

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
- 2020-2021** Expenses

2020-2021

BROOME-TIOGA BOCES

Broome-Tioga BOCES
Board of Cooperative Educational Services
2020-2021 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 the circumstances related to the pandemic, approximately 4 out of 10 students participated in the Spring 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests. As a result, State Exam data are not an accurate representative of the State’s student population for the 2020-21 school year. The U.S. Department of Education did not grant the Department’s assessment waiver request for Spring 2021 tests. As a result, the Department administered shorter state assessments to those students who attended school in person. Students engaged in fully remote learning were not required to come to school to take the tests. For Spring 2022, NYSED expects to return to the normal two-session test format. Additionally, Regents Examinations were not offered in January or August of 2021. NYSED did offer the following Regents examinations in June 2021 only: Algebra I, Earth Science (written test only), English Language Arts (ELA), and Living Environment. More information can be found in the NYSED news feed website at <http://www.nysed.gov/news/2021>.

BOCES
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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

*note here if one of the Big 5 School Districts or another district who is not a component is served by this BOCES through contractual agreements

Broome-Tioga BOCES encompasses approximately 931 square miles

Joint Management Team

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

Regional Information Center

- South Central Regional Information Center

**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
2019-20	2019-20	2020-21	2020-21
409	238	350	261
293	147	248	212
228	184	233	198
159	109	170	157

Other Career-Related Programs

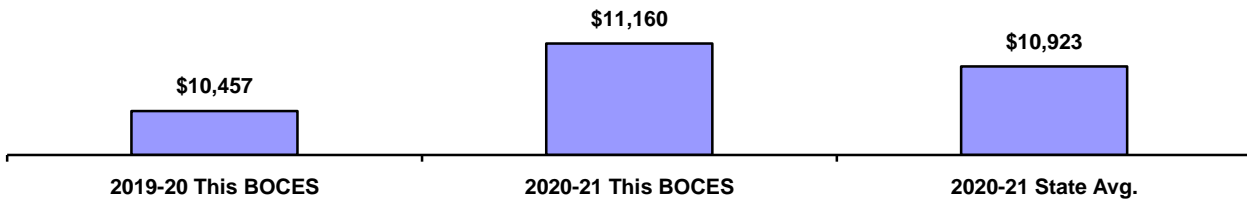
Number of 11th/12th grade students enrolled in one-year programs:

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

78	0	75	0
45	42	22	27
0	0	0	0

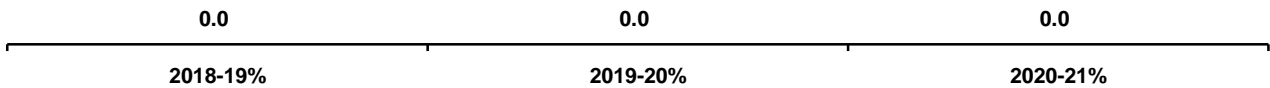
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

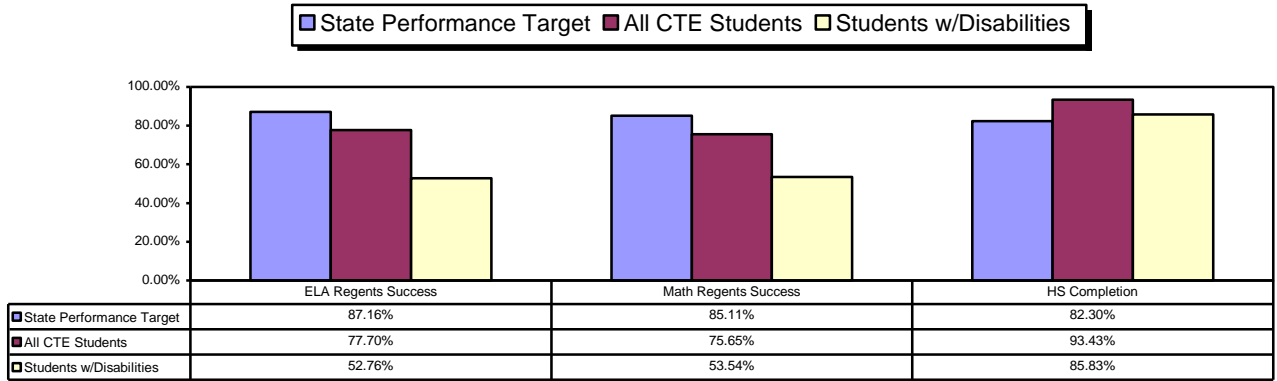
Data Source: SIRS



* Data Include General Education and Students with Disabilities. Data Source: SIRS *Data not available

