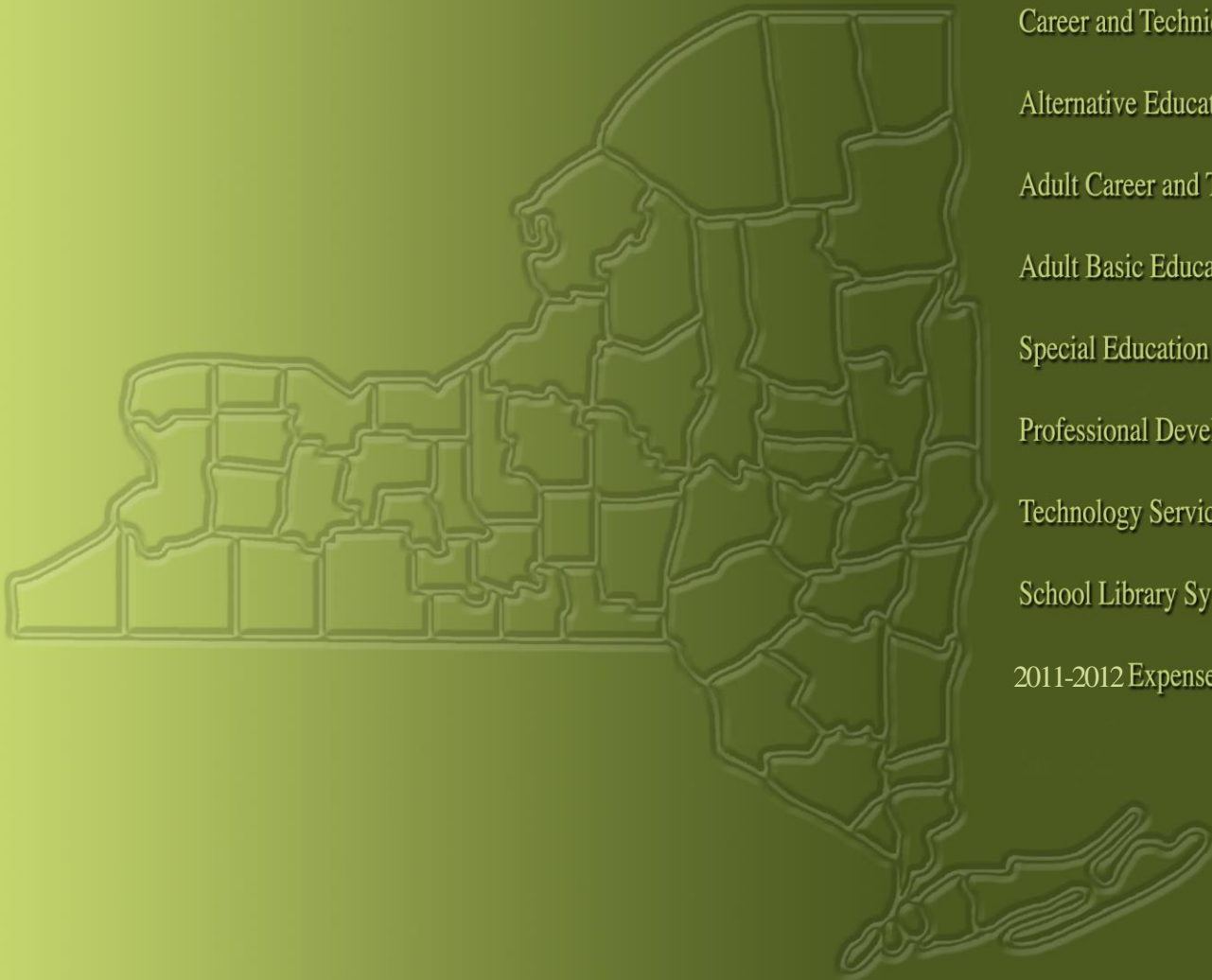


BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**

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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
- 2011-2012 Expenses

**2011-2012**

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**SULLIVAN BOCES**

**SULLIVAN BOCES**  
**Board of Cooperative Educational Services**  
**2011-2012 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>1-3</b>
<b>Alternative Education.....</b>	<b>4-6</b>
<b>Adult Career &amp; Technical Education.....</b>	<b>7</b>
<b>Adult Basic Education.....</b>	<b>7</b>
<b>Special Education</b>	
<b>Special Education Enrollment and Tuition in BOCES Programs.....</b>	<b>8</b>
<b>State Testing Program.....</b>	<b>9-11</b>
<b>Professional Development.....</b>	<b>12</b>
<b>Technology Services.....</b>	<b>13</b>
<b>School Library System Services.....</b>	<b>14</b>
<b>2011-2012 Expenses.....</b>	<b>15</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

