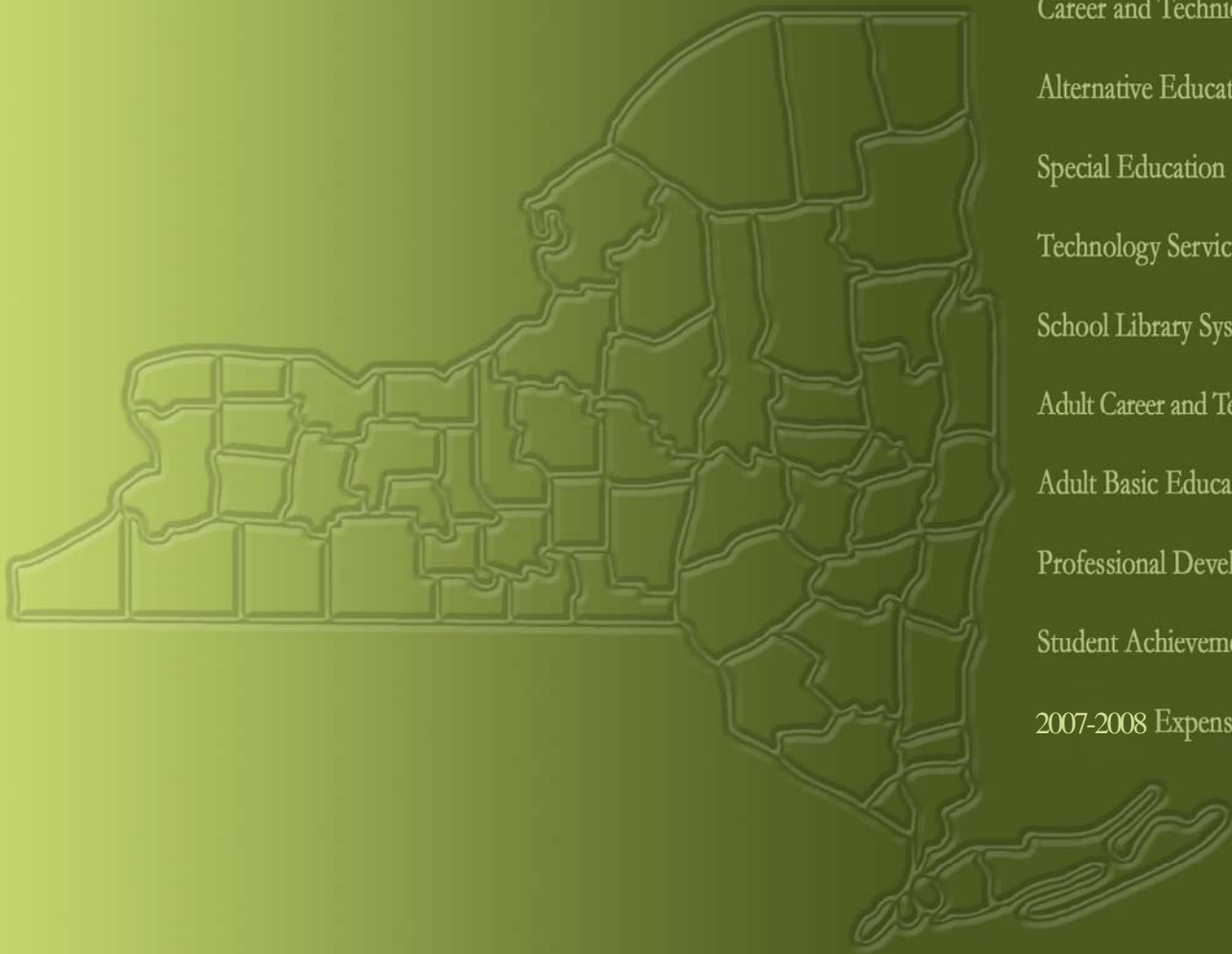


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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
- 2007-2008 Expenses