CTE Student Performance on Perkins Indicators Who Left School in 2019-20

Data Source: SIRS



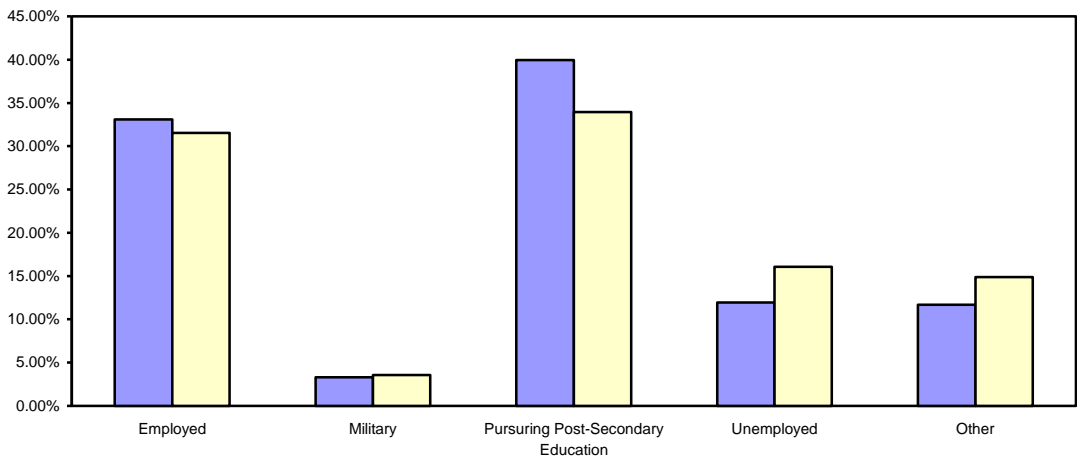
Status of Career and Technical Education (CTE) Students 2019-20 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. **Students received exemption from certain Regents testing requirements in 2019-2020 due to exam cancellation in response to the ongoing COVID-19 pandemic. As such, students were able to complete High School without passing all normally required Regents exams.** Data Source: CTE Placement Report

Total Placement

This BOCES	State Target
0.0%	97.54 %

■ 2019-2020 All Graduates (General Education and Students with Disabilities) ■ 2019-2020 Students with Disabilities



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2020-2021**

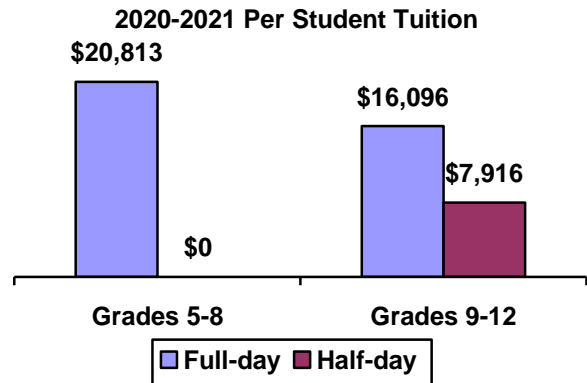
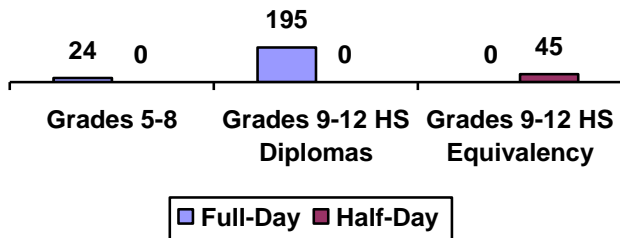
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	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 Program Enrollment
June 30, 2021**



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	8	0	41	0	16	0
Remained in the BOCES program	16	0	113	0	24	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	1	0
Received high school diplomas			0	0		

Alternative Education State Testing Program
2020-2021 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)	0	0	0	0	0.0%	0.0%	0.0%	33
Algebra II (CC)	0	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%	41
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	47
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%	48
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%	40

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 2019-20	238	--	--
Continuing Enrollment after 2019-20	17	7.14%	26.25%
Completed or Left During 2019-20	221	92.86%	73.42%
Left Prior to Completion During 2019-20	38	15.97%	13.29%
Completed by the End of 2019-20	183	76.89%	60.13%
Completed or Left During 2019-20 and Status Known	135	56.72%	44.85%
Completed/Left/Status Known and Successfully Placed*	48	20.17%	35.22%
Completed but Not seeking Employment	0	0.0%	6.31%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2019-20	169	71.01%	45.18%
Completed a Non-Traditional Program By the End of 2019-20	136	57.14%	32.56%
Under-Represented Gender Members Enrolled during 2019-20	9	3.78%	5.65%
Under-Represented Gender Members Who Completed during 2019-20	6	2.52%	3.99%

* 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 2020-2021 was 176.

