

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- 2021-2022** Expenses

2021~2022

Onondaga~Cortland~Madison BOCES

Onondaga~Cortland~Madison BOCES
Board of Cooperative Educational Services
2021-2022 Report Card

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-5
Adult Career & Technical Education.....	6
Adult Basic Education.....	6
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	7
State Testing Program.....	8-10
Professional Development.....	11
 2021-2022 Expenses.....	 12

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

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement. More information can be found on the web at: <http://www.nysed.gov/news/2022/state-education-department-releases-2021-22-final-state-assessment-results>.

Onondaga~Cortland~Madison BOCES

Component Districts

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

Joint Management Team

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

Regional Information Center

- Central New York Regional Information Center

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 11th/12th 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
	2020-21	2020-21	2021-22	2021-22
First-year students	535	244	682	316
Second-year students	429	243	395	229
Second-year students completing	423	247	375	196
Completers with technical endorsement	406	237	307	116

Other Career-Related Programs

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

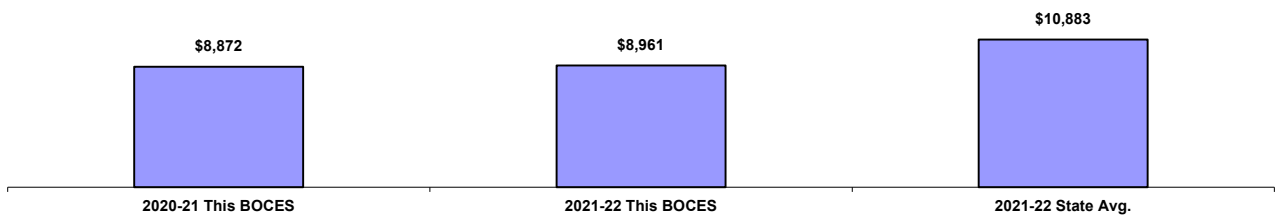
“New Vision”

Participated 1 yr of a CTE Program

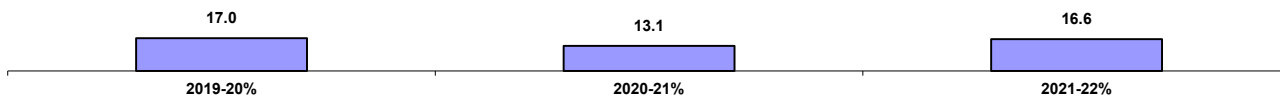
Other one-year programs

“New Vision”	82	18	76	12
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



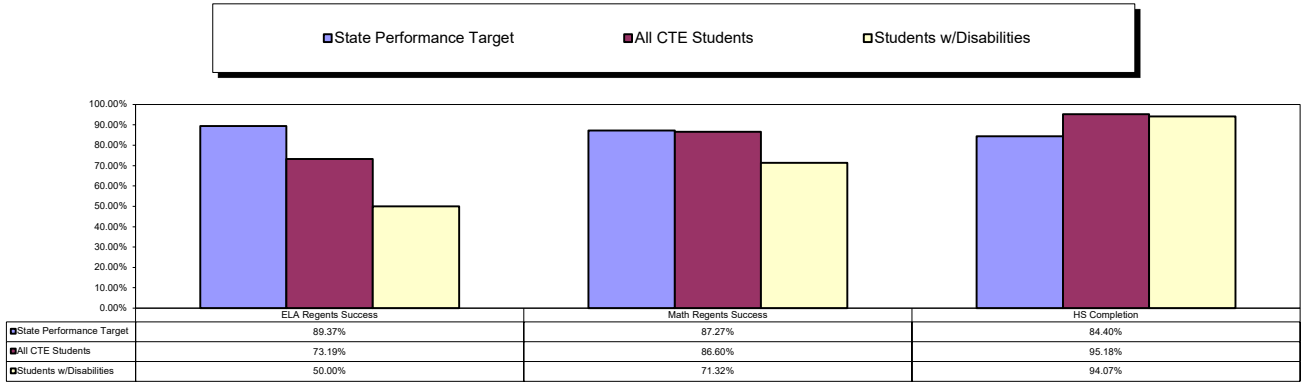
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2020-21

