BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

Career and Technical Education

Alternative Education

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2012-2013

Onondaga Cortland Madison BOCES

Onondaga Cortland Madison BOCES
Board of Cooperative Educational Services
2012-2013 Report Card

Table of Contents

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

Onondaga Cortland Madison BOCES
429000000000

Component Districts

- Baldwinsville
- Cazenovia
- Cincinnatus
- Chittenango
- Cortland
- DeRuyter
- East Syracuse Minoa
- Fabius-Pompey
- Fayetteville-Manlius
- Homer
- Jamesville-DeWitt
- LaFayette
- Liverpool
- Lyncourt
- Marathon
- Marcellus
- McGraw
- North Syracuse
- Onondaga
- Solvay
- Tully
- West Genesee
- Westhill

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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2011-12**	**2011-12**	**2012-13**	**2012-13**
First-year students	421	100	478	178
Second-year students	374	111	389	159
Second-year students completing	330	105	308	113
Completers with technical endorsement	246	65	210	51

Other Career-Related Programs

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

"New Vision"	62	6	68	8
Participated 1 yr of a CTE Program	38	25	16	0
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$7,317	$7,390	$9,190
2011-12 This BOCES	**2012-13 This BOCES**	**2012-13 State Avg.**
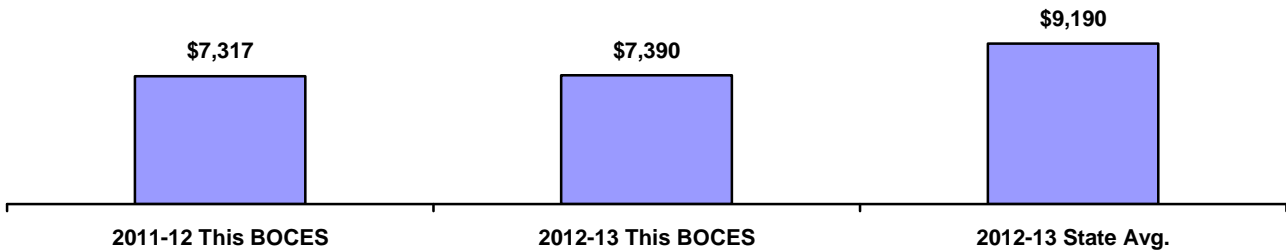
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

0.0	0.0	0.0
2010-11 %	**2011-12 %**	**2012-13 %**
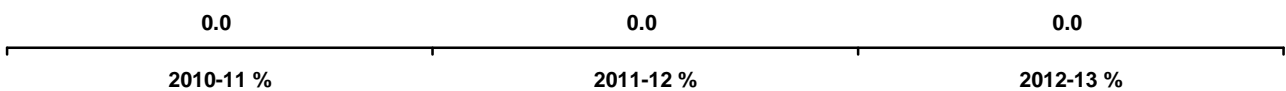
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2012

