

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
- 2011-2012 Expenses

2011-2012

Oswego County BOCES

**Oswego County BOCES
Board of Cooperative Educational Services
2011-2012 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
2011-2012 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

Oswego County BOCES
4690

Component Districts

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

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
2010-11	2010-11	2011-12	2011-12
163	65	121	53
64	35	68	45
58	31	65	43
103	29	95	54

Other Career-Related Programs

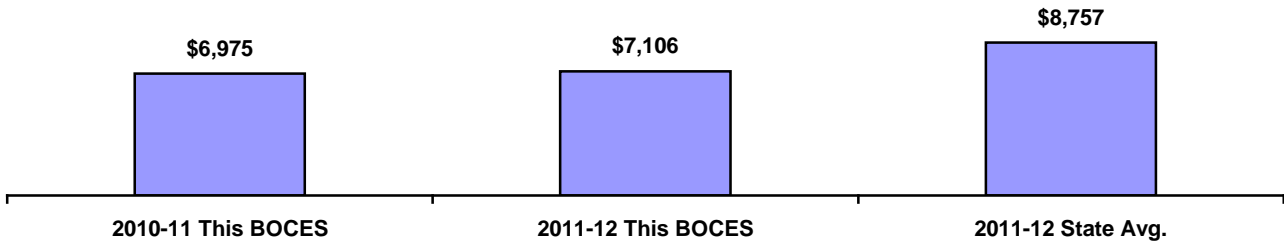
Number of 11th/12th grade students enrolled in one-year programs:

- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

78	3	82	3
183	102	177	98
0	0	0	0

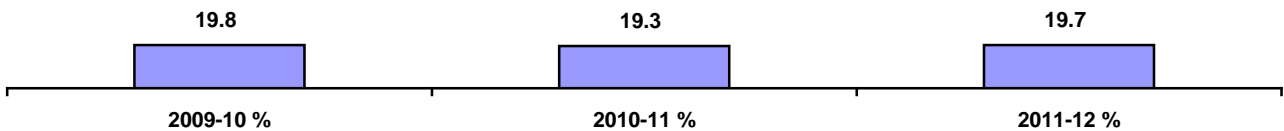
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

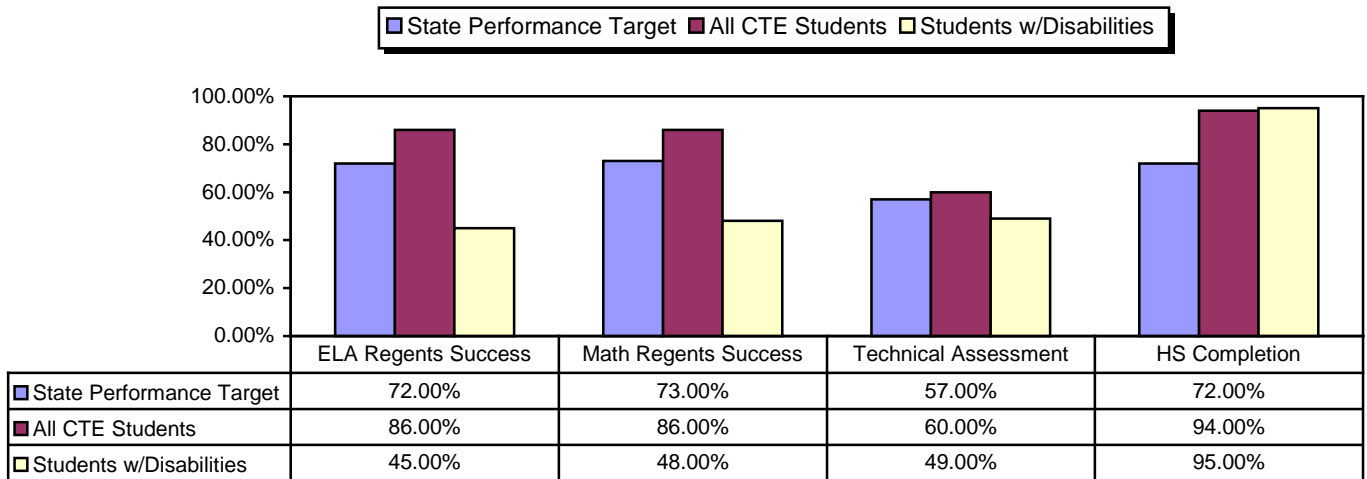
Data Source: SIRS



* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators Who Left School in 2011

