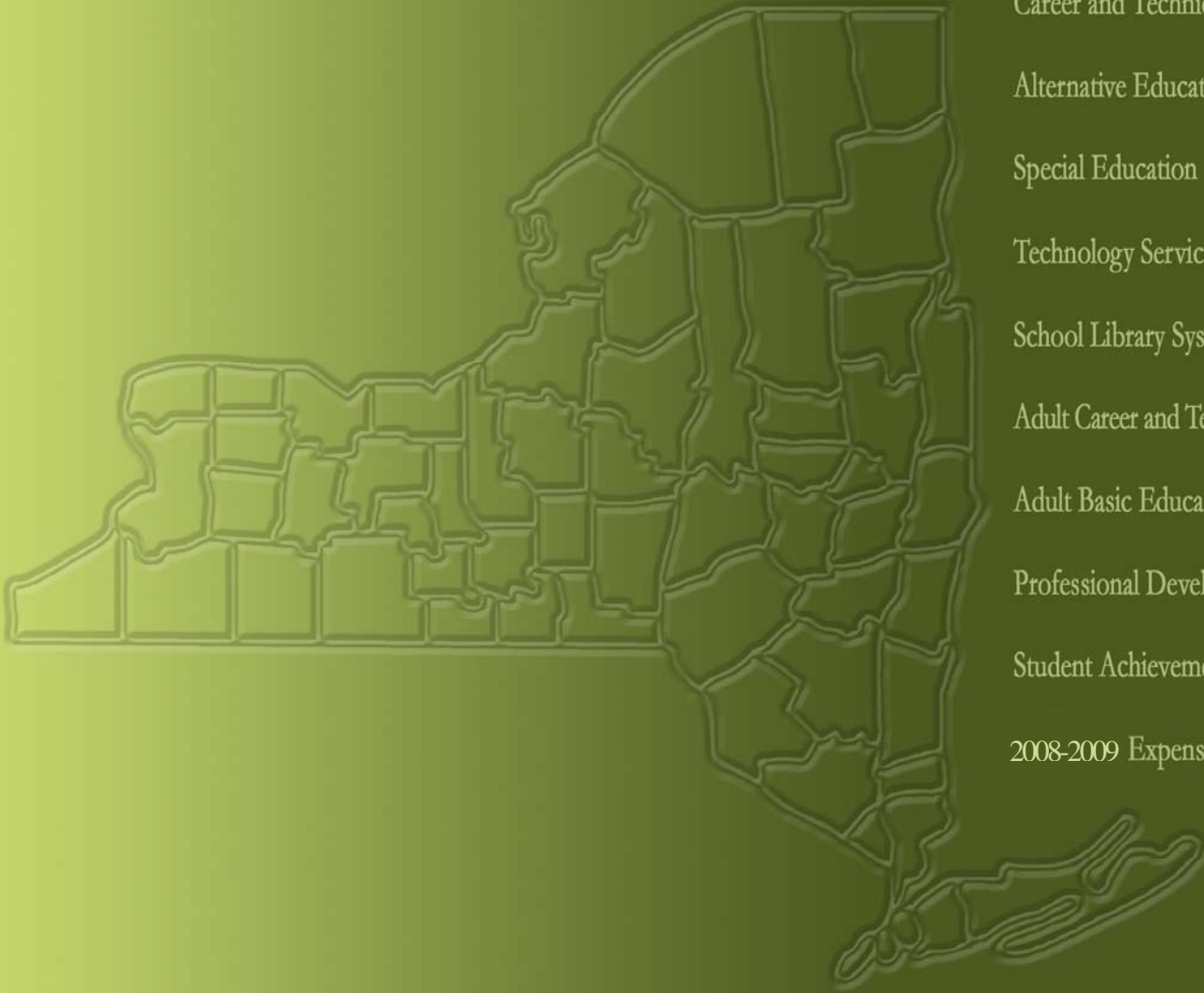


BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**

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- 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**

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**Oswego County BOCES**

**Oswego County BOCES**  
**Board of Cooperative Educational Services**  
**2008-2009 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