**SULLIVAN BOCES**  
**599-000-000-00**

**Component Districts**

- Eldred Central School District
- Fallsburg Central School District
- Liberty Central School District
- Livingston Manor Central School District
- Monticello Central School District
- Roscoe Central School District
- Sullivan West Central School District
- Tri-Valley Central School District

# 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
2010-11	2010-11	2011-12	2011-12
251	88	110	99
202	70	111	80
141	48	96	76
54	16	65	28

### Other Career-Related Programs

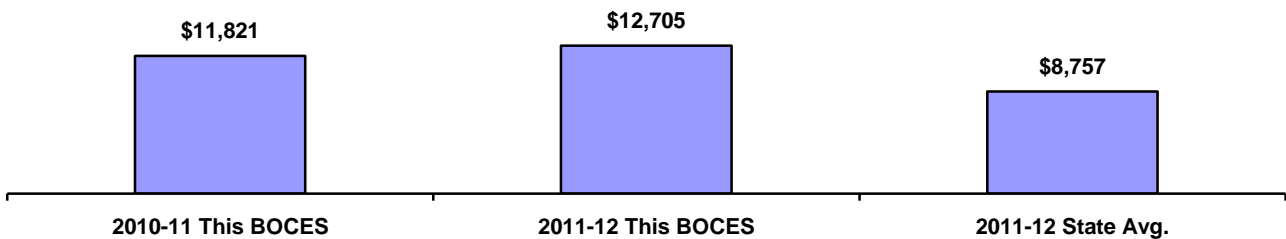
Number of 11<sup>th</sup>/12<sup>th</sup> grade students enrolled in one-year programs:

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

6	0	11	0
	0	29	9
0	0	3	1

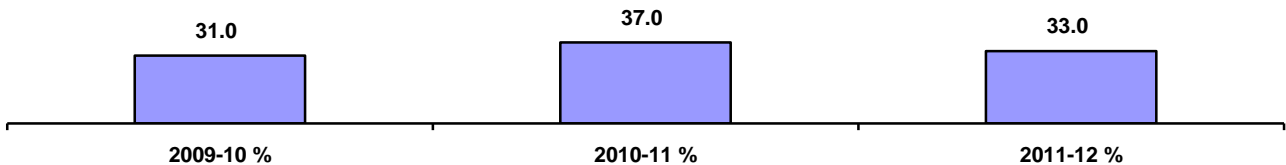
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

