



**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

Otsego-Delaware-Schoharie-Greene BOCES

**Otsego-Delaware-Schoharie-Greene  
Board of Cooperative Educational Services  
2005-2006 Report Card**

**Table of Contents**

	<b>Page</b>
<b>Component/Non-Component District List.....</b>	<b>ii</b>
<b>Indicators of BOCES Performance</b>	
<b>Career &amp; Technical Education.....</b>	<b>1-2</b>
<b>Alternative Education.....</b>	<b>3</b>
<b>Adult Career &amp; Technical Education.....</b>	<b>4</b>
<b>Adult Basic Education.....</b>	<b>4</b>
<b>Special Education</b>	
<b>Special Education Enrollment and Tuition in BOCES Programs.....</b>	<b>5</b>
<b>State Testing Program.....</b>	<b>6-7</b>
<b>Professional Development.....</b>	<b>8</b>
<b>Technology Services.....</b>	<b>9</b>
<b>School Library System Services.....</b>	<b>10</b>
<b>2005-2006 Expenses.....</b>	<b>11</b>

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

# **Otsego-Delaware-Schoharie-Greene BOCES**

**1990**

## **Component Districts**

- Andes CSD
- Charlotte Valley CSD
- Cherry Valley-Springfield CSD
- Cooperstown CSD
- Edmeston CSD
- Gilboa-Conesville CSD
- Hunter-Tannersville CSD
- Jefferson CSD
- Laurens CSD
- Margaretville CSD
- Milford CSD
- Morris CSD
- Oneonta City SD
- Roxbury CSD
- Schenevus CSD
- South Kortright CSD
- Stamford CSD
- Windham-Ashland-Jewett CSD
- Worcester 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. *Data Source: BOCES Survey*

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
	2004-05	2004-05	2005-06	2005-06
First-year students	0	0	204	103
Second-year students	0	0	168	67
Second-year students completing	0	0	164	64

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

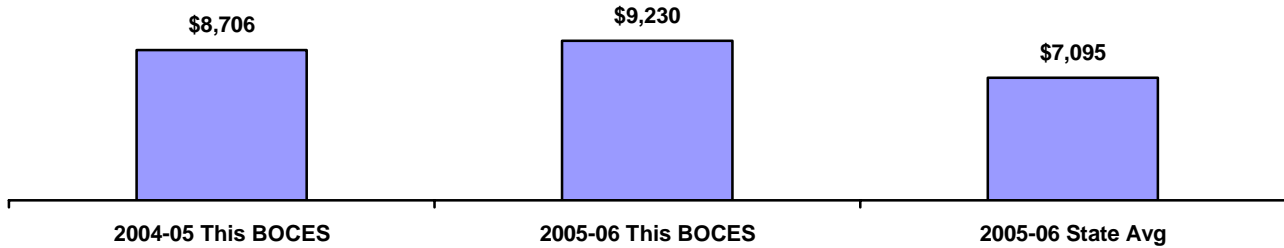
“New Vision” .....

Other one-year programs .....

“New Vision”	0	0	15	0
Other one-year programs	0	0	20	6

### 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

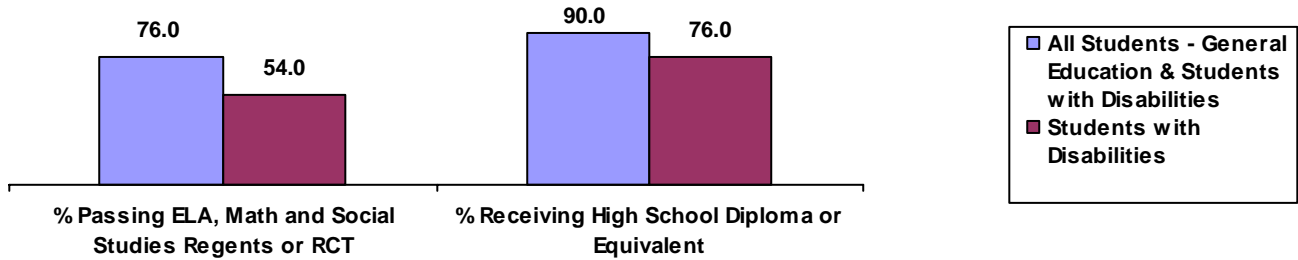
*Data Source: BOCES Survey and Basic Education Data System*