Data Source: SIRS

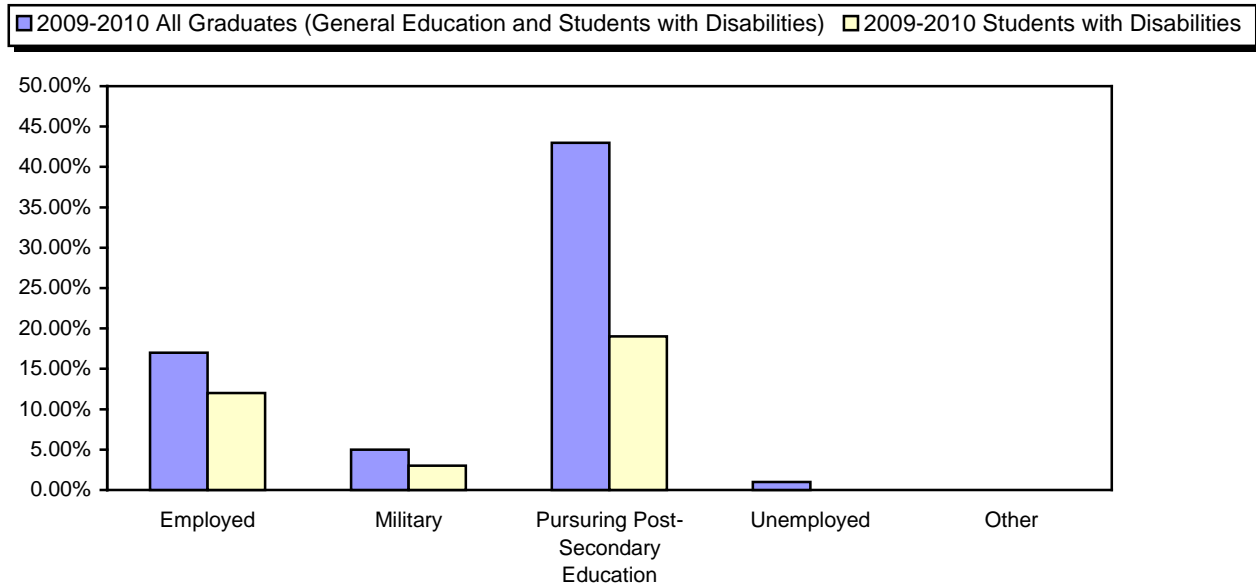


Status of Career and Technical Education (CTE) Students 2010 Placement Outcomes

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*

Total Placement

This BOCES	State Target
96.31%	87.25 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2011-2012**

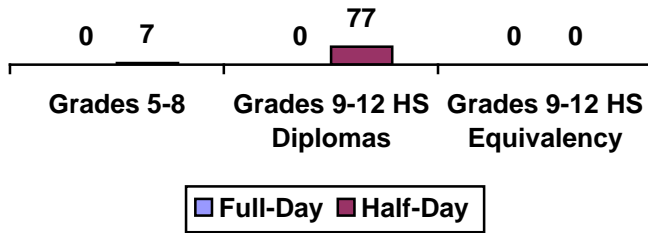
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	3	0
Passing Rate of Students Tested	1	0
Remained / Still Enrolled in the Program	1	0
Left the program and did not enter another district or BOCES program (dropouts)	1	0
Returned to School District:	0	0

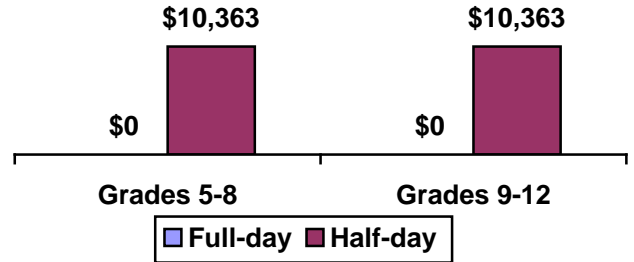
Alternative Education

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, 2012**



2011-2012 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.