2007-2008

Ontario-Cayuga-Seneca-Wayne-Yates BOCES

**Ontario-Cayuga-Seneca-Wayne-Yates BOCES
Board of Cooperative Educational Services
2007-2008 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-2
Alternative Education.....	3
Adult Career & Technical Education.....	4
Adult Basic Education.....	4
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	5
State Testing Program.....	6-7
Professional Development.....	8
Technology Services.....	9
School Library System Services.....	10
 2007-2008 Expenses.....	 11

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

Ontario-Cayuga-Seneca-Wayne-Yates BOCES

4390

Component Districts

- Bloomfield CSD
- Canandaigua City CSD
- Clyde-Savannah CSD
- Dundee CSD
- East Bloomfield CSD
- Gananda CSD
- Geneva City CSD
- Gorham-Middlesex CSD
- Honeoye CSD
- Lyons CSD
- Manchester-Shortsville CSD
- Marion CSD
- Newark CSD
- North Rose-Wolcott CSD
- Palmyra-Macedon CSD
- Penn Yan CSD
- Phelps-Clifton Springs CSD
- Red Creek CSD
- Romulus CSD
- Seneca Falls CSD
- Sodus CSD
- Victor CSD
- Waterloo CSD
- Wayne CSD
- Williamson 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.

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
	2006-07	2006-07	2007-08	2007-08
First-year students	512	198	534	205
Second-year students	401	151	388	156
Second-year students completing	384	151	382	155

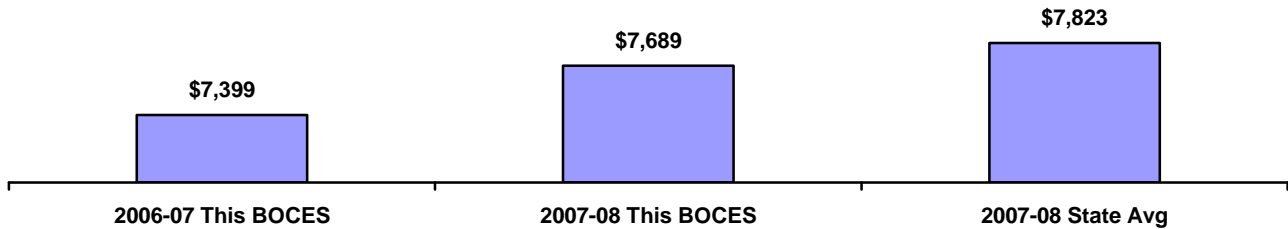
Number of 11th/12th grade students enrolled in one-year programs:

“New Vision”

Other one-year programs

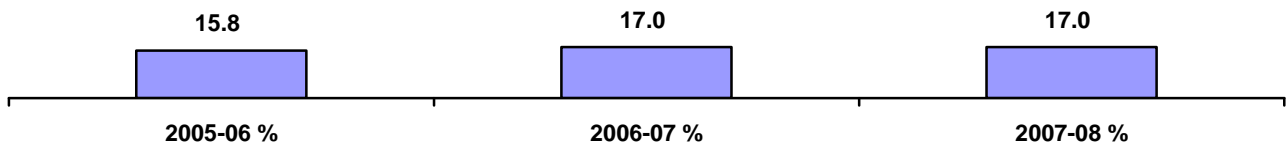
“New Vision”	37	0	37	0
Other one-year programs	36	15	32	9

Tuition Per Student for CTE Programs



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

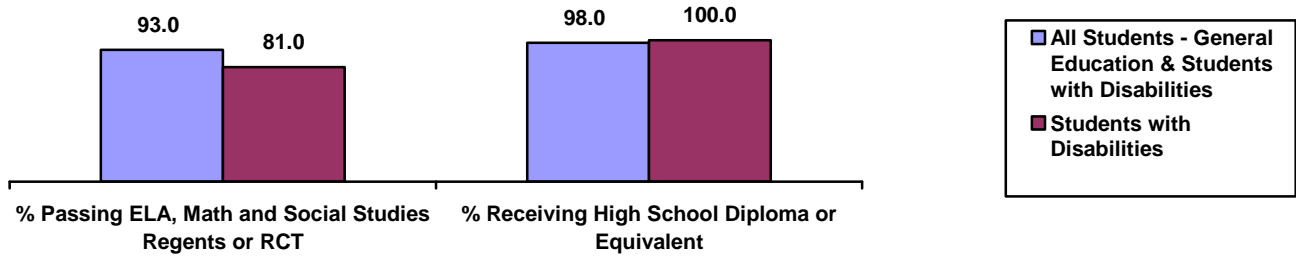
Data Source: Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2007

