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 ♦ 2005-2006 Expenses

05
06

Cayuga-Onondaga BOCES

Cayuga-Onondaga BOCES
Board of Cooperative Educational Services
2005-2006 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

Cayuga-Onondaga BOCES
2005-2006

Component Districts

- Auburn
- Cato-Meridian
- Jordan-Elbridge
- Moravia
- Port Byron
- Skaneateles
- Southern Cayuga
- Union Springs
- Weedsport

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
	2004-05	2004-05	2005-06	2005-06
Number of 11th/12th grade students enrolled in a CTE two-year sequence:				
First-year students ………………………	157	77	159	68
Second-year students …………………….	104	35	113	51
Second-year students completing ………..	91	31	107	51

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

"New Vision" ………………………………	47	0	55	2
Other one-year programs ………………..	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$6,368	$6,948	$7,095
2004-05 This BOCES	2005-06 This BOCES	2005-06 State Avg
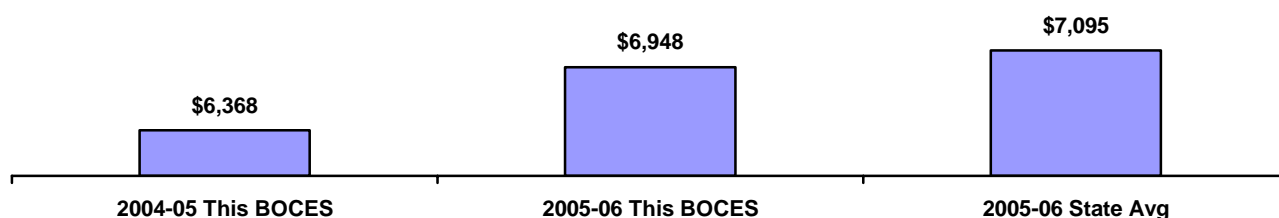
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: BOCES Survey and Basic Education Data System

20.3	26.6	26.2
2003-04 %	2004-05 %	2005-06 %
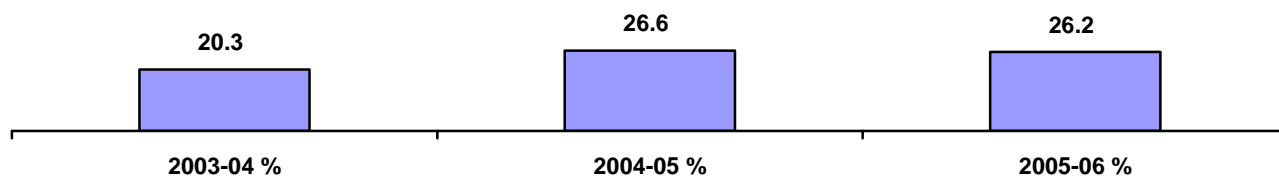
* Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2005
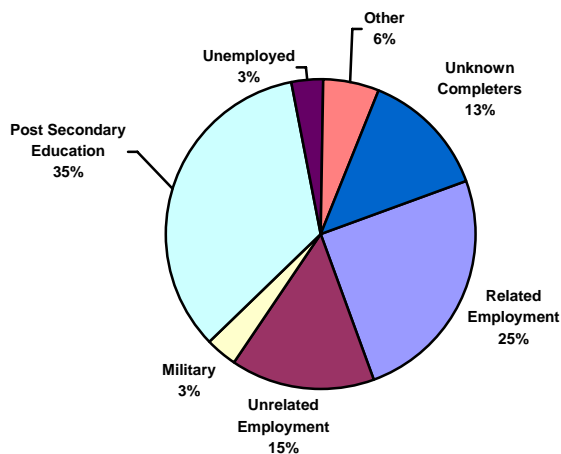
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*

- **All Students - General Education & Students with Disabilities**
- **Students with Disabilities**