Data Source: SIRS

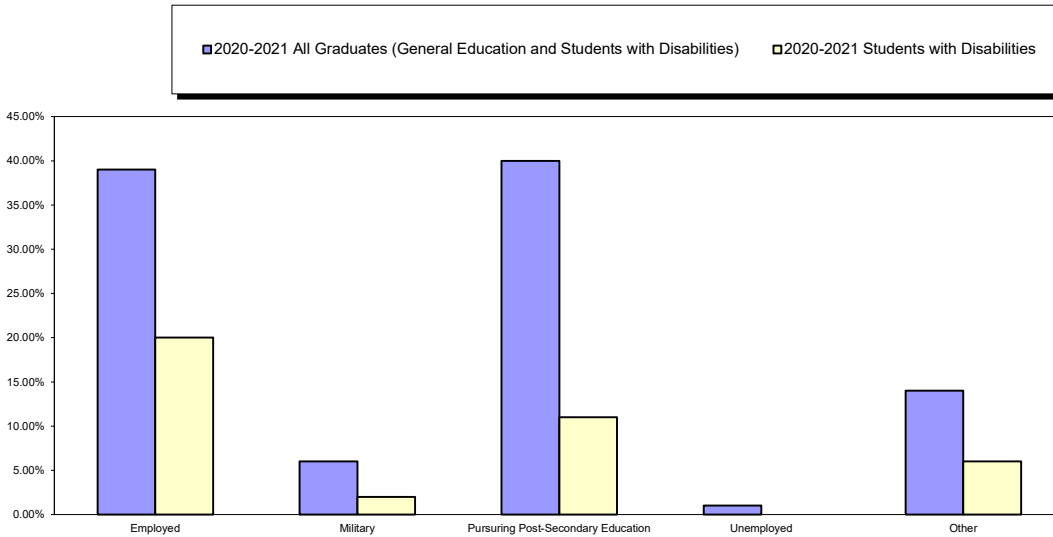


Status of Career and Technical Education (CTE) Students 2020-21 Placement Outcomes

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
94.60%	97.74 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2021-2022**

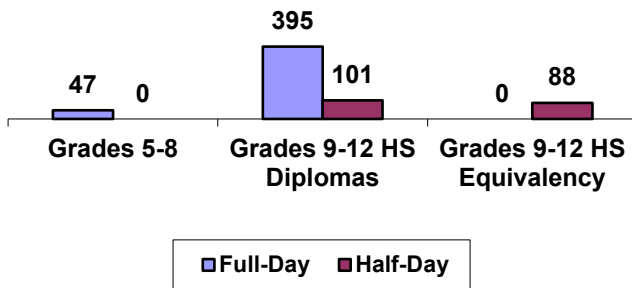
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	3	0
Passing Rate of Students Tested (%)	100	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

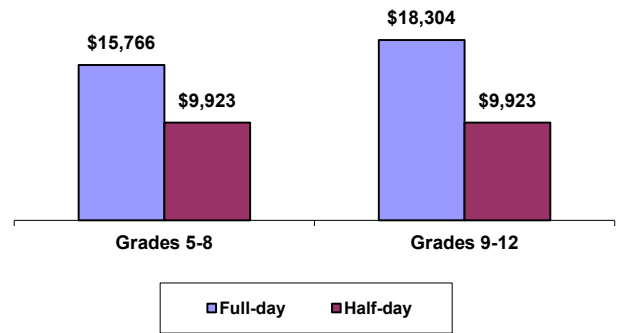
Alternative Education

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, 2022**



2021-2022 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
Number of students who:						
Returned to a school district program	13	0	88	67	0	0
Remained in the BOCES program	34	0	230	23	76	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	12	0
Received high school diplomas			77	11		