**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

# 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 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
First-year students	116	26	66	22
Second-year students	40	7	44	12
Second-year students completing	33	4	41	11

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

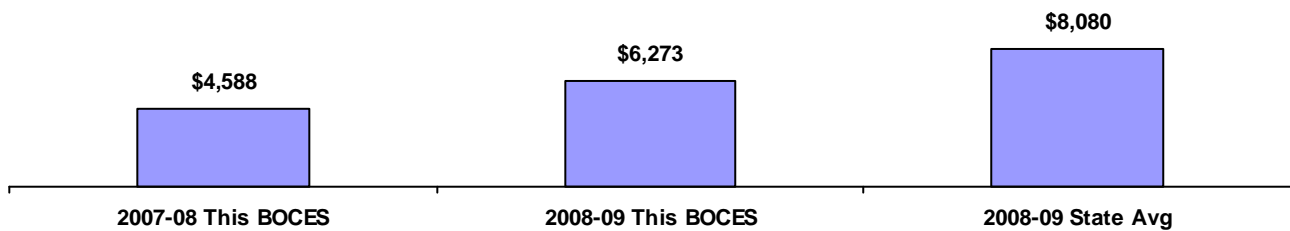
“New Vision”

Other one-year programs

“New Vision”	91	1	76	0
Other one-year programs	368	96	347	141

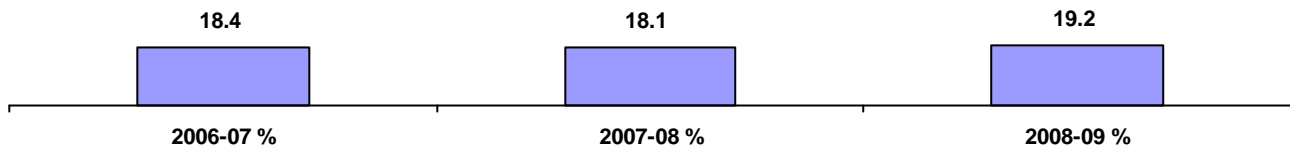
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

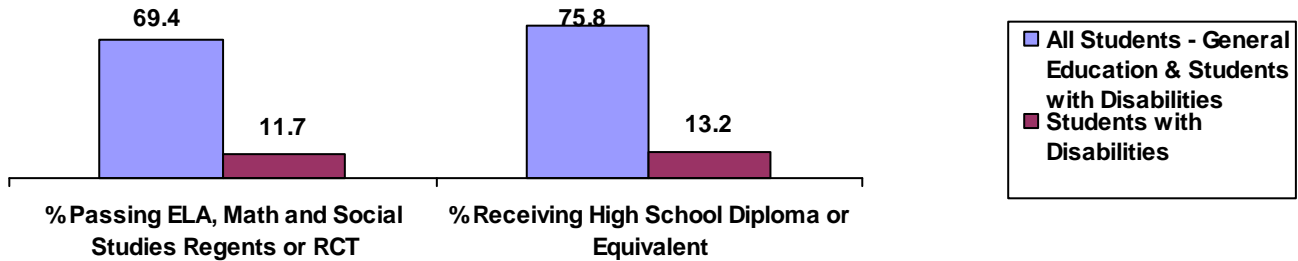
*Data Source: Basic Education Data System*



\* 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

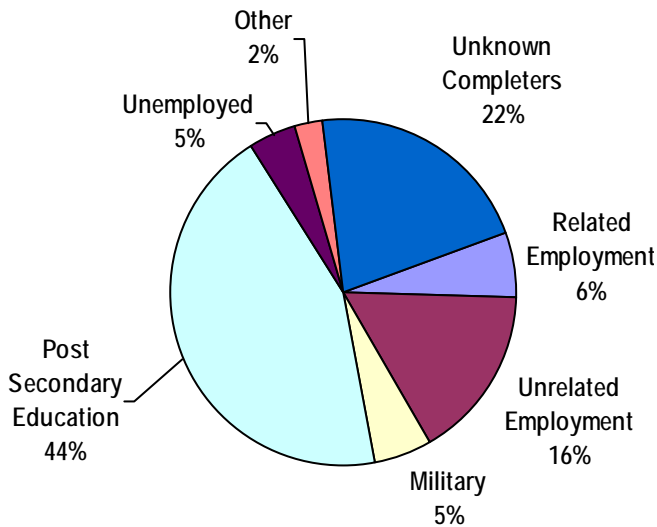
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