82.0 / 34.0 — % Passing ELA, Math and Social Studies Regents or RCT

89.0 / 37.0 — % Receiving High School Diploma or Equivalent
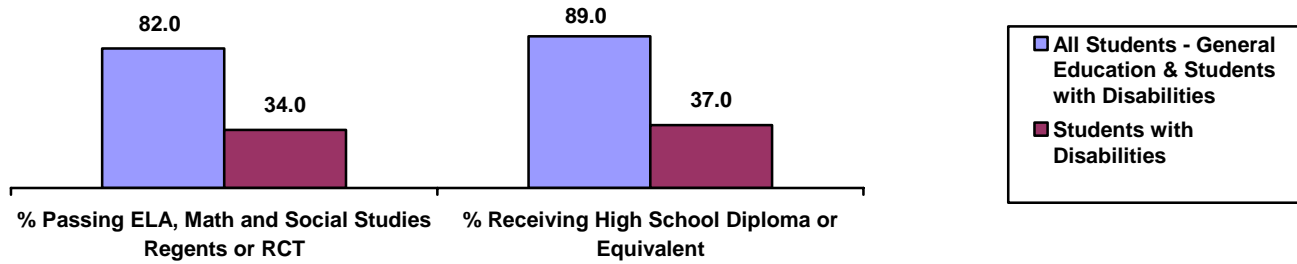
Status of Career and Technical Education (CTE) Students Who Graduated in 2005

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)

- Other 6%
- Unemployed 3%
- Unknown Completers 13%
- Post Secondary Education 35%
- Related Employment 25%
- Military 3%
- Unrelated Employment 15%

Students with Disabilities

- Other 16%
- Unknown Completers 13%
- Unemployed 10%
- Related Employment 19%
- Post Secondary Education 26%
- Unrelated Employment 16%
- Military 0%

Alternative Education

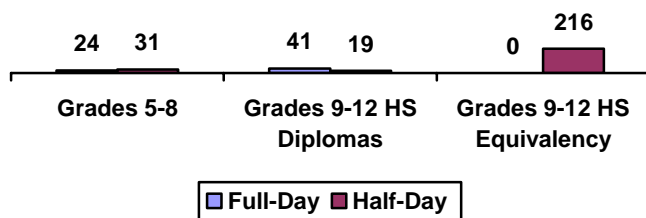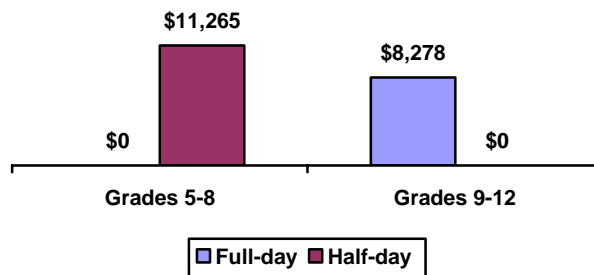BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report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

Alternative Education Program Enrollment June 30, 2006

24   31   41   19   0   216

Grades 5-8   Grades 9-12 HS Diplomas   Grades 9-12 HS Equivalency

☐ Full-Day ■ Half-Day

2005-2006 Per Student Tuition

$11,265 $8,278

$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 ………...	6	8	21	7	0	0
remained in the BOCES program ………..……	18	23	17	12	0	33
left the program and did not enter another district or BOCES program (dropouts) ……...	0	0	0	0	0	71
are waiting for GED exam results ……………					0	0
received high school diplomas ……………...			5	0		
received high school equivalency diplomas …					0	81

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
2004-05 Adult CTE Program Results	**Count**	**Percentage**	**Percentage**
All CTE Programs			
Number Enrolled	241		
Number who Left Prior to Completion	30	12.0%	16.8%
Number who Completed	162	67.0%	72.4%
Completed and Status Known	147	91.0%	80.6%
Completed and were Successfully Placed*	127	78.0%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	12	5.0%	10.1%
Under-Represented Gender Members Who Completed	9	6.0%	9.3%

* 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 2005-2006 was 1,482.

