BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

Career and Technical Education

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Delaware-Chenango-Madison-Otsego BOCES

Delaware-Chenango-Madison-Otsego BOCES
Board of Cooperative Educational Services
2017-2018 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

Delaware-Chenango-Madison-Otsego BOCES
12900-00-0000

Component Districts

- Afton Central School
- Bainbridge-Guilford Central School
- Delaware Academy Central School District at Delhi
- Downsville Central School
- Franklin Central School
- Gilbertsville-Mount Upton Central School
- Greene Central School
- Hancock Central School
- Norwich City Schools
- Otselic Valley Central School
- Oxford Academy and Central School
- Sherburne-Earlville Central School
- Sidney Central School
- Unadilla Valley Central School
- Unatego Central School
- Walton Central School

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:	**2016-17**	**2016-17**	**2017-18**	**2017-18**
First-year students	265	109	268	136
Second-year students	240	112	263	92
Second-year students completing	233	102	255	90
Completers with technical endorsement	142	34	185	48

Other Career-Related Programs

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

"New Vision"	19	0	18	0
Participated 1 yr of a CTE Program	7	4	8	6
Other one-year programs	0	0	5	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$9,674	$9,697	$10,130
2016-17 This BOCES	**2017-18 This BOCES**	**2017-18 State Avg.**
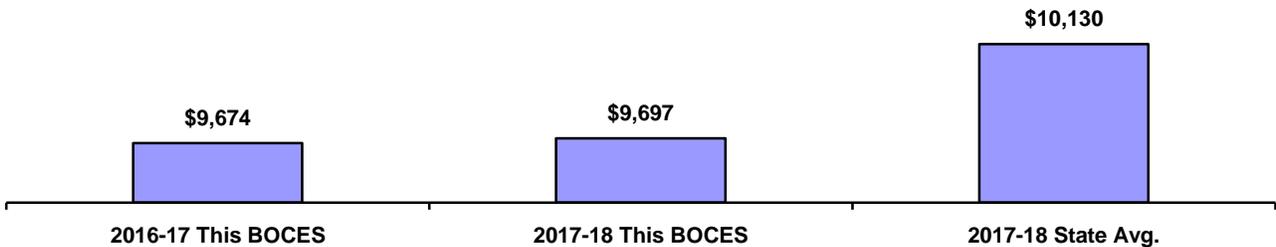
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

43.0	48.6	42.0
2015-16%	**2016-17%**	**2017-18%**
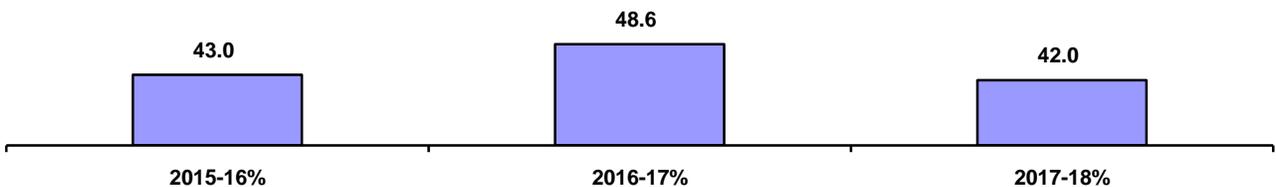
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2017

