

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
- Technology Services
- School Library System Services
- 2016-2017** Expenses

2016-2017

Onondaga Cortland Madison BOCES

**Onondaga Cortland Madison BOCES
Board of Cooperative Educational Services
2016-2017 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

Onondaga Cortland Madison BOCES
42900000000

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
- West Genesee Central School District
- Westhill 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 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
2015-16	201-16	2016-17	2016-17
489	166	537	146
506	119	388	151
497	116	371	147
414	108	326	51

Other Career-Related Programs

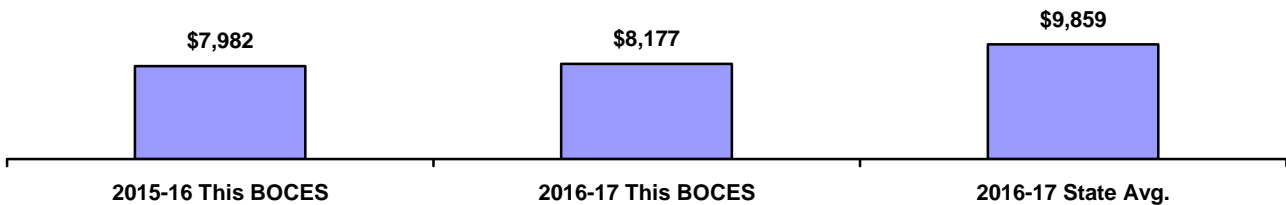
Number of 11th/12th grade students enrolled in one-year programs:

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

68	4	67	9
0	0	0	0
0	0	0	0

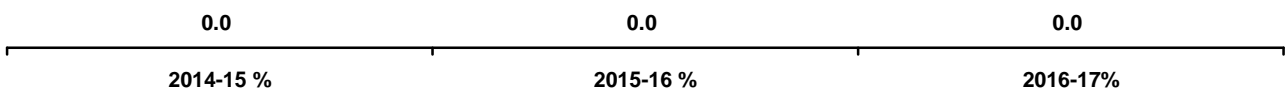
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

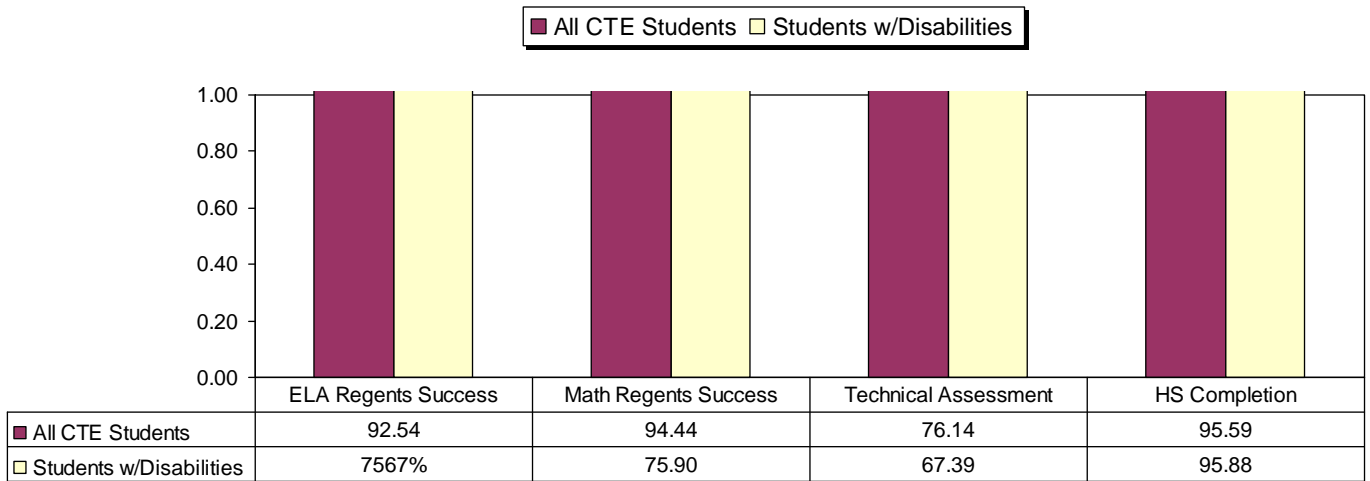
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2016

