

BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**

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- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- Technology Services
- School Library System Services
- 2010-2011 Expenses

**2010-2011**

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**Tompkins Seneca Tioga BOCES**

**Tompkins Seneca Tioga BOCES  
Board of Cooperative Educational Services  
2010-2011 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

**Tompkins Seneca Tioga BOCES**  
**6190**

**Component Districts**

- Candor CSD
- Dryden CSD
- Groton CSD
- George Jr. UFSD
- Ithaca CSD
- Lansing CSD
- Newfield CSD
- South Seneca CSD
- Trumansburg 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  
 Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2009-10	2009-10	2010-11	2010-11
173	88	157	79
115	48	119	61
111	46	102	52
60	16	38	17

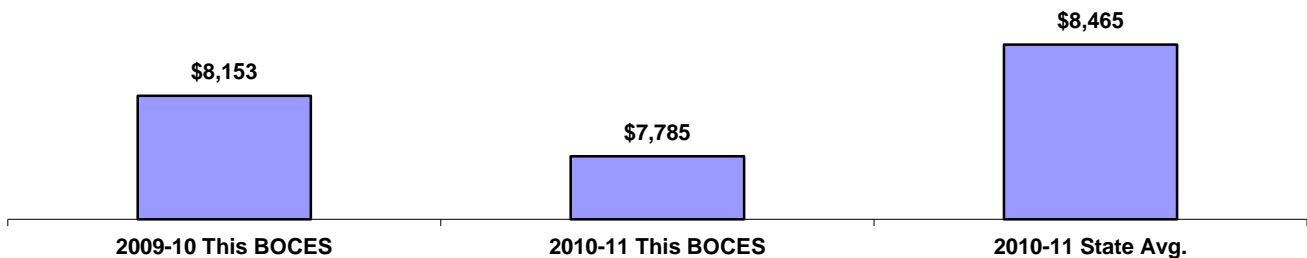
### Other Career-Related Programs

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

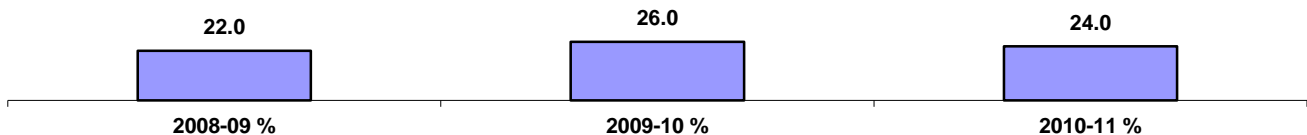
“New Vision”  
 Participated 1 yr of a CTE Program  
 Other one-year programs

27	1	29	1
0	0	0	0
0	92	0	78

**Tuition Per Student for CTE Programs**  
 Data Source: 602 Report



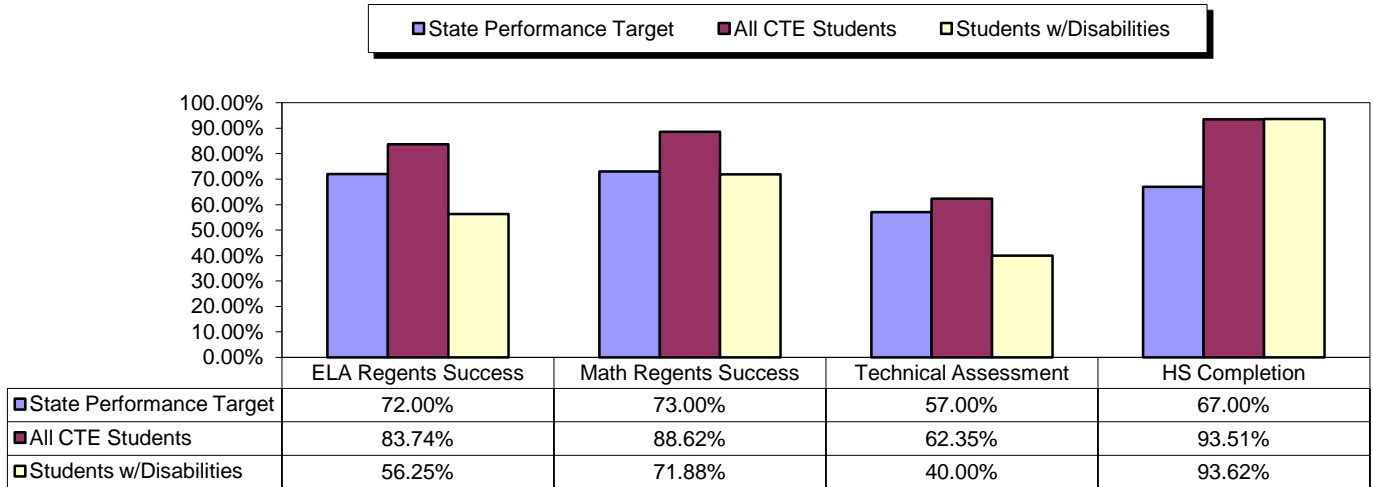
**\*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools**  
 Data Source: SIRS



