

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

Cayuga-Onondaga BOCES

Cayuga-Onondaga BOCES Board of Cooperative Educational Services 2022-2023 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

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.

BOCES
059000000000

Component Districts

- Auburn Enlarged City School District
- Cato-Meridian Central School District
- Jordan-Elbridge Central School District
- Moravia Central School District
- Port Byron Central School District
- Skaneateles Central School District
- Southern Cayuga Central School District
- Union Springs Central School District
- Weedsport Central School District

Cayuga-Onondaga BOCES encompasses 698 square miles

Joint Management Team

- Cayuga-Onondaga BOCES
- Oswego County 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.

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
222	99	227	60
141	69	175	36
133	65	162	35
47	15	94	17

Other Career-Related Programs

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

“New Vision”

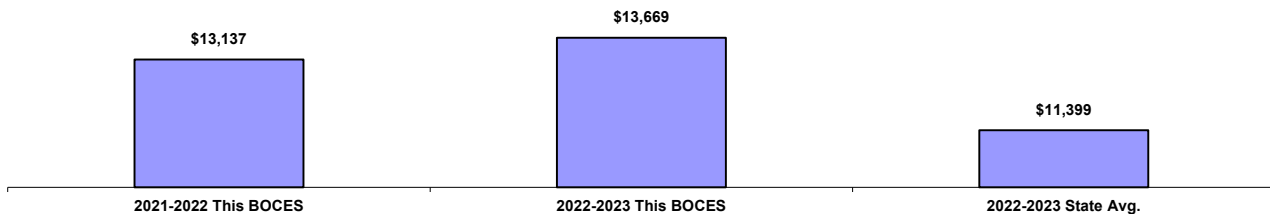
Participated 1 yr of a CTE Program

Other one-year programs

11	1	11	3
0	0	0	0
0	0	0	0

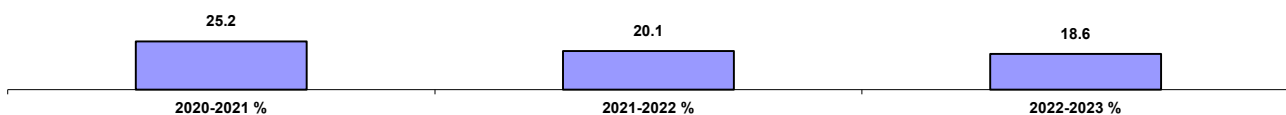
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

