

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
- 2019-2020** Expenses

**2019-2020**

**BROOME-TIOGA BOCES**

**BROOME -TIOGA BOCES**  
**Board of Cooperative Educational Services**  
**2019-2020 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

Due to COVID-19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved [waiver](#) and the memorandum from the Office of Accountability entitled "[2019-20 Accountability Implications to Address the COVID-19 Crisis.](#)"

**BOCES**  
**03900000000**

**Component Districts**

- Binghamton City School District
- Chenango Forks Central School District
- Chenango Valley Central School District
- Deposit Central School District
- Harpursville Central School District
- Johnson City Central School District
- Maine Endwell Central School District
- Newark Valley Central School District
- Owego Apalachin Central School District
- Susquehanna Valley Central School District
- Tioga Central School District
- Union Endicott Central School District
- Vestal Central School District
- Whitney Point Central School District
- Windsor Central School District

**Joint Management Team**

- Broome-Tioga BOCES
- Delaware-Chenango-Madison-Otsego BOCES
- Greater Southern Tier BOCES
- Otsego-Northern Catskills BOCES

**Regional Information Center**

- South Central Regional Information Center

**To learn more about the comprehensive nature of BOCES in NYS, go to:  
<https://www.btboces.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 11<sup>th</sup>/12<sup>th</sup> 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
2018-19	2018-19	2019-20	2019-20
340	320	409	238
233	200	293	147
217	194	228	184
179	121	159	109

### Other Career-Related Programs

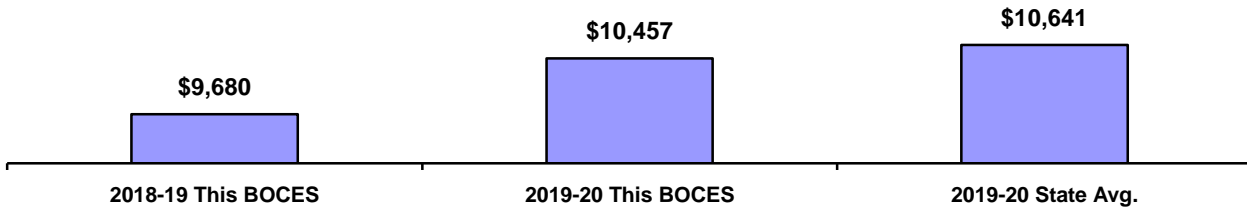
Number of 11<sup>th</sup>/12<sup>th</sup> grade students enrolled in one-year programs:

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

78	0	78	0
30	46	45	42
0	0	0	0

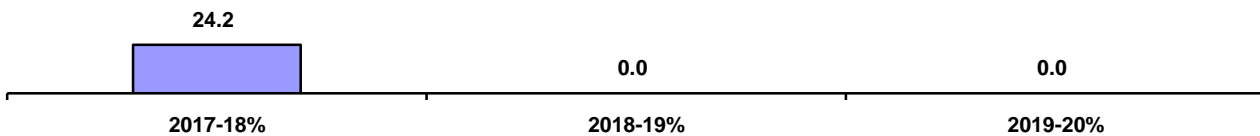
### Tuition Per Student for CTE Programs