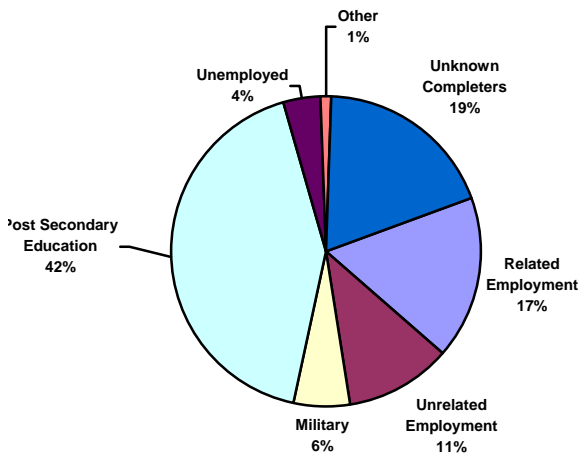
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



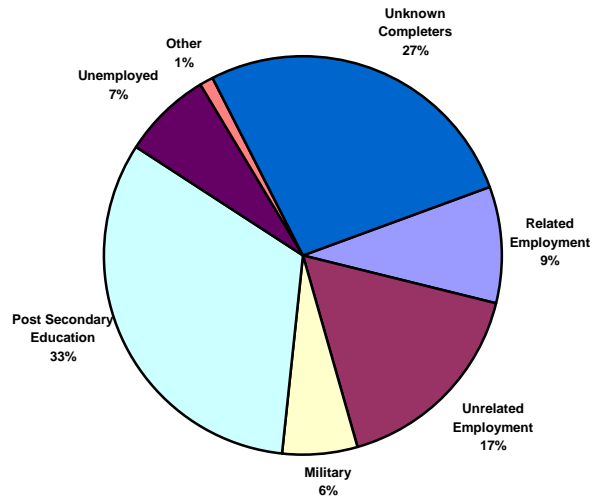
Status of Career and Technical Education (CTE) Students Who Graduated in 2007

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)

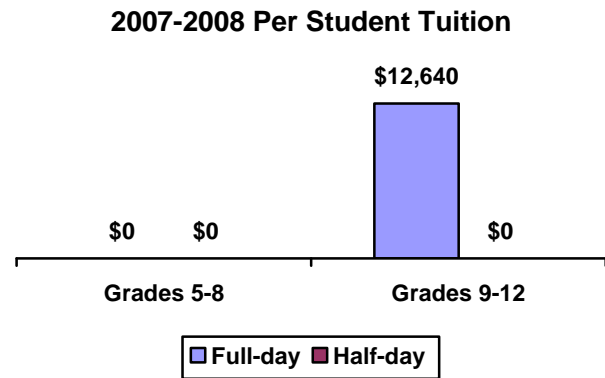
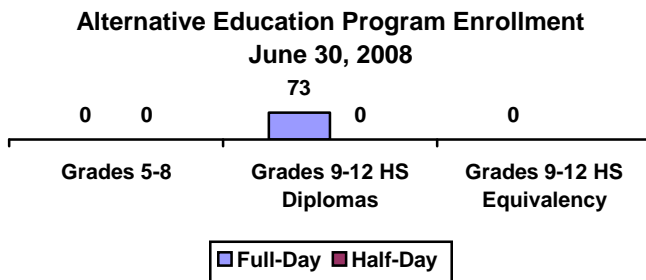


Students with Disabilities



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.