\* Data Include General Education and Students with Disabilities. Data Source: SIRS

# CTE Student Performance on Perkins Indicators Who Left School in 2010

Data Source: SIRS

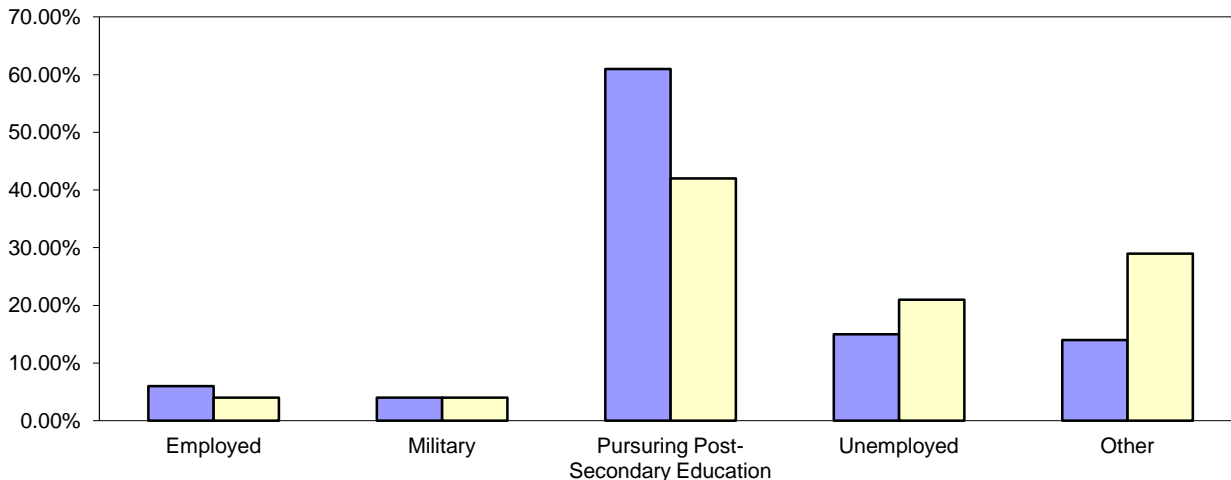


## Status of Career and Technical Education (CTE) Students 2009 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

Total Placement	
This BOCES	State Target
<b>86%*</b>	<b>96%*</b>

**\* As reported by students. This data is a representation but likely not to be accurate.**



■ 2008-2009 All Graduates (General Education and Students with Disabilities)
■ 2008-2009 Students with Disabilities

**General Education Development Leading to (GED)  
For CTE Students Age 16-18  
2010-2011**

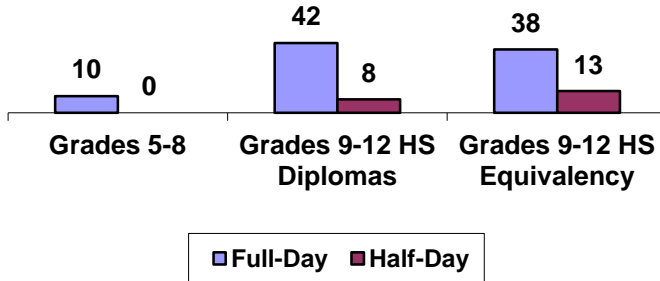
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	<b>Grades 9-12 Programs Leading GED</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	0	32
<b>Passing Rate of Students Tested</b>	0	75%
<b>Remained / Still Enrolled in the Program</b>	0	16
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	0	4
<b>Returned to School District:</b>	0	2