Data Source: SIRS

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

	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■ State Performance Target	85.61%	78.45%	75.50%	84.00%
■ All CTE Students	0.00%	0.00%	72.54%	0.00%
□ Students w/Disabilities	53.21%	19.70%	53.33%	0.00%
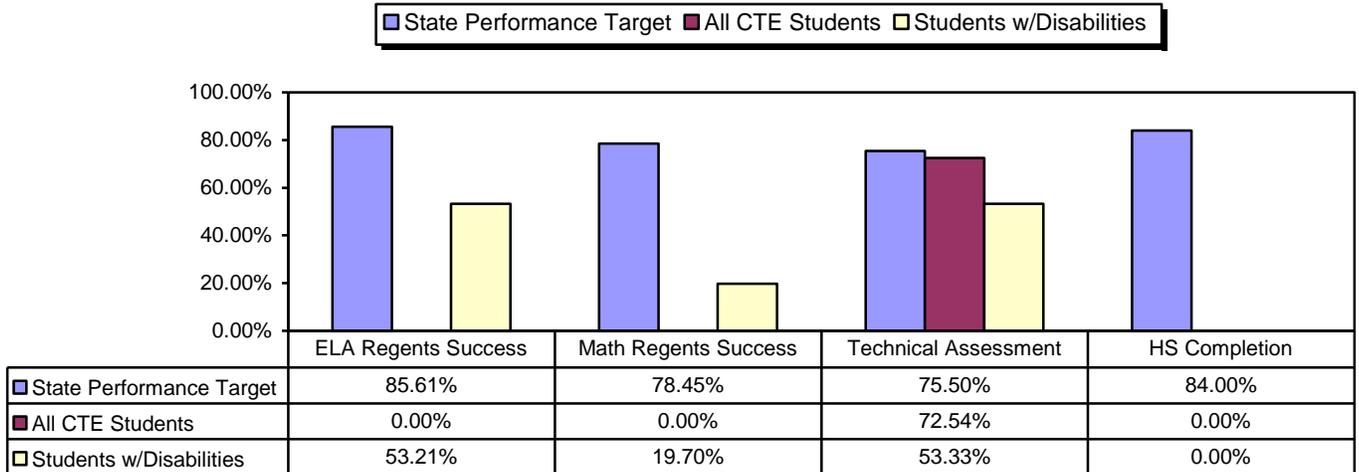
Status of Career and Technical Education (CTE) Students
2017 Placement Outcomes

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/2018-19PerkinsReportCards052118.pdf
http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf

Total Placement

This BOCES	State Target
34.88%	92.00%

Legend: ■ 2015-2016 All Graduates (General Education and Students with Disabilities) □ 2015-2016 Students with Disabilities
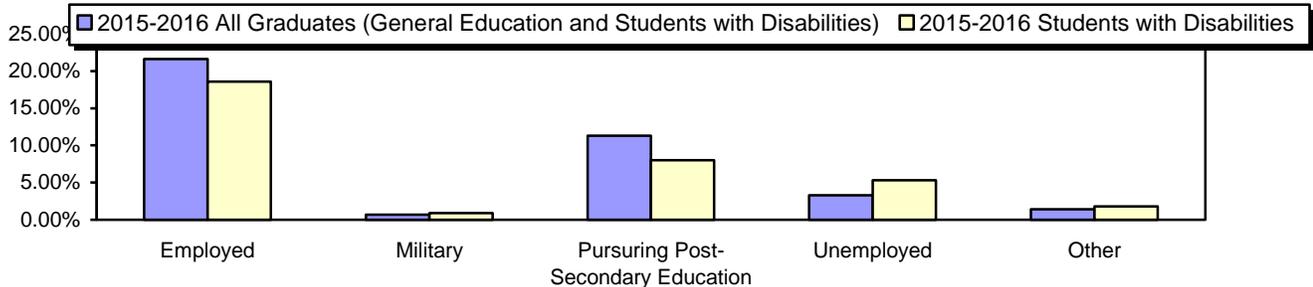
General Education Development Leading to (GED)
For CTE Students Age 16-18
2017-2018

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	6	0
Passing Rate of Students Tested	30%	0%
Remained / Still Enrolled in the Program	2	0
Left the program and did not enter another district or BOCES program (dropouts)	2	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, 2018**
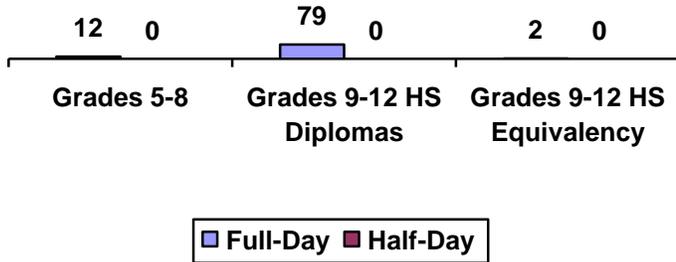
2017-2018 Per Student Tuition

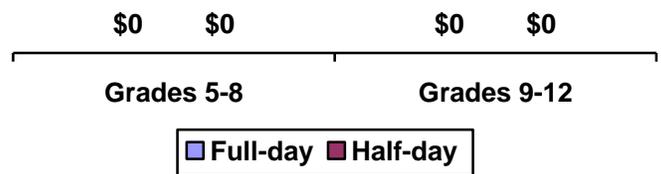| 12	0	79	0	2	0

Grades 5-8	Grades 9-12 HS Diplomas	Grades 9-12 HS Equivalency

☐ **Full-Day** ☐ **Half-Day**

$0	$0	$0	$0

Grades 5-8	Grades 9-12

☐ **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	6	0	10	0	0	0
Remained in the BOCES program	9	0	66	0	3	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	20	0	0	0
Received high school diplomas			13	0		