	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
Number of students who:.....						
returned to a school district program	-	-	8	-	0	-
remained in the BOCES program	-	-	25	-	0	-
left the program and did not enter another district or BOCES program (dropouts)	-	-	0	-	0	-
are waiting for GED exam results					0	-
received high school diplomas			25	-		
received high school equivalency diplomas ...					0	-

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*

2006-07 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	282		
Number who Left Prior to Completion	41	14.6%	17.4%
Number who Completed	169	60%	69.8%
Completed and Status Known	119	42%	74.5%
Completed and were Successfully Placed*	83	29.5%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	-	-	12.6%
Under-Represented Gender Members Who Completed	-	-	13.1%

* 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 2007-2008 was 847.

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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Adult Beginning/Intermediate	1,028	213	219	217	21.1%	68	31.9%	69	31%
Adult Secondary (Low)	126	117	113	48	38.1%	37	31.6%	28	24%
ESOL	194	13	0	0	0%	7	53.9%	0	0%

Other Outcomes (2005-06 through 2007-08)

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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Entered employment	95	249	10	46	48.4%	139	60%	5	50%
Retained employment	151	205	-	97	64.2%	36	18%	-	-
Obtained a secondary or high school equivalency diploma	280	170	148	175	62.5%	92	54%	87	58%
Entered post-secondary education or training	520	274	261	332	63.8%	228	83%	201	77%

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)

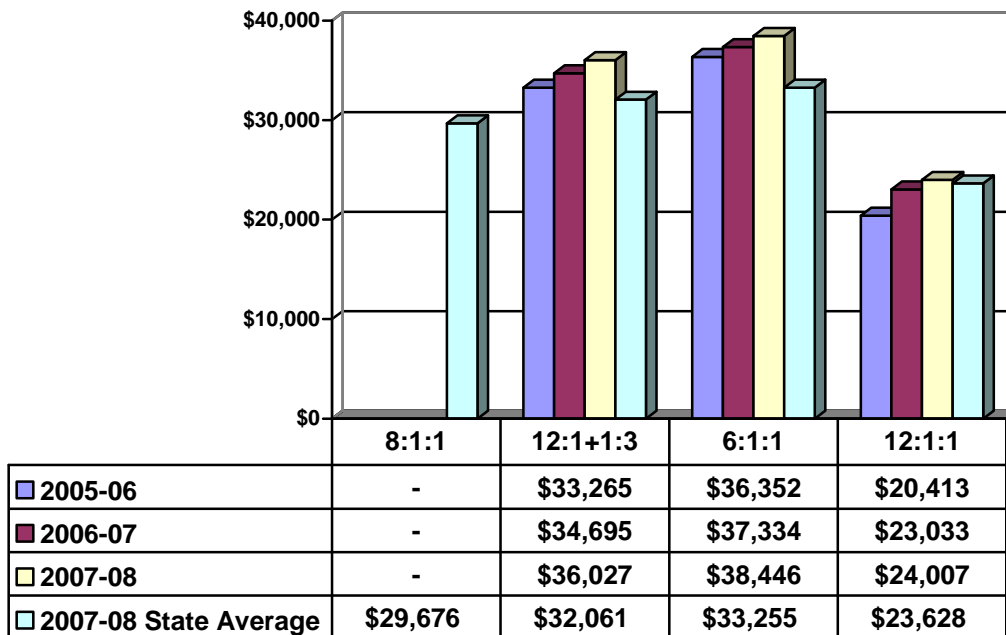
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2005-06	2006-07	2007-08
8:1:1	-	-	-
12:1+1:3	19	19	19
6:1:1	394	388	415
12:1:1	95	98	96

Tuition Rates Per Student 2005-06 through 2007-08



State Testing Program 2007-2008 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	12	7	3	0	22	46%	14%	0
Grade 4 English Language Arts	12	5	1	0	18	34%	6%	0
Grade 5 English Language Arts	11	10	3	0	24	55%	13%	0
Grade 6 English Language Arts	7	19	3	0	29	76%	10%	0
Grade 7 English Language Arts	6	23	2	0	31	80%	0%	0
Grade 8 English Language Arts	18	21	0	0	39	54%	0%	0
Grade 3 Mathematics	7	9	8	0	24	0.0%	33%	0
Grade 4 Mathematics	11	5	3	0	19	0.0%	16%	0
Grade 5 Mathematics	17	5	2	0	24	0.0%	8%	0
Grade 6 Mathematics	22	8	2	0	32	0.0%	6%	0
Grade 7 Mathematics	9	18	8	0	35	0.0%	23%	0
Grade 8 Mathematics	28	10	3	0	41	0.0%	7%	0

