

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
- 2009-2010 Expenses

2009-2010

Cayuga-Onondaga BOCES

Cayuga-Onondaga BOCES
Board of Cooperative Educational Services
2009-2010 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

Cayuga-Onondaga BOCES
9990

Component Districts

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

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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2008-09	2008-09	2009-10	2009-10
211	68	209	77
154	59	154	51
143	54	142	51

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

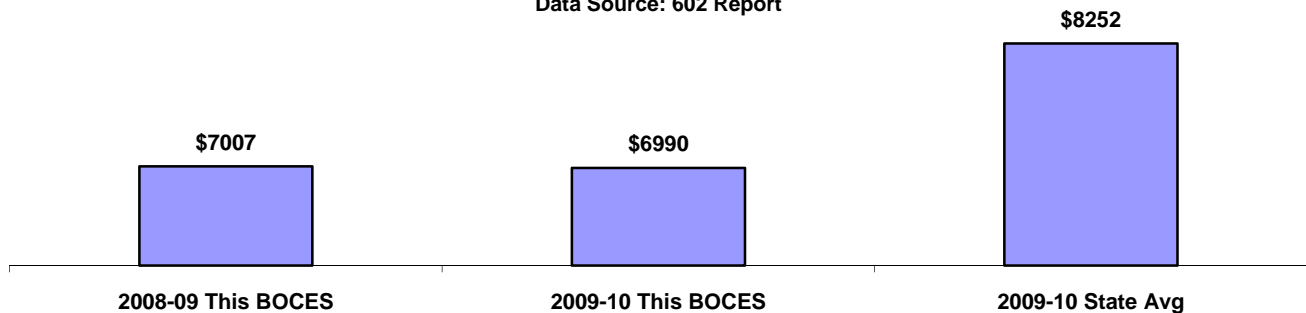
“New Vision”

Other one-year programs

32	1	25	1
0	0	0	0

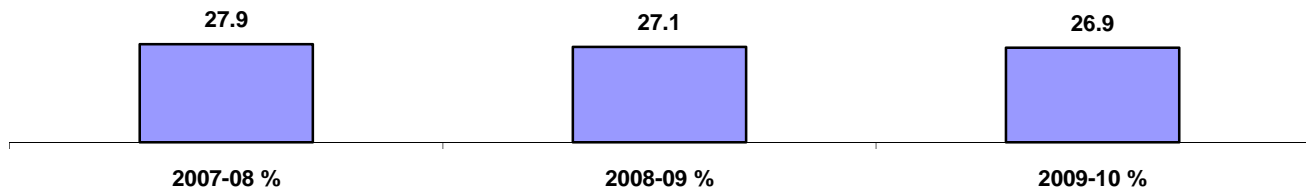
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

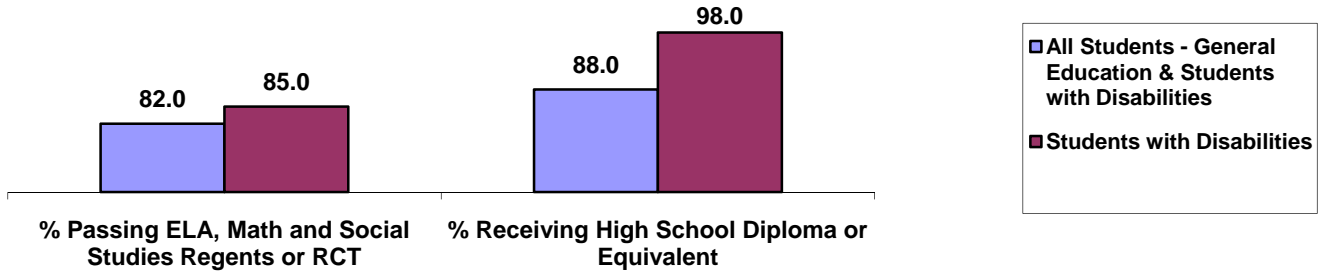
Data Source: Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2009