**Alternative Education State Testing Program
2021-2022 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)	35	20	10	65	53.8%	30.8%	15.4%	
Algebra II (CC)	6	3	3	12	50%	25.0%	25.0%	
Geometry (CC)	26	6	6	38	68.4%	15.8%	15.8%	
English Language Arts (CC)	18	19	59	96	18.8%	19.8%	61.5%	
Living Environment	11	8	45	64	17.2%	12.5%	70.3%	
Physical Setting/ Earth Science	34	6	11	51	66.7%	11.8%	21.6%	
Physical Setting/ Chemistry	0	2	1	3	0.0%	66.7%	33.3%	
Physical Setting/ Physics	9	1	1	11	81.8%	9.1%	91.0%	
Global History and Geography II (New Framework)	16	13	45	74	21.6%	17.6%	60.8%	
Global History and Geography Transition	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%	

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 Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2020-21	358	--	--
Continuing Enrollment after 2020-21	121	34%	24%
Completed or Left During 2020-21	183	51%	78%
Left Prior to Completion During 2020-21	73	20%	17%
Completed by the End of 2020-21	305	85%	66%
Completed or Left During 2020-21 and Status Known	316	88%	45%
Completed/Left/Status Known and Successfully Placed*	257	72%	38%
Completed but Not seeking Employment	9	3%	6%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2020-21	54		
Completed a Non-Traditional Program By the End of 2020-21	34	0.0%	0%
Under-Represented Gender Members Enrolled during 2020-21	54	0.0%	0%
Under-Represented Gender Members Who Completed during 2020-21	24	0.0%	0%

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2021-2022 was 521.

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					
	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					Percent		Percent		Percent
Adult Beginning/Intermediate	557	421	395	557	63%	83	20%	84	21%
Adult Secondary (Low)	52	0	2	111	32%	0	0.0%	2	100%
ESOL	179	68	124	52	32%	20	29%	34	27%

Other Outcomes (2019-20 through 2021-22)

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					
	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					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	0	126	66	76	60%	37	56%	0	0.0%
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)

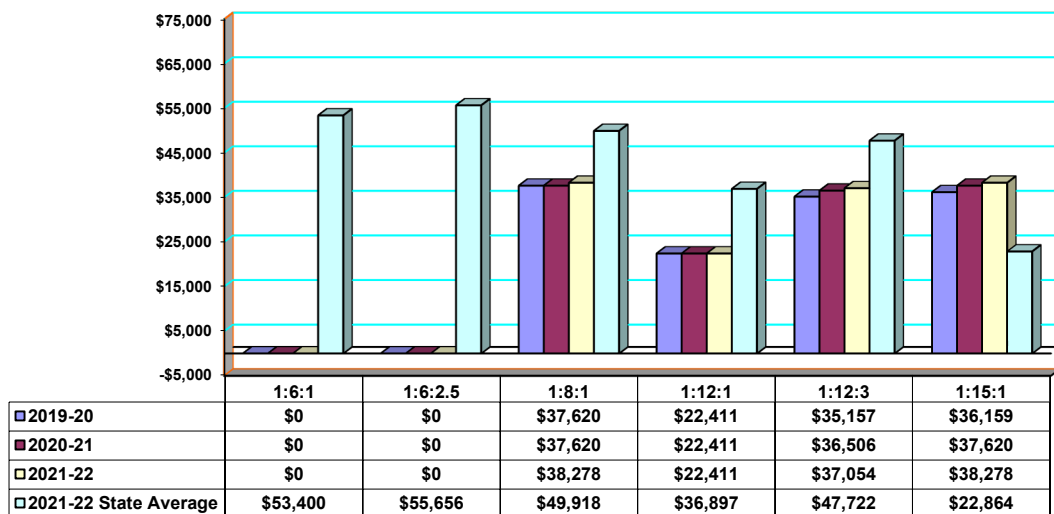
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2019-20	2020-21	2021-22
8:1:1	372	299	298
12:1+1:3	180	193	182
6:1:1	0	0	0
12:1:1	106	70	62
15:1:1	15	9	28
6:1:2.5	0	0	0