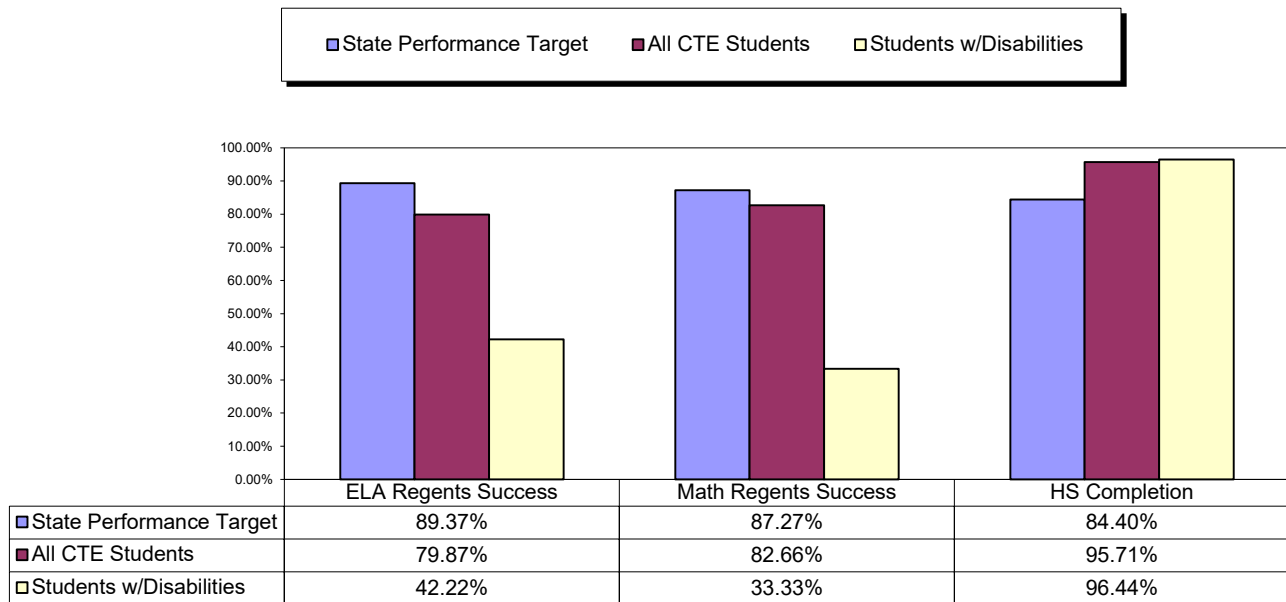
Data Source: SIRS



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

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

Data Source: SIRS

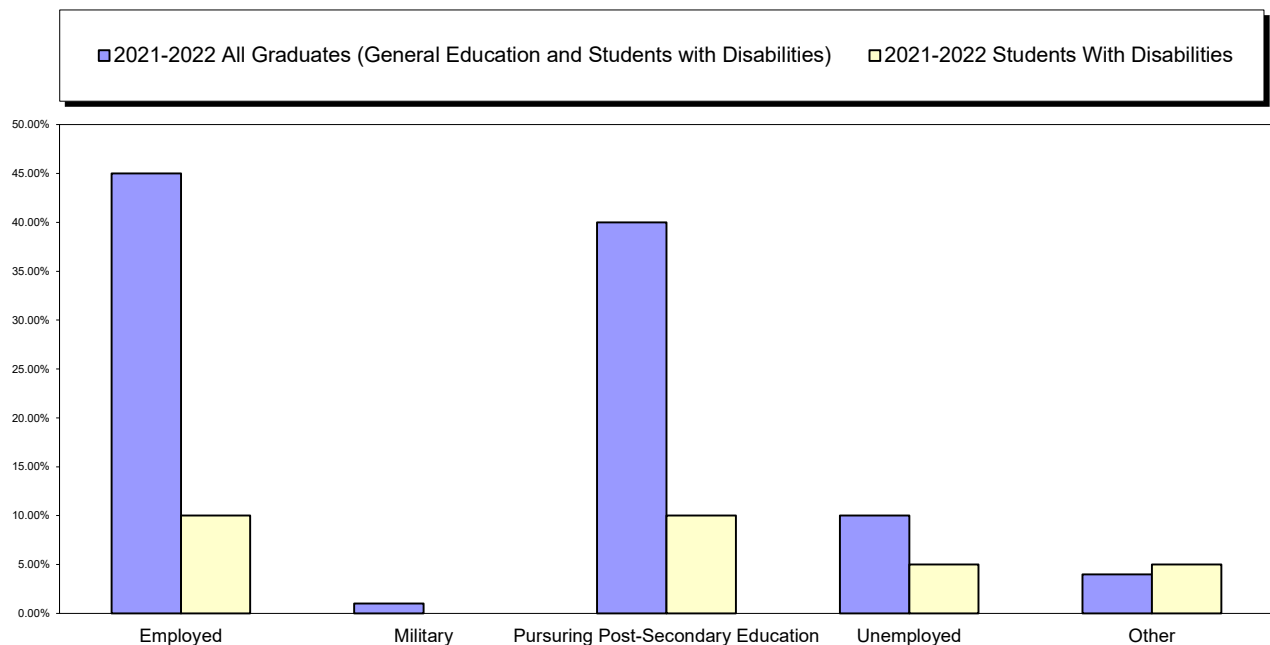


Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

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
90%	79.4%



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

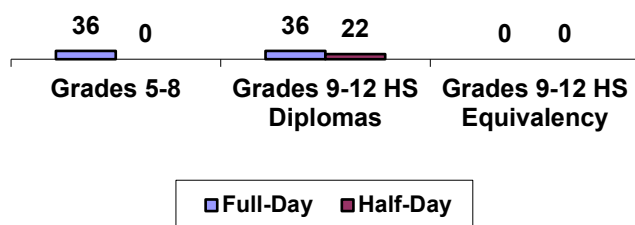
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	52	0
Passing Rate of Students Tested	21	0
Remained / Still Enrolled in the Program	16	0
Left the program and did not enter another district or BOCES program (dropouts)	4	0
Returned to School District:	0	0

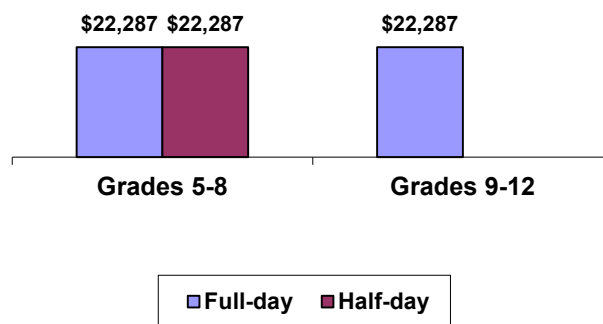
Alternative Education

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	7	0	6	2	0	0
Remained in the BOCES program	29	0	28	14	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	2	1	0	0
Received high school diplomas			0	5		