	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
Number of students who:						
Returned to a school district program	0	5	0	40	0	0
Remained in the BOCES program	0	2	0	37	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
Received high school diplomas			0	0		

Alternative Education State Testing Program
2011-2012 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	15	0	11	26	58%	0%	42%
Geometry	0	0	0	0	0%	0%	0%
Algebra 2/ Trigonometry	0	0	0	0	0%	0%	0%
Living Environment	0	0	0	0	0%	0%	0%
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	1	0	1	2	50%	0%	50%
Global History and Geography	0	0	0	0	0%	0%	0%
United States History and Government	0	0	0	0	0%	0%	0%

**Alternative Education Performance of Students
2011-2012 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	10	3	23	36	28%	8%	64%
RCT – Grade 11 Mathematics	2	0	3	5	40%	0%	60%
RCT – Grade 12 Mathematics	2	0	1	3	67%	0%	33%
RCT – Grade 10 Science	0	0	1	1	0%	0%	100%
RCT – Grade 11 Science	0	0	1	1	0%	0%	100%
RCT – Grade 12 Science	2	0	0	2	100%	0%	0%
RCT – Grade 10 Global Studies	2	0	1	3	67%	0%	33%
RCT – Grade 11 Global Studies	2	0	1	3	67%	0%	33%
RCT – Grade 12 Global Studies	3	0	0	3	100%	0%	0%
RCT – Grade 11 Reading	0	0	2	2	0%	0%	100%
RCT – Grade 12 Reading	3	0	2	5	60%	0%	40%
RCT – Grade 11 Writing	0	0	3	3	0%	0%	100%
RCT – Grade 12 Writing	1	0	1	2	50%	0%	50%
RCT – Grade 11 United States History & Gov't.	0	0	2	2	0%	0%	100%
RCT – Grade 12 United States History & Gov't.	0	0	2	2	0%	0%	100%

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	Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2010-11	213	--	--
Continuing Enrollment after 2010-11	10	5%	Not Available
Completed or Left During 2010-11	203	95%	Not Available
Left Prior to Completion During 2010-11	39	18%	Not Available
Completed by the End of 2010-11	164	77%	Not Available
Completed or Left During 2010-11 and Status Known	130	64%	Not Available
Completed/Left/Status Known and Successfully Placed*	107	82%	Not Available
Completed but Not seeking Employment	10	6%	Not Available
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2010-11	111	--	--
Under-Represented Gender Members Enrolled During 2010-11	4	--	--
Completed a Non-Traditional Program By the End of 2010-11	93	84%	Not Available
Under-Represented Gender Members Who Completed	4	100%	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 2011-2012 was 218.

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Adult Beginning/Intermediate	164	166	165	85	52.0%	82	49.0%	86	52%
Adult Secondary (Low)	20	35	19	12	60.0%	18	51.0%	10	53%
ESOL	11	5	8	4	36.0%	2	40.0%	5	63%

Other Outcomes (2009-10 through 2011-12)

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Entered employment	16	17	22	13	81%	17	100%	20	90%
Retained employment	0	2	3	0	0.0%	2	100%	2	66%
Obtained secondary or HS equivalency diploma	47	66	53	45	95%	62	93%	48	90%
Entered post-secondary education or training	27	37	30	20	74%	28	75%	23	76%

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)