Alternative Education State Testing Program
2017-2018 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
Algebra I (CC)	17	10	12	39	43.6%	25.6%	30.8%
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)	14	2	12	28	50.0%	7.1%	42.9%
Living Environment	4	4	6	14	28.6%	28.6%	42.9%
Physical Setting/ Earth Science	6	4	4	14	42.9%	28.6%	28.6%
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	24	7	8	39	61.5%	17.9%	20.5%
United States History and Government	5	5	9	19	26.3%	26.3%	47.4%

Alternative Education Performance of Students
2017-2018 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	1	0	1	0.0%	100.0%	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	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
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	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2016-17	79	--	--
Continuing Enrollment after 2016-17	13	16%	14.6%
Completed or Left During 2016-17	66	84%	84.91%
Left Prior to Completion During 2016-17	6	7%	13.58%
Completed by the End of 2016-17	55	70%	83.36%
Completed or Left During 2016-17 and Status Known	43	54%	66.85%
Completed/Left/Status Known and Successfully Placed*	18	24%	76.76%
Completed but Not seeking Employment	2	3%	3.26%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2016-17	79	--	--
Under-Represented Gender Members Enrolled During 2016-17	6	--	--
Completed a Non-Traditional Program By the End of 2016-17	55	70%	73.80%
Under-Represented Gender Members Who Completed	6	100%	73.89%

* 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 2017-2018 was 1465.

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 2015-16	Enrollment 2016-17	Enrollment 2017-18	Educational Gain 2015-16	Percent	Educational Gain 2016-17	Percent	Educational Gain 2017-18	Percent
Adult Beginning/ Intermediate	42	36	24	26	62%	22	61%	16	67%
Adult Secondary (Low)	11	4	9	9	82%	3	75%	7	78%
ESOL	25	25	4	13	52%	11	79%	4	100%

Other Outcomes (2015-16 through 2017-18)

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 2015-16	Students with Goal 2016-17	Students with Goal 2017-18	Students Achieving Goal 2015-16	Percent	Students Achieving Goal 2016-17	Percent	Students Achieving Goal 2017-18	Percent
Entered employment	4	0	0	3	75%	0	0.0%	0	0.0%
Retained employment	2	0	12	2	100%	0	0.0%	4	34%
Obtained secondary or HS equivalency diploma	7	1	4	2	28%	1	100%	4	100%
Entered post-secondary education or training	9	6	0	6	66%	5	83%	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 four 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

	2015-16	2016-17	2017-18
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	192	186	179
12:1:1	48	56	51
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2015-16 through 2017-18

	8:1:1	12:1+1:3	6:1:1	12:1:1	15:1:1	6:1:2.5
■ 2015-16	$0	$0	$34,233	$28,835	$0	$0
■ 2016-17	$0	$0	$36,775	$26,935	$0	$0
□ 2017-18	$0	$0	$37,689	$33,208	$0	$0
□ 2016-17 State Average	$41,083	$40,294	$45,875	$30,360	$20,732	$61,147
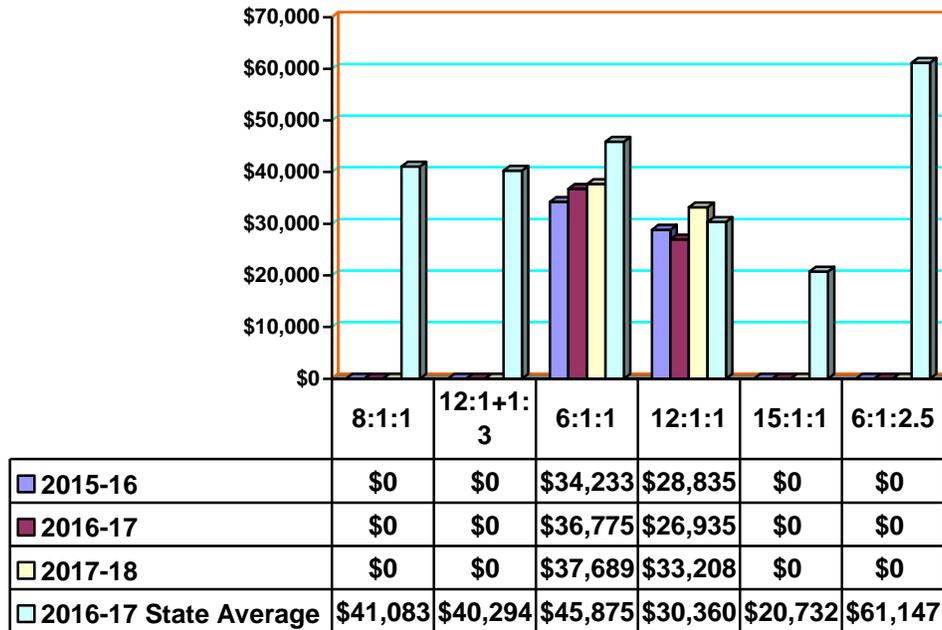
Special Education State Testing Program
2017-2018 School Year