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	194	225	191	72	37.0%	81	38.0%	80	42.0%
Adult Secondary (Low)	15	22	18	30	20.0%	70	32.0%	10	56.0%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2003-04 through 2005-06)

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Entered employment	19	55	56	17	89.0%	36	65.0%	26	46.0%
Retained employment	1	26	15	0	0.0%	12	46.0%	8	53.0%
Obtained a secondary or high school equivalency diploma	21	43	52	16	76.0%	28	65.0%	32	62.0%
Entered post-secondary education or training	16	40	25	15	94.0%	34	85.0%	10	40.0%

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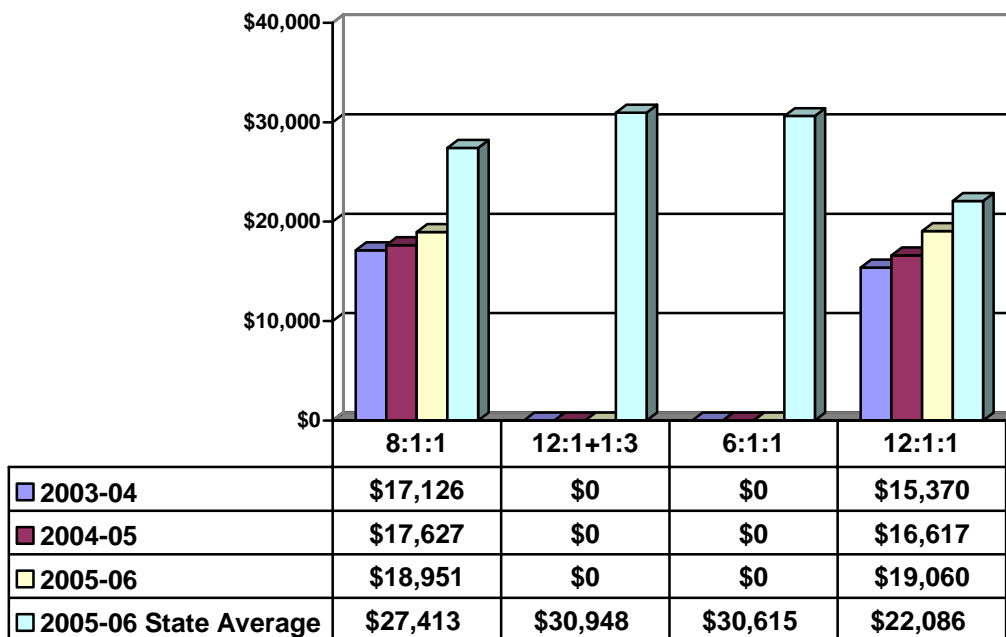- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2003-04	2004-05	2005-06
8:1:1	125	107	105
12:1+1:3	0	0	0
6:1:1	0	0	0
12:1:1	127	152	149

Tuition Rates Per Student
2003-04 through 2005-06

	8:1:1	12:1+1:3	6:1:1	12:1:1
2003-04	$17,126	$0	$0	$15,370
2004-05	$17,627	$0	$0	$16,617
2005-06	$18,951	$0	$0	$19,060
2005-06 State Average	$27,413	$30,948	$30,615	$22,086

