

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

Genesee Valley BOCES

**Genesee Valley BOCES
Board of Cooperative Educational Services
2020-2021 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-5
Adult Career & Technical Education.....	6
Adult Basic Education.....	6
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	7
State Testing Program.....	8-10
Professional Development.....	11
 2020-2021 Expenses.....	 12

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
24900000000

Component Districts

- Alexander Central School District
- Attica Central School District
- Avon Central School District
- Batavia Central School District
- Byron-Bergen Central School District
- Caledonia-Mumford Central School District
- Dansville Central School District
- Elba Central School District
- Geneseo Central School District
- Keshequa Central School District
- LeRoy Central School District
- Letchworth Central School District
- Livonia Central School District
- Mt. Morris Central School District
- Oakfield-Alabama Central School District
- Pavilion Central School District
- Pembroke Central School District
- Perry Central School District
- Warsaw Central School District
- Wayland-Cohocton Central School District
- Wyoming Central School District
- York Central School District

Genesee Valley BOCES encompasses 1,800 square miles

Joint Management Team

- Genesee Valley BOCES
- Monroe 1 BOCES
- Monroe 2-Orleans BOCES
- Wayne-Finger Lakes BOCES

Regional Information Center

- EduTech (thru Wayne-Finger Lakes BOCES)

**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
451	145	419	107
409	154	247	88
402	151	240	84
198	18	100	17

Other Career-Related Programs

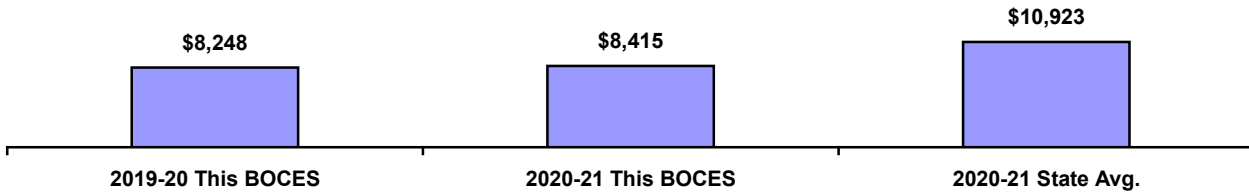
Number of 11th/12th grade students enrolled in one-year programs:

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

119	3	46	6
59	38	83	21
119	3	46	6

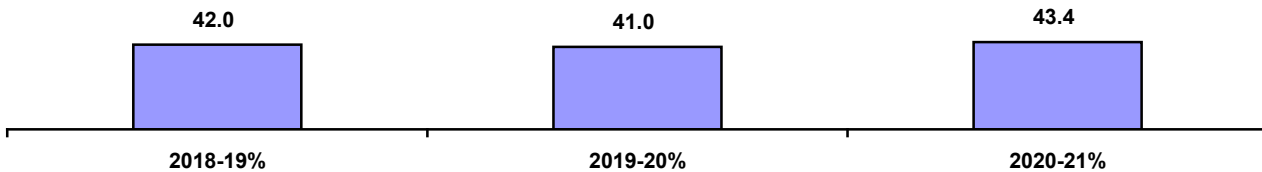
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