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	5	0	0	0	5	0.0%	0.0%	0
Grade 4 English Language Arts	10	2	0	0	12	17.0%	0.0%	0
Grade 5 English Language Arts	8	0	0	0	8	0.0%	0.0%	0
Grade 6 English Language Arts	8	0	0	0	8	0.0%	0.0%	0
Grade 7 English Language Arts	6	1	0	0	7	14.0%	0.0%	0
Grade 8 English Language Arts	5	1	0	0	6	17.0%	0.0%	0

Grade 3 Mathematics	5	0	0	0	5	0.0%	0.0%	0
Grade 4 Mathematics	12	0	0	0	12	0.0%	0.0%	0
Grade 5 Mathematics	5	0	0	0	12	0.0%	0.0%	0
Grade 6 Mathematics	8	2	0	0	10	20.0%	0.0%	0
Grade 7 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 8 Mathematics	5	0	0	0	5	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.)
2017-2018 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
Algebra 1 (CC)	11	9	2	22	50.0%	41.0%	9.0%
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	1	1	3	5	20.0%	20.0%	60.0%
Physical Setting/ Earth Science	4	0	4	8	50.0%	0.0%	50.0%
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)	6	5	13	24	25.0%	21.0%	54.0%
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%
Global History & Geography	8	5	6	19	42.0%	26.0%	32.0%
United States History & Government	7	9	7	23	30.0%	40.0%	30.0%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2017-2018 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	100.0%	50.0%	0.0%
Grade 4 English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	1	2	1	4	100.0%	75.0%	0.0%
Grade 6 English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	3	1	0	4	100.0%	25.0%	0.0%
Grade 8 English Language Arts	1	3	4	1	9	89.0%	56.0%	0.0%
High School English Language Arts	0	1	1	1	3	100.0%	67.0%	0.0%
Grade 3 Mathematics	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 4 Mathematics	0	1	2	0	3	100.0%	67.0%	0.0%
Grade 5 Mathematics	0	1	3	0	4	100.0%	75.0%	0.0%
Grade 6 Mathematics	0	1	2	0	3	100.0%	67.0%	0.0%
Grade 7 Mathematics	0	2	2	0	4	100.0%	50.0%	0.0%
Grade 8 Mathematics	2	1	6	0	9	78.0%	67.0%	0.0%
High School Mathematics	0	1	1	1	3	100.0%	67.0%	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 2017-2018 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	18	2	183	34	0	0	2	1	2	5
Data-Driven Instruction	14	1	36	6	0	0	1	0	0	0
Lead Evaluator Training	0	0	0	0	0	0	0	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	16	16	58	34	0	0	0	5	14	26
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	17	4	67	143	0	0	2	0	21	20
Instructional Strategies	18	13	248	202	0	0	6	2	9	12
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	0	0	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	16	7	76	122	0	0	1	4	29	46
(SE-SIS) Special Education School Improvement Specialist	0	1	0	29	0	0	0	1	0	11
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	17	17	42	12	0	0	3	62	8	59
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	0	0	0	0	0	0	0	0	0
Culture/Climate	10	13	21	58	0	0	3	8	20	10

School & District Planning	19	0	222	0	0	0	61	0	62	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	0	0	0	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	9	2	5	62	0	0	0	1	9	0