Data Source: 602 Report



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

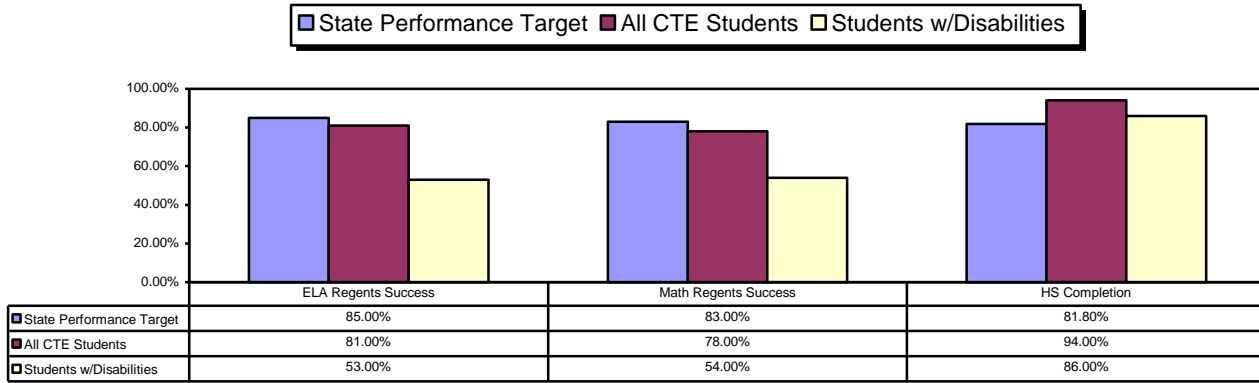
Data Source: SIRS



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

# CTE Student Performance on Perkins Indicators Who Left School in 2019

Data Source: SIRS



## Status of Career and Technical Education (CTE) Students 2019 Placement Outcomes

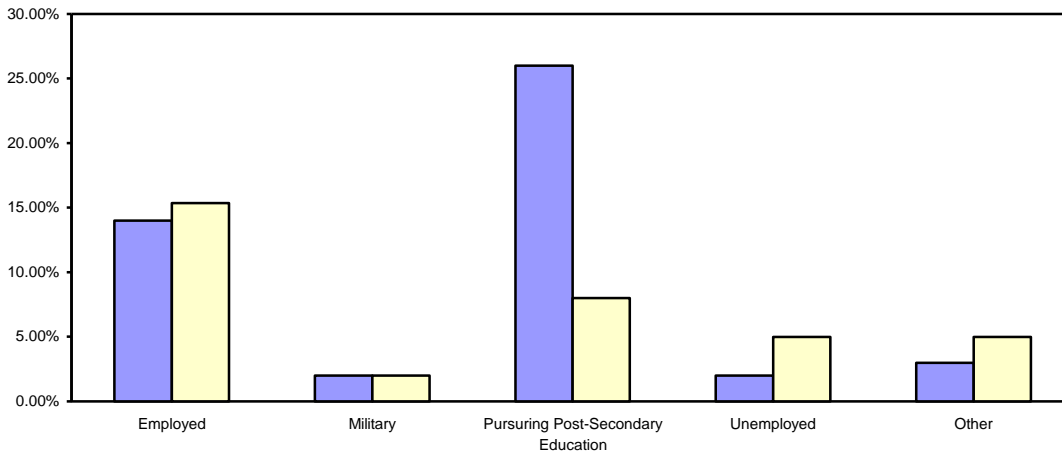
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

<http://www.p12.nysed.gov/cte/PerkinsV/Docs/PerkinsReportCardfor19-20Appl.pdf> <-- A NEW LINK WILL BE SENT TO BOCES AS SOON AS IT'S MADE AVAILABLE.

### Total Placement

This BOCES	State Target
<b>76.17%</b>	<b>97.35 %</b>

■ 2018-2019 All Graduates (General Education and Students with Disabilities)   ■ 2018-2019 Students with Disabilities