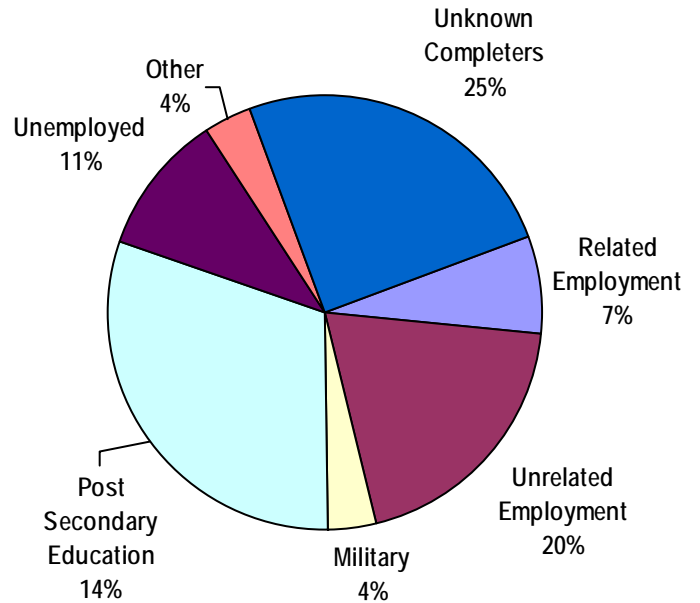
## Status of Career and Technical Education (CTE) Students Who Graduated in 2008

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)**

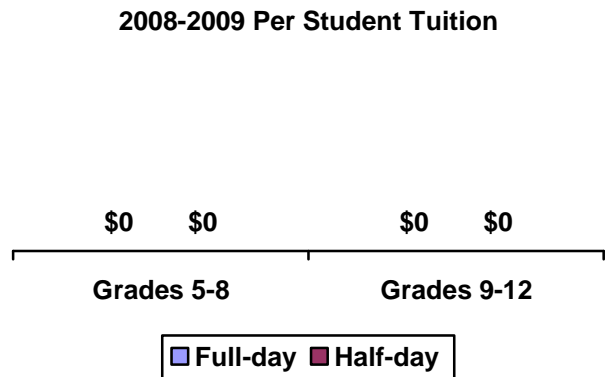
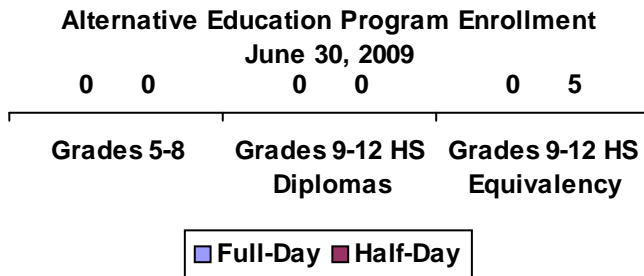


**Students with Disabilities**



## 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:**

- returned to a school district program**
- remained in the BOCES program**
- left the program and did not enter another district or BOCES program (dropouts)**
- are waiting for GED exam results**
- received high school diplomas**
- received high school equivalency diplomas**

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
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	1
				0	0
		0	0		
				0	4

## 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>All CTE Programs</b>			
<b>Enrolled during 2007-08</b>	322		--
<b>Continuing Enrollment after 2007-08</b>	49	15.2%	11.90%
<b>Completed or Left during 2007-08</b>	273	84.8%	87.90%
<b>Left Prior to Completion during 2007-08</b>	76	27.8%	19.30%
<b>Completed by the end of 2007-08</b>	197	72.2%	80.70%
<b>Completed or Left during 2007-08 and Status Known</b>	57	20.9%	67.80%
<b>Completed/Left/Status Known and successfully placed</b>	56	98.2%	84.20%
<b>Non-Traditional CTE Programs</b>			
<b>Enrolled in Non-Traditional Programs during 2007-08</b>	247		
<b>Under-represented Gender Members Enrolled during 2007-08</b>	7		
<b>Completed a NonTraditional Program by the end of 2007-08</b>	139	56.3%	72.20%
<b>Under-Represented Gender Members Who Completed</b>	5	71.4%	67.60%

\* 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 208.