Data Source: SIRS

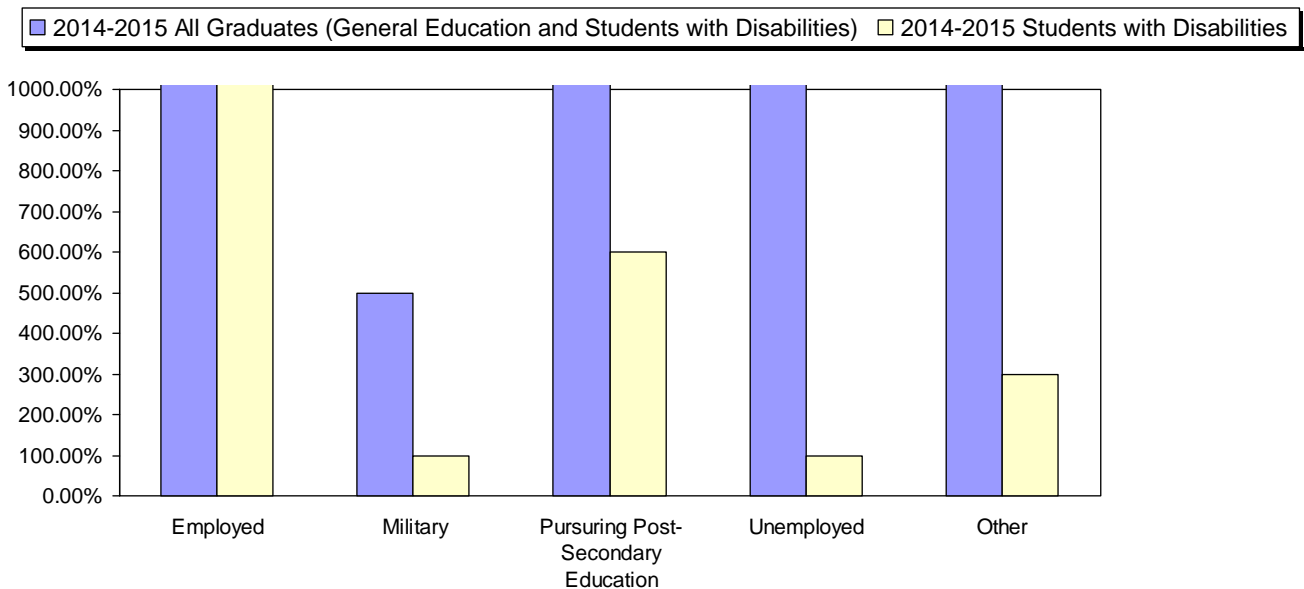


Status of Career and Technical Education (CTE) Students 2016 Placement Outcomes

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 <http://www.p12.nysed.gov/cte/perkins4/docs/RptCardsFinal16-170412116.pdf>

Total Placement

This BOCES	State Target
95.82%	91.5%



**Grade 9-12 Programs Leading to Test Assessing Secondary Completion (TASC)
For CTE Students Age 16-18
2016-2017**

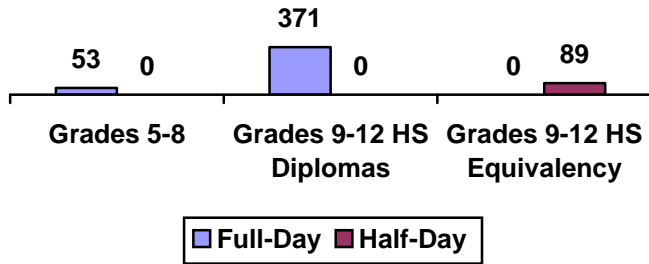
The TASC (Test Assessing Secondary Completion) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading to TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	6	0
Passing Rate of Students Tested	67%	0
Remained / Still Enrolled in the Program	2	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