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					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Adult Beginning/Intermediate	204	303	87	92	45.1%	121	39.9%	30	34.5%
Adult Secondary (Low)	33	23	27	15	45.5%	14	60.8%	3	11.1%
ESOL	42	62	62	27	64.3%	16	25.8%	31	50%

Other Outcomes (2018-19 through 2020-21)

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					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Entered employment	NA	NA	0	109	38%	NA	NA	0	0.0%
Retained employment	NA	NA	0	NA	0.0%	NA	NA	0	0.0%
Obtained secondary or HS equivalency diploma	39	32	0	23	59%	23	71.8%	0	0.0%
Entered post-secondary education or training	NA	NA	0	0	0.0%	NA	NA	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)

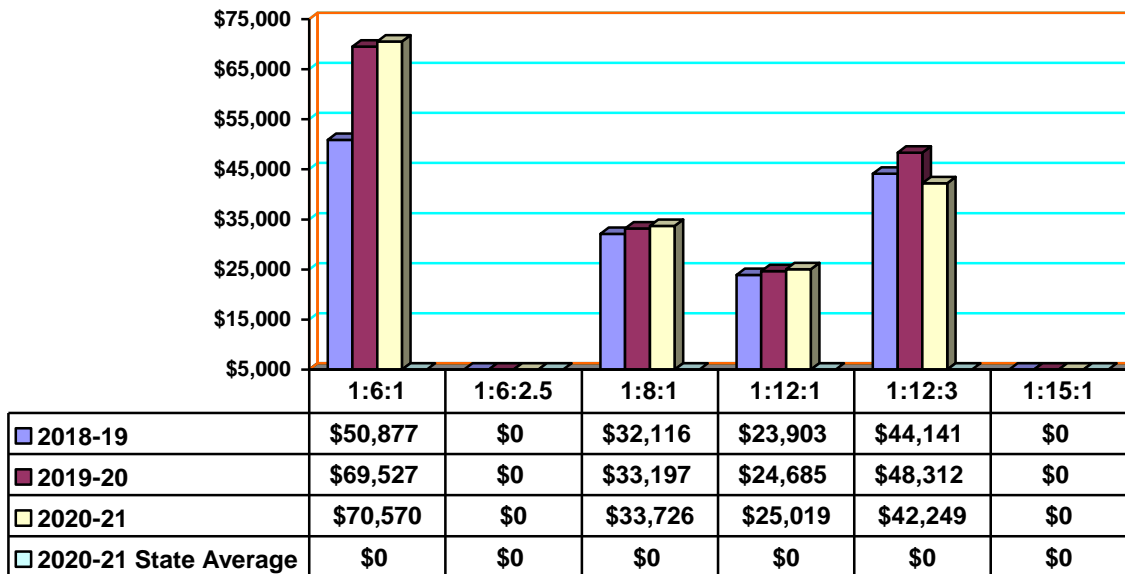
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2018-19	2019-2020	2020-21
8:1:1	633	631	532
12:1+1:3	6	20	20
6:1:1	55	66	72
12:1:1	157	142	106
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2018-19 through 2020-21



Special Education State Testing Program (cont'd.)
2020-2021 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)	0	0	0	0	0.0%	0.0%	0.0%	22
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%	1
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	19
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	2
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%	20
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%	20
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%	21

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2020-2021 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	4	8	7	20	95.00%	75.00%	1
Grade 4 English Language Arts	0	2	10	1	13	100.00%	83.33%	7
Grade 5 English Language Arts	0	6	14	3	23	100.00%	73.91%	3
Grade 6 English Language Arts	0	4	15	3	22	100.00%	81.82%	11
Grade 7 English Language Arts	1	0	7	3	11	90.91%	90.91%	9
Grade 8 English Language Arts	3	2	15	9	29	89.66%	82.76%	8
High School English Language Arts	0	6	13	7	26	100.00%	76.92%	8
Grade 3 Mathematics	0	6	12	2	20	100.00%	70.00%	1
Grade 4 Mathematics	2	3	5	3	13	84.62%	61.54%	7
Grade 5 Mathematics	0	2	20	1	23	100.00%	91.30%	3
Grade 6 Mathematics	2	2	13	5	22	90.91%	81.82%	11
Grade 7 Mathematics	0	3	6	2	11	100.00%	72.73%	9
Grade 8 Mathematics	3	2	23	1	29	89.66%	82.76%	8
High School Mathematics	4	3	7	12	26	84.62%	73.08	8

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 2020-2021 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	0		0		49	154	0		0	
Instructional Strategies	0		0		422	993	0		0	
Data-Driven Instruction	0		0		0		0		0	
Effective Use of Technology	0		0		163	551	0		0	
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	0		0		8	59	0		0	
College, Career & Civic Readiness	0		0		5.5	13	0		0	
Response to Intervention	0		0		0		0		0	
Early Childhood Education	0		0		1	20	0		0	
Career and Technical Education	0		0		0		0		0	
Middle Level Education	0		0		0		0		0	
Special Education Strategies	14	22	0		95.5	124	0		0	
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	0		10	10	0		0		0	
Leadership Development	44.5	172	44	101	4	11	0		0	
District & School Strategic Planning	0		0		0		0		0	
Using Data	0		0		0		0		0	
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0		0		23	125	0		0	
Social – Emotional Learning	0		0		32	77	0		0	
Other culture/climate	0		0		76	118	0		0	
Safety	0		0		0		0		0	
Other	0		0		0		0		0	

2020-2021 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 3,263,785.77
Capital Expenses.....	\$ 1,898,448.09
Total Program Expenses.....	\$ 120,391,633.31
Total Expenses.....	\$ 125,553,867.17