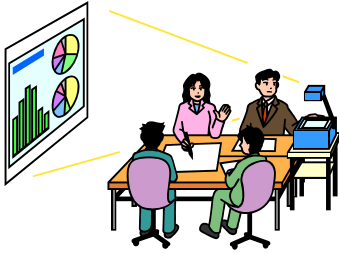
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2007-2008 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	1	1	2	4	100%	75%	0
Grade 4 English Language Arts	0	0	1	2	3	100%	100%	0
Grade 5 English Language Arts	0	0	3	2	5	100%	100%	0
Grade 6 English Language Arts	0	2	3	3	8	100%	75%	0
Grade 7 English Language Arts	0	2	4	4	10	100%	80%	0
Grade 8 English Language Arts	NA	NA	NA	NA	NA	NA%	NA%	0
High School English Language Arts	0	1	0	0	17	100%	94%	0
Grade 3 Mathematics	NA	NA	NA	NA	NA	NA%	NA%	-
Grade 4 Mathematics	0	1	2	0	3	100%	67%	0
Grade 5 Mathematics	0	1	1	3	5	100%	80%	0
Grade 6 Mathematics	0	1	4	3	8	100%	88%	0
Grade 7 Mathematics	0	2	6	2	10	100%	80%	0
Grade 8 Mathematics	0	8	1	8	17	100%	59%	0
High School Mathematics	0	3	10	4	17	100%	82%	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 2007-2008 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	3	73	0	1	0
District Based Educational Planning	15	4	9	0	25
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	15	218	4	2	2
Data Management and Analysis	12	28	27	0	38
Integrating Technology into Curricula & Instruction	41	234	6	14	119
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	73	912	170	30	308
Parent Training	5	36	3	4	46
Special Education Issues	44	590	38	80	218
Leadership Training	28	63	49	0	86
Special Education Training Resource Center (SETRC)	25	261	4	11	46
Other	62	936	49	308	372



Technology Services 2007-2008 School Year

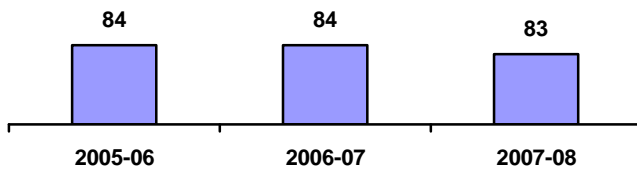
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	0	0	0
Instructional Computing	47	9,900	67,000
Computer/Audio Visual Repair	0	0	
Library Automation/Software	23	-	34,942
LAN Installation/Support	47	99,000	67,000
Distributed Process Technicians	15	32,000	21,000
Guidance Information	22	4,600	31,000
Administrative Computer Services	46	9,700	
Administrative Training	46	9,700	



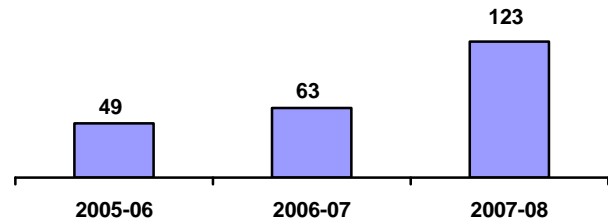
School Library Systems (SLS)