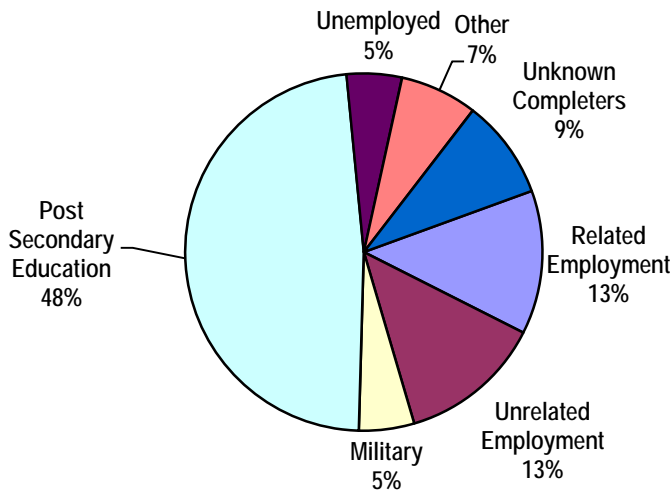
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



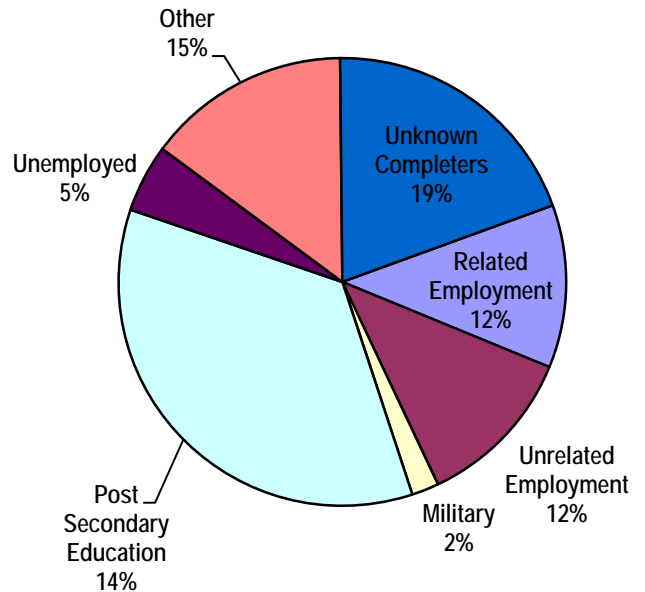
Status of Career and Technical Education (CTE) Students Who Graduated in 2009

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)



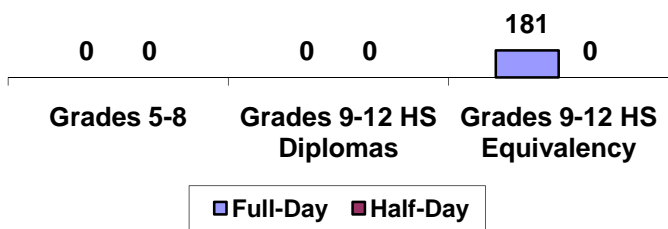
Students with Disabilities



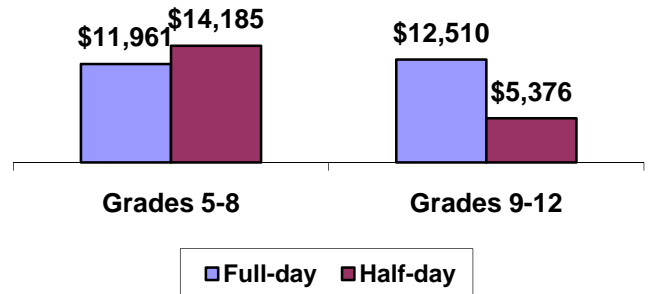
Alternative Education

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 Program Enrollment
June 30, 2010**



2009-2010 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.