\* 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

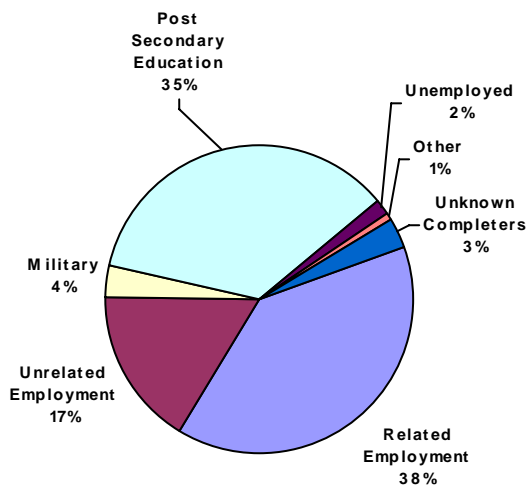
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



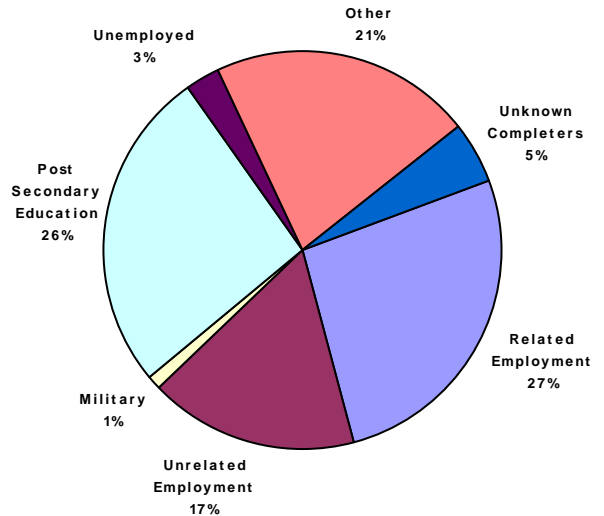
## Status of Career and Technical Education (CTE) Students Who Graduated in 2005

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)**



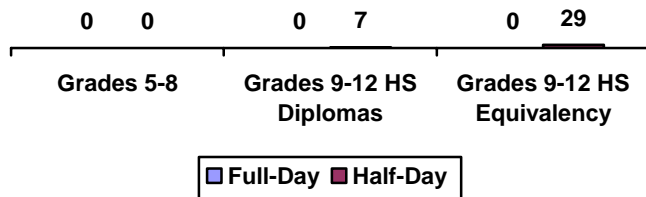
**Students with Disabilities**



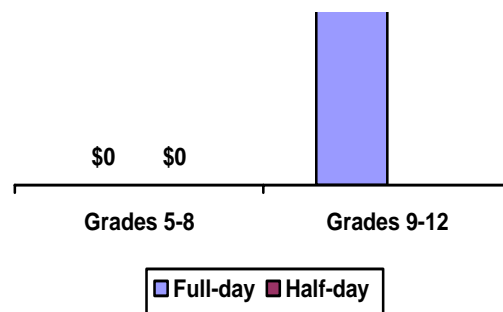
## Alternative Education

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. *Data Source: BOCES Survey*

**Alternative Education Program Enrollment June 30, 2006**



**2005-2006 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. *Data Source: BOCES Survey*

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 .....	0	0	2	0	0	1
remained in the BOCES program .....	0	0	16	14	0	1
left the program and did not enter another district or BOCES program (dropouts) .....	0	0	3	0	0	9
are waiting for GED exam results .....					0	0
received high school diplomas .....			0	7		
received high school equivalency diplomas ...					0	29