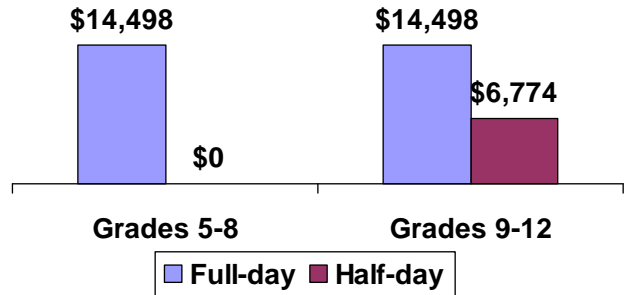
Alternative Education

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, 2017**



2016-2017 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	16	0	54	33		0
Remained in the BOCES program	53	0	371	0	15	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	20	0	6	0
Received high school diplomas			66	0		

Alternative Education State Testing Program
2016-2017 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	52	57	48	157	33%	36%	31%
Geometry	25	12	8	0	55%	27%	18%
Algebra 2/ Trigonometry	1	1	0	2	50%	50%	0.0%
Living Environment	25	27	51	103	24%	26%	50%
Physical Setting/ Earth Science	28	6	23	57	49%	11%	40%
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	32	12	53	97	33%	12%	55%
Global History and Geography	47	28	40	115	41%	24%	35%
United States History and Government	10	14	43	67	15%	21%	64%

**Alternative Education Performance of Students
2016-2017 School Year
(N/A)**

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	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	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	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	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.	0	0	0	0	0.0%	0.0%	0.0%
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		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2015-16	719	--	--
Continuing Enrollment after 2015-16	252	35%	16.0%
Completed or Left During 2015-16	467	65%	85%
Left Prior to Completion During 2015-16	74	16%	13%
Completed by the End of 2015-16	393	84%	87.31%
Completed or Left During 2015-16 and Status Known	393	84%	71%
Completed/Left/Status Known and Successfully Placed*	393	84%	77%
Completed but Not seeking Employment	40	5%	3%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2015-16	0	--	--
Under-Represented Gender Members Enrolled During 2015-16	0	--	--
Completed a Non-Traditional Program By the End of 2015-16	0	0.0%	78%
Under-Represented Gender Members Who Completed	0	0.0%	78%

* 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 2016-2017 was 1030.

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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Adult Beginning/Intermediate	878	752	743	878	67%	752	60%	743	49%
Adult Secondary (Low)	165	173	111	165	64%	171	69%	111	75%
ESOL	172	159	176	172	58%	159	68%	176	61%

Other Outcomes (2014-15 through 2016-17)

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.

* Not measured in 2016-2017 due to changes at the Federal level with Workforce Innovation Opportunities Act.

Other Outcomes	Students with Goal			Students Achieving Goal					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Entered employment	26	19	0	18	69%	12	63%	*0	*0.0%
Retained employment	11	11	0	10	91%	8	73%	*0	*0.0%
Obtained secondary or HS equivalency diploma	138	144	0	110	79%	117	81%	*0	*0.0%
Entered post-secondary education or training	246	194	0	156	63%	127	65%	*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 four of the alternatives:

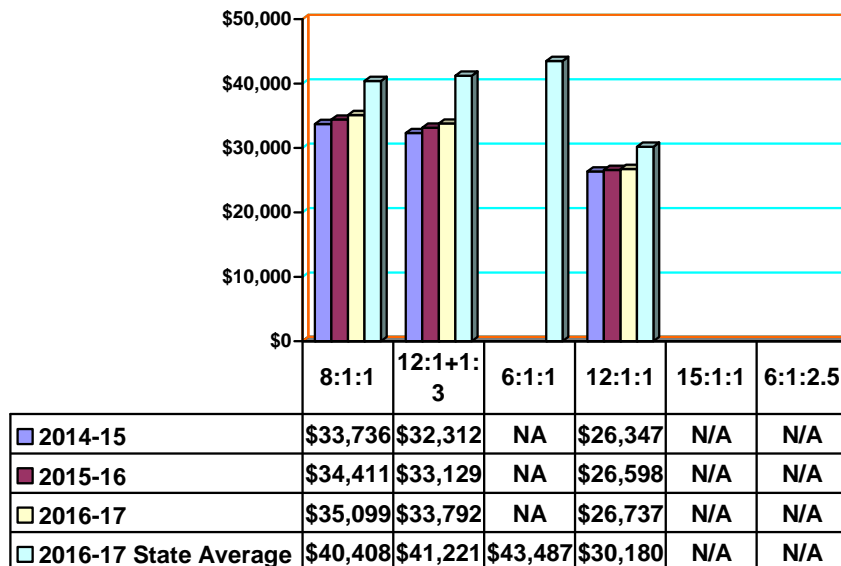
- ❖ 12 students per teacher plus one paraprofessional (12:1:1)
- ❖ 6 students per teacher plus one paraprofessional (6:1:1)
- ❖ 12 students per teacher plus four paraprofessionals (12:1+1:3)
- ❖ 8 students per teacher plus 1 paraprofessional (8:1:1)
- ❖ 15 students per teacher plus 1 paraprofessional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

