

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

Oneida-Herkimer-Madison BOCES

**Oneida-Herkimer-Madison 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
419000000000

Component Districts

- Utica City School District
- Whitesboro CSD
- New Hartford CSD
- Holland Patent CSD
- Sauquoit Valley CSD
- Westmoreland CSD
- Oriskany CSD
- Waterville CSD
- Remsen CSD
- Brookfield CSD
- Clinton CSD
- New York Mills UFCSD

Oneida-Herkimer-Madison BOCES encompasses 549 square miles

Joint Management Team

- Madison Oneida
- Jefferson Lewis
- Herkimer Fulton Hamilton Otsego
- Oneida- Herkimer-Madison

Regional Information Center

- MORIC

**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
285	110	261	110
242	81	157	72
242	81	153	71
137	36	118	41

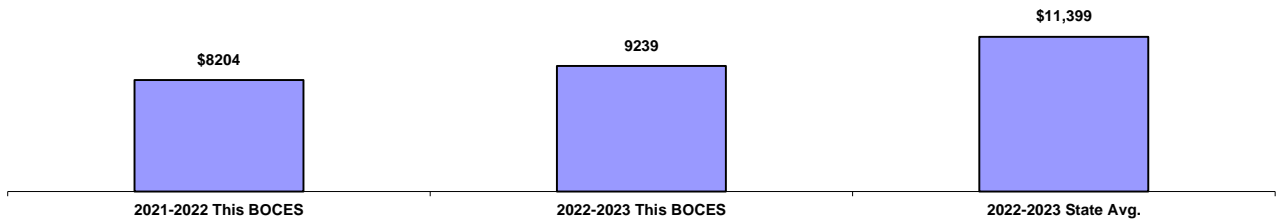
Other Career-Related Programs

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

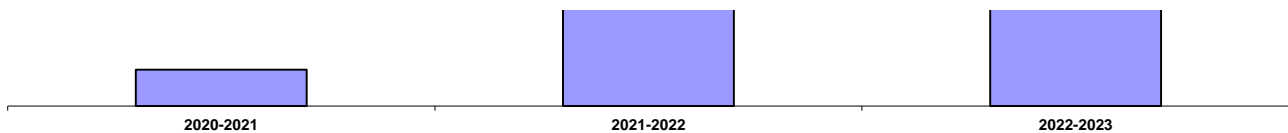
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

34	6	42	1
11	9	8	3
36	17	15	16

Tuition Per Student for CTE Programs
Data Source: 602 Report



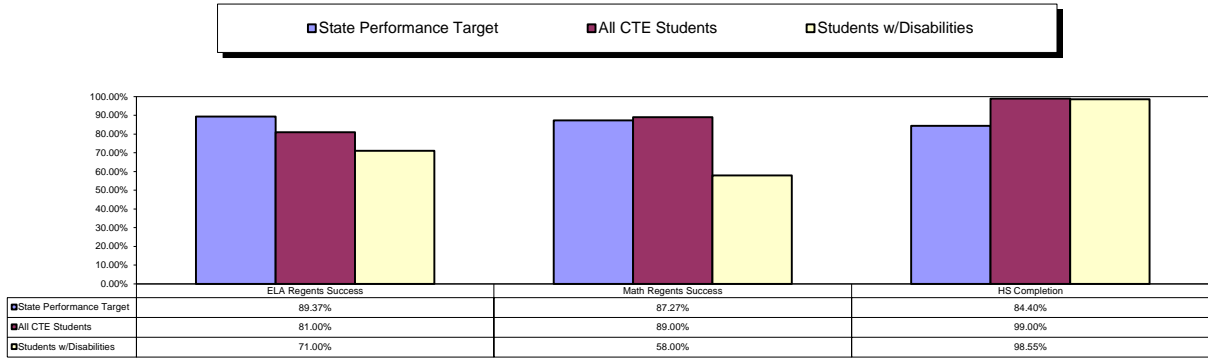
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2022-2023

