BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

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Onondaga-Cortland-Madison BOCES

Onondaga-Cortland-Madison BOCES
Board of Cooperative Educational Services
2020-2021 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

Due to the circumstances related to the pandemic, approximately 4 out of 10 students participated in the Spring 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests. As a result, State Exam data are not an accurate representative of the State's student population for the 2020-21 school year. The U.S. Department of Education did not grant the Department's assessment waiver request for Spring 2021 tests. As a result, the Department administered shorter state assessments to those students who attended school in person. Students engaged in fully remote learning were not required to come to school to take the tests. For Spring 2022, NYSED expects to return to the normal two-session test format. Additionally, Regents Examinations were not offered in January or August of 2021. NYSED did offer the following Regents examinations in June 2021 only: Algebra I, Earth Science (written test only), English Language Arts (ELA), and Living Environment. More information can be found in the NYSED news feed website at http://www.nysed.gov/news/2021.

BOCES
429000000000

Component Districts

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

Big 5 District - Syracuse City School District

Joint Management Team

- Cayuga-Onondaga BOCES
- Center for Instruction, Technology and Innovation (CiTi BOCES)
- Onondaga-Cortland-Madison BOCES
- Tompkins-Seneca-Tioga BOCES

Regional Information Center

Central New York Regional Information Center
To learn more about the comprehensive nature of BOCES in NYS, go to: https://www.boces.org/

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:	**2019-20**	**2019-20**	**2020-21**	**2020-21**
First-year students	485	253	535	244
Second-year students	426	202	429	243
Second-year students completing	397	161	423	247
Completers with technical endorsement	393	159	406	237

Other Career-Related Programs

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

"New Vision"	80	8	82	18
Participated 1 yr of a CTE Program	0	0	0	0
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$8,703	$8,872	$10,923
2019-20 This BOCES	**2020-21 This BOCES**	**2020-21 State Avg.**
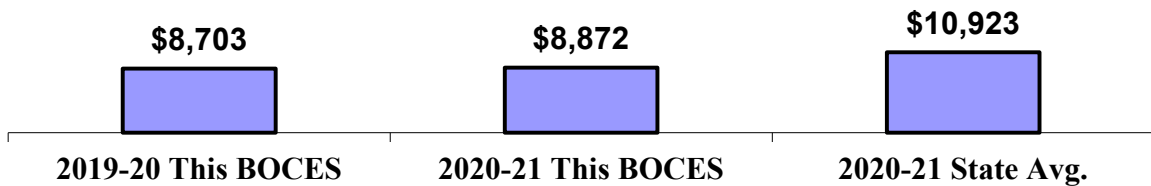
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

17.0	11.9	13.1
2018-19%	**2019-20%**	**2020-21%**
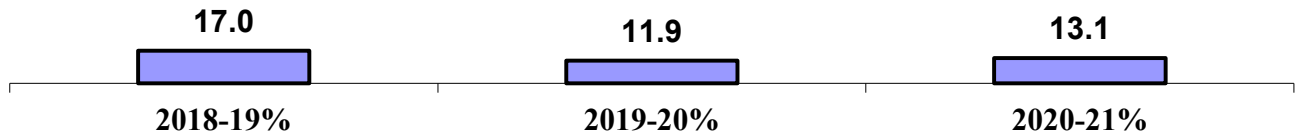
Student Performance on Perkins Indicators
Who Left School in 2019-20