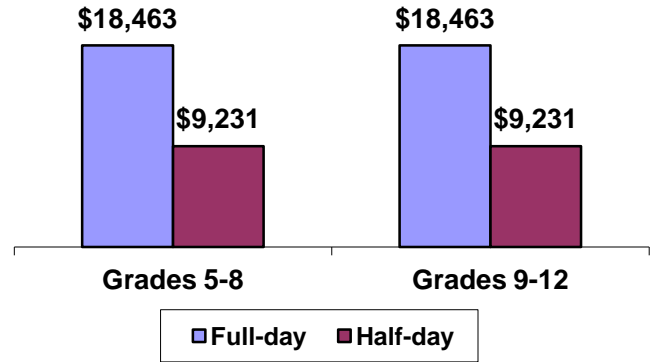
## Alternative Education

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, 2011**



**2010-2011 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.

	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	Half-day	Full-day
<b>Number of students who:</b>						
Returned to a school district program	3	0	9	1	3	1
Remained in the BOCES program	7	0	30	7	15	12
Left the program and did not enter another district or BOCES program (dropouts)	0	0	3	0	20	0
Received high school diplomas			7	2		

**Alternative Education State Testing Program  
2010-2011 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	2	1	4	7	29.0%	14.0%	57.0%
Geometry				1*			
Algebra 2/ Trigonometry				0			
Living Environment	0	1	7	8	0.0%	12.5%	87.5%
Physical Setting/ Earth Science				1*			
Physical Setting/ Chemistry				0			
Physical Setting/ Physics				0			
Comprehensive French				0			
Comprehensive Italian				0			
Comprehensive Spanish				0			
Comprehensive Exam in English	7	2	6	15	47.0%	13.0%	40.0%
Global History and Geography	10	2	2	14	71.4%	14.3%	14.3%
United States History and Government	3	4	2	9	33.3%	44.4%	22.2%

\* Data for groups with less than 6 members have been suppressed in order to protect student privacy.

**Alternative Education Performance of Students  
2010-2011 School Year**

State Assessment-	Counts of Students Tested	Percentage of Students Tested
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RCT Exams	Below 55	55-64	65 and above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
RCT – Grade 10 Mathematics				3*			
RCT – Grade 11 Mathematics				2*			
RCT – Grade 12 Mathematics				1*			
RCT – Grade 10 Science				1*			
RCT – Grade 11 Science				0			
RCT – Grade 12 Science				0			
RCT – Grade 10 Global Studies				3*			
RCT – Grade 11 Global Studies				3*			
RCT – Grade 12 Global Studies				4*			
RCT – Grade 11 Reading				0			
RCT – Grade 12 Reading				2*			
RCT – Grade 11 Writing				0			
RCT – Grade 12 Writing				2*			
RCT – Grade 11 United States History & Gov't.				0			
RCT – Grade 12 United States History & Gov't.	2	1	2	5	40.0%	20.0%	40.0%

\* Data for groups with less than 6 members have been suppressed in order to protect student privacy.

## 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: ASISTS*

	This BOCES		BOCES Statewide Average
	Count	Percentage	
<b>All CTE Programs</b>			
Enrolled during 2009-10	0	--	--
Continuing Enrollment after 2009-10	0	0.0%	0.0%
Completed or Left During 2009-10	0	0.0%	0.0%
Left Prior to Completion During 2009-10	0	0.0%	0.0%
Completed by the End of 2009-10	0	0.0%	0.0%
Completed or Left During 2009-10 and Status Known	0	0.0%	0.0%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	0.0%
Completed but Not seeking Employment	0	0.0%	0.0%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2009-10	0	--	--
Under-Represented Gender Members Enrolled During 2009-10	0	--	--
Completed a Non-Traditional Program By the End of 2009-10	0	0.0%	0.0%
Under-Represented Gender Members Who Completed	0	0.0%	0.0%

\* 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 2010-2011 was 434.

#### 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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Adult Beginning/Intermediate	189	142	159	50	26%	34	23%	56	35%
Adult Secondary (Low)	25	36	17	7	28%	9	25%	9	52%
ESOL	249	259	241	151	61%	161	62%	164	68%

#### Other Outcomes (2008-09 through 2010-11)

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Entered employment	39			28	72%		83%		81%
Retained employment	54			32	59%		77%		91%
Obtained secondary or HS equivalency diploma	9			8	89%		100%		100%
Entered post-secondary education or training	16			7	44%		95%		84%