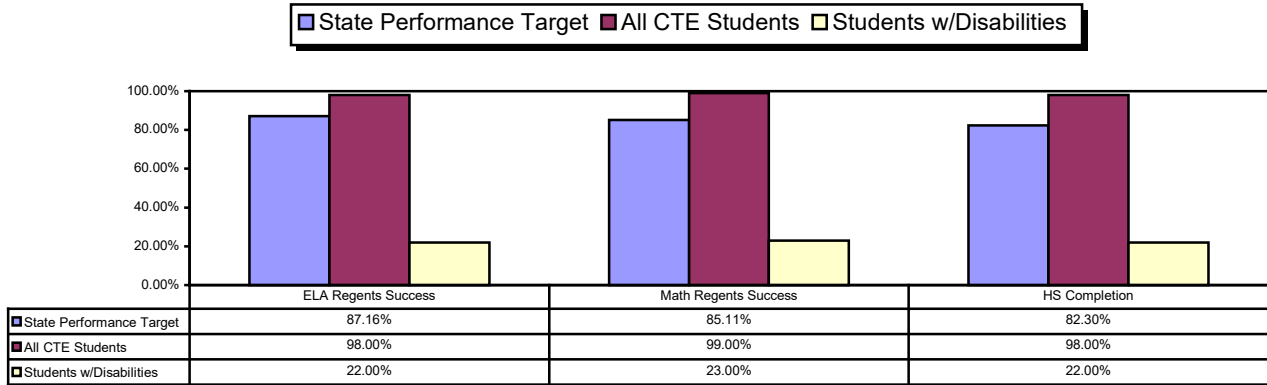
Data Source: SIRS



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

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

Data Source: SIRS



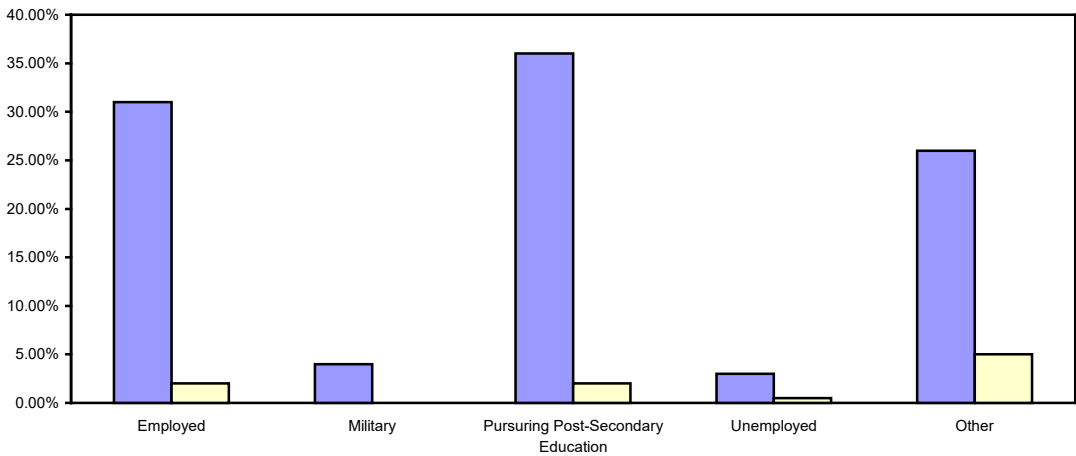
Status of Career and Technical Education (CTE) Students 2019-20 Placement Outcomes

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
97.40%	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**

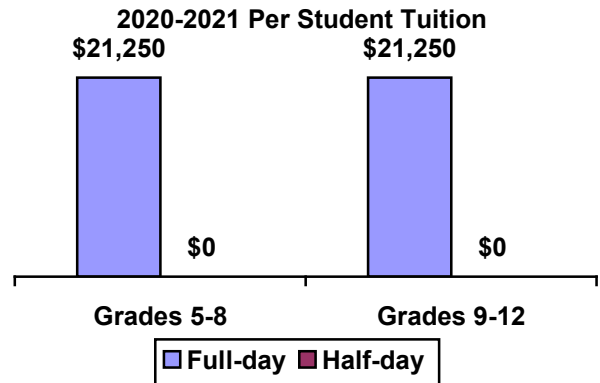
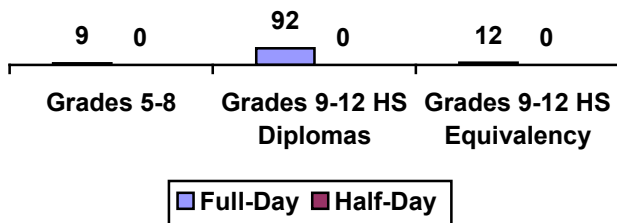
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	14	0
Passing Rate of Students Tested	3	0
Remained / Still Enrolled in the Program	7	0
Left the program and did not enter another district or BOCES program (dropouts)	4	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	0	0	3	0	0	0
Remained in the BOCES program	5	0	45	0	0	3
Left the program and did not enter another district or BOCES program (dropouts)	0	0	3	0	0	2
Received high school diplomas			9	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%	15
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%	0
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	18
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	20
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	12
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%	13
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	20
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%	20

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	411	--	--
Continuing Enrollment after 2019-20	71	17.27%	26.25%
Completed or Left During 2019-20	340	82.73%	73.42%
Left Prior to Completion During 2019-20	32	9.41%	13.29%
Completed by the End of 2019-20	308	90.59%	60.13%
Completed or Left During 2019-20 and Status Known	253	74.41%	44.85%
Completed/Left/Status Known and Successfully Placed*	163	64.43%	35.22%
Completed but Not seeking Employment	95	30.84%	6.31%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2019-20	19		45.18%
Completed a Non-Traditional Program By the End of 2019-20	16	84.21%	32.56%
Under-Represented Gender Members Enrolled during 2019-20	19	0.0%	5.65%
Under-Represented Gender Members Who Completed during 2019-20	16	84.21%	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 2019-2020 was 142.