### 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	Percent		
<b>Adult Beginning/Intermediate</b>	200	165	169	80	40%	67	41%	83	49%
<b>Adult Secondary (Low)</b>	22	15	22	7	32%	8	53%	6	27%
<b>ESOL</b>	8	13	17	4	50%	9	69%	10	59%

### 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	Percent		
<b>Entered employment</b>	59	24	20	22	76%	17	70%	18	90%
<b>Retained employment</b>	0	9	8	0	0%	7	77%	6	75%
<b>Obtained a secondary or high school equivalency diploma</b>	41	24	56	32	100%	23	95%	54	96%
<b>Entered post-secondary education or training</b>	45	23	34	24	73%	18	78%	28	82%

# 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)

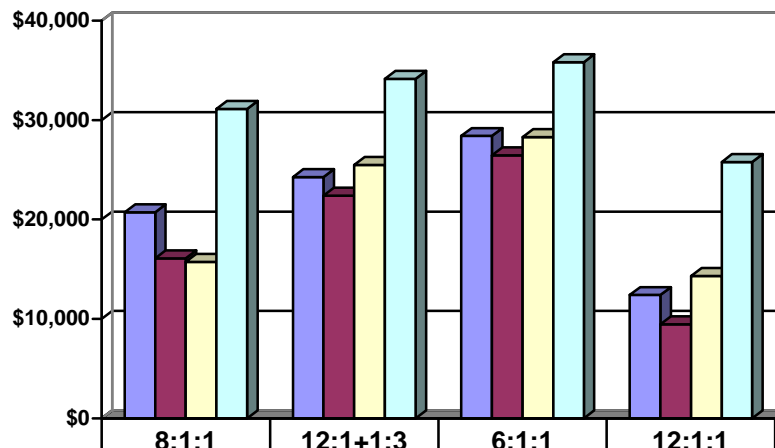
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2006-07	2007-08	2008-09
<b>8:1:1</b>	21	22	23
<b>12:1+1:3</b>	37	42	40
<b>6:1:1</b>	101	101	88
<b>12:1:1</b>	298	227	179

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



2006-07	\$20,716	\$24,253	\$28,401	\$12,405
2007-08	\$16,096	\$22,398	\$26,449	\$9,475
2008-09	\$15,725	\$25,476	\$28,281	\$14,333
2008-09 State Average	\$31,117	\$34,153	\$35,809	\$25,787



## 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	4	0	3	0	7	43%	43%	0
Grade 4 English Language Arts	1	5	4	0	10	90%	40%	0
Grade 5 English Language Arts	1	8	4	0	13	92%	31%	0
Grade 6 English Language Arts	2	4	6	0	12	83%	50%	0
Grade 7 English Language Arts	1	4	4	0	9	89%	44%	0
Grade 8 English Language Arts	1	5	3	0	9	89%	33%	0
Grade 3 Mathematics	2	3	3	0	8	75%	38%	0
Grade 4 Mathematics	3	1	7	0	11	73%	64%	0
Grade 5 Mathematics	4	7	2	0	13	69%	15%	0
Grade 6 Mathematics	7	0	5	0	12	42%	42%	0
Grade 7 Mathematics	0	8	2	0	10	100%	20%	0
Grade 8 Mathematics	2	2	4	0	8	75%	50%	0