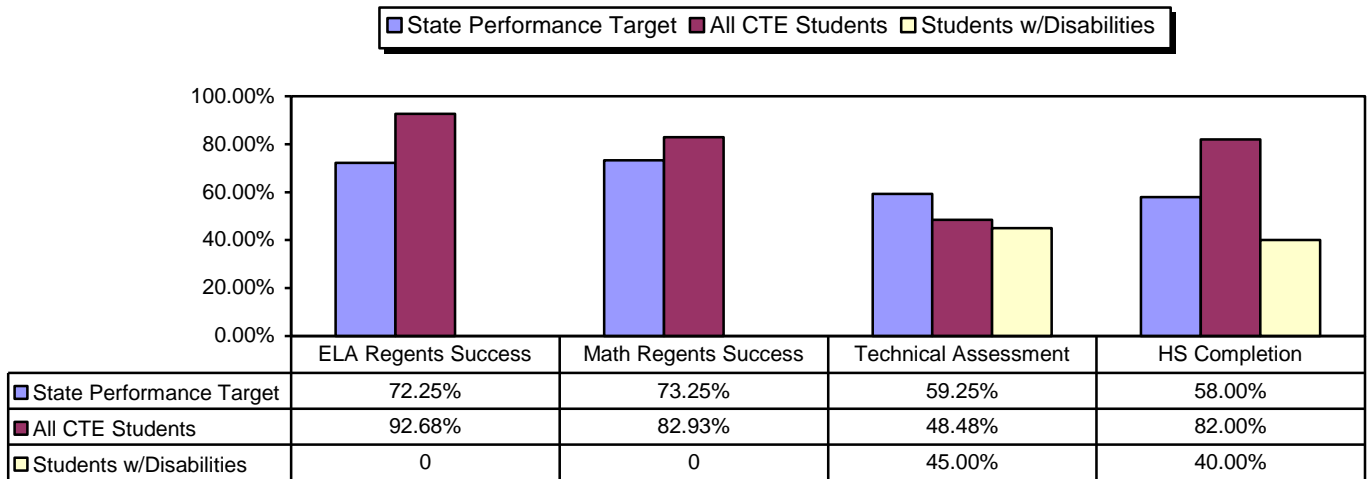
*Data Source: SIRS*



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

## CTE Student Performance on Perkins Indicators Who Left School in 2011

Data Source: SIRS

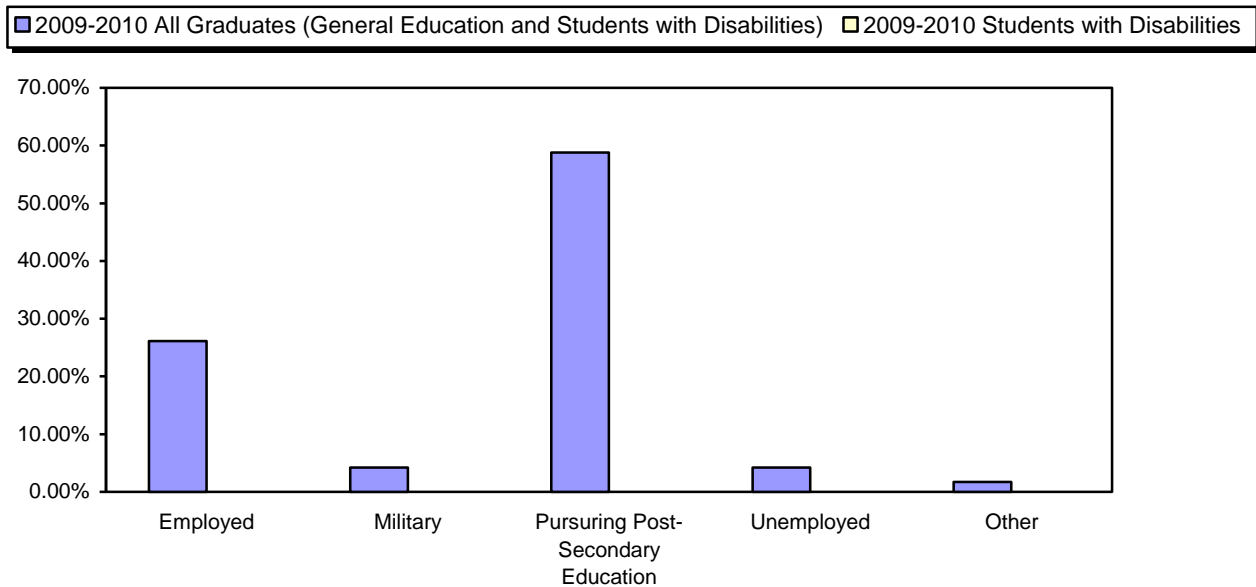


## Status of Career and Technical Education (CTE) Students 2010 Placement Outcomes

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>93.18%</b>	<b>0.0 %</b>



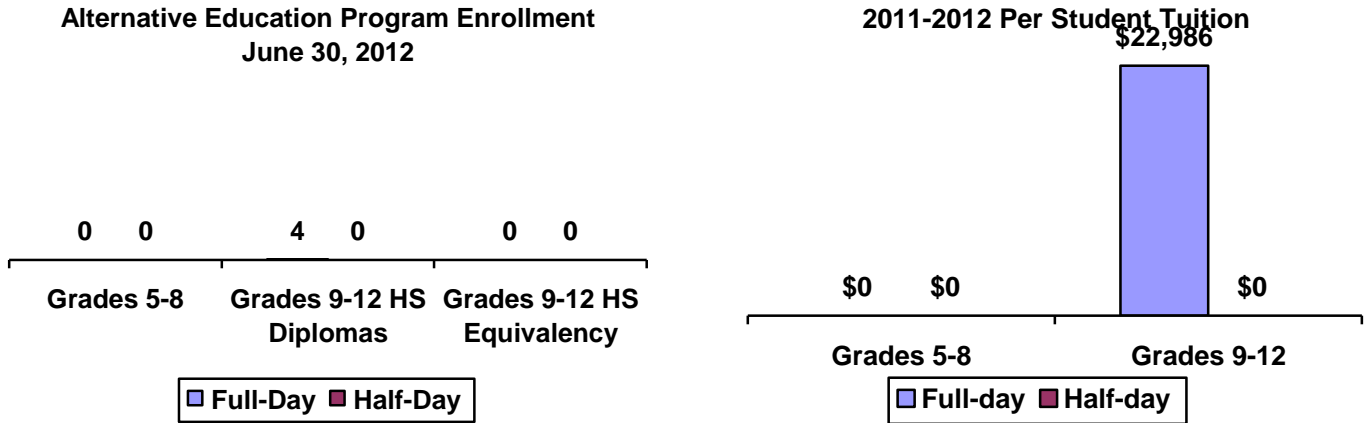
**General Education Development Leading to (GED)  
For CTE Students Age 16-18  
2011-2012**