Tuition Rates Per Student 2019-20 through 2021-22



Special Education State Testing Program 2021-2022 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	9	5	1	0	15	40%	6.7%	0
Grade 4 English Language Arts	15	2	2	0	19	21.1%	10.5%	0
Grade 5 English Language Arts	14	1	0	0	15	6.7%	0.0%	0
Grade 6 English Language Arts	27	2	0	1	30	10%	3.3%	0
Grade 7 English Language Arts	16	5	2	0	23	30.4%	8.7%	0
Grade 8 English Language Arts	12	4	0	0	16	25%	0.0%	0
Grade 3 Mathematics	11	3	0	0	14	21.4%	0.0%	0
Grade 4 Mathematics	13	3	1	0	17	23.5%	5.9%	0
Grade 5 Mathematics	15	0	0	0	15	0.0%	0.0%	0
Grade 6 Mathematics	24	2	1	0	0	11.1%	3.7%	0
Grade 7 Mathematics	18	1	2	0	0	14.3%	9.5%	0
Grade 8 Mathematics	9	1	0	0	10	10.0%	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.)
2021-2022 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)	10	6	8	24	41.7%	25%	33.3%	
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Living Environment	8	3	13	24	33.3%	12.5%	54.2%	
Physical Setting/ Earth Science	0	0	1	0	0.0%	0.0%	100%	
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%	
English Language Arts (CC)	12	1	14	27	44.4%	3.7%	51.9%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	7	2	15	24	29.2%	8.3%	62.5%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2021-2022 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	3	12	2	20	85%	70%	0.0%
Grade 4 English Language Arts	0	0	11	0	11	100%	100%	0.0%
Grade 5 English Language Arts	0	0	7	1	8	100%	100%	0.0%
Grade 6 English Language Arts	0	1	9	0	10	100%	90%	0.0%
Grade 7 English Language Arts	0	2	6	1	9	100%	77.8%	0.0%
Grade 8 English Language Arts	0	3	7	10	0	100%	70%	0.0%
High School English Language Arts	0	3	2	0	5	100%	40%	0.0%
Grade 3 Mathematics	0	4	15	1	20	100%	80%	0.0%
Grade 4 Mathematics	0	0	9	2	11	100%	100%	0.0%
Grade 5 Mathematics	1	1	5	1	8	87.5%	75%	0.0%
Grade 6 Mathematics	0	0	8	2	10	100%	100%	0.0%
Grade 7 Mathematics	0	0	9	0	9	100%	100%	0.0%
Grade 8 Mathematics	0	4	6	0	10	100%	60%	0.0%
High School Mathematics	1	1	3	0	5	80%	60%	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 2021-22 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	6	2	80.5	14	810.75	167	0	0	546	91
Instructional Strategies	945	153	324	34	15470.25	1995	186	31	2084	197
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Effective Use of Technology	0	0	3	2	1482.5	227	0	0	1.5	1
Project Based Learning	0	0	0	0	12	2	0	0	6	1
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	275	223	126	62	4470	1564	410	159	213	156
College, Career & Civic Readiness	136	17	106	13	381	73	10	1	121	17
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Early Childhood Education	7	3	272	48	80	19	0	0	20	7
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	00	0	00	0	0	0	0
Special Education Strategies	0	0	0		0	0	0	0	0	0
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	2	2	72	7	0	0	0	0	20	2
Leadership Development	277	60	797	129	8090	826	354	16	1057	160
District & School Strategic Planning	51	5	189	45	333	86	12	1	382	145
Using Data	12	3	60	14	282	111	4	4	112	53
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	232	57	258.5	48	1679	308	52.5	5	188.5	45
Social – Emotional Learning	118.5	25	964	76	3185.5	430	477.5	70	4036.25	1189
Other culture/climate	479.5	100	518.5	108	5703.5	467	570	118	1394	232
Safety	0	0	0	0	0	0	0	0	94	63
Other	0	0	0	0	618	80	4	4	358.5	101

2021-2022 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	8,385,937
Capital Expenses.....	\$	2,778,286
Total Program Expenses.....	\$	133,007,346
Total Expenses.....	\$	141,896,833