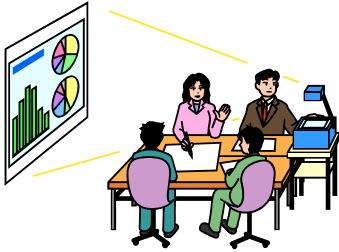
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards 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	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	0	0	0	2	2	100%	100%	0
Grade 4 English Language Arts	0	0	3	1	4	100%	100%	0
Grade 5 English Language Arts	0	0	0	1	1	100%	100%	0
Grade 6 English Language Arts	0	1	1	1	3	100%	67%	0
Grade 7 English Language Arts	0	0	1	2	3	100%	100%	0
Grade 8 English Language Arts	0	0	1	2	3	100%	100%	0
High School English Language Arts	0	0	3	5	8	100%	100%	0
Grade 3 Mathematics	0	0	1	1	2	100%	100%	0
Grade 4 Mathematics	0	0	2	2	4	100%	100%	0
Grade 5 Mathematics	0	0	0	1	1	100%	100%	0
Grade 6 Mathematics	0	0	1	2	3	100%	100%	0
Grade 7 Mathematics	1	0	1	1	3	67%	67%	0
Grade 8 Mathematics	0	1	2	0	3	100%	67%	0
High School Mathematics	0	0	4	4	8	100%	100%	0

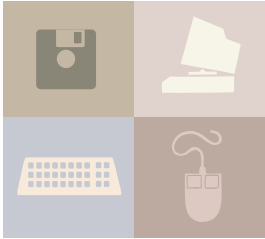
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards 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	2	54	7	0	3
District Based Educational Planning	9	69	48	0	14
High School Graduation Requirements	9	39	4	0	10
Learning Standards (ELA, MST, etc.)	8	174	0	0	0
Data Management and Analysis	8	111	87	0	30
Integrating Technology into Curricula & Instruction	8	105	1	0	3
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	9	1505	63	0	45
Parent Training	0	0	0	0	0
Special Education Issues	8	789	19	68	26
Leadership Training	8	278	288	0	1
Special Education School Improvement Specialists (SESIS)	8	789	19	68	26
Other	0	0	0	0	0



## Technology Services 2008-2009 School Year

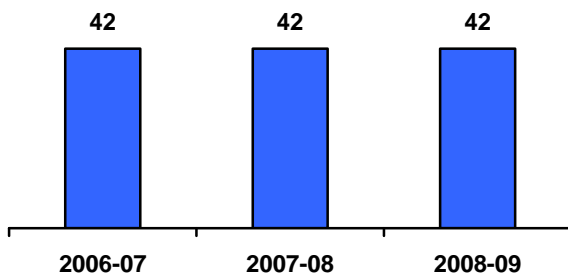
<b>BOCES provides technology services to district and BOCES staff and students.</b>	<b>Districts</b>	<b>Professionals Teachers Administrators</b>	<b>Students</b>
<b>Distance Learning</b>	7	1,005	3,060
<b>Instructional Computing</b>	9	2,109	21,823
<b>Computer/Audio Visual Repair</b>	7	1,587	
<b>Library Automation/Software</b>	0	0	0
<b>LAN Installation/Support</b>	9	2,109	21,823
<b>Distributed Process Technicians</b>	9	2,109	21,823
<b>Guidance Information</b>	0	0	0
<b>Administrative Computer Services</b>	0	0	
<b>Administrative Training</b>	0	0	



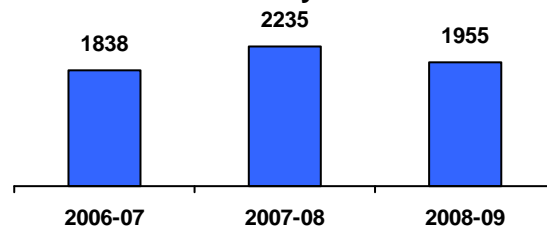
## School Library Systems (SLS)

School Library Systems (SLS) are state-aided programs set forth in Education Law and Regulations of the Commissioner of Education. Each BOCES and the Big 5 Cities ( NYC, Yonkers, Buffalo, Rochester, and Syracuse) sponsor the program, which provides vital library and information resources to public and non-public schools. Each system operates under an approved five-year 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 training; facilitate resource-sharing among its participating school libraries; interlibrary loan activity for 2008-2009 amounted to a 1/2 million items statewide; facilitate access to electronic databases through NOVELNY (New York On-line Virtual Electronic Library) for over 3,900 schools statewide; promote advances in technology for information storage, retrieval and access to school library collections; focus on cooperative collection development of participating school libraries; address the information needs of special client groups; and participate in regional library initiatives with the public, academic, special and other school libraries. Students, teachers and administrators in each SLS service area benefit from the programs and services of the School Library System. *Data Source: SLS Annual Report*