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>	59	0
<b>Passing Rate of Students Tested</b>	56	0
<b>Remained / Still Enrolled in the Program</b>	14	0
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	2	0
<b>Returned to School District:</b>	1	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.



## 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	0	0	8	0	0	0
Remained in the BOCES program	0	0	39	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	4	0	0	0
Received high school diplomas			4	0		

**Alternative Education State Testing Program**  
**2011-2012 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
<b>Integrated Algebra</b>	55	0	0	1	100%	0.0%	0.0%
<b>Geometry</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Algebra 2/ Trigonometry</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Living Environment</b>	0	0	5	5	0.0%	0.0%	100%
<b>Physical Setting/ Earth Science</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Physical Setting/ Chemistry</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Physical Setting/ Physics</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive French</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive Italian</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive Spanish</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive Exam in English</b>	0	2	3	5	0.0%	40%	60%
<b>Global History and Geography</b>	2	0	3	5	40%	0.0%	60%
<b>United States History and Government</b>	5	0	3	8	63%	0.0%	38%



**Alternative Education Performance of Students  
2011-2012 School Year**

State Assessment- RCT 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
RCT – Grade 10 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 12 Mathematics	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 11 Reading	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 12 Reading	2	0	0	2	100%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 12 Writing	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	1	0	0	1	100%	0.0%	0.0%

## 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: ASISTS*

	This BOCES		BOCES Statewide Average
	Count	Percentage	
<b>All CTE Programs</b>			
Enrolled during 2010-11	186	--	--
Continuing Enrollment after 2010-11	16	11.6%	0.0%
Completed or Left During 2010-11	170	92%	0.0%
Left Prior to Completion During 2010-11	18	10.34%	0.0%
Completed by the End of 2010-11	152	82%	0.0%
Completed or Left During 2010-11 and Status Known	14	13.2%	0.0%
Completed/Left/Status Known and Successfully Placed*	20	9.3%	0.0%
Completed but Not seeking Employment	0	0.0%	0.0%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2010-11	0	--	--
Under-Represented Gender Members Enrolled During 2010-11	0	--	--
Completed a Non-Traditional Program By the End of 2010-11	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 2011-2012 was **972**.

#### 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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Adult Beginning/Intermediate	96	643	673	378	54.3%	324	51%	328	49%
Adult Secondary (Low)	55	48	48	23	56%	21	44%	27	56%
ESOL	238	219	238	104	43.7%	113	52%	138	58%

#### Other Outcomes (2009-10 through 2011-12)

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Entered employment	58	93	106	58	74%	72	77%	70	66%
Retained employment	3	13	16	3	100%	13	100%	10	62%
Obtained secondary or HS equivalency diploma	74	69	61	69	89%	67	97%	59	96%
Entered post-secondary education or training	79	72	48	62	78%	63	87%	36	75%