	ELA Regents Success	Math Regents Success	HS Completion
☐ State Performance Target	87.16%	85.11%	82.30%
■ All CTE Students	94.22%	93.01%	95.18%
☐ Students w/Disabilities	93.33%	82.22%	94.07%
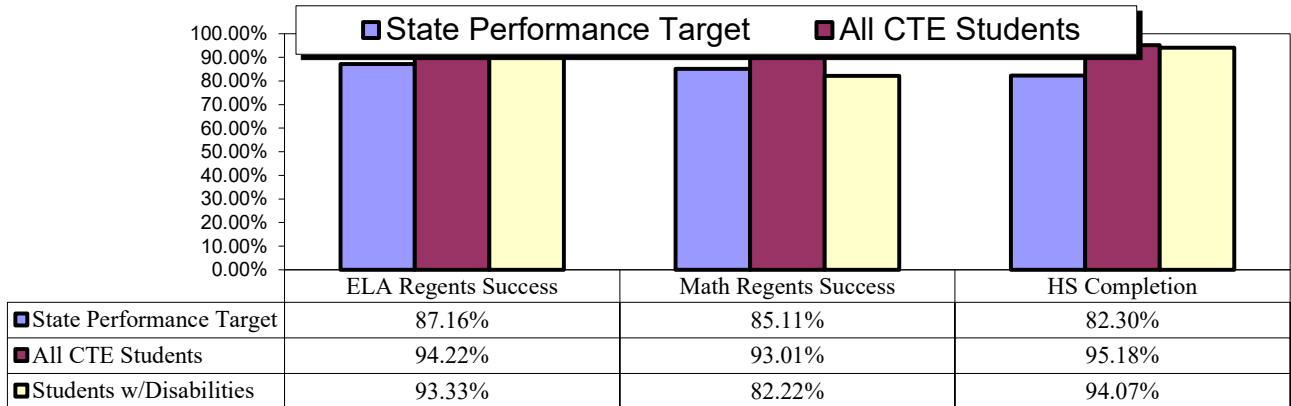
Data Source: SIRS

Status of Career and Technical Education (CTE) Students
2019-20 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. ==Students received exemption from certain Regents testing requirements in 2019-2020 due to exam cancellation in response to the ongoing COVID-19 pandemic. As such, students were able to complete High School without passing all normally required Regents exams.== *Data Source: CTE Placement Report*

Total Placement/State	
90.08	97.5%
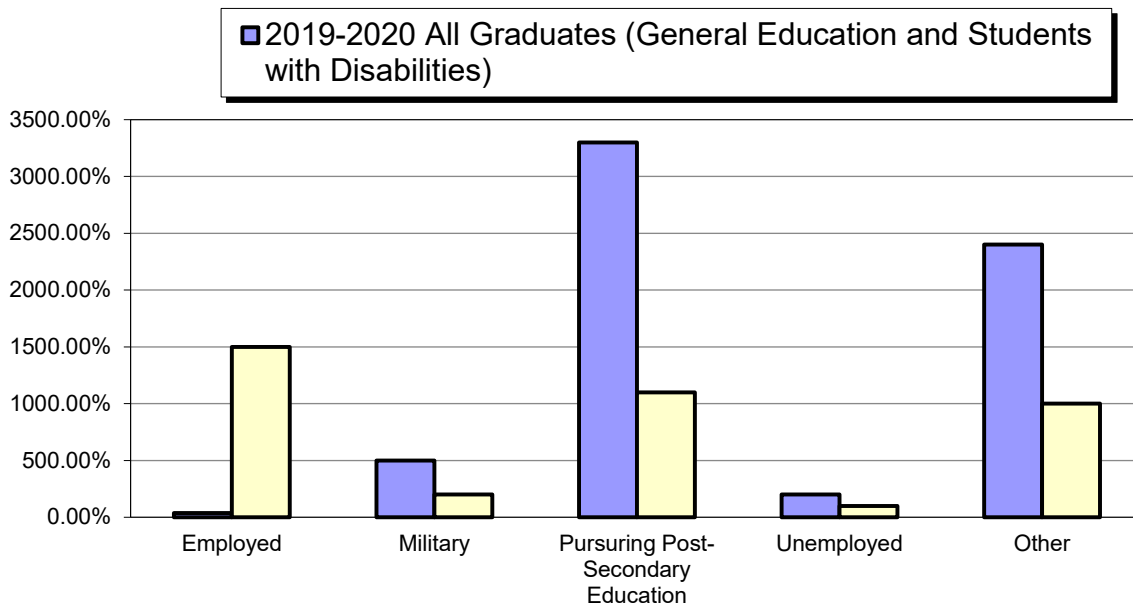
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2020-2021

The Test Assessing Secondary Completion (TASC) 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 TASC are offered in English and Spanish.

