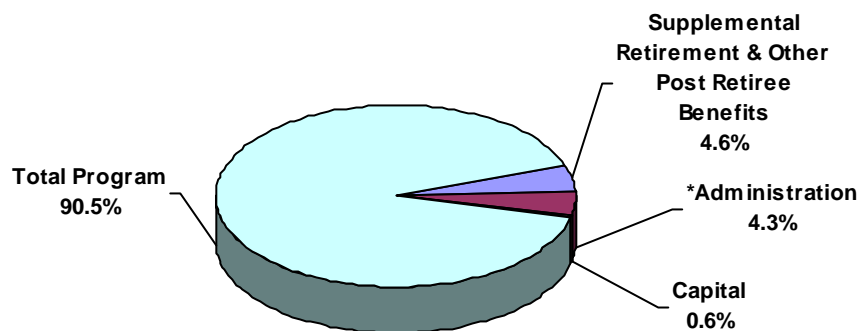| 2005-06	2006-07

2006-2007 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement
& Other Post Retirement Benefits) …………………………………………$ 1,523,968

Supplemental Retirement & Other Post Retirement Benefits…………..…………$ 1,639,075

Capital Expenses………………………………………………………….……$ 220,180

Total Program Expenses……………………………………………….…………$ 32,363,830

- Itinerant Services 4.4%
- General Instruction 8.8%
- Instructional Support 16.5%
- Other Services 14.3%
- Career & Technical Education 15.4%
- Instruction of Students with Disabilities 40.7%
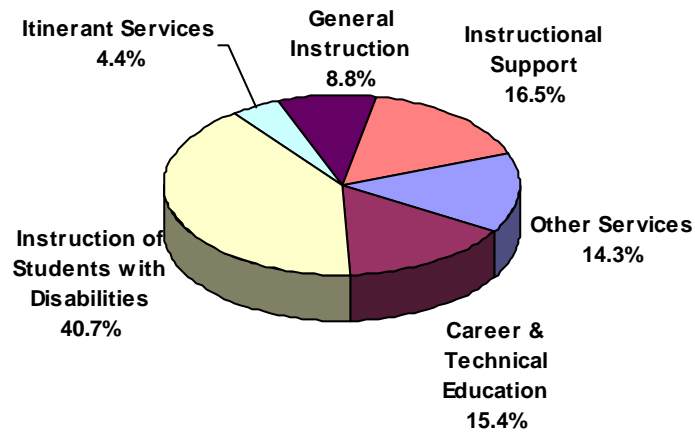
Total Expenses………….……………………………………………………….$ 35,747,053

- Total Program 90.5%
- Supplemental Retirement & Other Post Retiree Benefits 4.6%
- *Administration 4.3%
- Capital 0.6%

*Excludes Supplemental & Other Post Retirement Benefits