# 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)

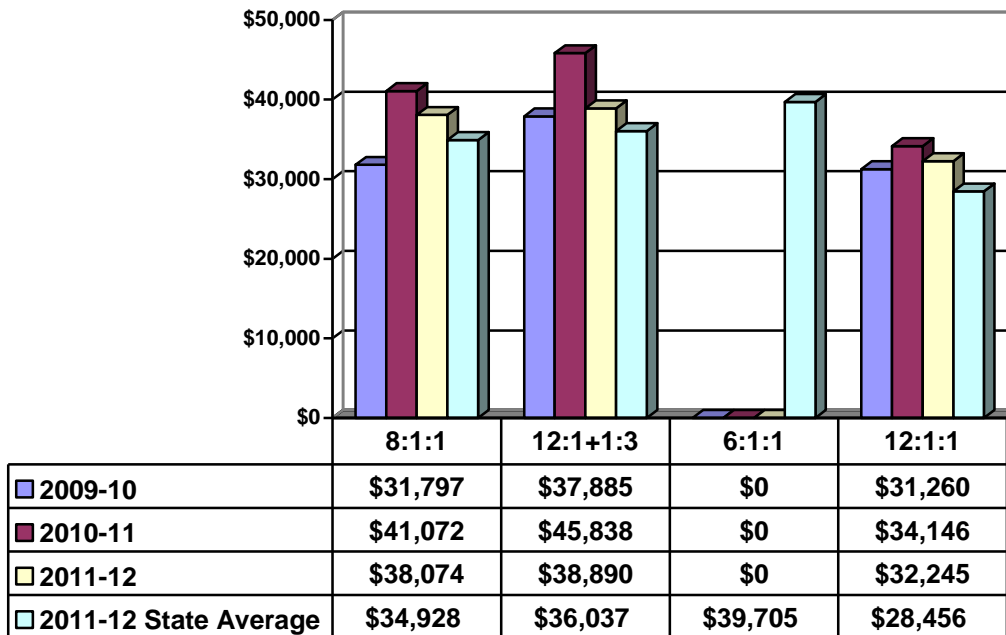
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2009-10	2010-11	2011-12
<b>8:1:1</b>	196	198	201
<b>12:1+1:3</b>	16	13	9
<b>6:1:1</b>	0	0	0
<b>12:1:1</b>	49	44	42

### Tuition Rates Per Student 2009-10 through 2011-12



## Special Education State Testing Program 2011-2012 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	5	4	0	0	9	44%	0%	0
Grade 4 English Language Arts	8	1	3	0	12	33%	25%	0
Grade 5 English Language Arts	6	3	1	0	10	40%	10%	0
Grade 6 English Language Arts	10	5	0	0	15	33%	0%	0
Grade 7 English Language Arts	10	4	0	0	14	29%	0%	0
Grade 8 English Language Arts	11	6	1	0	18	39%	6%	0
Grade 3 Mathematics	3	6	0	0	9	67%	0%	0
Grade 4 Mathematics	5	4	1	1	11	55%	18%	0
Grade 5 Mathematics	2	7	1	0	10	80%	10%	0
Grade 6 Mathematics	13	2	0	0	15	13%	0%	0
Grade 7 Mathematics	19	4	9	9	14	29%	0%	0
Grade 8 Mathematics	11	7	0	0	18	39%	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.

**Special Education State Testing Program (cont'd.)**  
**2011-2012 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
<b>Integrated Algebra</b>	16	7	4	27	59%	26%	15%
<b>Geometry</b>	1	0	3	4	25%	0%	75%
<b>Algebra 2/ Trigonometry</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Living Environment</b>	3	2	5	10	30%	20%	50%
<b>Physical Setting/ Earth Science</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Physical Setting/ Chemistry</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Physical Setting/ Physics</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive French</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive Italian</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive Spanish</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Comprehensive Exam in English</b>	8	5	3	16	50%	31%	19%
<b>Global History and Geography</b>	21	3	4	28	75%	11%	14%
<b>United States History and Government</b>	4	6	3	13	31%	46%	23%

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2011-2012 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	0	0	4	6	10	100%	100%	0.0%
Grade 4 English Language Arts	0	0	0	8	8	100%	100%	0.0%
Grade 5 English Language Arts	0	0	1	6	7	100%	100%	0.0%
Grade 6 English Language Arts	0	2	1	5	8	100%	75%	0.0%
Grade 7 English Language Arts	0	1	0	8	9	100%	89%	0.0%
Grade 8 English Language Arts	0	0	2	15	17	100%	100%	0.0%
High School English Language Arts	0	1	2	7	10	100%	90%	0.0%
Grade 3 Mathematics	0	0	3	7	10	100%	100%	0.0%
Grade 4 Mathematics	0	0	1	7	8	100%	100%	0.0%
Grade 5 Mathematics	0	0	1	6	7	100%	100%	0.0%
Grade 6 Mathematics	0	1	1	6	8	100%	88%	0.0%
Grade 7 Mathematics	0	0	4	5	9	100%	100%	0.0%
Grade 8 Mathematics	0	0	3	14	17	100%	100%	0.0%
High School Mathematics	0	0	3	7	10	100%	100%	0.0%