Data Source: SIRS

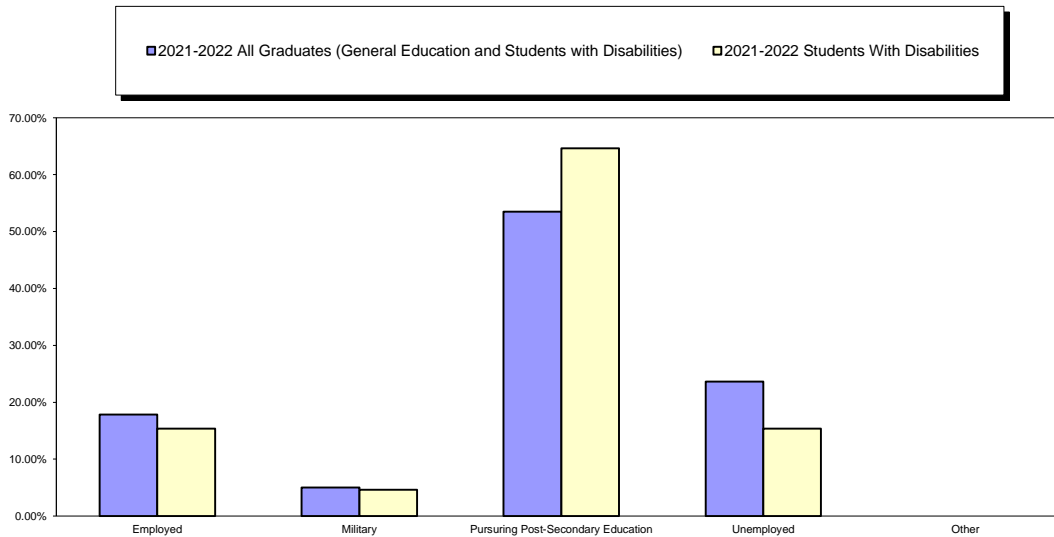


Status of Career and Technical Education (CTE) Students 2022-2023 Placement Outcomes

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
76.36%	79.4 %



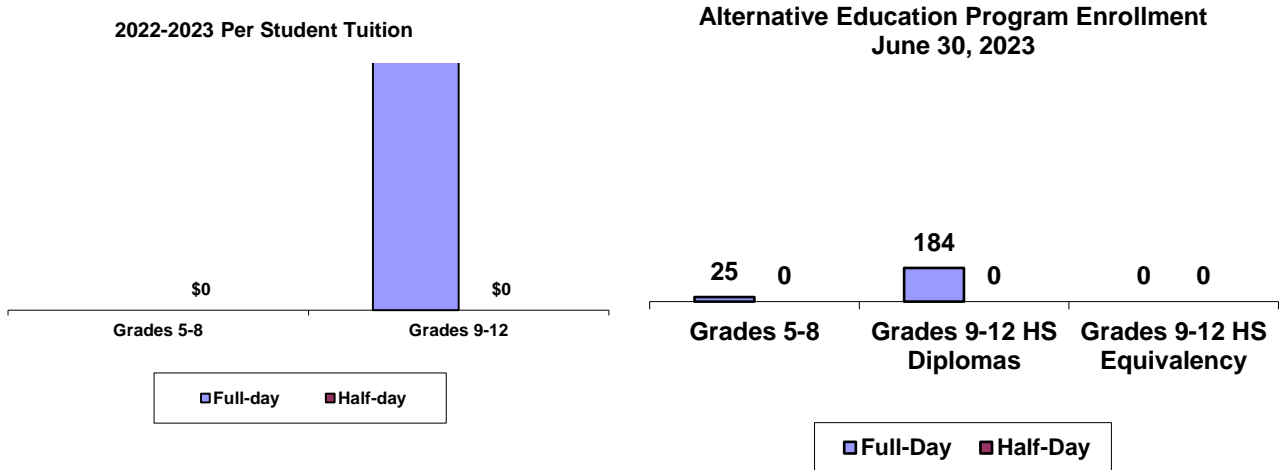
**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023**