## 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*

2004-05 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	60		
Number who Left Prior to Completion	7	11.0%	16.8%
Number who Completed	48	80.0%	72.4%
Completed and Status Known	46	95.8%	80.6%
Completed and were Successfully Placed*	42	91.3%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	0	0.0%	10.1%
Under-Represented Gender Members Who Completed	0	0.0%	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	32	35	26	2	6.0%	1	2.0%	5	19.0%
Adult Secondary (Low)	4	4	1	0	0.0%	0	0.0%	0	0.0%
ESOL	2	0	0	2	100.0%	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	1	3	2	0	0.0%	2	66.6%	1	50.0%
Retained employment	0	0	2	0	n/a	0	0.0%	2	100.0%
Obtained a secondary or high school equivalency diploma	2	17	2	0	0.0%	0	0.0%	0	0.0%
Entered post-secondary education or training	0	3	5	0	n/a	0	0.0%	4	80.0%

## 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:

- 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)

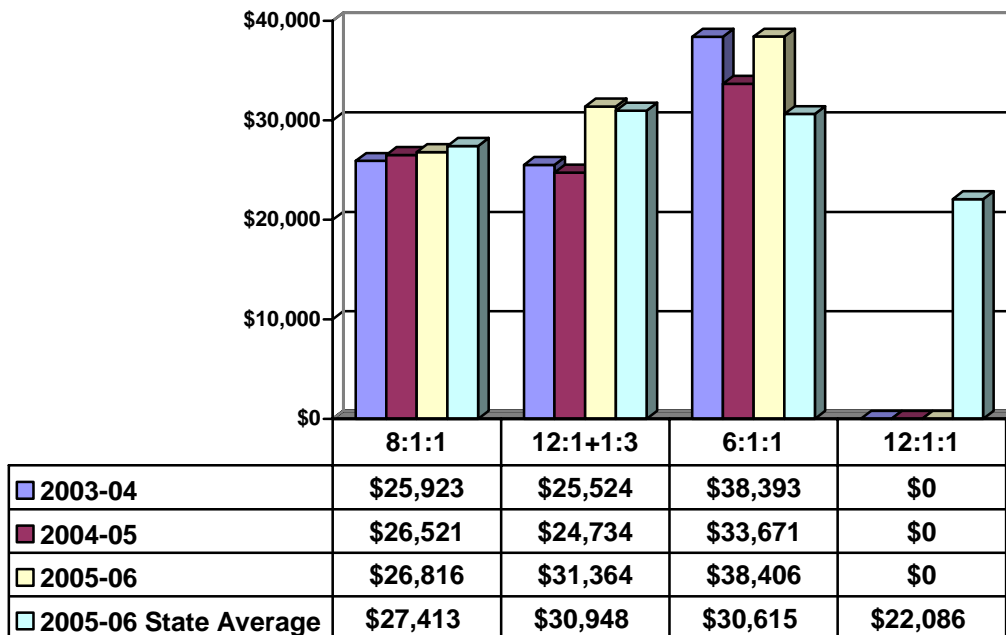
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2003-04	2004-05	2005-06
8:1:1	62	65	78
12:1+1:3	38	33	30
6:1:1	10	6	10
12:1:1	0	0	0

### Tuition Rates Per Student 2003-04 through 2005-06





## 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	0	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	1	0	0	0	3	0.0%	0.0%	2
Grade 5 English Language Arts	1	1	0	0	2	50.0%	0.0%	0
Grade 6 English Language Arts	2	2	0	0	5	40.0%	0.0%	1
Grade 7 English Language Arts	0	0	0	0	1	0.0%	0.0%	1
Grade 8 English Language Arts	2	2	0	0	5	40.0%	0.0%	1
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	1	0	0	0	3	0.0%	0.0%	2
Grade 5 Mathematics	0	1	0	0	2	50.0%	0.0%	1
Grade 6 Mathematics	3	2	0	0	5	40.0%	0.0%	0
Grade 7 Mathematics	0	0	0	0	1	0.0%	0.0%	1
Grade 8 Mathematics	4	0	0	0	5	0.0%	0.0%	1