	2014-15	2015-16	2016-17
8:1:1	304	293	294
12:1+1:3	161	185	187
6:1:1	NA	NA	NA
12:1:1	120	122	120
15:1:1	NA	NA	NA
6:1:2.5	NA	NA	NA



Tuition Rates Per Student 2014-15 through 2016-2017

Special Education State Testing Program 2016-2017 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	10	0	0	0	10	0.0%	0.0%	6
Grade 4 English Language Arts	12	2	0	0	15	13.3%	0.0%	2
Grade 5 English Language Arts	8	1	0	0	9	11.1%	0.0%	7
Grade 6 English Language Arts	12	1	0	0	13	7.7%	0.0%	13
Grade 7 English Language Arts	15	1	1	0	17	11.8%	5.9%	14
Grade 8 English Language Arts	17	2	0	0	19	10.5%	0.0%	18
Grade 3 Mathematics	11	0	0	0	11	0.0%	0.0%	5
Grade 4 Mathematics	12	1	1	0	14	14.3%	7.1%	0
Grade 5 Mathematics	8	0	0	0	8	0.0%	0.0%	8
Grade 6 Mathematics	8	1	0	0	9	11.1%	0.0%	16
Grade 7 Mathematics	15	2	0	0	17	11.8%	0.0%	13
Grade 8 Mathematics	17	0	0	0	17	0.0%	0.0%	18

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.)
2016-2017 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	0	0	0	0	0.0%	0.0%	0.0%
Algebra 1	6	7	11	24	25%	29.2%	45.8%
Geometry	1	2	1	4	25.0%	50.0%	25.0%
Algebra 2	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	6	4	7	17	35.3%	23.5%	41.2%
Physical Setting/ Earth Science	1	0	2	3	0.0%	50.0%	50.0%
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	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	8	3	11	22	36.4%	13.6%	50.0%
Global History and Geography	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%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2016-2017 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	2	4	2	8	100.0%	75.0%	0.0%
Grade 4 English Language Arts	0	1	12	1	14	00%	92.9%	0.0%
Grade 5 English Language Arts	0	2	9	0	11	100.0%	81.8%	0.0%
Grade 6 English Language Arts	0	3	13	0	16	100.0%	81.2%	0.0%
Grade 7 English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 8 English Language Arts	0	0	10	3	13	100.0%	100.0%	0.0%
High School English Language Arts	1	3	3	1	8	87.5%	50.0%	0.0%
Grade 3 Mathematics	0	0	8	0	8	100.0%	100.0%	0.0%
Grade 4 Mathematics	1	2	10	1	14	92.9%	78.6%	0.0%
Grade 5 Mathematics	0	3	8	0	11	100.0%	72.7%	0.0%
Grade 6 Mathematics	0	3	10	3	16	100.0%	81.2%	0.0%
Grade 7 Mathematics	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 8 Mathematics	1	2	8	2	13	92.3%	76.9%	0.0%
High School Mathematics	3	2	3	0	8	62.5%	37.5%	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 2016-2017 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	0	11	0	107	0	6	0	1	0	20
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	0	24	0	0	0	0	0	440	0	0
Principal Evaluator Training	0	20	0	0	0	0	0	120	0	0
Integrating Technology into Curricula & Instruction	0	0	0	0	0	0	0	0	0	0
Project Based Learning	171	45	619	249	10	2	81	29	61	37
College & Career Readiness	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
Positive Youth Development	188	48	5	1	0	0	7	1	599	77
Instructional Strategies	151	175	1366	984	40	22	14	14	52	53
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	52	51	1862	845	100	93	53	21	862	427
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	90	156	57	910	17	122	1	16	1	47
Leadership Training	0	76	0	96	0	4	0	13	0	12
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	0	0	0	0	0	0	0	0	0
Culture/Climate	670	71	391	7	205	1	175	14	145	136
School & District Planning	0	13	0	60	0	21	0	14	0	76
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	28	0	111	0	2	0	0	0	1	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	3	1	231	1	0	0	0	0	0	0



