

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
- 2022-2023** Expenses

2022-2023

Onondaga-Cortland-Madison BOCES

Onondaga~Cortland~Madison BOCES
Board of Cooperative Educational Services
2022~2023 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.....	7-8
State Testing Program.....	8-11
Professional Development.....	12
 2022-2023 Expenses.....	 13

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 current year 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.

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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

Onondaga-Cortland-Madison BOCES encompasses 485 square miles

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
2021-2022	2021-2022	2022-2023	2022-2023
682	316	698	307
395	229	423	145
375	196	421	120
307	116	348	106

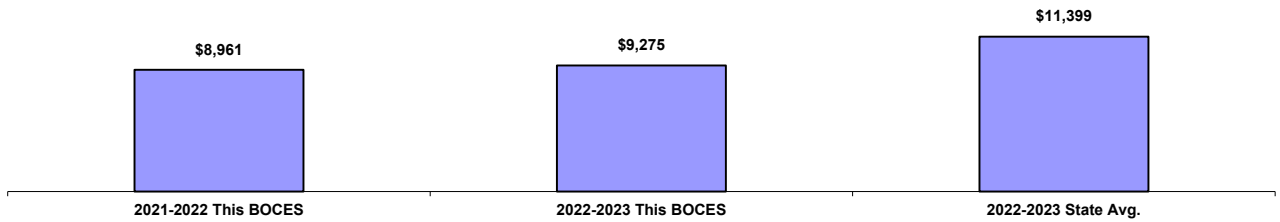
Other Career-Related Programs

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

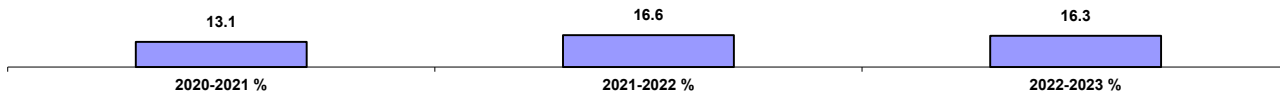
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

76	12	77	10
0	0	0	0
	00	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report



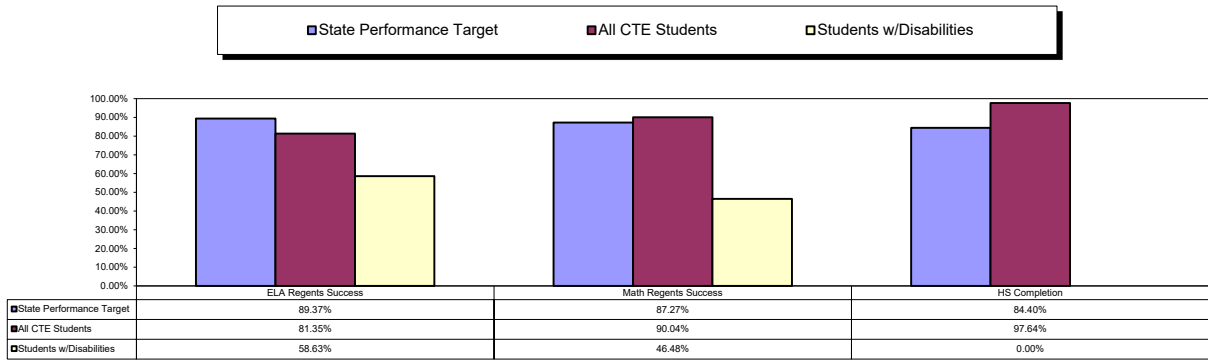
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS

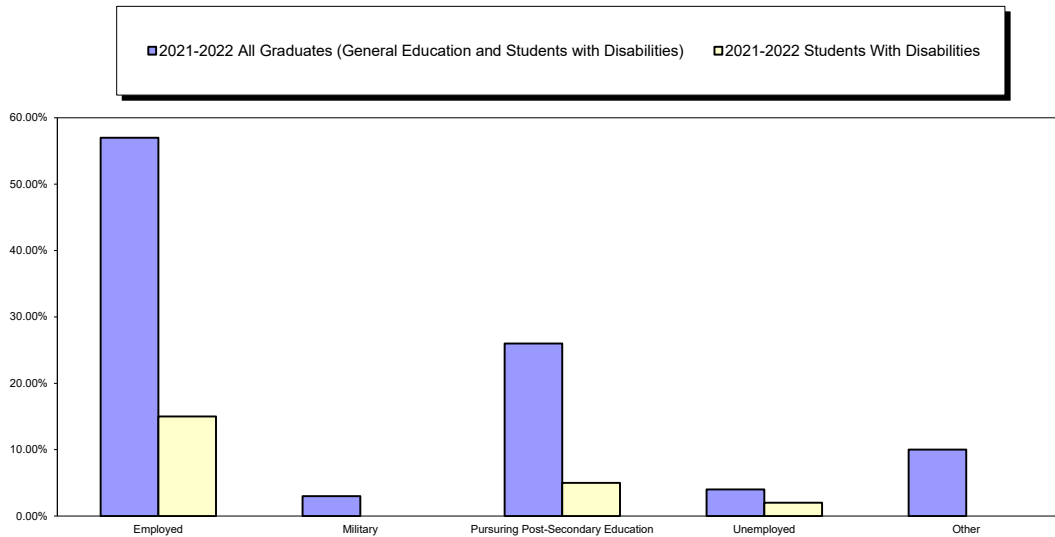


Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

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
87.7	79.4 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023**