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
Returned to a school district program	1	10	5	6		7
Remained in the BOCES program	27	23	36	1		31
Left the program and did not enter another district or BOCES program (dropouts)	0	2	2	0		43
Are waiting for GED exam results						0
Received high school diplomas						
Received high school equivalency diplomas						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: Adult Allies*

	This BOCES		Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2008-09	202		
Continuing Enrollment after 2008-09	54	26.7	
Completed or Left During 2008-09	148	73.2	
Left Prior to Completion During 2008-09	14	6.9	
Completed by the End of 2008-09	134	66.3	
Completed or Left During 2008-09 and Status Known	52	38.8	
Completed/Left/Status Known and Successfully Placed*	82	61.2	
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2008-09	9	4.4	
Under-Represented Gender Members Enrolled During 2008-09	9	4.4	
Completed a Non-Traditional Program By the End of 2008-09	7	3.5	
Under-Represented Gender Members Who Completed	7	3.5	

* 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 2009-2010 was 190.

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Adult Beginning/Intermediate	188	135	155	126	67	97	72	116	75
Adult Secondary (Low)	21	20	27	10	48	16	80	23	85
ESOL	0	0	0	0	0	0	0	0	0

Other Outcomes (2007-08 through 2009-10)

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Entered employment	63	16	14	43	68	16	100	14	100
Retained employment	1	33	4	1	100	13	40	4	100
Obtained secondary or HS equivalency diploma	38	31	36	30	78	29	94	32	88
Entered post-secondary education or training	31	18	41	2	67	11	61	39	95

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)

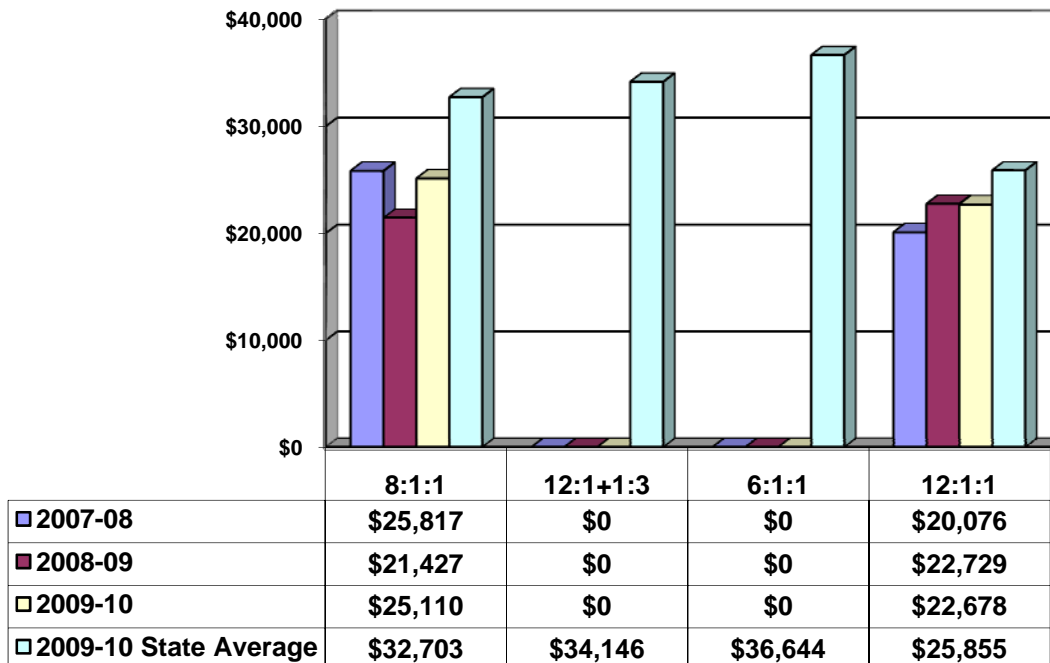
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2007-08	2008-09	2009-10
8:1:1	79	86	79
12:1+1:3	0	0	0
6:1:1	0	0	0
12:1:1	153	159	157