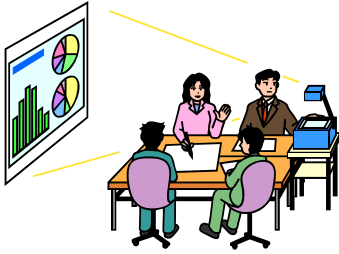
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards 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)  
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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	0	1	0	3	4	100.0%	75.0%	0
Grade 4 English Language Arts	0	2	1	3	6	100.0%	67.0%	0
Grade 5 English Language Arts	0	2	0	4	6	100.0%	67.0%	0
Grade 6 English Language Arts	0	0	1	3	4	100.0%	100.0%	0
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 8 English Language Arts	0	1	4	5	10	100.0%	90.0%	0
High School English Language Arts	0	0	0	3	3	100.0%	100.0%	0
Grade 3 Mathematics	0	1	0	3	4	100.0%	75.0%	0
Grade 4 Mathematics	0	2	1	3	6	100.0%	67.0%	0
Grade 5 Mathematics	0	2	0	3	5	100.0%	60.0%	0
Grade 6 Mathematics	0	0	1	3	4	100.0%	100.0%	0
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 8 Mathematics	0	1	4	5	10	100.0%	90.0%	0
High School Mathematics	0	0	0	3	3	0.0%	100.0%	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 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	16	960	19	0	0
District Based Educational Planning	16	960	19	0	0
High School Graduation Requirements	16	960	19	0	0
Learning Standards (ELA, MST, etc.)	16	960	19	0	0
Data Management and Analysis	16	960	19	0	0
Integrating Technology into Curricula & Instruction	16	960	19	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	16	960	19	0	0
Middle Level Education Academic and Youth Development	16	960	19	0	0
Career and Technical Education	1	0	2	0	0
Instructional Strategies	16	960	19	0	0
Parent Training	0	0	0	0	0
Special Education Issues	16	960	19	0	0
Leadership Training	16	960	19	0	0
Special Education Training Resource Center (SETRC)	16	960	19	0	19
Other	0	0	0	0	0



## Technology Services 2005-2006 School Year

*Data Source: BOCES Survey*

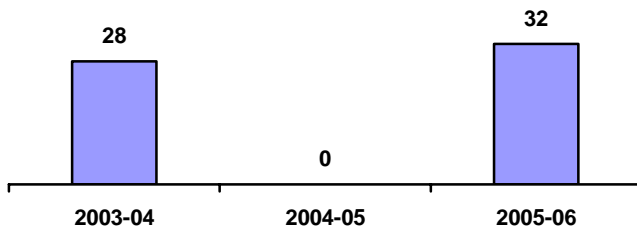
<b>BOCES provides technology services to district and BOCES staff and students.</b>	<b>Districts</b>	<b>Professionals Teachers Administrators</b>	<b>Students</b>
<b>Distance Learning</b>	11	50	100
<b>Instructional Computing</b>	16	960	9484
<b>Computer/Audio Visual Repair</b>	0	0	
<b>Library Automation/Software</b>	19	1049	10,556
<b>LAN Installation/Support</b>	4	140	0
<b>Distributed Process Technicians</b>	4	140	0
<b>Guidance Information</b>	n/a	n/a	n/a
<b>Administrative Computer Services</b>	RIC	0	
<b>Administrative Training</b>	RIC	0	



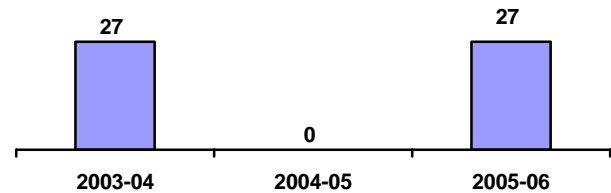
## School Library Systems (SLS)