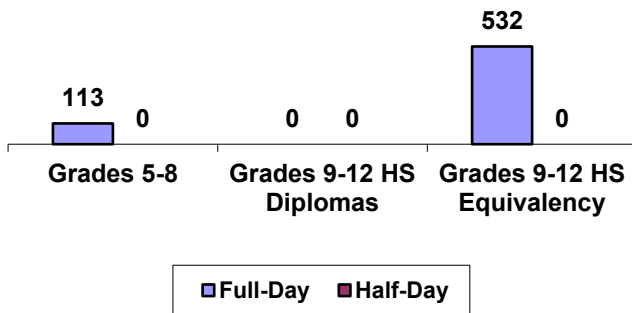
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	2	0
Passing Rate of Students Tested	50%	0
Remained / Still Enrolled in the Program	1	00
Left the program and did not enter another district or BOCES program (dropouts)	1	0
Returned to School District:	0	0

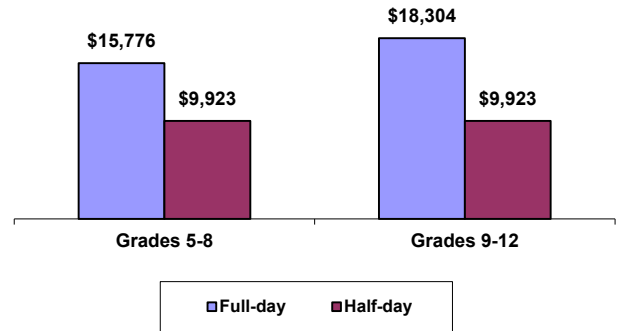
Alternative Education

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, 2023**



2022-2023 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	3		47	66		19
Remained in the BOCES program	39		209	8		32
Left the program and did not enter another district or BOCES program (dropouts)			6	3		8
Received high school diplomas			82	20		

Alternative Education State Testing Program 2022-2023 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)	98	37	19	154	63.34	24	12	
Algebra II (CC)	14	6	0	20	70	30	30	
Geometry (CC)	37	5	3	45	82	11	7	
English Language Arts (CC)	11	22	71	104	11	21	68	
Living Environment	31	21	56	108	29	19	52	
Physical Setting/ Earth Science	59	15	15	89	66	17	17	
Physical Setting/ Chemistry	2	2	2	6	33	33	34	
Physical Setting/ Physics	9	1	0	10	90	10	0	
Global History and Geography II (New Framework)	48	38	55	141	34	27	39	
Global History and Geography Transition								
United States History and Government	14	13	60	87	16	15	69	

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 2021-22	322	--	--
Continuing Enrollment after 2021-22	412	13	13.71%
Completed or Left During 2021-22	280	87	86.31%
Left Prior to Completion During 2021-22	45	14	11.49%
Completed by the End of 2021-22	277	86	74.53%
Completed or Left During 2021-22 and Status Known	273	85	54.24%
Completed/Left/Status Known and Successfully Placed*	246	77	34.62%
Completed but Not seeking Employment	16	5	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	32	12	50.85%
Completed a Non-Traditional Program By the End of 2021-22	26	82	41.02%
Under-Represented Gender Members Enrolled during 2021-22	3	10	7.25%
Under-Represented Gender Members Who Completed during 2021-22	26	82	5.78%

* 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 2022-23 was 472

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/Intermediate	421	395	278	83	20	84	21	143	52
Adult Secondary (Low)						2	100	21	75
ESOL	68	124	166	200	29	340	27	144	87

Other Outcomes (2020-21 through 2022-23)

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Entered employment	0	0	40	0	0.0%	0	0.0%	77	0.0%
Retained employment	0	0	202	0	0.0%	0	0.0%	44	0.0%
Obtained secondary or HS equivalency diploma	66	0	31	370	56%	0	0.0%	41	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)