State Testing Program
2005-2006 School Year

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

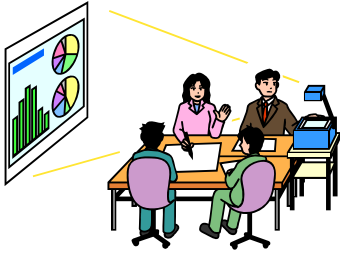| State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	3	1	0	0	4	25.0%	0.0%	1
Grade 4 English Language Arts	6	1	0	0	7	14.0%	0.0%	0
Grade 5 English Language Arts	5	5	1	0	11	54.0%	9.0%	0
Grade 6 English Language Arts	15	4	1	0	20	25.0%	5.0%	0
Grade 7 English Language Arts	14	5	0	0	19	26.0%	0.0%	0
Grade 8 English Language Arts	9	5	1	0	15	40.0%	6.0%	1
Grade 3 Mathematics	5	1	2	0	8	40.0%	25.0%	0
Grade 4 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 5 Mathematics	9	2	1	0	12	25.0%	8.0%	0
Grade 6 Mathematics	16	4	0	0	20	20.0%	0.0%	1
Grade 7 Mathematics	15	2	0	0	17	12.0%	0.0%	1
Grade 8 Mathematics	15	0	1	0	16	6.0%	6.0%	1

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)
2005-2006 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	1	0	2	3	100.0%	67.0%	0
Grade 4 English Language Arts	0	0	1	1	2	100.0%	100.0%	0
Grade 5 English Language Arts	0	0	0	3	3	100.0%	100.0%	0
Grade 6 English Language Arts	0	0	0	4	4	100.0%	100.0%	0
Grade 7 English Language Arts	0	0	1	1	2	100.0%	100.0%	0
Grade 8 English Language Arts	0	0	1	0	1	100.0%	100.0%	0
High School English Language Arts	0	1	2	2	5	100.0%	80.0%	0
Grade 3 Mathematics	0	0	0	3	3	100.0%	100.0%	0
Grade 4 Mathematics	0	0	1	1	2	100.0%	100.0%	0
Grade 5 Mathematics	0	0	0	3	3	100.0%	100.0%	0
Grade 6 Mathematics	0	0	0	4	4	100.0%	100.0%	0
Grade 7 Mathematics	0	1	0	1	2	100.0%	50.0%	0
Grade 8 Mathematics	0	0	1	0	1	100.0%	100.0%	0
High School Mathematics	0	1	3	1	5	100.0%	80.0%	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
2005-2006 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	2	20	3	5	6
District Based Educational Planning	4	40	6	0	0
High School Graduation Requirements	9	54	12	0	0
Learning Standards (ELA, MST, etc.)	9	1119	30	0	0
Data Management and Analysis	9	630	140	0	0
Integrating Technology into Curricula & Instruction	11	408	0	5	0
Interdisciplinary Teaching (including integration of career technology & academics)	9	316	5	0	0
Middle Level Education Academic and Youth Development	4	15	0	3	4
Career and Technical Education	1	42	1	0	0
Instructional Strategies	9	571	6	15	0
Parent Training	9	0	0	0	63
Special Education Issues	9	50	27	110	15
Leadership Training	9	17	241	0	0
Special Education Training Resource Center (SETRC)	9	320	27	280	210
Other	9	40	0	0	0

Technology Services
# 2005-2006 School Year

Data Source: BOCES Survey

| BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	7	8	161
Instructional Computing	9	50	975
Computer/Audio Visual Repair	8	500	
Library Automation/Software	7	26	900
LAN Installation/Support	0	0	0
Distributed Process Technicians	0	0	0
Guidance Information	4	16	3000
Administrative Computer Services	0	0	
Administrative Training	3	45	

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*
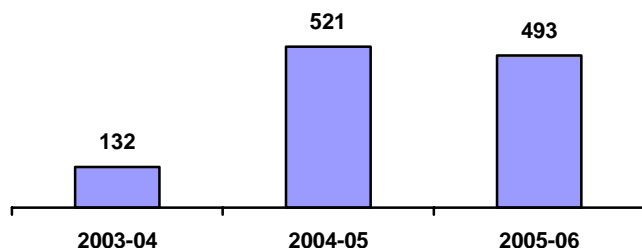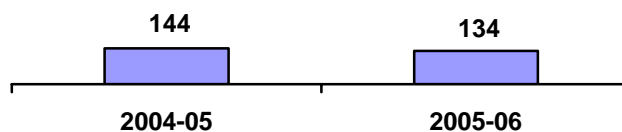
Number of Library Media Centers