Data Source: SIRS

Legend: ☐ State Performance Target ☐ All CTE Students ☐ Students w/Disabilities

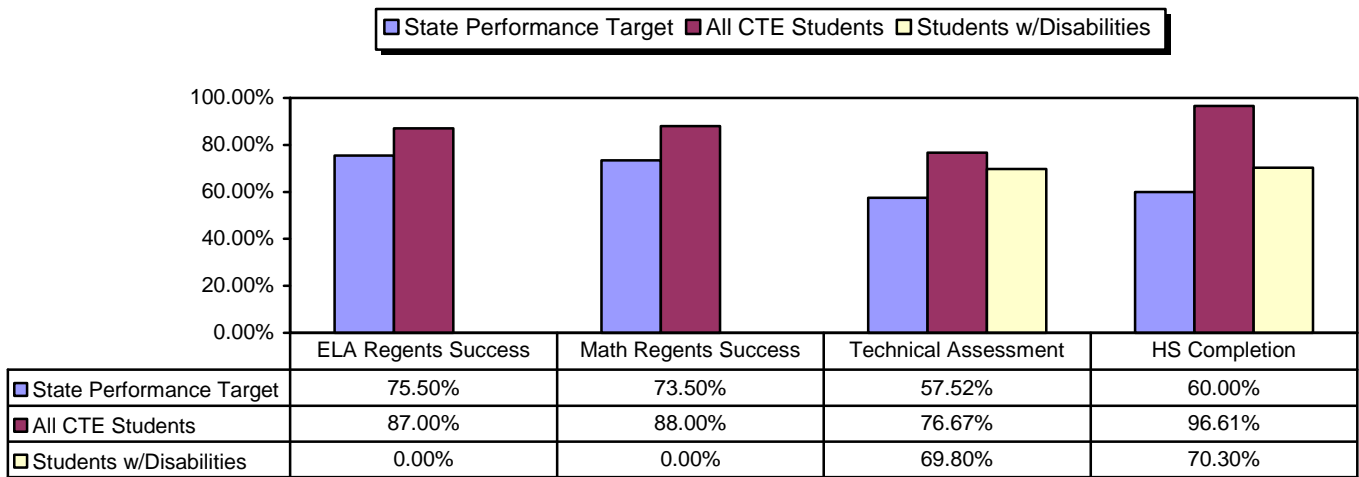|	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
☐ State Performance Target	75.50%	73.50%	57.52%	60.00%
☐ All CTE Students	87.00%	88.00%	76.67%	96.61%
☐ Students w/Disabilities	0.00%	0.00%	69.80%	70.30%

Status of Career and Technical Education (CTE) Students
2011 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
84%	**0.0 %**

Legend: ☐ 2011-2012 All Graduates (General Education and Students with Disabilities) ☐ 2011-2012 Students with Disabilities

(Bar chart categories: Employed, Military, Pursuring Post-Secondary Education, Unemployed, Other)
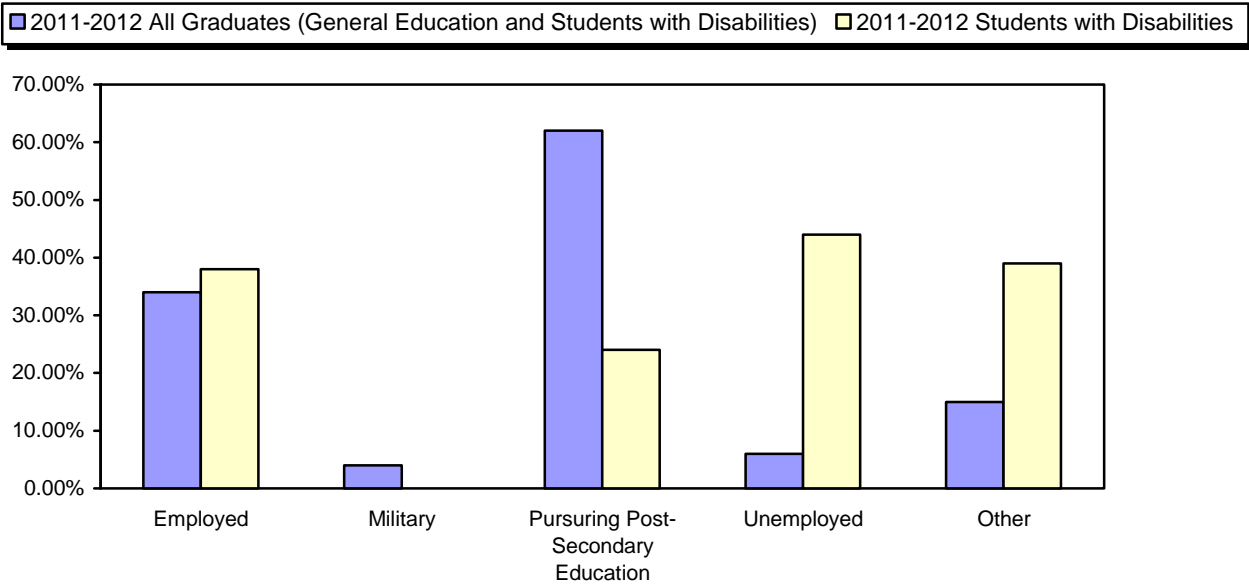
General Education Development Leading to (GED)
For CTE Students Age 16-18
2012-2013

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.

Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full-day
Enrolled	30	
Passing Rate of Students Tested	20	
Remained / Still Enrolled in the Program	5	
Left the program and did not enter another district or BOCES program (dropouts)	4	
Returned to School District:	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 a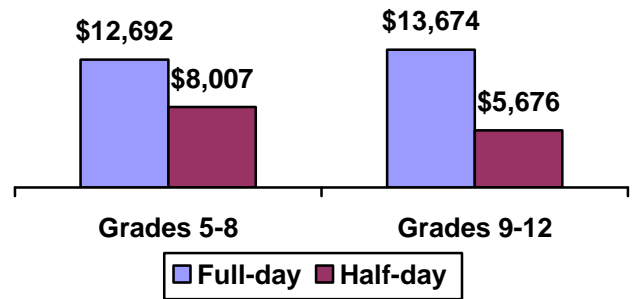nd outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

Alternative Education Program Enrollment
June 30, 2013
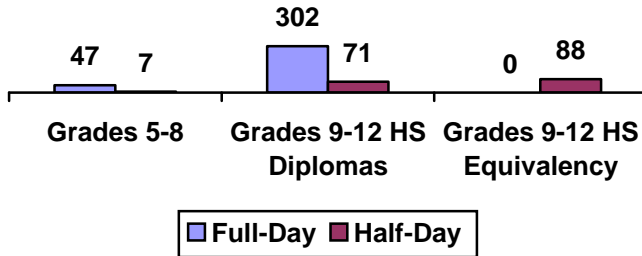
2012-2013 Per Student Tuition

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:	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
Returned to a school district program	18	7	71	61	3	0
Remained in the BOCES program	7	0	155	3	19	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	8	14	27	0
Received high school diplomas			62	2		

Alternative Education State Testing Program
2012-2013 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	24	26	33	83	29%	31%	40%
Geometry	9	6	4	19	47%	32%	21%
Algebra 2/ Trigonometry	0	0	1	1	0.0%	0.0%	100%
Living Environment	4	7	38	49	8%	14%	78%
Physical Setting/ Earth Science	3	5	13	21	14%	24%	62%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	17	14	35	66	26%	21%	53%
Global History and Geography	26	15	43	84	31%	18%	51%
United States History and Government	13	18	55	86	15%	21%	64%

Alternative Education Performance of Students
2012-2013 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	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	1	0	0	1	100%	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	2	0	1	3	67%	0.0%	33%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	1	1	0	2	50%	50%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	1	2	2	5	20%	40%	40%
RCT – Grade 12 United States History & Gov't.	0	0	0	0	0.0%	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 Count	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2011-12	1116	--	--
Continuing Enrollment after 2011-12	433	38%	16.49%
Completed or Left During 2011-12	683	61%	81.39%
Left Prior to Completion During 2011-12	84	8%	14.76%
Completed by the End of 2011-12	599	54%	86.18%
Completed or Left During 2011-12 and Status Known	576	96%	63.11%
Completed/Left/Status Known and Successfully Placed*	546	91%	95.42%
Completed but Not seeking Employment	23	4%	3.76%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2011-12	83	--	--
Under-Represented Gender Members Enrolled During 2011-12	0	--	--
Completed a Non-Traditional Program By the End of 2011-12	35	42%	73.62%
Under-Represented Gender Members Who Completed	0	0.0%	76.00%

* 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 2012-2013 was 1465.