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)	6	3	12	21	28.6%	14.3%	57.1%	0
Algebra II (CC)	0	0	0	0				0
Geometry (CC)	0	0	0	0				0
English Language Arts (CC)	6	5	2	13	46.2%	38.5%	15.4%	0
Living Environment	3	3	6	12	25.0%	25.0%	50.0%	0
Physical Setting/ Earth Science	4	1	2	7	57.1%	14.3%	28.6%	0
Physical Setting/ Chemistry	0	0	0	0				0
Physical Setting/ Physics	0	0	0	0				0
Global History and Geography II (New Framework)	1	5	9	15	6.7%	33.3%	60.0%	0
Global History and Geography Transition	0	0	0	0				0
United States History and Government	1	4	3	8	12.5%	50.0%	37.5%	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 2021-22	174	--	--
Continuing Enrollment after 2021-22	31	17.8%	13.71%
Completed or Left During 2021-22	143	82.2%	86.31%
Left Prior to Completion During 2021-22	32	18.4%	11.49%
Completed by the End of 2021-22	111	63.8%	74.53%
Completed or Left During 2021-22 and Status Known	126	72.4%	54.24%
Completed/Left/Status Known and Successfully Placed*	122	70.1%	34.62%
Completed but Not seeking Employment	2	1.1%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	16	9.2%	50.85%
Completed a Non-Traditional Program By the End of 2021-22	9	9.2%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	16	9.2%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	9	9.2%	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 92.

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	107	108	84	68	63.6%	46	42.6%	40	47.6%
Adult Secondary (Low)	0	1	1	0	0.0%	1	100.0%	0	0.0%
ESOL	2	5	7	1	50. %	4	80.0%	5	71.4%

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	77	74	80	7	9.1%	4	5.4%	27	33.8%
Retained employment	33	29	71	2	6.1%	5	17.2%	40	56.3%
Obtained secondary or HS equivalency diploma	12	0	1	1	8.3%	0	0.0%	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)

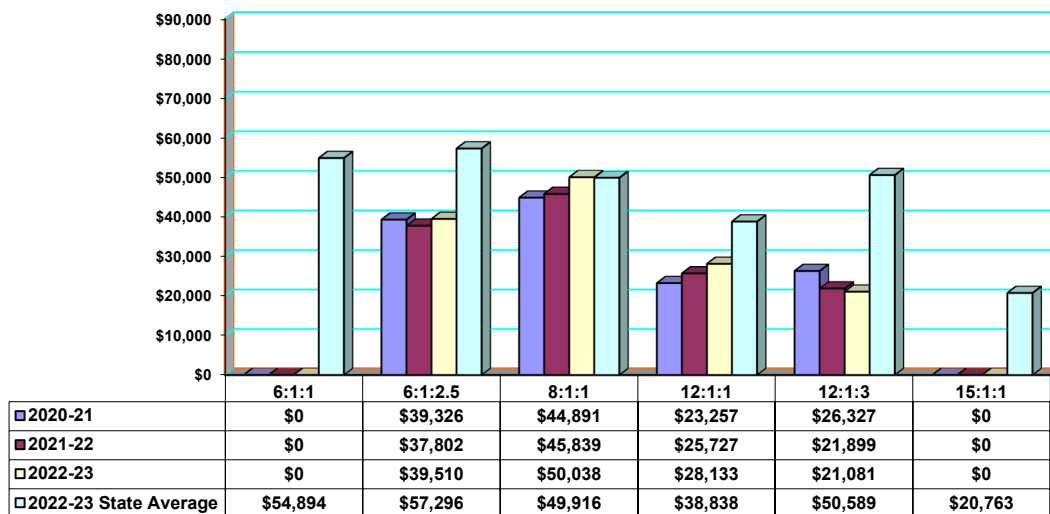
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2020-21	2021-22	2022-23
8:1:1	78	79	101
12:1+1:3	28	29	32
6:1:1	0	0	0
12:1:1	126	108	116
15:1:1	0	0	0
6:1:2.5	29	34	37