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*

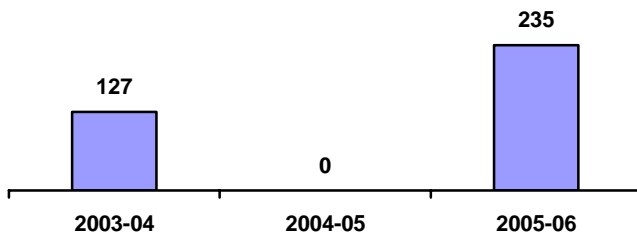
**Number of Library Media Centers**



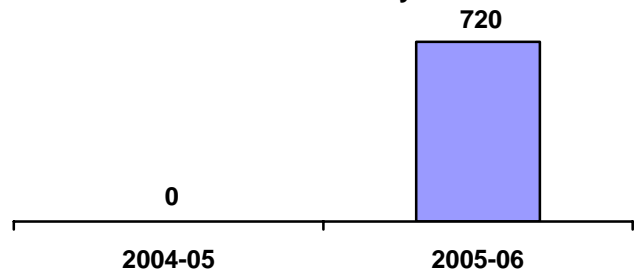
**NOVEL Ready Libraries**



**Number of Participants at Professional Development Workshops**



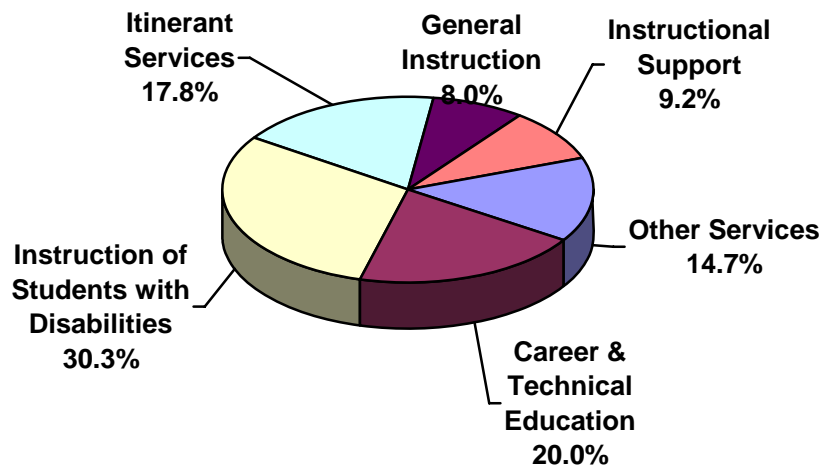
**Consulting Reference and Technical Assistance Services by SLS Staff**



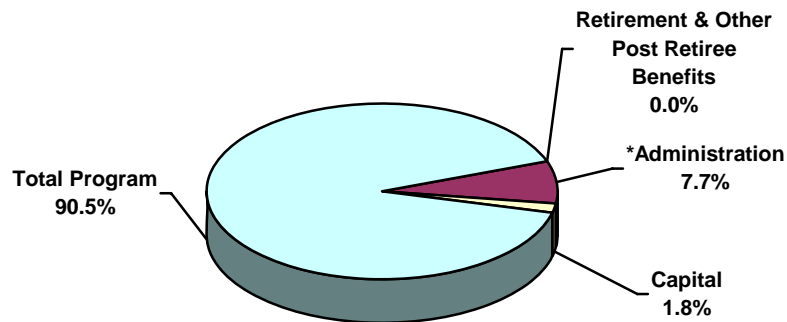
## 2005-2006 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) .....	\$	1,663,557.91
Supplemental Retirement & Other Post Retirement Benefits.....	\$	0.00
Capital Expenses.....	\$	392,855.42
<b>Total Program Expenses.....</b>	<b>\$</b>	<b>19,491,303.80</b>



Total Expenses.....	\$	21,547,717.13
---------------------	----	---------------



\*Excludes Supplemental & Other Post Retirement Benefits