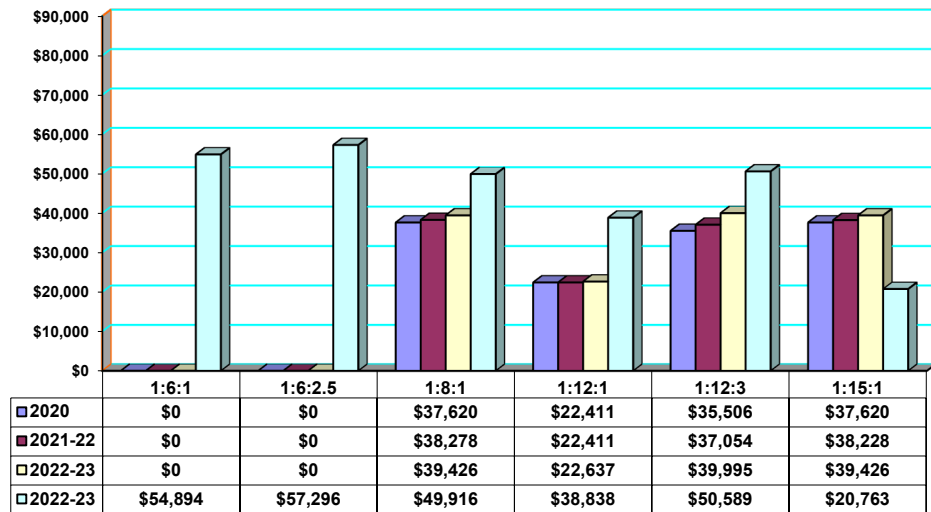
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2020-21	2021-22	2022-23
8:1:1	299	298	291
12:1+1:3	193	182	236
6:1:1			
12:1:1	70	62	83
15:1:1	39	28	27
6:1:2.5			

Tuition Rates Per Student 2020-21 through 2022-23



Special Education State Testing Program 2022-2023 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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	16		1		17	5.9	5.9	0
Grade 4 English Language Arts	9	1	1		11	18.2	9.1	0
Grade 5 English Language Arts	9	3	1		13	30.8	7.7	0
Grade 6 English Language Arts	9	2			11	18.2	0	0
Grade 7 English Language Arts	22	1		1	24	8.3	4.2	0
Grade 8 English Language Arts	15	5	1	2	23	34.8	13.0	0
Grade 3 Mathematics	10	4	1		15	33.3	6.7	0
Grade 4 Mathematics	11	1	1		13	15.4	7.7	0
Grade 5 Mathematics	9	2	1		12	25.0	8.3	0
Grade 6 Mathematics	9	3			12	25.0		0
Grade 7 Mathematics	20	3	1		24	16.7	4.2	0
Grade 8 Mathematics	19			2	21	9.5	9.5	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.)
2022-2023 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)	31	10	12	53	58.5	18.9	22.6	
Algebra 2 (CC)								
Geometry (CC)								
Living Environment	7	4	11	22	31.8	18.2	50.0	
Physical Setting/ Earth Science								
Physical Setting/ Chemistry								
Physical Setting/ Physics								
English Language Arts (CC)	17	7	16	40	42.5	17.5	40.0	
Regents ELA								
Global History and Geography II (New Framework)	22	1	11	34	64.7	2.9	32.4	
Global History & Geography Transition								
United States History & Government	10	5	12	27	37.0	18.5	44.4	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2022-2023 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	1	3	11	1	16	93.8	75.0	
Grade 4 English Language Arts		2	20		22	100	90.9	
Grade 5 English Language Arts		1	13		14	100	92.9	
Grade 6 English Language Arts		1	8		9	100	50	
Grade 7 English Language Arts		2	8	2	12	100	50	
Grade 8 English Language Arts		4	4		8	100	50	
High School English Language Arts	1	3	4		8	87.5	50	
Grade 3 Mathematics	1	2	12	1	16	93.8	81.3	
Grade 4 Mathematics	1		18	3	22	95.5	95.5	
Grade 5 Mathematics			12	2	14	100	100	
Grade 6 Mathematics		2	6	1	9	100	77.8	
Grade 7 Mathematics		2	9	1	12	100	83.3	
Grade 8 Mathematics	1	3	4		8	87.5	50	
High School Mathematics	3		5		8	62.5	62.5	

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 2022-2023 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	30	4		31	2155	319			154	103
Instructional Strategies	2435	39	196.5	31	17155	2614	74	21	803	103
Data-Driven Instruction	6	1			1132	22			18	3
Effective Use of Technology	521	123	305	70	513.5	667	31.5	10	124.5	42
Project Based Learning					58.5	9				
Parent Engagement										
RBE-RN	1445	81	89	22	2754	1022			1245	70
College, Career & Civic Readiness	15	5	34	11	193.5	62			72	22
Response to Intervention										
Early Childhood Education										
Career and Technical Education										
Middle Level Education										
Special Education Strategies										
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training										
Leadership Development	596	119	7=672.5	108	2548	564	12	2	989	238
District & School Strategic Planning										
Using Data	1	1	4	4	258	58			3	3
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	598	121	255	73	3571	695	92	25	216	55
Social – Emotional Learning	311.5	72	338.25	88	6789.25	1319	242	64	1405	228
Other culture/climate			27	1	5820	651				
Safety										
Other										

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	8,975,017.49
Capital Expenses.....	\$	2,281,668.75
Total Program Expenses.....	\$	138,931,540.65
Total Expenses.....	\$	150,728,226.89