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 2010-11	Enrollment 2011-12	Enrollment 2012-13	Educational Gain 2010-11	Educational Gain 2010-11 Percent	Educational Gain 2011-12	Educational Gain 2011-12 Percent	Educational Gain 2012-13	Educational Gain 2012-13 Percent
Adult Beginning/ Intermediate	1059	1037	1018	581	51%	599	57%	577	55%
Adult Secondary (Low)	120	138	116	66	59%	93	78%	72	62%
ESOL	167	187	184	91	59%	76	46%	121	72%

Other Outcomes (2010-11 through 2012-13)

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 2010-11	Students with Goal 2011-12	Students with Goal 2012-13	Students Achieving Goal 2010-11	Students Achieving Goal 2010-11 Percent	Students Achieving Goal 2011-12	Students Achieving Goal 2011-12 Percent	Students Achieving Goal 2012-13	Students Achieving Goal 2012-13 Percent
Entered employment	144	171	174	139	96%	130	76%	174	76%
Retained employment	78	78	27	46	60%	26	33%	9	33%
Obtained secondary or HS equivalency diploma	311	280	315	269	86%	252	90%	285	90%
Entered post-secondary education or training	393	426	357	355	90%	388	91%	252	91%

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:

- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
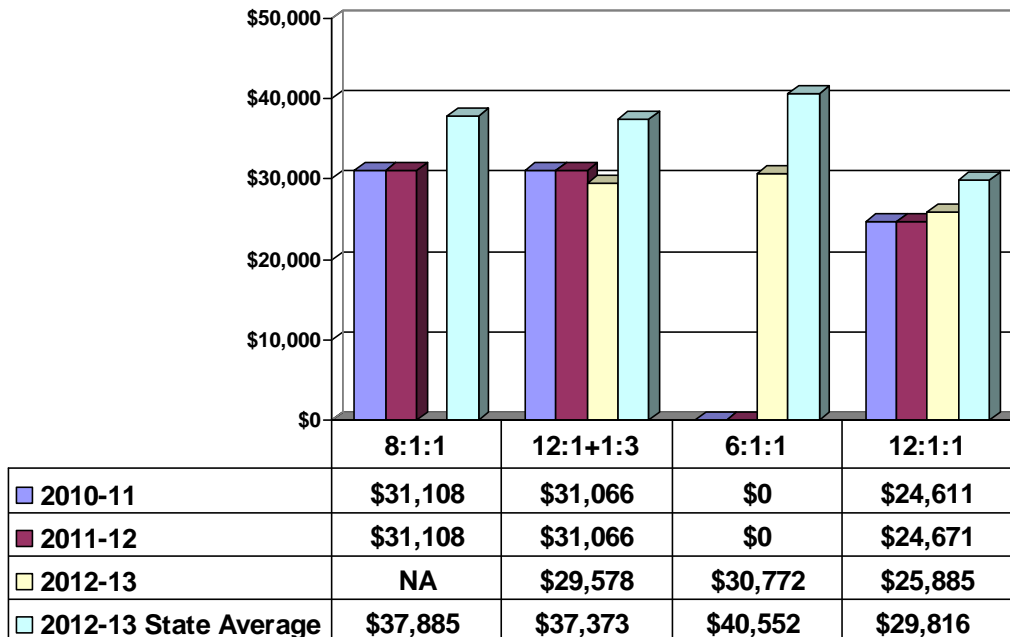- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2010-11	2011-12	2012-13
8:1:1	264	266	278
12:1+1:3	111	118	142
6:1:1	0	0	0
12:1:1	100	103	114

Tuition Rates Per Student
2010-11 through 2012-13

	8:1:1	12:1+1:3	6:1:1	12:1:1
2010-11	$31,108	$31,066	$0	$24,611
2011-12	$31,108	$31,066	$0	$24,671
2012-13	NA	$29,578	$30,772	$25,885
2012-13 State Average	$37,885	$37,373	$40,552	$29,816

