BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

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Oneida-Herkimer-Madison BOCES

Oneida-Herkimer-Madison BOCES
Board of Cooperative Educational Services
2023-2024 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.

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.

	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:	**2022-2023**	**2022-2023**	**2023-2024**	**2023-2024**
First-year students	261	110	200	118
Second-year students	157	72	249	27
Second-year students completing	153	71	240	27
Completers with technical endorsement	118	41	184	10

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	42	1	29	0
Participated 1 yr of a CTE Program	8	3	7	1
Other one-year programs	15	16	42	16

Tuition Per Student for CTE Programs
Data Source: 602 Report

2022-2023 This BOCES	2023-2024 This BOCES	2023-2024 State Avg.
$9,239	$9,507	$11,773

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

18.0	20.5	22.3
2021-2022%	2022-2023%	2023-2024%
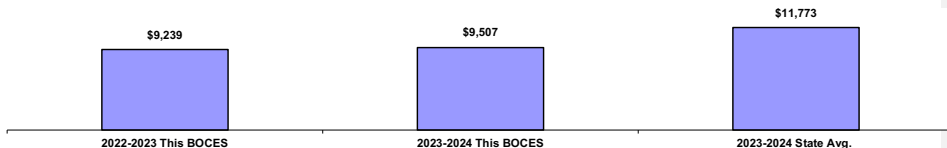
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2023-2024

Data Source: SIRS

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

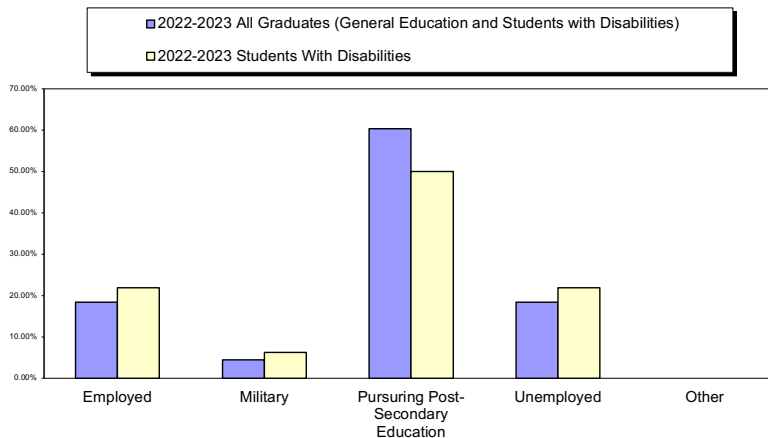|	ELA Regents Success	Math Regents Success	HS Completion
■ State Performance Target	91.64%	89.49%	89.70%
■ All CTE Students	81.70%	54.00%	96.06%
□ Students w/Disabilities	65.38%	35.71%	92.31%
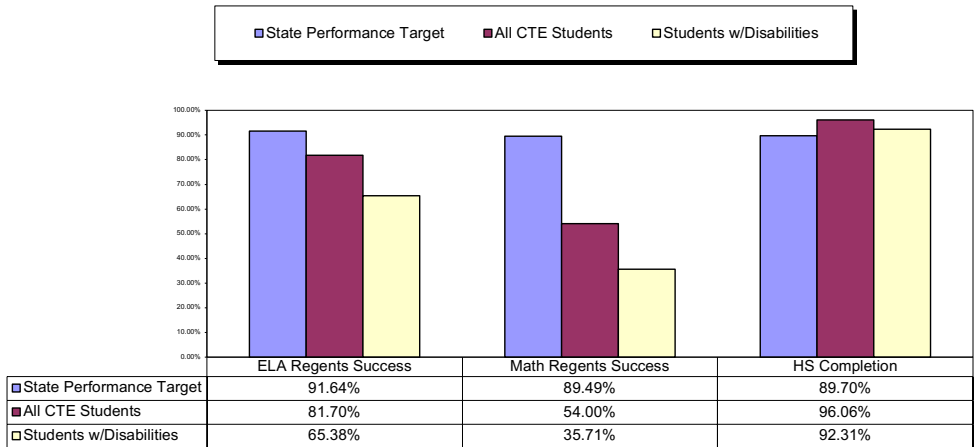
Status of Career and Technical Education (CTE) Students
2023-2024 Placement Outcomes