Number of students who:	Grades 9-12 Programs Leading to a TASC	
	Half-day	Full-day
Enrolled	21	0
Passing Rate of Students Tested	100%	0
Remained / Still Enrolled in the Program	5	0
Left the program and did not enter another district or BOCES program (dropouts)	6	0
Returned to School District:	0	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 Program Enrollment June 30, 2021
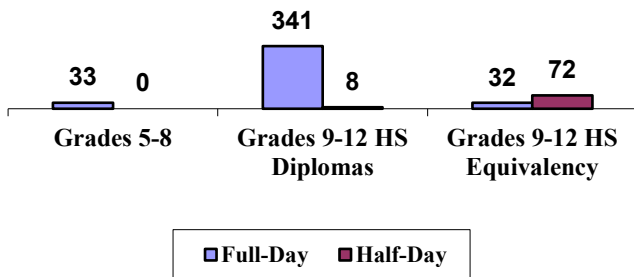
2020-2021 Per Student Tuition
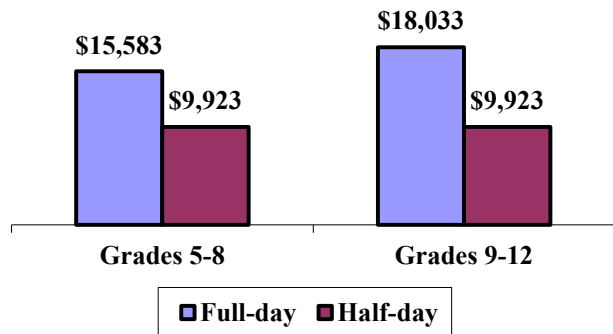
Alternative Education Outcomes

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	9	0	78	0	0	0
Remained in the BOCES program	24	0	214	13	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	21	1	0	0
Received high school diplomas			78	0		

Alternative Education State Testing Program
2020-2021 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	1	0	1	2	50%	0%	50%	19
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	1
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	17
English Language Arts (CC)	0	1	1	2	0%	50%	50%	28
Living Environment	0	0	4	4	0%	0%	100%	16
Physical Setting/ Earth Science	1	0	0	1	100%	0.0%	0.0%	19
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	1
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	34
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%	50

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
	Count	**Percentage**	**Average**
All CTE Programs			
Enrolled during 2019-20	507	--	--
Continuing Enrollment after 2019-20	173	30%	26.25%
Completed or Left During 2019-20	334	84%	73.42%
Left Prior to Completion During 2019-20	65	16%	13.29%
Completed by the End of 2019-20	334	84%	60.13%
Completed or Left During 2019-20 and Status Known	334	84%	44.85%
Completed/Left/Status Known and Successfully Placed*	305	77%	35.22%
Completed but Not seeking Employment	11	3%	6.31%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2019-20	269	68%	45.18%
Completed a Non-Traditional Program By the End of 2019-20	234	87%	32.56%
Under-Represented Gender Members Enrolled during 2019-20	28	7%	5.65%
Under-Represented Gender Members Who Completed during 2019-20	27	96%	3.99%

* 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 2019-2020 was 421.