# 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)

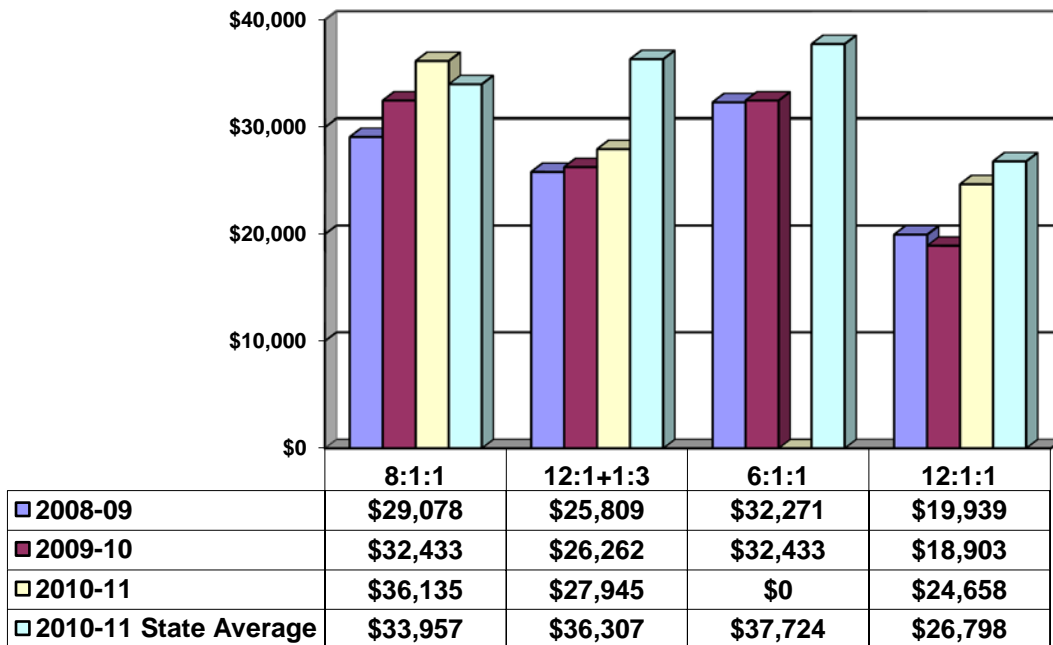
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2008-09	2009-10	2010-11
<b>8:1:1</b>	97	90	88
<b>12:1+1:3</b>	24	24	23
<b>6:1:1</b>	8	5	0
<b>12:1:1</b>	73	73	54

### Tuition Rates Per Student 2008-09 through 2010-11



## Special Education State Testing Program 2010-2011 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					2*		
Grade 4 English Language Arts					5*			0
Grade 5 English Language Arts					5*			0
Grade 6 English Language Arts	8	3	1	0	12	33%	8%	0
Grade 7 English Language Arts	6	1	0	0	7	14%	0%	0
Grade 8 English Language Arts	7	4	2	0	13	46%	15%	0
Grade 3 Mathematics					2*			0
Grade 4 Mathematics					5*			0
Grade 5 Mathematics					5*			0
Grade 6 Mathematics	10	1	1	0	12	17%	8%	0
Grade 7 Mathematics	5	1	1	0	7	28%	14%	0
Grade 8 Mathematics	10	3	0	0	13	23%	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.

\* Data for groups with less than 6 members have been suppressed in order to protect student privacy.

**Special Education State Testing Program (cont'd.)**  
**2010-2011 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra				1*			
Geometry				1*			
Algebra 2/ Trigonometry				0			
Living Environment				0			
Physical Setting/ Earth Science				2*			
Physical Setting/ Chemistry				0			
Physical Setting/ Physics				0			
Comprehensive French				0			
Comprehensive Italian				0			
Comprehensive Spanish				0			
Comprehensive Exam in English				0			
Global History and Geography				3*			
United States History and Government				2*			

\* Data for groups with less than 6 members have been suppressed in order to protect student privacy.

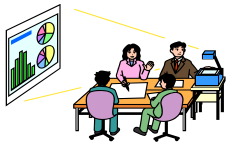
**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2010-2011 School Year**

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					3*			0.0%
Grade 4 English Language Arts					2*			0.0%
Grade 5 English Language Arts					1*			0.0%
Grade 6 English Language Arts					5*			0.0%
Grade 7 English Language Arts					2*			0.0%
Grade 8 English Language Arts					4*			0.0%
High School English Language Arts	0	0	0	12	12	100%	100%	0.0%
Grade 3 Mathematics					3*			0.0%
Grade 4 Mathematics					2*			0.0%
Grade 5 Mathematics					1*			0.0%
Grade 6 Mathematics					5*			0.0%
Grade 7 Mathematics					2*			0.0%
Grade 8 Mathematics					4*			0.0%
High School Mathematics	0	0	1	11	12	100%	100%	0.0%

Data Source: nySTART

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.

