BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

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Cayuga-Onondaga BOCES

Cayuga-Onondaga BOCES
Board of Cooperative Educational Services
2013-2014 Report Card

Table of Contents

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

Cayuga-Onondaga BOCES BOCES
9990

Component Districts

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

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:	**2012-13**	**2012-13**	**2013-14**	**2013-14**
First-year students	193	80	210	60
Second-year students	190	43	161	45
Second-year students completing	181	39	150	42
Completers with technical endorsement	103	18	100	22

Other Career-Related Programs

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

"New Vision"	12	1	12	1
Participated 1 yr of a CTE Program	3	0	0	1
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$8,148	$8,910	$9,183
2012-13 This BOCES	**2013-14 This BOCES**	**2013-14 State Avg.**
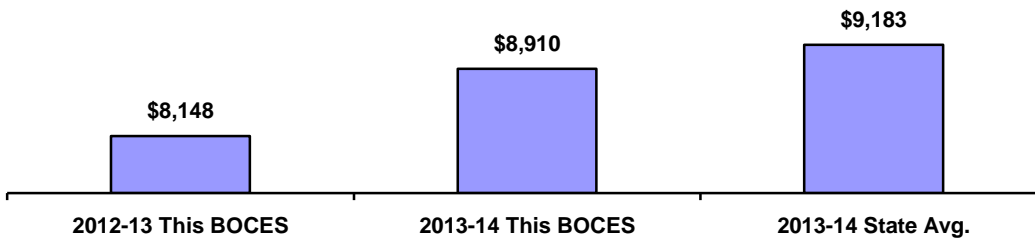
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

25.9	26.3	28.6
2011-12 %	**2012-13 %**	**2013-14 %**
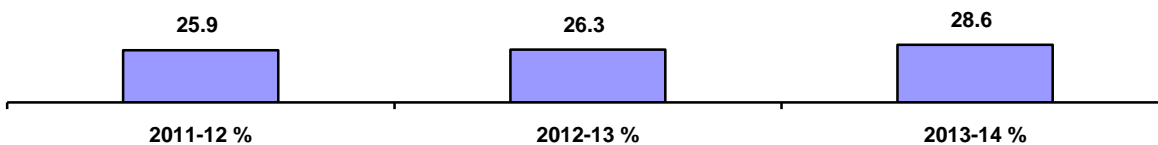
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
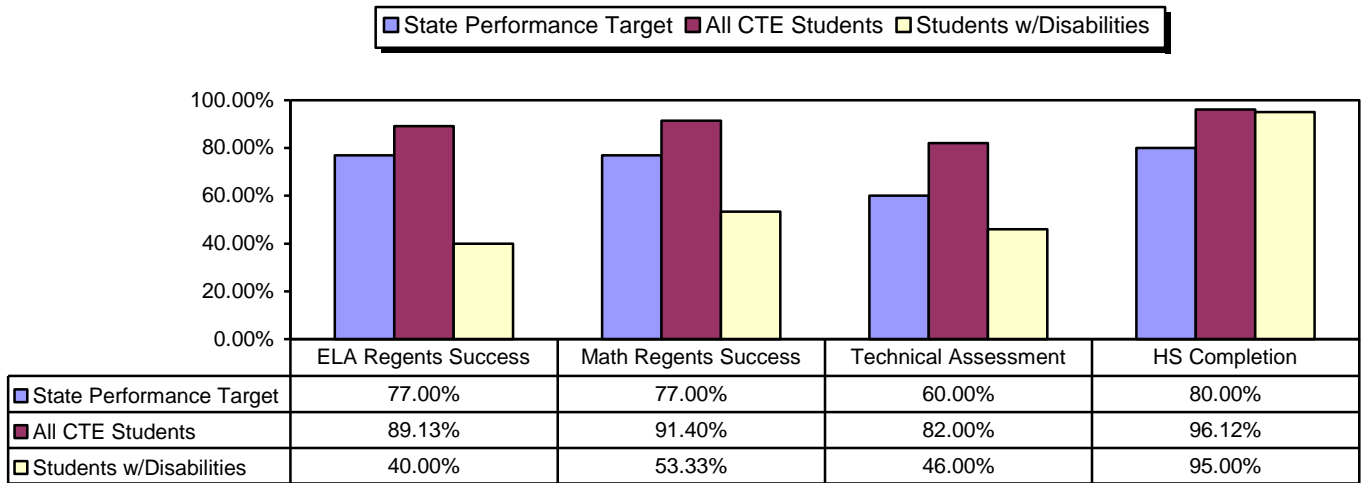## Who Left School in 2013