Special Education State Testing Program
2012-2013 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	10	1	0	0	11	9.1%	0.0%	0
Grade 4 English Language Arts	16	3	1	0	20	20%	5%	0
Grade 5 English Language Arts	20	2	0	0	22	9.1%	0.0%	0
Grade 6 English Language Arts	7	4	0	0	11	36.4%	0.0%	0
Grade 7 English Language Arts	36	1	0	0	37	2.7%	0.0%	0
Grade 8 English Language Arts	33	4	1	1	39	15.4%	5.1%	0
Grade 3 Mathematics	8	1	0	0	9	11.1%	0.0%	0
Grade 4 Mathematics	17	2	1	0	20	15.0%	5.0%	0
Grade 5 Mathematics	21	1	0	0	22	4.5%	0.0%	0
Grade 6 Mathematics	10	1	0	0	11	9.1%	0.0%	0
Grade 7 Mathematics	33	1	1	0	35	5.7%	2.9%	0
Grade 8 Mathematics	35	2	0	0	37	5.4%	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.

Special Education State Testing Program (cont'd.)
2012-2013 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	23	11	6	40	57.5%	27.5%	15.0%
Geometry	4	0	1	5	80.0%	0.0%	20.0%
Algebra 2/ Trigonometry	1	0	0	1	100%	0.0%	0.0%
Living Environment	6	4	11	21	28.6%	19.0%	52.4%
Physical Setting/ Earth Science	7	0	1	8	87.5%	0.0%	12.5%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	16	3	4	23	69.6%	13.0%	17.4%
Global History and Geography	10	6	6	22	45.5%	27.3%	27.3%
United States History and Government	4	3	7	14	28.6%	21.4%	50.0%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2012-2013 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	0	3	3	100%	100%	0.0%
Grade 4 English Language Arts	1	0	1	6	8	87.5%	87.5%	0.0%
Grade 5 English Language Arts	0	0	0	15	15	100%	100%	0.0%
Grade 6 English Language Arts	1	0	0	14	15	93.3%	93.3%	0.0%
Grade 7 English Language Arts	0	0	0	10	10	100%	100%	0.0%
Grade 8 English Language Arts	0	0	1	8	9	100%	100%	0.0%
High School English Language Arts	0	0	0	11	11	100%	100%	0.0%
Grade 3 Mathematics	0	0	0	3	3	100%	100%	0.0%
Grade 4 Mathematics	0	0	2	6	8	100%	100%	0.0%
Grade 5 Mathematics	0	0	0	15	15	100%	100%	0.0%
Grade 6 Mathematics	0	0	0	15	15	100%	100%	0.0%
Grade 7 Mathematics	2	0	0	8	10	80%	80%	0.0%
Grade 8 Mathematics	0	0	1	8	9	100%	100%	0.0%
High School Mathematics	0	0	0	11	11	100%	100%	0.0%

Data Source: nySTART

| 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 2012-2013 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	17	2	74	105	0	0	2	0	6	0
Data-Driven Instruction	2	2	9	0	0	0	14	0	8	0
Lead Evaluator Training	11	20	0	0	0	0	0	0	35	151
Principal Evaluator Training	0	24	0	0	0	0	0	0	39	0
Integrating Technology into Curricula & Instruction	54	15	400	650	25	42	10	17	0	0
Project Based Learning	22	13	52	257	0	3	0	2	13	0
College & Career Readiness	0	37	0	0	0	0	53	0	0	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	193	203	28	0	387	244	0	237	36	63
Instructional Strategies	88	7	581	53	93	43	14	3	55	16
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	0	0	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	333	120	443	457	135	155	54	11	479	196
(SE-SIS) Special Education School Improvement Specialist	94	162	388	1616	96	24	38	124	7	48
RBE-RN	56	35	224	301	4	5	0	0	48	47
Leadership Training	8	6	47	100	0	0	2	8	14	8
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	4	1	77	70	0	0	0	0	0	0
Culture/Climate	7	4	146	295	2	106	1	1	3	15
School & District Planning	2	11	131	26	2	0	0	0	0	0
Response to Intervention	21	49	168	945	0	0	35	56	125	95
Data Management and Analysis	25	51	105	3263	0	150	104	400	75	875
Learning Standards (ELA, MST, etc.)	68	129	1723	118	8	1	20	4	31	8
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
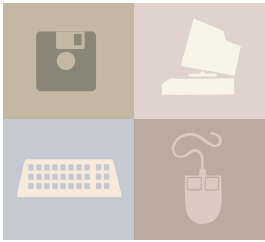
Technology Services
2012-2013 School Year