Technology Services
2017-2018 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.
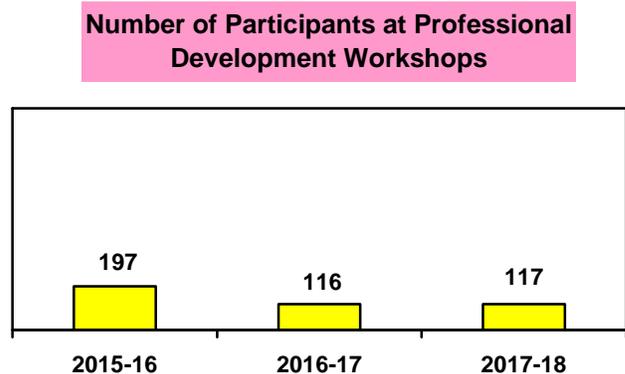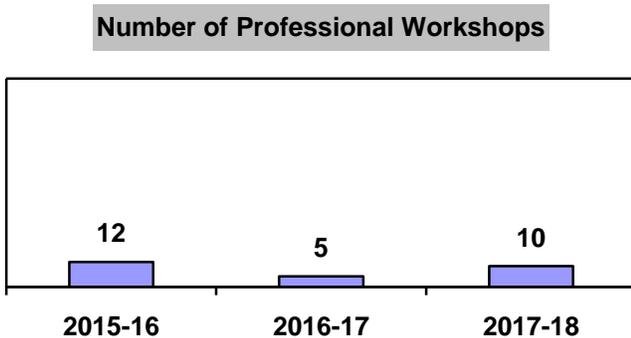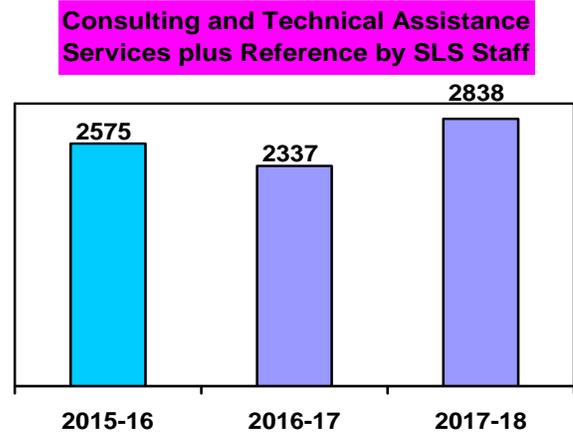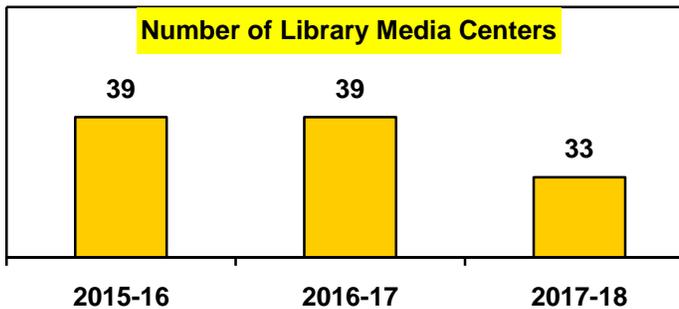
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	9/983	2	6,217	X	
Instructional Computing	0/0	0	0		X
Computer/Audio Visual Repair	0/0	0			X
Library Automation/Software	1/1,676	3	12,451	X	
LAN Installation/Support	0/0	0	0		X
Distributed Process Technicians	4/400	2	3,153	X	
Guidance Information	0/0	0	0		X
Administrative Computer Services	0/0	0			X

Administrative Training	0/0	0			X
Instructional Media Resources	7/743	2	5,825	X	
Model Schools	15/1,429	3	10,562	X	
Other Student Instructional Support	0/0	0	0		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

2015-16	2016-17	2017-18
39	39	33

Consulting and Technical Assistance Services plus Reference by SLS Staff

2015-16	2016-17	2017-18
2575	2337	2838

Number of Professional Workshops

2015-16	2016-17	2017-18
12	5	10

Number of Participants at Professional Development Workshops

2015-16	2016-17	2017-18
197	116	117

2017-2018 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…………. …………………………………………………….$ 2,235,458

Capital Expenses……………………………………………………….… $ 4,347,047

Total Program Expenses……………………………………………….…… $ 45,495,729

Total Expenses……………….……………………………………………………….$ 52,078,234

Total Program 87.36%
*Administration 4.29%
Capital 8.35%

Itinerant Services 4.69%
General Instruction 7.23%
Instructional Support 16%
Instruction of Students with Disabilities 26.33%
Other Services 28.86%
Career & Technical Education 16.89%