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	4	2	0	0	6	33.3%	0.0%	3
Grade 4 English Language Arts	5	0	0	0	5	0.0%	0.0%	2
Grade 5 English Language Arts	7	0	0	0	7	0.0%	0.0%	7
Grade 6 English Language Arts	4	1	0	0	5	20.0%	0.0%	5
Grade 7 English Language Arts	2	0	0	0	2	0.0%	0.0%	1
Grade 8 English Language Arts	5	1	1	0	7	28.6%	14.3%	3
Grade 3 Mathematics	5	1	0	0	6	16.7%	0.0%	3
Grade 4 Mathematics	5	0	0	0	5	0.0%	0.0%	2
Grade 5 Mathematics	6	0	0	0	6	0.0%	0.0%	8
Grade 6 Mathematics	4	0	0	0	4	0.0%	0.0%	6
Grade 7 Mathematics	2	0	0	0	2	0.0%	0.0%	1
Grade 8 Mathematics	6	1	0	0	7	14.3%	0.0%	3

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)	8	7	3	18	44.4%	38.9%	16.7%	0
Algebra 2 (CC)	0	0	0	0				0
Geometry (CC)	0	0	0	0				0
Living Environment	6	0	5	11	54.5%	0.0%	45.5%	0
Physical Setting/ Earth Science	2	1	2	5	40.0%	20.0%	40.0%	0
Physical Setting/ Chemistry	0	0	1	1	0.0%	0.0%	100.0%	0
Physical Setting/ Physics	0	0	0	0				0
English Language Arts (CC)	18	2	2	22	81.8%	9.1%	9.1%	0
Regents ELA	13	4	2	19	68.4%	21.1%	10.5%	0
Global History and Geography II (New Framework)	0	0	0	0				0
Global History & Geography Transition	6	4	7	17	35.3%	23.5%	41.2%	0
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	0

**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	0	1	3	0	4	100.0%	75.0%	0
Grade 4 English Language Arts	0	0	4	0	4	100.0%	100.0%	0
Grade 5 English Language Arts	0	0	0	0	0			0
Grade 6 English Language Arts	0	1	5	0	6	100.0%	83.3%	1
Grade 7 English Language Arts	0	0	1	0	1	100.0%	100.0%	0
Grade 8 English Language Arts	0	0	3	1	4	100.0%	100.0%	0
High School English Language Arts	0	0	1	1	2	100.0%	100.0%	0
Grade 3 Mathematics	0	0	4	0	4	100.0%	100.0%	0
Grade 4 Mathematics	1	0	2	1	4	75.0%	75.0%	0
Grade 5 Mathematics	0	0	0	0	0			0
Grade 6 Mathematics	1	1	3	1	6	83.3%	66.7%	1
Grade 7 Mathematics	0	0	0	1	1	100.0%	100.0%	0
Grade 8 Mathematics	0	1	3	0	4	100.0%	75.0%	0
High School Mathematics	0	0	1	1	2	100.0%	100.0%	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 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	12	15	16	43	131	326	1	2	0	0
Instructional Strategies	90	48	128	40	518	1480	44	116	78	68
Data-Driven Instruction	13	7	10	5	64	164	0	0	13	54
Effective Use of Technology	78	89	14	28	497	1341	62	94	56	881
Project Based Learning	8	6	1	2	311	262	40	11	106	1095
Parent Engagement	4	3	3	3	5	16	0	0	2	40
RBE-RN	2	2	0	0	2	8	0	0	0	0
College, Career & Civic Readiness	9	9	9	2	22	50	0	0	0	0
Response to Intervention	2	2	108	40	110	273	19	35	99	93
Early Childhood Education	0	0	24	9	33	24	11	10	21	19
Career and Technical Education	0	0	0	0	0	0	5	19	0	0
Middle Level Education	6	2	13	5	31	58	0	0	0	0
Special Education Strategies	16	7	9	6	33	64	3	2	1	2
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Leadership Development	73	26	19	27	57	131	0	0	0	0
District & School Strategic Planning	107	104	45	34	49	70	1	1	7	6
Using Data	5	3	3	2	0	0	0	0	2	5
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	17	10	11	23	18	479	1	8	0	0
Social – Emotional Learning	7	9	23	33	36	711	5	7	13	13
Other culture/climate	0	0	14	8	21	112	12	37	19	14
Safety	1	1	29	13	71	100	49	106	22	19
Other	2	1	4	3	5	22	5	13	2	12

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 1,586,133.19
Capital Expenses.....	\$ 1,171,440.08
Total Program Expenses.....	\$ 44,907,640.46
Total Expenses.....	\$ 47,665,213.73