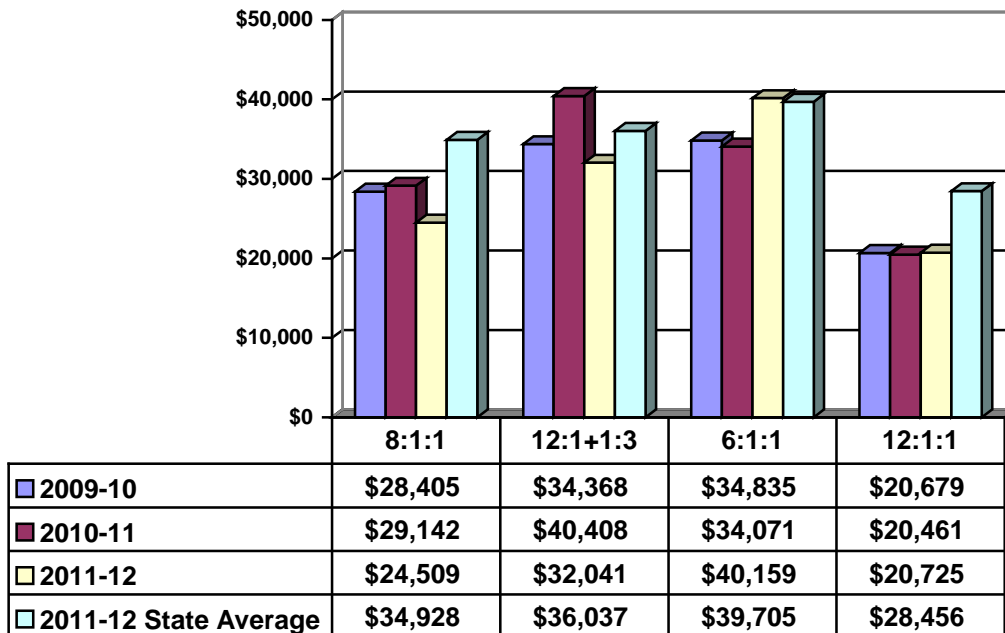
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2009-10	2010-11	2011-12
8:1:1	15	14	20
12:1+1:3	34	24	20
6:1:1	87	99	86
12:1:1	57	53	54

Tuition Rates Per Student 2009-10 through 2011-12



Special Education State Testing Program 2011-2012 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	2	2	1	0	5	60%	20%	0
Grade 4 English Language Arts	5	1	0	0	6	17%	0%	0
Grade 5 English Language Arts	4	4	1	0	9	56%	11%	1
Grade 6 English Language Arts	6	0	0	0	6	0%	0%	0
Grade 7 English Language Arts	3	1	0	0	4	25%	0%	0
Grade 8 English Language Arts	8	7	0	0	15	47%	0%	0
Grade 3 Mathematics	3	1	1	0	5	40%	20%	0
Grade 4 Mathematics	6	0	0	0	6	0%	0%	0
Grade 5 Mathematics	1	7	1	0	9	89%	11%	1
Grade 6 Mathematics	6	0	0	0	6	0%	0%	0
Grade 7 Mathematics	2	2	0	0	4	50%	0%	0
Grade 8 Mathematics	5	6	0	0	11	55%	0%	3

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.)
2011-2012 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	12	2	2	16	75%	13%	13%
Geometry	0	0	0	0	0%	0%	0%
Algebra 2/ Trigonometry	0	0	0	0	0%	0%	0%
Living Environment	1	0	1	2	50%	0%	50%
Physical Setting/ Earth Science	0	1	1	2	0%	50%	50%
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	6	0	1	7	86%	0%	14%
Global History and Geography	5	1	2	8	63%	13%	25%
United States History and Government	1	0	3	4	25%	0%	75%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2011-2012 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	0	1	3	4	100%	100%	0
Grade 4 English Language Arts	0	0	0	1	1	100%	100%	0
Grade 5 English Language Arts	1	0	0	0	1	0%	0%	1
Grade 6 English Language Arts	0	0	1	1	2	100%	100%	0
Grade 7 English Language Arts	0	0	0	5	5	100%	100%	0
Grade 8 English Language Arts	0	0	1	1	2	100%	100%	0
High School English Language Arts	0	0	0	0	0	0%	0%	0
Grade 3 Mathematics	0	0	2	2	4	100%	100%	0
Grade 4 Mathematics	0	0	0	1	1	100%	100%	0
Grade 5 Mathematics	0	0	1	0	1	100%	100%	1
Grade 6 Mathematics	0	0	0	2	2	100%	100%	0
Grade 7 Mathematics	0	0	2	3	5	100%	100%	0
Grade 8 Mathematics	0	0	2	0	2	100%	100%	3
High School Mathematics	0	0	0	0	0	0%	0%	0