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
76.73%	79.6 %

	■ 2022-2023 All Graduates (General Education and Students with Disabilities)
	□ 2022-2023 Students With Disabilities

General Educational Development Test (GED Test))
## For CTE Students Age 16-18
2023-2024

New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

| Number of students who:	Grades 9-12 Programs Leading to a GED	
	Half-day	Full-day
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 Program Enrollment
June 30, 2024**
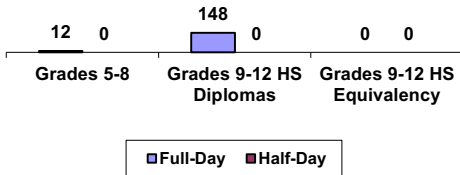
2023-2024 Per Student Tuition
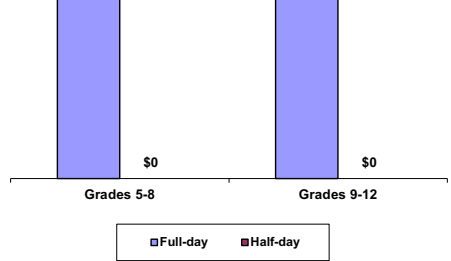
Alternative Education Outcomes

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.

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	2	0	5	0	0	0
Remained in the BOCES program	12	0	148	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	50	0	0	0
Received high school diplomas			39	0		

Alternative Education State Testing Program
2023-2024 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)	61	16	4	81	75%	20%	5%	0
Algebra II (CC)	0	0	0	0	0%	0.0%	0.0%	0
Geometry (CC)	6	1	0	7	86%	14%	0.0%	0
English Language Arts (CC)	52	12	19	83	63%	14%	23%	0
Living Environment	41	10	12	63	65%	16%	19%	0
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography Transition	22	10	19	51	43%	20%	37%	0
United States History and Government	18	11	23	52	35%	21%	44%	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 2022-2023	0	--	--
Continuing Enrollment after 2022-2023	0	0.0%	
Completed or Left During 2022-2023	0	0.0%	
Left Prior to Completion During 2022-2023	0	0.0%	
Completed by the End of 2022-2023	0	0.0%	
Completed or Left During 2022-2023 and Status Known	0	0.0%	
Completed/Left/Status Known and Successfully Placed*	0	0.0%	
Completed but Not seeking Employment	0	0.0%	
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2022-2023			
Completed a Non-Traditional Program By the End of 2022-2023		0.0%	
Under-Represented Gender Members Enrolled during 2022-2023			
Under-Represented Gender Members Who Completed during 2022-2023		0.0%	

* 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 2023-24 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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					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 (2021-22 through 2023-24)

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					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)
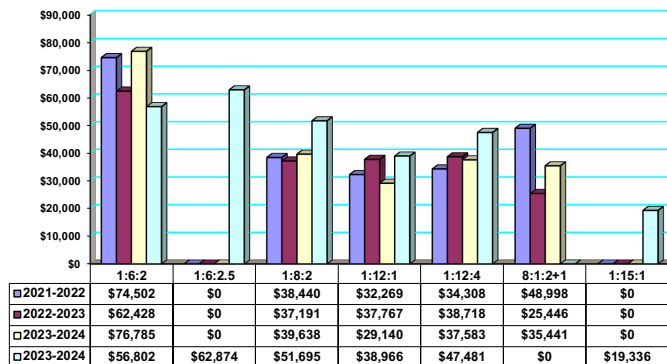- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

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

	2021-22	2022-23	2023-2024
8:1:1	158.925	162.150	175.150
12:1+1:3	104.45	111.70	117.300
6:1:1	25.75	36.9	27.175
12:1:1	76.925	79.125	54.025
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2021-2022 through 2023-2024

	1:6:2	1:6:2.5	1:8:2	1:12:1	1:12:4	8:1:2+1	1:15:1
2021-2022	$74,502	$0	$38,440	$32,269	$34,308	$48,998	$0
2022-2023	$62,428	$0	$37,191	$37,767	$38,718	$25,446	$0
2023-2024	$76,785	$0	$39,638	$29,140	$37,583	$35,441	$0
2023-2024	$56,802	$62,874	$51,695	$38,966	$47,481	$0	$19,336