Data Source: SIRS

■ State Performance Target ■ All CTE Students □ Students w/Disabilities

	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■ State Performance Target	77.00%	77.00%	60.00%	80.00%
■ All CTE Students	89.13%	91.40%	82.00%	96.12%
□ Students w/Disabilities	40.00%	53.33%	46.00%	95.00%

Status of Career and Technical Education (CTE) Students
2012-2013 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*
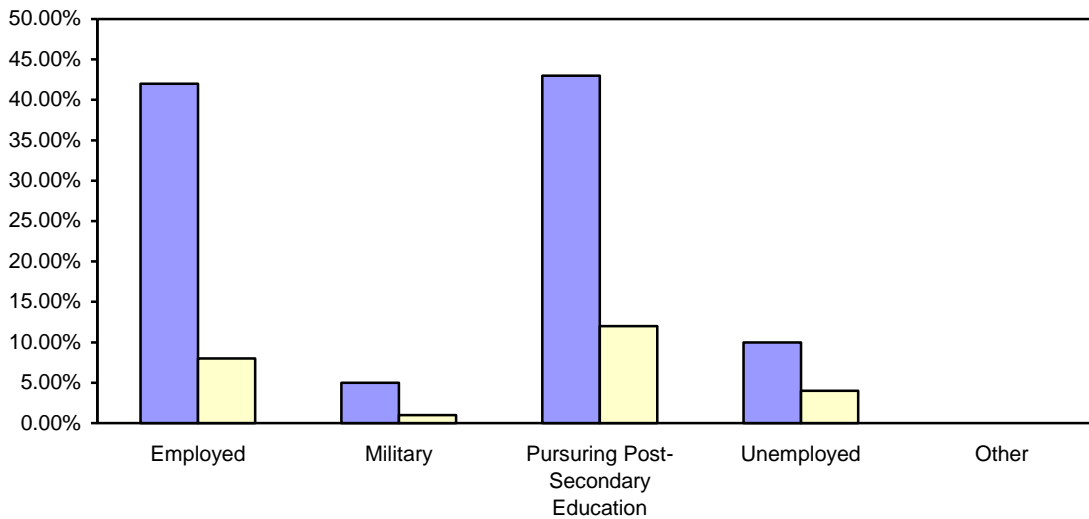*http://www.p12.nysed.gov/cte/perkins4/docs/ReportCard13_14AppFinal041513.pdf*
http://www.p12.nysed.gov/cte/perkins4/datareporting.html

Total Placement

This BOCES	State Target
91.56%	88%

■ 2011-2012 All Graduates (General Education and Students with Disabilities) □ 2011-2012 Students with Disabilities

General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014

The GED Test Battery 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.

Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full-day
Enrolled	75	0
Passing Rate of Students Tested	79%	0
Remained / Still Enrolled in the Program	12	0
Left the program and did not enter another district or BOCES program (dropouts)	34	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
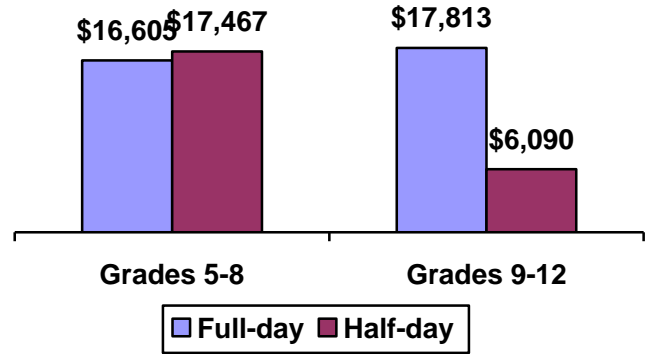June 30, 2014**

	Grades 5-8	Grades 9-12 HS Diplomas	Grades 9-12 HS Equivalency
Full-Day	23	41	0
Half-Day	20	15	75