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	19/400	60	4000		X
Instructional Computing	42	3	28,421		X
Computer/Audio Visual Repair	22	5			X
Library Automation/Software	0/0	0	0		X
LAN Installation/Support	38	12	0		X
Distributed Process Technicians	29	61	0		
Guidance Information	22/91	0	20,258		X
Administrative Computer Services	58	8000			X
Administrative Training	0/0	0			
Instructional Media Resources	38/11,000	250	7100		X
Model Schools	23/1325	40	0		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*
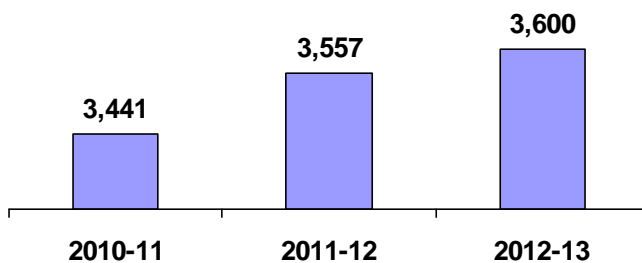
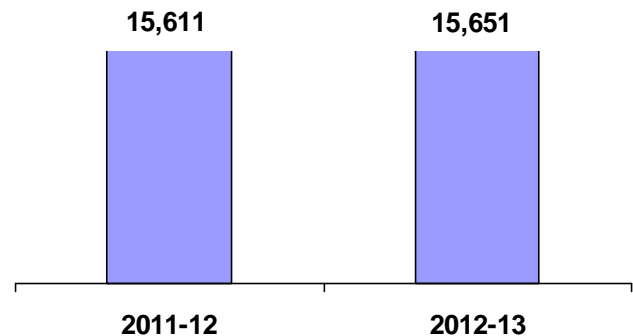**Number of Library Media Centers**

2010-11	2011-12	2012-13
115	117	115
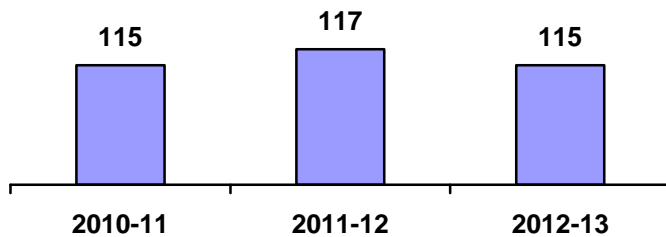
Consulting and Technical Assistance Services plus Reference by SLS Staff

2010-11	2011-12	2012-13
91,895	93,277	75,541
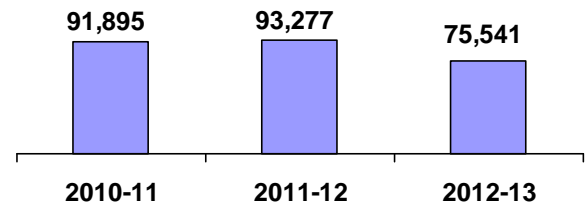
Number of Professional Workshops

2010-11	2011-12	2012-13
3,441	3,557	3,600

Number of Participants at Professional Development Workshops

2011-12	2012-13
15,611	15,651

2012-2013 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… ………………………………………………….$ 5,504,707

Capital Expenses…………………………………………………….…… $ 2,189,863

Total Program Expenses……………………………………………….……. $ 97,027,026

Total Expenses…………….………………………………………………….$ 104,721,596

*Administration 5.3%

Total Program 92.7%

Capital 2.0%

General Instruction 7.7%

Itinerant Services 3.0%

Instructional Support 26.4%

Instruction of Students with Disabilities 24.8%

Career & Technical Education 7.6%

Other Services 30.5%