**Test Assessing Secondary Completion Leading to TASC  
For CTE Students Age 16-18  
2019-2020**

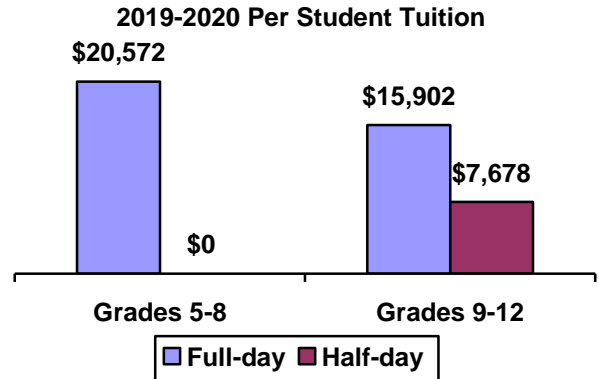
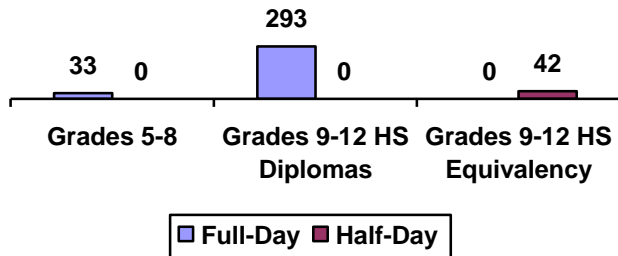
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

## 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, 2020**



## 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
<b>Number of students who:</b>						
Returned to a school district program	3	0	89	0	0	0
Remained in the BOCES program	33	0	154	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	0	0
Received high school diplomas			49	0		

## Alternative Education State Testing Program

2019-2020 School Year – **NA Due to COVID 19**

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)	0	0	0	0	0.0%	0.0%	0.0%
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)	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	0	0	0	0.0%	0.0%	0.0%
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)	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%
United States History and Government	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		BOCES Statewide
	Count	Percentage	Average
<b>All CTE Programs</b>			
Enrolled during 2018-19	239	--	--
Continuing Enrollment after 2018-19	18	8%	18.6%
Completed or Left During 2018-19	221	92%	81.70%
Left Prior to Completion During 2018-19	34	15.38%	13.10%
Completed by the End of 2018-19	187	84.62%	70.00%
Completed or Left During 2018-19 and Status Known	116	52.49%	44.40%
Completed/Left/Status Known and Successfully Placed*	91	78.45%	34.10%
Completed but Not seeking Employment	2	2.19%	3.40%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2018-19	176	--	44.40%
Completed a Non-Traditional Program By the End of 2018-19	150	85.23%	36.80%
Under-Represented Gender Members Enrolled during 2018-19	23	13.07%	7.20%
Under-Represented Gender Members Who Completed during 2018-19	20	11.36%	5.10%

\* 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 2019-2020 was **388**.

### 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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Adult Beginning/Intermediate	240	204	303	129	54%	92	45.1%	121	39.9%
Adult Secondary (Low)	24	33	23	13	79%	15	45.5%	14	60.8%
ESOL	36	42	62	18	50%	27	64.3%	16	25.8%

### Other Outcomes (2017-18 through 2019-20)

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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Entered employment	NA	NA	NA	NA	0.0%	109	38%	NA	NA
Retained employment	NA	NA	NA	NA	0.0%	NA	0.0%	NA	NA
Obtained secondary or HS equivalency diploma	53	39	32	39	73.5%	23	59%	23	71.8%
Entered post-secondary education or training	NA	NA	NA	NA	0.0%	0	0.0%	NA	NA