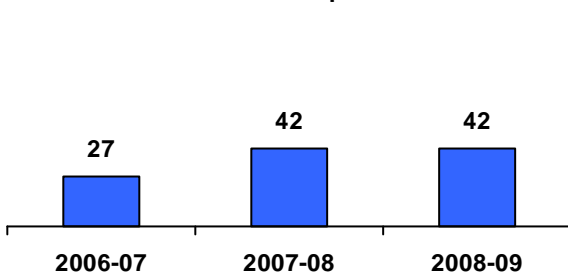
**Number of Library Media Centers**



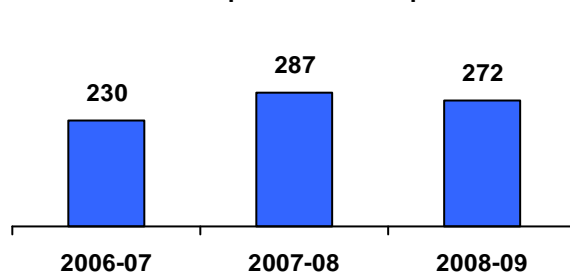
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Development Workshops**



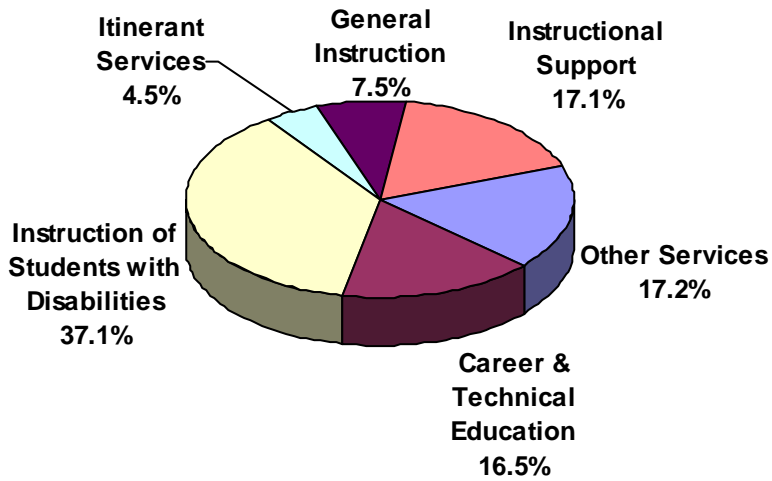
**Number of Participants at Professional Development Workshops**



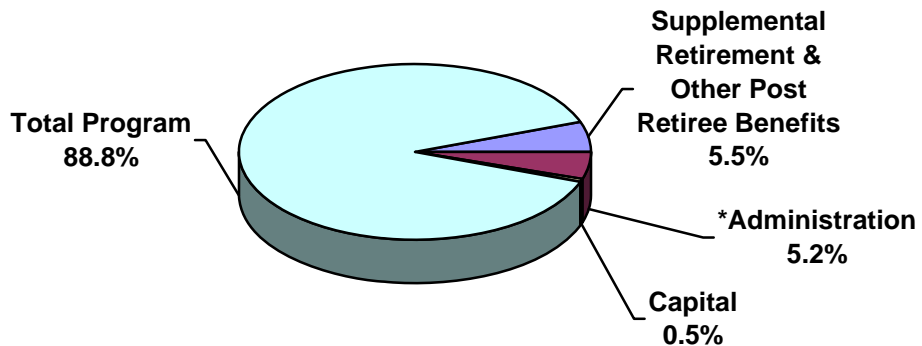
# 2008-2009 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits).....	\$ 1,902,185
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 2,019,640
Capital Expenses.....	\$ 187,513
Total Program Expenses.....	\$32,583,574



Total Expenses.....	\$36,692,912
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\*Excludes Supplemental & Other Post Retirement Benefits