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					
	2018-19	**2019-20**	**2020-21**	**2018-19**		**2019-20**		**2020-21**	
					Percent		**Percent**		**Percent**
Adult Beginning/ Intermediate	649	557	421	649	63%	557	32%	83	20%
Adult Secondary (Low)	89	52	0	89	49%	111	32%	0	0.0%
ESOL	168	179	68	176	61%	52	32%	20	29%

Other Outcomes (2018-19 through 2020-21)

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					
	2018-19	**2019-20**	**2020-21**	**2018-19**		**2019-20**		**2020-21**	
					Percent		**Percent**		**Percent**
Entered employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Retained employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	167	126	66	111	66%	76	60%	37	56%
Entered post-secondary education or training	0	0	0	0	0.0%	0	0.0%	0	0.0%

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 six 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)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

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

	2018-19	2019-2020	2020-21
8:1:1	372	372	299
12:1+1:3	182	180	193
6:1:1	0	0	0
12:1:1	131	106	70
15:1:1	13	15	7
6:1:2.5	0	0	0

Tuition Rates Per Student
2018-19 through 2020-21

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2018-19	$0	$0	$35,169	$21,972	$35,157	$9,453
2019-20	$0	$0	$37,620	$22,411	$35,157	$9,453
2020-21	$0	$0	$37,620	$22,411	$36,506	$10,419
2020-21 State Average	$52,500	$61,209	$47,228	$37,504	$47,698	$19,565
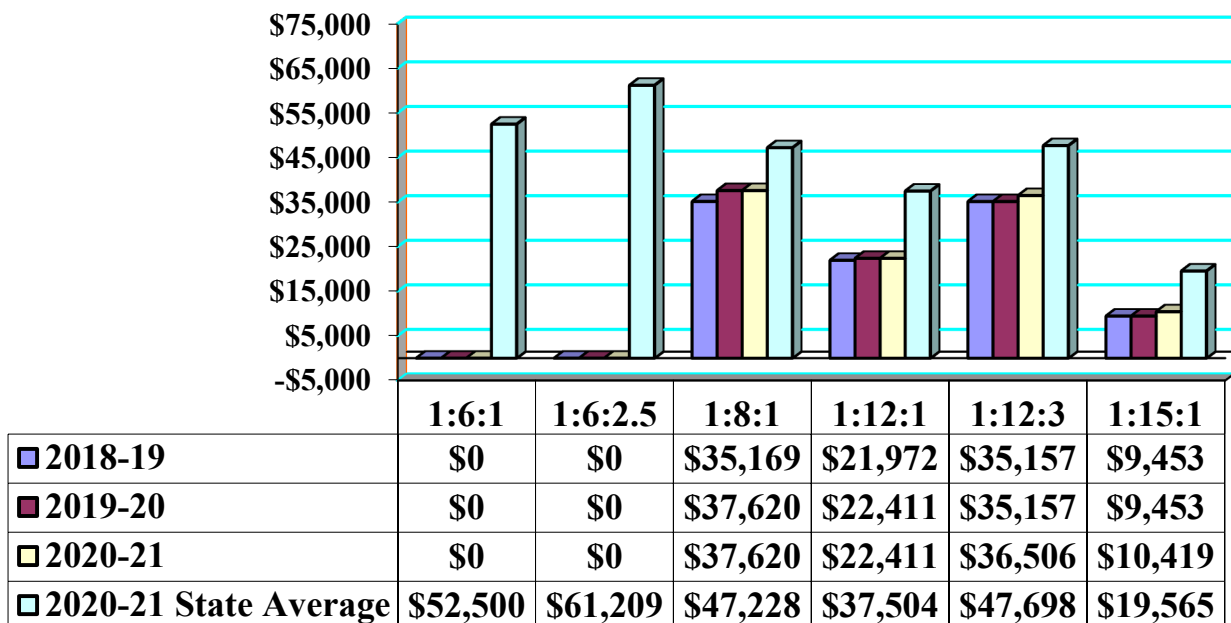
Special Education State Testing Program
2020-2021 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: Data Warehouse