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*

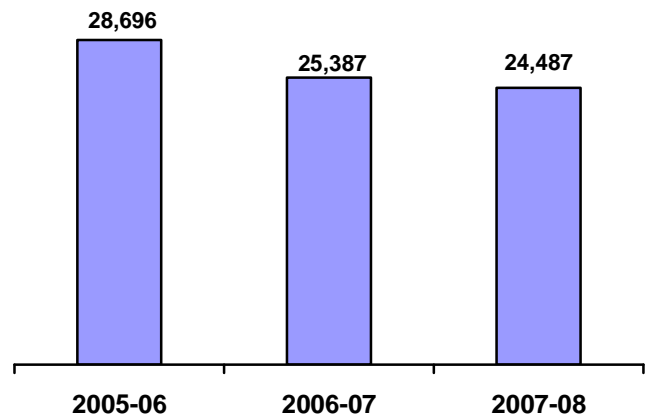
Number of Library Media Centers



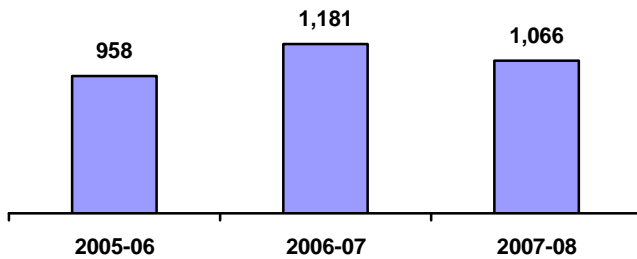
Number of Professional Development Workshops



Consulting Reference and Technical Assistance Services by SLS Staff



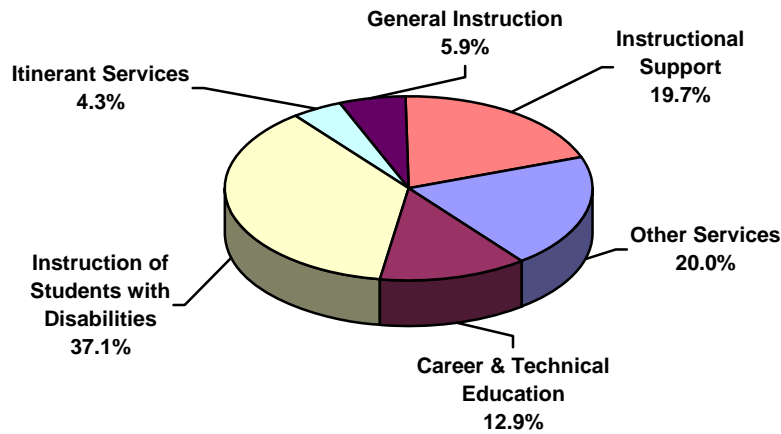
Number of Participants at Professional Development Workshops



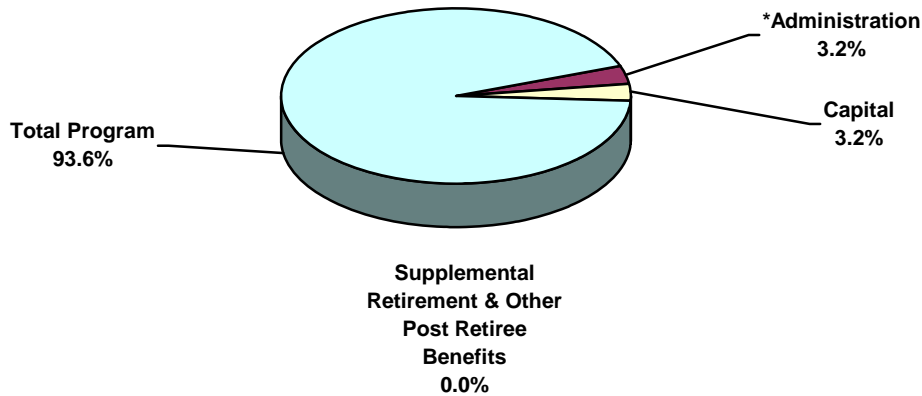
2007-2008 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	2,691,502
Supplemental Retirement & Other Post Retirement Benefits.....	\$	0.00
Capital Expenses.....	\$	2,753,367
Total Program Expenses.....	\$	79,926,525



Total Expenses.....	\$	85,371,395
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*Excludes Supplemental & Other Post Retirement Benefits