Data Source: nySTART

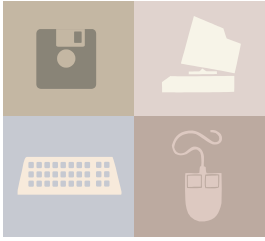
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2011-2012 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	10	12	226	87	0	0	17	9	12	2
Data-Driven Instruction	0	10	0	17	0	0	0	33	0	5
Lead Evaluator Training	8	6	0	0	0	0	19	11	0	0
Principal Evaluator Training	8	6	0	0	0	0	17	11	0	0
Integrating Technology into Curricula & Instruction	9	8	589	0	19	0	14	0	45	0
Project Based Learning	2	0	12	0	0	0	4	0	3	0
College & Career Readiness	12	9	91	5	0	0	22	34	10	5
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	5	17	173	164	0	0	9	6	0	11
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	17	30	252	398	114	62	11	19	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	19	31	274	429	114	62	12	27	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	4	0	0	34	0	0	0	162	0	12
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	9	9	253	198	57	0	232	184	0	0
Culture/Climate	4	0	128	0	0	0	52	0	0	0
School & District Planning	66	15	22	240	0	0	0	116	0	54
Response to Intervention	8	3	30	46	15	0	127	41	36	18
Data Management and Analysis	6	6	0	13	0	0	0	27	0	0
Learning Standards (ELA, MST, etc.)	14	12	146	65	0	0	0	7	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0



Technology Services 2011-2012 School Year

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

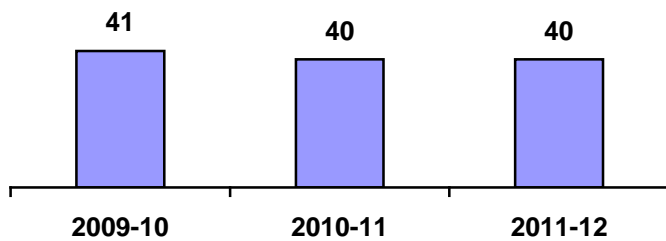
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	5/1762	1.5	13,832	X	
Instructional Computing	7/2303	3	18,422	X	
Computer/Audio Visual Repair	6/1710	1.8		X	
Library Automation/Software	9/59	3	20,726	X	X
LAN Installation/Support	8/2303	2	18,422	X	
Distributed Process Technicians	8/2303	2	18,422	X	
Guidance Information	0/0	0	0		X
Administrative Computer Services	0/0	0			X
Administrative Training	0/0	0			X
Instructional Media Resources	6/1,171	3	14,061		X
Model Schools	8/2,447	1	19,246	X	
Other Student Instructional Support	0/0	0	0	X	



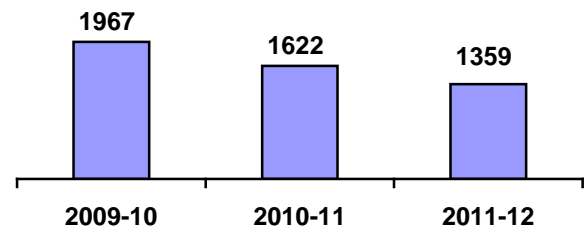
School Library Systems (SLS)

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*

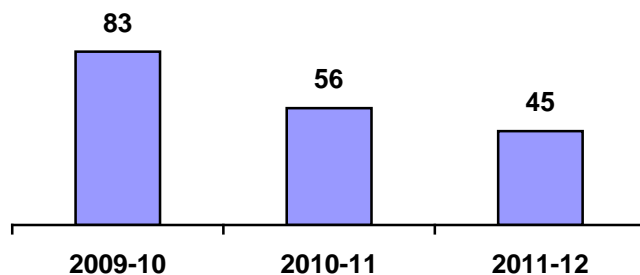
Number of Library Media Centers



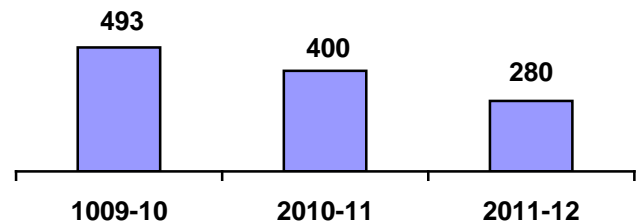
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2011-2012 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 4,339,226.87
Capital Expenses	\$ 132,750.00
Total Program Expenses	\$ 33,927,685.29
Total Expenses	\$ 38,399,662.16