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	7	1	0	10	80.0%	10.0%	2
Grade 4 English Language Arts	4	6	1	0	11	63.6%	9.1%	6
Grade 5 English Language Arts	22	3	2	1	28	21.4%	10.7%	7
Grade 6 English Language Arts	9	3	9	2	23	60.9%	47.8%	7
Grade 7 English Language Arts	13	4	0	0	17	23.5%	0.0%	4
Grade 8 English Language Arts	12	6	3	1	22	45.5%	18.2%	21
Grade 3 Mathematics	7	4	0	0	11	36.4%	0.0%	1
Grade 4 Mathematics	10	1	0	0	11	9.1%	0.0%	6
Grade 5 Mathematics	21	2	0	0	23	8.7%	0.0%	9
Grade 6 Mathematics	21	3	0	0	25	16.0%	4.0%	5
Grade 7 Mathematics	13	2	0	0	15	13.3%	0.0%	7
Grade 8 Mathematics	13	4	0	0	17	23.5%	0.0%	5

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.)
2020-2021 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	20	1	4	25	80%	4%	16%	22
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	1
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	12
Living Environment	9	2	14	25	36%	8%	56%	25
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	7
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	1
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	1
English Language Arts (CC)	9	1	10	20	45%	5%	50%	26
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	29
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	28

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2020-2021 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	5	5	1	11	100%	54.5%	0
Grade 4 English Language Arts	1	2	5	0	8	87.5%	62.5%	1
Grade 5 English Language Arts	0	1	6	2	9	100%	88.9%	0
Grade 6 English Language Arts	0	2	7	1	10	100%	83.3%	0
Grade 7 English Language Arts	0	1	5	0	6	100%	83%	0
Grade 8 English Language Arts	3	3	5	2	13	76.9%	53.8%	0
High School English Language Arts	0	3	8	0	11	100%	72.7%	0
Grade 3 Mathematics	0	3	7	1	11	100%	72.7%	0
Grade 4 Mathematics	2	3	3	0	8	75%	37.5%	1
Grade 5 Mathematics	0	1	5	3	9	100%	88.9%	0
Grade 6 Mathematics	0	1	7	2	10	100%	90%%	0
Grade 7 Mathematics	0	1	4	1	6	100%	83.3%	0
Grade 8 Mathematics	3	3	5	2	13	76.9%	53.8%	0
High School Mathematics	1	3	5	2	11	90.9%	63.6%	0

Data Source: Data Warehouse

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 2020-2021 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 Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	8	3	13	3	84	329	8	6	16	12
Instructional Strategies	193	30	223.5	41	889.5	2621	233	65	220	54
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Effective Use of Technology	18	72	15	50	187	2966	50	107	8	16
Project Based Learning	0	0	0	0	27.5	101	0	0	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	129	54	66.75	29	3964	1372	215.5	135	28.5	26
College, Career & Civic Readiness	0	0	0	0	0	0	0	0	0	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Early Childhood Education	0	0	0	0	0	0	0	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
Special Education Strategies	3	1	0	0	3	2	0	0	3	12
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	159	253	145	355	102	47	38	311	24	6
Leadership Development	174	656	40	203	158	71	124	32	8	6
District & School Strategic Planning	18	9	18	11	48.5	353	0	0	13.5	84
Using Data	48	40	48	3	0	0	0	0	6	60
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	0	0	22.5	130	0	0	0	0
Social – Emotional Learning	4.5	2	28	20	49.25	271	35.5	52	4.5	26
Other culture/climate	86.5	28	93.5	36	223.5	263	94	37	93	53
Safety	34.5	28	34.5	20	34.5	54	34.5	7	34.5	120
Other	44	22	44	45	44	33	44	49	44	341

2020-2021 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………………….$ 8,195,331

Capital Expenses…………………………………………………….… $ 2,616,171

Total Program Expenses……………………………………………….…… $ 131,085,331

Total Expenses…………….…………………………………………………...$ 141,896,833

Total Program
92.0%

*Administration
6.0%

Capital
2.0%

General
Instruction
7%

Itinerant Services
2%

Instructional
Support
24%

Instruction of
Students with
Disabilities
29%

Career & Technical
Education
7%

Other Services
31%