2003-04	2004-05	2005-06
34	34	34

NOVEL Ready Libraries

2003-04	2004-05	2005-06
21	28	28
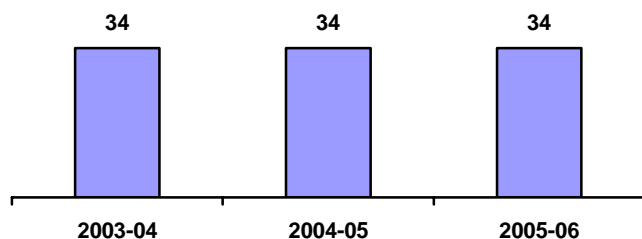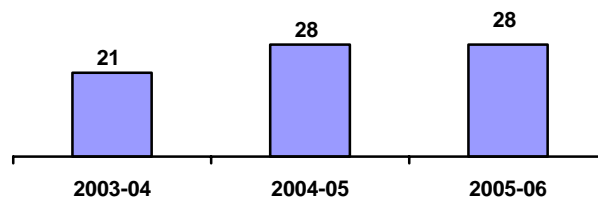
Number of Participants at Professional Development Workshops

2003-04	2004-05	2005-06
132	521	493

Consulting Reference and Technical Assistance Services by SLS Staff

2004-05	2005-06
144	134

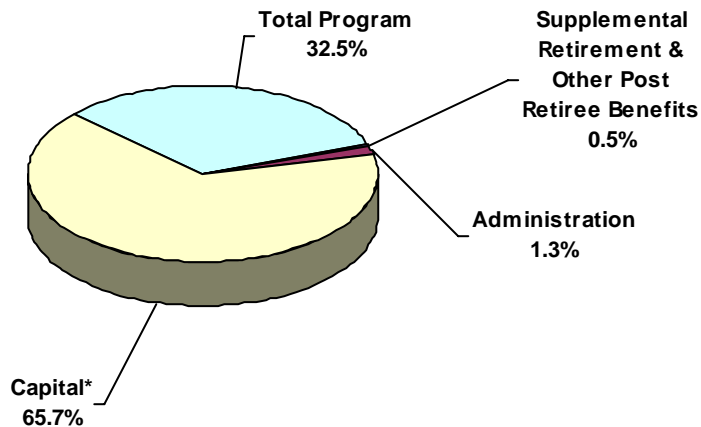# 2005-2006 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement
& Other Post Retirement Benefits) …………………….…………………………$1,035,320.00

Supplemental Retirement & Other Post Retirement Benefits…………..…………………$133,644.00

Capital Expenses……………………………………………………….…………$341,512.00

Total Program Expenses………………………………………………….………$21,012,168.00
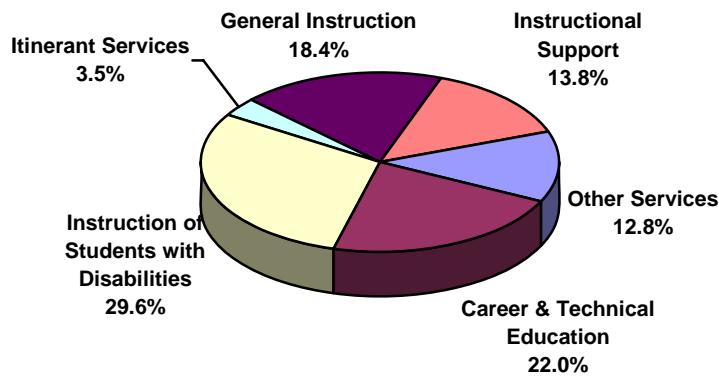
Total Expenses…………….…………………………………………………...…….$64,717,644.00

*Includes construction of new campus