# 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)

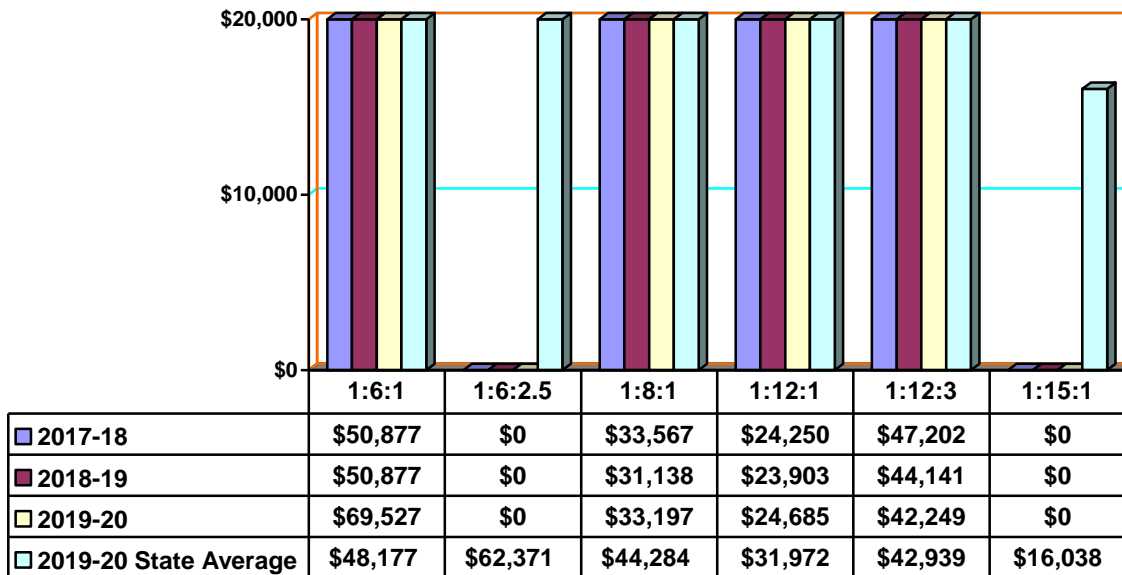
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2017-18	2018-19	2019-20
8:1:1	579	633	631
12:1+1:3	9	6	20
6:1:1	44	55	66
12:1:1	173	157	142
15:1:1	0	0	0
6:1:2.5	0	0	0

### Tuition Rates Per Student 2017-18 through 2019-20



## Special Education State Testing Program

### 2019-2020 School Year – NA Due to COVID 19

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	0	0	0	0	0	0.0%	0.0%
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0

Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
Level 1	These students have <b>serious</b> academic deficiencies.

## Special Education State Testing Program (cont'd.)

2019-2020 School Year – **NA Due to COVID 19**

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)	0	0	0	0	0.0%	0.0%	0.0%
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	0	0	0	0	0.0%	0.0%	0.0%
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%
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	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%
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2019-2020 School Year – NA Due to COVID 19**

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	0	0	0	0.0%	0.0%	0.0%
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
High School English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
High School Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%

Data Source: Data Warehouse

Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
Level 1	These students have <b>serious</b> academic deficiencies.

## Professional Development 2019-2020 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
<b>Curriculum &amp; Instruction:</b>										
Learning Standards	0	0	3	5	701	3746	0	0	0	0
Instructional Strategies	34	16	3	5	308	5214	0	0	0	0
Data-Driven Instruction	0	0	0	0	239	319	0	0	0	0
Effective Use of Technology	14	13	14	9	251	2488	0	0	0	0
Project Based Learning	0	0	0	0	15	48	0	0	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
College, Career & Civic Readiness	0	0	0	0	0	0	0	0	0	0
Response to Intervention	0	0	0	0	178	150	0	0	0	0
Early Childhood Education	0	0	0	0	13	103	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	96	299	0	0	0	0
Special Education Strategies	14	32	0	0	32	218	0	0	3	8
<b>Leadership:</b>										
APPR: Lead Evaluator & Principal Evaluator Training	0	0	25	10	0	0	0	0	0	0
Leadership Development	82	78	81	223	60.5	79	0	0	0	0
District & School Strategic Planning	0	0	0	0	0	0	0	0	0	0
Using Data	0	0	0	0	0	0	0	0	0	0
<b>Culture/Climate (indicate below)</b>										
Diversity/Equity/Inclusivity	0	0	0	0	19	24	0	0	0	0
Social – Emotional Learning	0	0	12	11	79	111	0	0	0	0
Other culture/climate	0	0	0	0	0	0	0	0	0	0
Safety	0	0	0	0	41	86	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

## 2019-2020 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 3,215,094.75
Capital Expenses.....	\$ 1,870,381.44
Total Program Expenses.....	\$122,956,790.35
Total Expenses.....	\$128,042,266.54