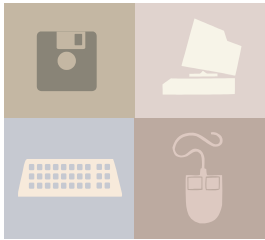
\* Data for groups with less than 6 members have been suppressed in order to protect student privacy.



## Professional Development 2010-2011 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards										
Data-Driven Instruction										
Lead Evaluator Training										
Principal Evaluator Training										
Integrating Technology into Curricula & Instruction		11		470		27		39		43
Project Based Learning										
College & Career Readiness		10		15		3		0		0
Career and Technical Education										
Middle Level Education										
Positive Youth Development		7		213		6		4		1
Instructional Strategies		11		1107		49		3		65
Parent Training										
Special Education Issues		6		23		48		0		14
(RSE-TASC ) Regional Special Education Technical Assistance Support										
(SE-SIS) Special Education School Improvement Specialist		7		81		0		0		2
RBE-RN										
Leadership Training		11		242		195		4		20
ECE Training (Early Childhood)										
Professional Practice (APPR)										
Culture/Climate										
School & District Planning		7		1127		35		12		0
Response to Intervention										
Data Management and Analysis		12		294		40		2		19
Learning Standards (ELA, MST, etc.)		10		218		6		0		0
Interdisciplinary Teaching (including integration of career technology & academics)		3		8		0		0		0
Other		37		777		49		110		384



## Technology Services 2010-2011 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	0/0	0	0		
Instructional Computing	9/1,311	98	13,192	X	
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	9/1,311	98	13,192	X	
LAN Installation/Support	7/991	98	11,239		X
Distributed Process Technicians	2/620	0	6,591	X	
Guidance Information	0/0	0	0		
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	7/1,144	98	11,483		X
Model Schools	9/1,311	98	13,192	X	
Other Student Instructional Support	0/0	0	0		

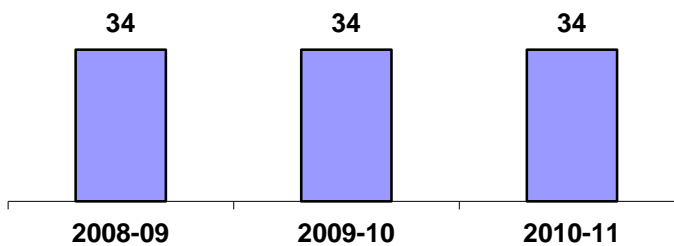




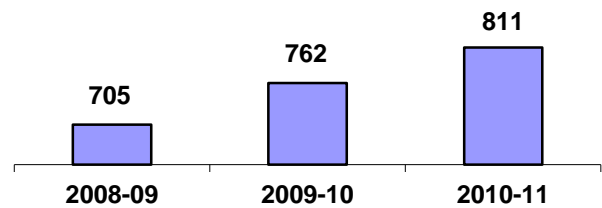
## School Library Systems (SLS)

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*

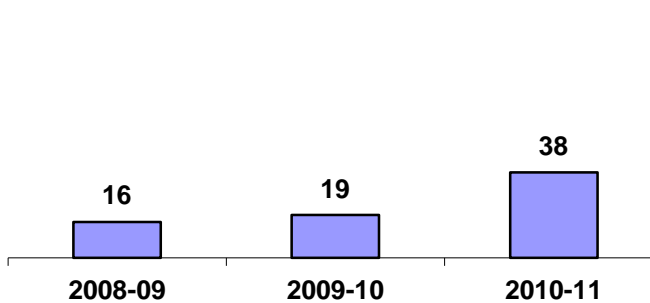
**Number of Library Media Centers**



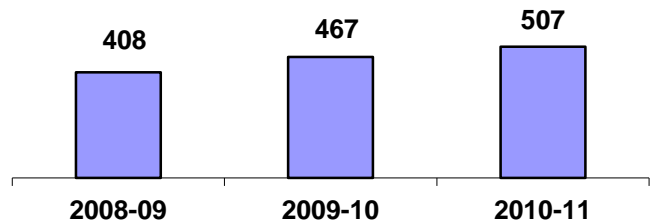
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Workshops**



**Number of Participants at Professional Development Workshops**



# 2010-2011 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,303,006.10
Capital Expenses.....	\$ 285,112.00
Total Program Expenses.....	\$ 25,804,965.88
Total Expenses.....	\$ 28,393,083.98