Tuition Rates Per Student 2007-08 through 2009-10



State Testing Program 2009-2010 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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	9	0	1	0	10	10	10	0
Grade 4 English Language Arts	1	2	0	0	3	66.7	0	0
Grade 5 English Language Arts	3	0	0	0	3	0	0	0
Grade 6 English Language Arts	9	3	0	0	12	25	0	0
Grade 7 English Language Arts	16	13	0	0	29	45	0	0
Grade 8 English Language Arts	22	22	1	0	45	51	.02	0
Grade 3 Mathematics	7	2	1	0	10	30	10	0
Grade 4 Mathematics	3	1	1	0	5	40	20	0
Grade 5 Mathematics	3	0	0	0	3	0	0	0
Grade 6 Mathematics	9	0	0	0	9	0	0	0
Grade 7 Mathematics	19	12	1	0	32	38	.03	0
Grade 8 Mathematics	30	14	1	1	46	35	.04	0

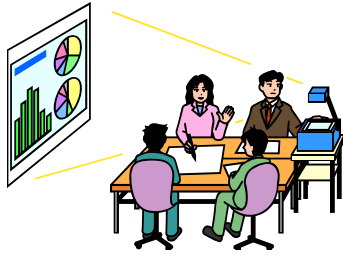
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2009-2010 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	2	1	4	7	100	71	0
Grade 4 English Language Arts	1	0	0	1	2	50	50	0
Grade 5 English Language Arts	0	0	1	1	2	100	100	0
Grade 6 English Language Arts	0	0	0	2	2	100	100	0
Grade 7 English Language Arts	0	1	0	1	2	100	50	0
Grade 8 English Language Arts	0	0	0	4	4	100	100	0
High School English Language Arts	0	0	0	0	0	0	0	0
Grade 3 Mathematics	0	1	2	4	7	100	86	0
Grade 4 Mathematics	0	1	0	1	2	100	50	0
Grade 5 Mathematics	1	0	0	1	2	50	50	0
Grade 6 Mathematics	0	0	1	1	2	100	100	0
Grade 7 Mathematics	0	1	1	0	2	100	50	0
Grade 8 Mathematics	0	0	2	2	4	100	100	0
High School Mathematics	0	0	0	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.



Professional Development

2009-2010 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	8	1	1	1
District Based Educational Planning	9	600	11	0	0
High School Graduation Requirements	1	27	1	5	0
Learning Standards (ELA, MST, etc.)	9	120	2	5	0
Data Management and Analysis	9	867	139	5	0
Integrating Technology into Curricula & Instruction	9	714	11	25	0
Interdisciplinary Teaching (including integration of career technology & academics)	1	27	1	5	0
Middle Level Education Academic and Youth Development	0	0	1	0	0
Career and Technical Education	9	48	1	5	0
Instructional Strategies	9	3250	60	5	66
Parent Training	6	3	1	0	99
Special Education Issues	9	1961	43	109	113
Leadership Training	9	87	35	0	0
Special Education Training Resource Center (SETRC)	9	1357	52	142	27
Other	0	0	0	0	0



Technology Services 2009-2010 School Year

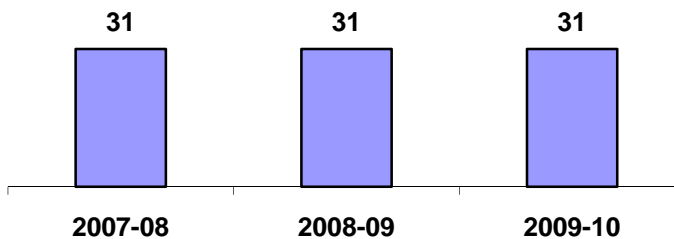
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	7	120	10,141
Instructional Computing	7	65	5,883
Computer/Audio Visual Repair	7	15	
Library Automation/Software	8	35	11,644
LAN Installation/Support	0	0	0
Distributed Process Technicians	0	0	0
Guidance Information	4	12	5,000
Administrative Computer Services	0	0	
Administrative Training	8	70	



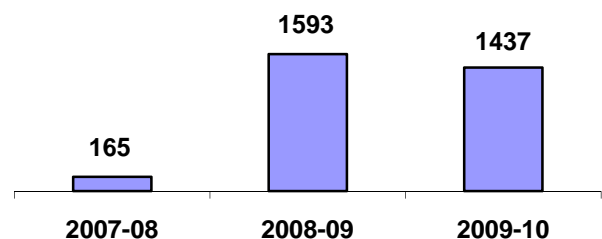
School Library Systems (SLS)