■ **Full-Day** ■ **Half-Day**
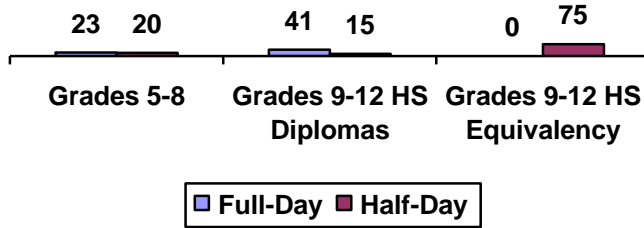
2013-2014 Per Student Tuition

	Grades 5-8	Grades 9-12
Full-day	$16,605	$17,813
Half-day	$17,467	$6,090

□ **Full-day** ■ **Half-day**

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	7	9	17	4	0	0
Remained in the BOCES program	16	11	19	11	12	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	34	0
Received high school diplomas			4	0		

Alternative Education State Testing Program
2013-2014 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	4	3	2	9	44%	33%	22%
Geometry	1	0	0	1	100%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	2	4	5	11	18%	36%	46%
Physical Setting/ Earth Science	8	0	6	14	57%	0.0%	43%
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	1	0	9	10	10%	0.0%	90%
Global History and Geography	5	3	4	12	42%	25%	33%
United States History and Government	1	1	4	6	17%	17%	67%

Alternative Education Performance of Students
2013-2014 School Year

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	3	0	1	4	75%	0.0%	25%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	1	1	0.0%	0.0%	100%
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 Count	Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2012-13	130	--	--
Continuing Enrollment after 2012-13	27	20.77%	14.64%
Completed or Left During 2012-13	103	79.23%	84.74%
Left Prior to Completion During 2012-13	12	11.65%	13.35%
Completed by the End of 2012-13	91	88.35%	87.70%
Completed or Left During 2012-13 and Status Known	87	84.47%	64.42%
Completed/Left/Status Known and Successfully Placed*	86	83.50%	88.95%
Completed but Not seeking Employment	1	1%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	7	--	--
Under-Represented Gender Members Enrolled During 2012-13	7	--	--
Completed a Non-Traditional Program By the End of 2012-13	5	0.0%	81.52%
Under-Represented Gender Members Who Completed	5	0.0%	80.76%

* 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 2013-2014 was 182.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	145	132	141	108	74%	100	76%	104	74%
Adult Secondary (Low)	19	13	28	17	89%	13	100%	27	96%
ESOL	5	12	10	4	80%	7	58%	6	60%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	15	26	14	13	86%	25	96%	14	100%
Retained employment	17	11	23	11	64%	8	72%	18	78%
Obtained secondary or HS equivalency diploma	51	31	28	35	68%	28	90%	27	96%
Entered post-secondary education or training	31	30	40	25	80%	23	76%	33	82%

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:

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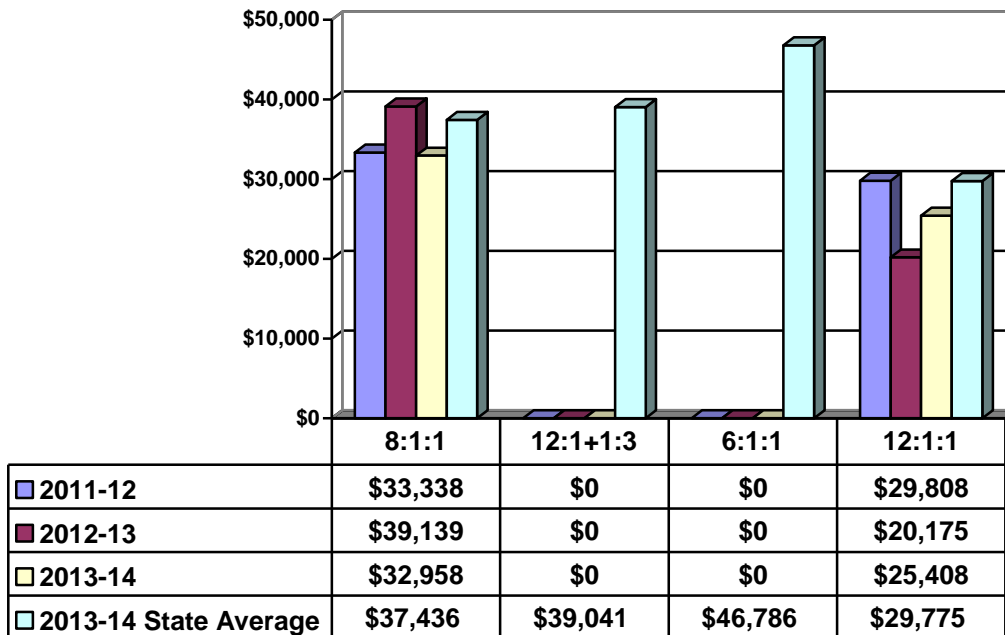- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2011-12	2012-13	2013-14
8:1:1	82	81	90
12:1+1:3	0	0	0
6:1:1	0	0	0
12:1:1	123	139	149