Data Source: nySTART

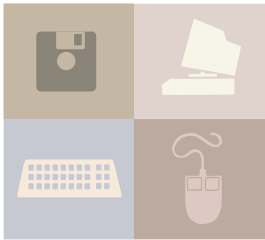
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards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



## Professional Development 2011-2012 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	19	15	445	701	76	0	3	2	46	45
Data-Driven Instruction	9	1	377	57	0	0	23	12	157	30
Lead Evaluator Training	29	9	33	0	0	0	75	32	110	45
Principal Evaluator Training	15	9	0	0	0	0	8	23	22	31
Integrating Technology into Curricula & Instruction	11	14	9	145	0	0	0	2	14	116
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	2	1	2	6	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	4	2	10	2	0	0	0	0	1	0
Positive Youth Development	7	7	65	31	14	0	8	2	99	48
Instructional Strategies	3	1	26	33	0	0	1	0	41	0
Parent Training	3	15	12	16	20	1	3	59	2	125
Special Education Issues	1	19	0	4	26	3	0	0	1	45
(RSE-TASC ) Regional Special Education Technical Assistance Support	0	3	0	14	0	0	0	0	0	1
(SE-SIS) Special Education School Improvement Specialist	11	13	123	74	1	0	11	47	122	45
RBE-RN	0	0	0	0	0	0	0	0	14	0
Leadership Training	10	10	50	12	0	0	28	36	45	47
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	2	8	43	31	0	0	0	5	5	29
Culture/Climate	14	6	138	55	10	17	12	7	173	106
School & District Planning	20	22	73	366	4	85	32	157	101	163
Response to Intervention	9	1	102	4	0	0	4	1	2	0
Data Management and Analysis	0	0	0	21	0	0	0	10	0	29
Learning Standards (ELA, MST, etc.)	10	6	237	144	0	0	0	2	43	17
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	16	0	2	0	0	0	0	0
Other	4	3	14	2	0	0	0	0	0	4



## Technology Services 2011-2012 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	5/11	7	64		
Instructional Computing	0/0	0	0		
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	0/0	0	0		
LAN Installation/Support	0/0	0	0		
Distributed Process Technicians	4/3	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	0/0	0			
Administrative Training	5/12	8			
Instructional Media Resources	0/0	0	0		
Model Schools	14/368	137	0		
Other Student Instructional Support	0/0	0	0		

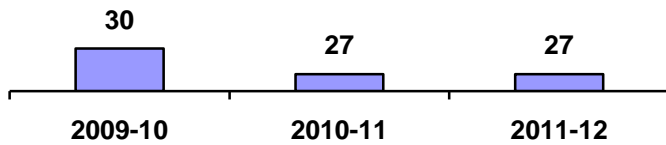




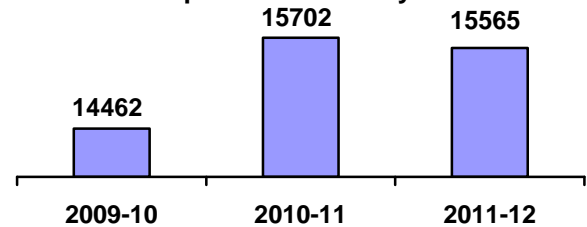
## School Library Systems (SLS)

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*

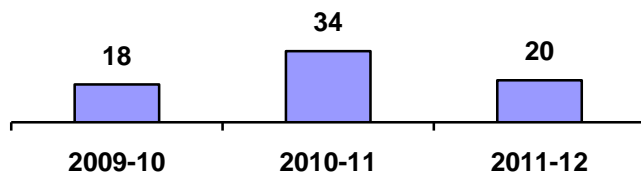
**Number of Library Media Centers**



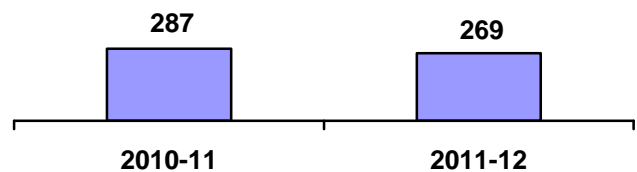
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Workshops**



**Number of Participants at Professional Development Workshops**



## 2011-2012 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	1,869,023
Capital Expenses.....	\$	1,143,271
Total Program Expenses.....	\$	29,143,792
Total Expenses.....	\$	32,156,086