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	0	0
Passing Rate of Students Tested	0	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 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	70	0	50	1	0	0
Remained in the BOCES program	90	0	19	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	25	0	0	0
Received high school diplomas			15	7		

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)	55	26	7	88	62.5%	29.55%	7.95%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	46	16	15	77	59.74%	20.78%	19.48%	
Living Environment	39	15	9	63	61.9%	23.81%	14.29%	
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	
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%	
Global History and Geography II (New Framework)	34	19	10	63	53.97%	30.16%	15.87%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	11	13	18	42	26.19%	30.95%	42.86%	

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	0	--	--
Continuing Enrollment after 2021-22	0	0.0%	13.71%
Completed or Left During 2021-22	0	0.0%	86.31%
Left Prior to Completion During 2021-22	0	0.0%	11.49%
Completed by the End of 2021-22	0	0.0%	74.53%
Completed or Left During 2021-22 and Status Known	0	0.0%	54.24%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	34.62%
Completed but Not seeking Employment	0	0.0%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	0		50.85%
Completed a Non-Traditional Program By the End of 2021-22	0	0.0%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	0	0.0%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	0	0.0%	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 XX.

Provide enrollment data and delete this text box

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	0	0	0	0	0.0%	0	0.0%	0	0.0%
Adult Secondary (Low)	0	0	0	0	0.0%	0	0.0%	0	0.0%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

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	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	0	0	0	0.0%	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)

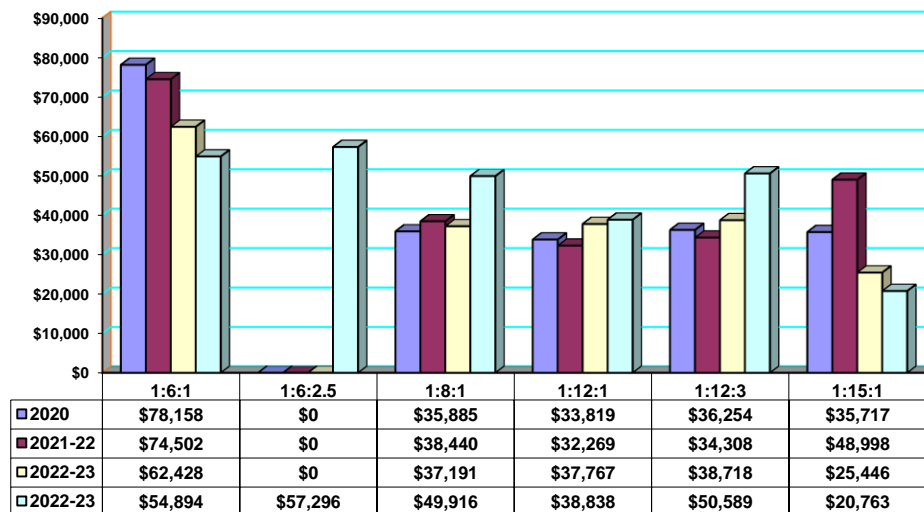
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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	163.65	158.925	162.150
12:1+1:3	94	104.45	111.70
6:1:1	24.325	25.75	36.9
12:1:1	85.35	76.925	79.125
15:1:1	0	0	0
6:1:2.5	0	0	0