Tuition Rates Per Student
2011-12 through 2013-14

	8:1:1	12:1+1:3	6:1:1	12:1:1
☐ 2011-12	$33,338	$0	$0	$29,808
■ 2012-13	$39,139	$0	$0	$20,175
☐ 2013-14	$32,958	$0	$0	$25,408
☐ 2013-14 State Average	$37,436	$39,041	$46,786	$29,775

Special Education State Testing Program
2013-2014 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	3	0	0	0	3	0.0%	0.0%	0
Grade 4 English Language Arts	7	0	1	0	8	13%	13%	0
Grade 5 English Language Arts	8	1	0	0	9	11%	0.0%	0
Grade 6 English Language Arts	10	2	0	0	12	17%	0.0%	0
Grade 7 English Language Arts	16	0	0	0	16	0.0%	0.0%	0
Grade 8 English Language Arts	17	2	0	0	19	11%	0.0%	0
Grade 3 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 4 Mathematics	7	0	0	1	8	13%	13%	0
Grade 5 Mathematics	10	0	0	0	10	0.0%	0.0%	0
Grade 6 Mathematics	12	0	0	0	12	0.0%	0.0%	0
Grade 7 Mathematics	15	0	0	0	15	0.0%	0.0%	0
Grade 8 Mathematics	20	1	0	0	21	5%	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.

Sample BOCES

Special Education State Testing Program (cont'd.)
2013-2014 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	5	1	0	6	83%	17%	0.0%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0%	0%	0%
Living Environment	2	1	1	4	50%	25%	25%
Physical Setting/ Earth Science	3	1	1	5	60%	20%	20%
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	9	2	1	12	75%	17%	8%
Global History and Geography	2	1	2	5	40%%	20%	40%
United States History and Government	1	0	0	1	100%	0.0%	0.0%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	1	0	2	100%	50%	0.0%
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 English Language Arts	0	1	1	0	2	100%	50%	0.0%
Grade 6 English Language Arts	0	0	1	1	2	0.0%	100%	0.0%
Grade 7 English Language Arts	0	2	2	0	4	100%	50%	0.0%
Grade 8 English Language Arts	1	2	1	2	6	83%	50%	0.0%
High School English Language Arts	0	2	3	0	5	100%	60%	0.0%
Grade 3 Mathematics	0	2	0	0	2	100%	0.0%	0.0%
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 Mathematics	1	0	1	0	2	50%	50%	0.0%
Grade 6 Mathematics	0	1	0	1	2	100%	50%	0.0%
Grade 7 Mathematics	0	1	3	0	4	100%	75%	0.0%
Grade 8 Mathematics	0	2	2	2	6	100%	67%	0.0%
High School Mathematics	1	1	3	0	5	80%	60%	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 2013-2014 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	9	9	564	34	0	0	30	0	0	0
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	3	9	0	6	0	0	7	168	0	0
Principal Evaluator Training	9	9	0	0	0	0	0	0	0	27
Integrating Technology into Curricula & Instruction	11	10	116	219	24	71	4	18	0	22
Project Based Learning	1	0	105	0	0	0	0	0	0	0
College & Career Readiness	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	2	2	13	31	0	4	0	2	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	18	9	1776	74	0	0	54	5	0	60
Parent Training	9	9	0	0	0	0	0	0	0	47
Special Education Issues	10	10	13	0	150	0	40	0	0	25
(RSE-TASC) Regional Special Education Technical Assistance Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	20	0	0	0	0	0	3	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	5	9	0	93	0	0	18	54	0	12
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	3	0	8	0	0	0	12	0	3
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	9	9	519	217	0	0	95	213	0	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	9	9	1054	141	0	0	62	41	2	0
Learning Standards (ELA, MST, etc.)	9	9	29	28	0	0	7	1	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
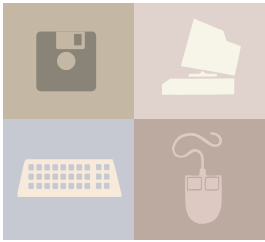
Technology Services
2013-2014 School Year