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*

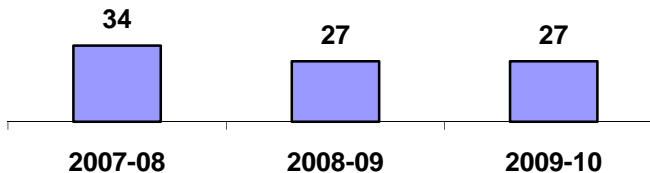
Number of Library Media Centers



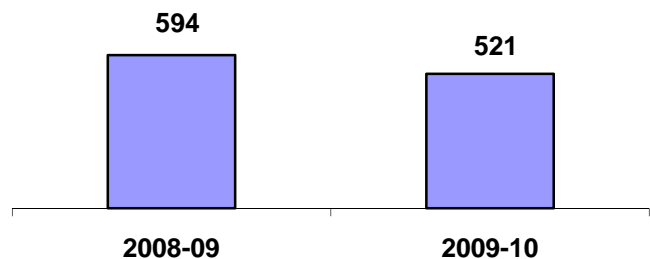
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



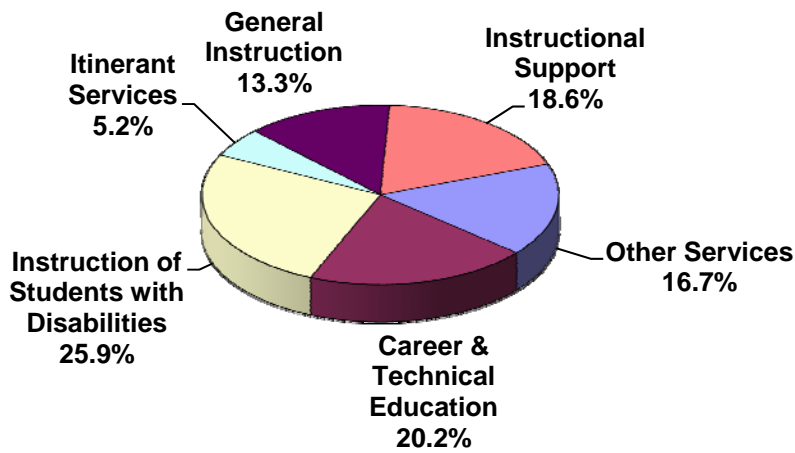
Number of Participants at Professional Development Workshops



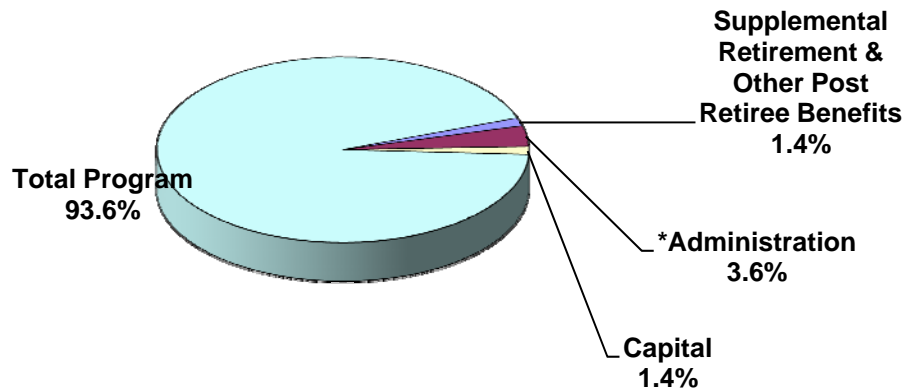
2009-2010 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$990,827.83
Supplemental Retirement & Other Post Retirement Benefits	\$388,549.02
Capital Expenses	\$371,336.62
Total Program Expenses	\$25,436,639.38



Total Expenses	\$27,187,352.85
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*Excludes Supplemental & Other Post Retirement Benefits