Special Education State Testing Program
2023-2024 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	4	0	0	0	4	0.0%	0.0%	0
Grade 4 English Language Arts	8	0	0	1	9	11.0%	11.0%	0
Grade 5 English Language Arts	1	2	1	0	4	75.0%	25.0%	0
Grade 6 English Language Arts	10	2	0	0	12	17.0%	0.0%	0
Grade 7 English Language Arts	5	6	1	0	12	58.0%	8.0%	0
Grade 8 English Language Arts	10	1	0	0	11	9.0%	0.0%	0
Grade 3 Mathematics	2	2	1	0	5	60.0%	20.0%	0
Grade 4 Mathematics	7	1	0	0	8	13.0%	0.0%	0
Grade 5 Mathematics	3	1	0	0	4	25.0%	0.0%	0
Grade 6 Mathematics	9	0	3	0	12	25.0%	25.0%	0
Grade 7 Mathematics	6	4	2	0	12	50.0%	17.0%	0
Grade 8 Mathematics	12	0	0	0	12	0.0%	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.)
2023-2024 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)	42	7	4	0	79.0%	13.0%	8.0%	
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	23	8	9	0	58.0%	20.0%	22.0%	
Physical Setting/Earth Science	0	0	1	0	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)	0	0	0	0	0.0%	0.0%	0.0%	
Regents ELA	25	6	12	0	58.0%	14.0%	28.0%	
Global History and Geography II (New Framework)	16	1	6	0	70.0%	4.0%	26.0%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	11	7	8	0	42.0%	27.0%	31.0%	

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2023-2024 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	0	1	0	1	100.0%	100.0%	0.0%
Grade 4 English Language Arts	0	1	3	0	4	100.0%	75.0%	0.0%
Grade 5 English Language Arts	2	0	3	1	6	67.0%	67.0%	0.0%
Grade 6 English Language Arts	0	1	10	0	11	100.0%	91.0%	0.0%
Grade 7 English Language Arts	1	0	2	1	4	75.0%	75.0%	0.0%
Grade 8 English Language Arts	0	0	2	1	3	100.0%	100.0%	0.0%
High School English Language Arts	3	0	2	1	6	50.0%	50.0%	0.0%
Grade 3 Mathematics	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 4 Mathematics	0	0	4	0	4	100.0%	100.0%	0.0%
Grade 5 Mathematics	2	0	3	1	6	67.0%	67.0%	0.0%
Grade 6 Mathematics	1	3	6	1	11	91.0%	64.0%	0.0%
Grade 7 Mathematics	0	1	2	1	4	100.0%	75.0%	0.0%
Grade 8 Mathematics	0	0	4	0	4	100.0%	100.0%	0.0%
High School Mathematics	2	1	0	3	6	67.0%	50.0%	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 2023-2024 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	15	9	7	25	80	60	125	0	
Instructional Strategies	0	0	18	70	25	45	15	25	0	
Data-Driven Instruction	3	15	3	50	0	0	0	0	0	
Effective Use of Technology	0	0	0	0	30	20	0	0	0	
Project Based Learning	6	20	6	25	6	55	6	10	0	
Parent Engagement	3	15	3	50	3	50	1	12	0	
RBE-RN	0	0	3	55	6	25	3	5	0	
College, Career & Civic Readiness	3	15	3	45	3	15	0	0	0	
Response to Intervention	6	15	6	55	6	35	6	25	0	
Early Childhood Education	2	15	3	30	3	25	3	20	0	
Career and Technical Education	1	15	1	45	6	20	6	10	0	
Middle Level Education	0	0	0	0	0	0	0	0	0	
Special Education Strategies	3	15	2	45	3	45	3	100	0	
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	9	15	9	70	0	0	0	0	0	
Leadership Development	12	15	12	70	9	20	0	0	0	
District & School Strategic Planning	12	15	12	70	6	40	0	0	0	
Using Data	6	15	6	70	6	35	3	10	0	
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	6	15	6	60	6	30	6	12	0	
Social – Emotional Learning	3	15	3	50	3	45	3	12	0	
Other culture/climate	0	0	0	0	0	0	0	0	0	
Safety	1	15	1	55	1	50	1	20	0	
Other	0	0	0	0	0	0	0	0	0	

2023-2024 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………………$ 4,108,362

Capital Expenses……………………………………………………………….… $ 2,910,678

Total Program Expenses…………………………………………………….……… $ 83,960,120

Total Expenses……………….………………………………………………….$ 90,979,160