Technology Services 2016-2017 School Year

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

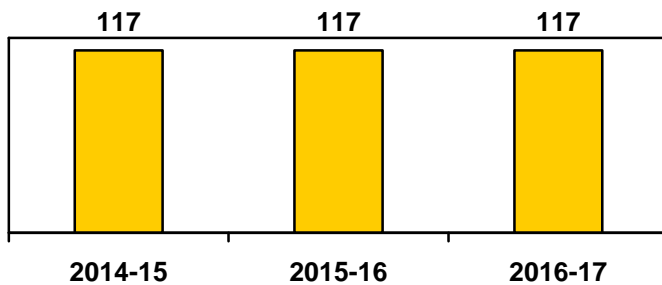
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	19/375	32	3450		x
Instructional Computing	40	16	0		x
Computer/Audio Visual Repair	23/6200	5			X
Library Automation/Software	0/0	0	0	x	
LAN Installation/Support	40	26	0		x
Distributed Process Technicians	32	54	0		x
Guidance Information	50/255	0	0		x
Administrative Computer Services	54/1000	230		x	
Administrative Training	0/0	0			
Instructional Media Resources	0/0	0	0	x	
Model Schools	23/160	115	0		x
Other Student Instructional Support	0/0	0	0	x	



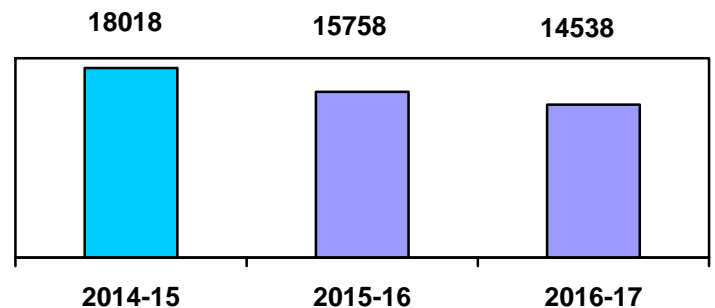
School Library Systems (SLS)

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*

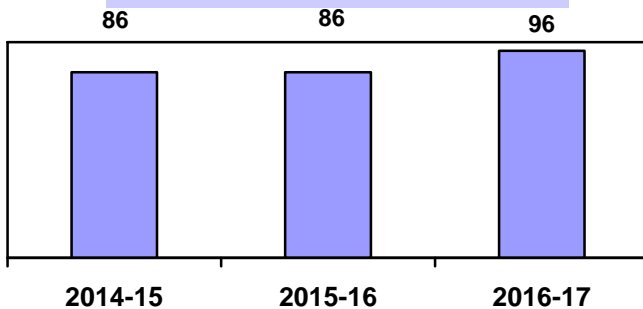
Number of Library Media Centers



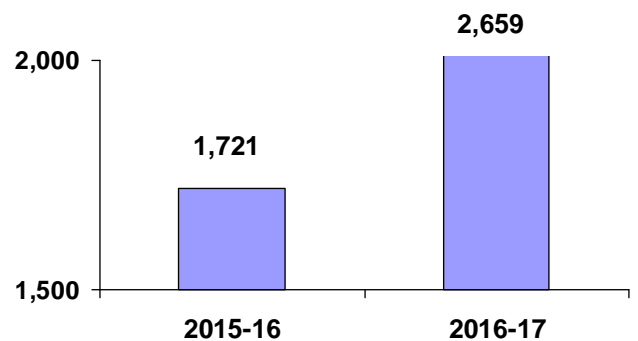
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	6,465,129.48
Capital Expenses.....	\$	2,537,335.26
Total Program Expenses.....	\$	126,118,129.07
Total Expenses.....	\$	135,120,593.81