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 Percent	Level 3-4 Percent	
	Grade 3 English Language Arts	5	0	0	0	5	0.0%	
Grade 4 English Language Arts	4	1	1	0	6	33.3%	16.7%	0
Grade 5 English Language Arts	10	0	1	0	11	9.1%	9.1%	0
Grade 6 English Language Arts	7	3	2	0	12	41.7%	16.7%	0
Grade 7 English Language Arts	8	1	0	0	9	11.1%	0.0%	0
Grade 8 English Language Arts	6	2	1	0	9	33.3%	11.1%	0
Grade 3 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 4 Mathematics	3	1	0	0	4	25%	0.0%	0
Grade 5 Mathematics	10	2	0	0	12	16.7%	0.0%	0
Grade 6 Mathematics	8	3	0	0	11	27.3%	0.0%	0
Grade 7 Mathematics	6	0	0	0	6	0.0%	0.0%	0
Grade 8 Mathematics	7	2	0	0	9	22.2%	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.)
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)	20	4	3	36	73.4%	11.1%	8.3%	
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	20	1	8	29	68.9%	3.4%	27.6%	
Physical Setting/ Earth Science	0	0	1	1	0.0%	0.0%	100.0%	
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%	
English Language Arts (CC)	29	8	7	44	65.9%	18.2%	15.9%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	18	9	7	34	52.9%	26.5%	20.6%	
Global History & Geography Transition	1	3	0	4	25.0%	75.0%	0.0%	
United States History & Government	5	8	15	28	17.9%	28.6%	53.6%	

**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	1	2	0	4	50.0%	50.0%	0.0%
Grade 4 English Language Arts	2	0	4	0	6	33.3%	66.7%	0.0%
Grade 5 English Language Arts	1	0	4	0	5	20.0%	80.0%	0.0%
Grade 6 English Language Arts	0	1	2	0	3	33.3%	66.7%	0.0%
Grade 7 English Language Arts	0	1	7	1	9	11.1%	88.9%	0.0%
Grade 8 English Language Arts	0	0	3	1	4	0.0%	100.0%	0.0%
High School English Language Arts	2	2	4	1	9	44.4%	55.6%	0.0%
Grade 3 Mathematics	0	2	2	0	4	50.0%	50.0%	0.0%
Grade 4 Mathematics	2	0	3	1	6	33.3%	66.7%	0.0%
Grade 5 Mathematics	1	1	3	0	5	40.0%	60.0%	0.0%
Grade 6 Mathematics	1	0	2	0	3	33.3%	66.7%	0.0%
Grade 7 Mathematics	0	1	7	1	9	11.1%	88.9%	0.0%
Grade 8 Mathematics	0	0	4	0	4	0.0%	100.0%	0.0%
High School Mathematics	2	0	5	2	9	22.2%	77.8%	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	9	20	9	70	3	50	30	100	0	
Instructional Strategies	0		90	70	18	35	18	12	0	
Data-Driven Instruction	3	15	60	50	0		0		0	
Effective Use of Technology	0		0		6	50	0		0	
Project Based Learning	30	20	30	70	6	50	0		0	
Parent Engagement	10	20	1	50	1	55	10	12	0	
RBE-RN	0		1	50	6	20	0		0	
College, Career & Civic Readiness	0		3	70	3	20	0		0	
Response to Intervention	0		1	70	1	25	10	12	0	
Early Childhood Education	0		0		3	30	30	15	0	
Career and Technical Education	10	20	1	70	15	20	0		0	
Middle Level Education	0		0		0		0		0	
Special Education Strategies	0		2	70	2	50	2	15	0	
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	15	20	9	70	0		0		0	
Leadership Development	12	20	9	70	12	20	0		0	
District & School Strategic Planning	9	20	9	70	0		0		0	
Using Data	9	20	9	70	0		3	12	0	
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	3	20	9	70	3	30	3	12	0	
Social – Emotional Learning	3	20	3	70	3	30	3	12	0	
Other culture/climate	0		0		0		0		0	
Safety	1	20	1	50	0		0		0	
Other	0		0		0		0		0	

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	3,885,686.66
Capital Expenses.....	\$	2,872,840.90
Total Program Expenses.....	\$	83,575,046.35
Total Expenses.....	\$	90,333,574.00