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	8/180	5	13,740	X	
Instructional Computing	9/80	5	13,740	X	
Computer/Audio Visual Repair	7	5		X	
Library Automation/Software	9	2	13,740	X	
LAN Installation/Support	0/0	0	0		X
Distributed Process Technicians	0/0	0	0		X
Guidance Information	3/4	4	5,104	X	
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	9/45	2	13,740	X	
Model Schools	9/0	3	13,740	X	
Other Student Instructional Support	9/50	14	13,740	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*
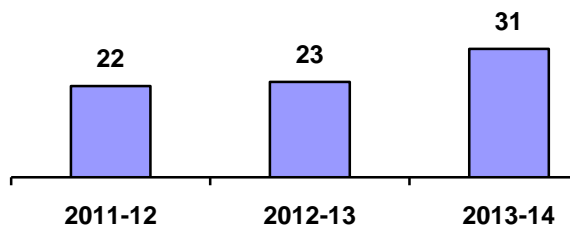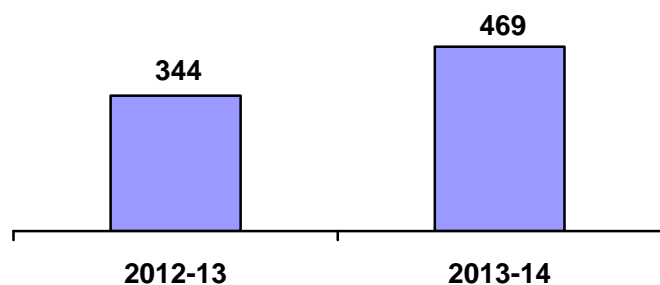
Number of Library Media Centers

2011-12	2012-13	2013-14
29	29	29
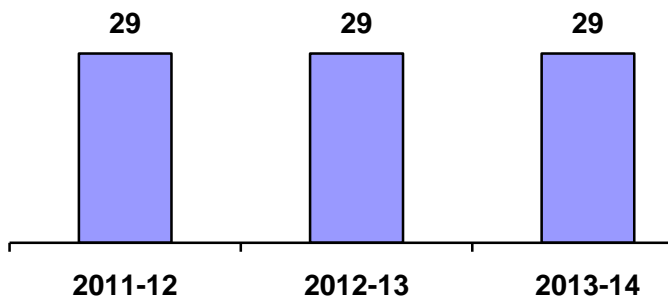
Consulting and Technical Assistance Services plus Reference by SLS Staff

2011-12	2012-13	2013-14
1945	1827	1605
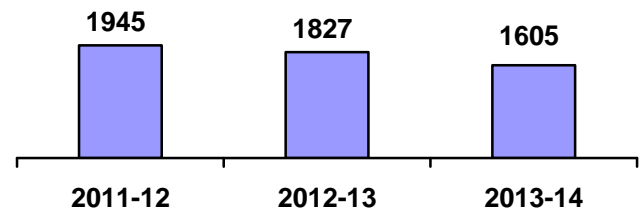
Number of Professional Workshops

2011-12	2012-13	2013-14
22	23	31

Number of Participants at Professional Development Workshops

2012-13	2013-14
344	469

2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………….$ 1,521,822.68

Capital Expenses……………………………………………………….… $ 232,253.21

Total Program Expenses………………………………………….…… $ 28,686,795.68

Total Expenses……………….…………………………………………….$ 30,440,871.57

Total Program 94.2%

*Administration 5.0%

Capital 0.8%

Itinerant Services 4.5%

General Instruction 11.3%

Instructional Support 18.7%

Instruction of Students with Disabilities 27.0%

Other Services 18.6%

Career & Technical Education 19.9%