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	78	90	40	36	52%	27	30%	8	20%
Adult Secondary (Low)	18	21	5	3	16%	4	25%	2	40%
ESOL	0	31	0	0	0.0%	2	6%	0	0.0%

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	113	0	52	47	42%	0	0.0%	15	28%
Retained employment	52	0	27	30	58%	0	0.0%	9	33%
Obtained secondary or HS equivalency diploma	21	0	22	10	51%	0	0.0%	16	72%
Entered post-secondary education or training	32	0	0	15	47%	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)

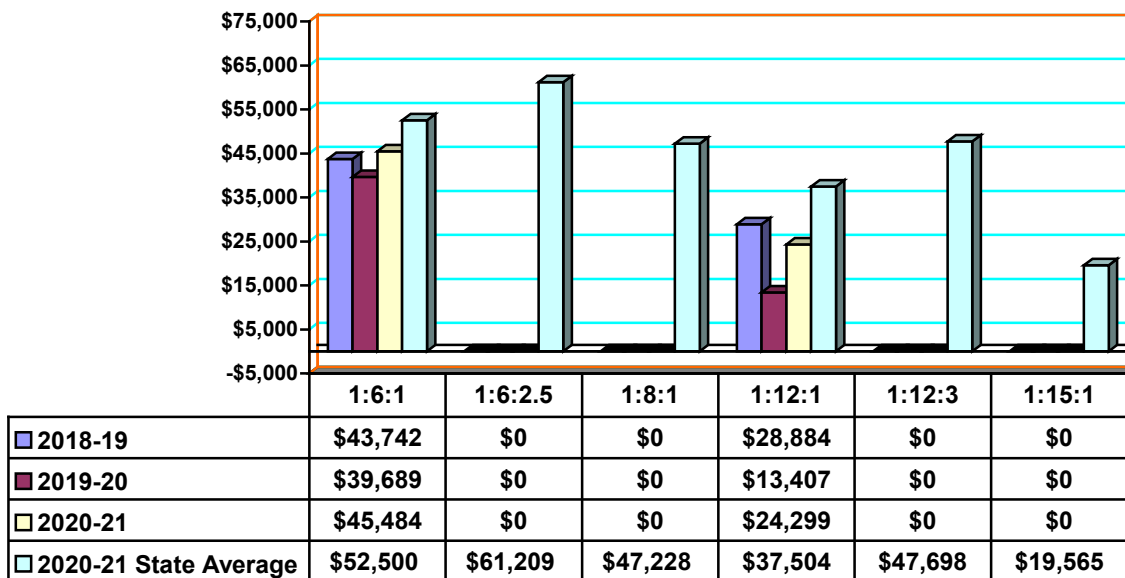
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2018-19	2019-2020	2020-21
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	132	153	135
12:1:1	13	20	19
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 2020-2021 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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	1	0	1	1	3	66.67%	66.67%	0
Grade 4 English Language Arts	1	3	0	1	5	80%	20%	0
Grade 5 English Language Arts	0	0	1	1	2	100%	100%	0
Grade 6 English Language Arts	3	1	0	0	4	25%	25%	0
Grade 7 English Language Arts	2	0	0	0	2	0.0%	0.0%	0
Grade 8 English Language Arts	3	2	1	0	6	50%	16.66%	0
Grade 3 Mathematics	2	0	0	0	2	0.0%	0.0%	0
Grade 4 Mathematics	3	2	0	0	5	40%	0.0%	0
Grade 5 Mathematics	2	0	0	0	2	0.0%	0.0%	0
Grade 6 Mathematics	5	0	0	0	5	0.0%	0.0%	0
Grade 7 Mathematics	1	1	0	0	0	50%	0.0%	0
Grade 8 Mathematics	3	2	0	0	5	40%	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.)
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%	14
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
15Living Environment	0	0	0	0	0.0%	0.0%	0.0%	15
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	12
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
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	8
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	1
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	2
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	11
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	9

**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	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	2	0	2	100%	100%	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	2	0	2	100%	100%	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 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	126	7	126	39	132	559	126	0	126	0
Instructional Strategies	199	59	199	47	205	820	199	0	199	6
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Effective Use of Technology	0	0	0	0	15	113	0	0	0	0
Project Based Learning	0	0	0	0	0	0	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	0	0	0	0	0	0
Early Childhood Education	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
Special Education Strategies	48	16	48	19	48	205	48	0	48	0
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	17	43	17	46	17	0	17	0	17	0
Leadership Development	12	84	12	26	12	5	12	0	12	5
District & School Strategic Planning	0	0	0	0	0	0	0	0	0	0
Using Data	2	11	2	13	2	0	2	0	2	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	6	10	6	25	6	8	6	5
Social – Emotional Learning	0	0	0	0	0	0	0	0	0	0
Other culture/climate	0	0	8	10	8	35	8	15	8	6
Safety	0	0	4	0	4	12	4	12	4	9
Other	0	0	0	0	29	234	0	0	0	0

2020-2021 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,538,163
Capital Expenses.....	\$ 3,090,738
Total Program Expenses.....	\$ 53,602,979
Total Expenses.....	\$ 59,231,880

