

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
- 2022-2023** Expenses

**2022-2023**

**Albany-Schoharie-Schenectady-Saratoga BOCES**

Albany-Schoharie-Schenectady Saratoga BOCES  
 Board of Cooperative Educational Services  
 2022-2023 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.

**BOCES**  
**01900000000**

**Component Districts**

- Berne-Knox-Westerlo Central School District
- Bethlehem Central School District
- Burnt Hills-Ballston Lake Central School District
- Cobleskill-Richmondville Central School District
- Cohoes City School District
- Duanesburg Central School District
- Green Island Union Free School District
- Guilderland Central School District
- Menands Union Free School District
- Middleburgh Central School District
- Mohonasen Central School District
- Niskayuna Central School District
- North Colonie Central School District
- Ravena-Coeymans-Selkirk Central School District
- Schalmont Central School District
- Schenectady City School District
- Schoharie Central School District
- Scotia-Glenville Central School District
- Sharon Springs Central School District
- Shenendehowa Central School District
- South Colonie Central School District
- Voorheesville Central School District
- Watervliet City School District

**Non-Component Districts**

- City School District of Albany

**Albany-Schoharie-Schenectady-Saratoga BOCES encompasses 1,233.21 square miles.**

## **Joint Management Team**

- Albany-Schoharie-Schenectady-Saratoga
- Champlain Valley Educational Service
- Franklin-Essex-Hamilton
- Hamilton-Fulton-Montgomery
- Rensselaer-Columbia-Greene
- St. Lawrence-Lewis
- Washington-Saratoga-Warren-Hamilton-Essex

## **Regional Information Center**

- Northeast 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 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
	2021-2022	2021-2022	2022-2023	2022-2023
First-year students	454	162	479	173
Second-year students	281	108	285	107
Second-year students completing	267	84	285	102
Completers with technical endorsement	150	37	145	43

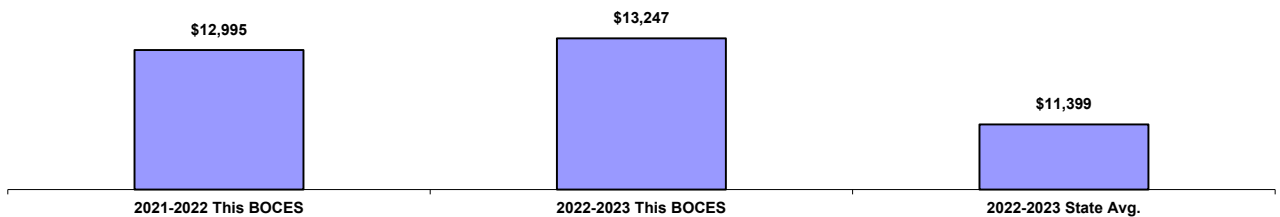
### Other Career-Related Programs

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

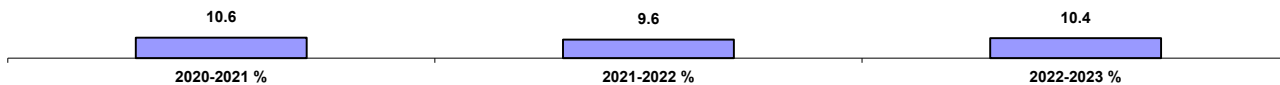
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

“New Vision”	21	0	26	0
Participated 1 yr of a CTE Program	33	16	0	0
Other one-year programs	5	112	0	78

**Tuition Per Student for CTE Programs**  
Data Source: 602 Report



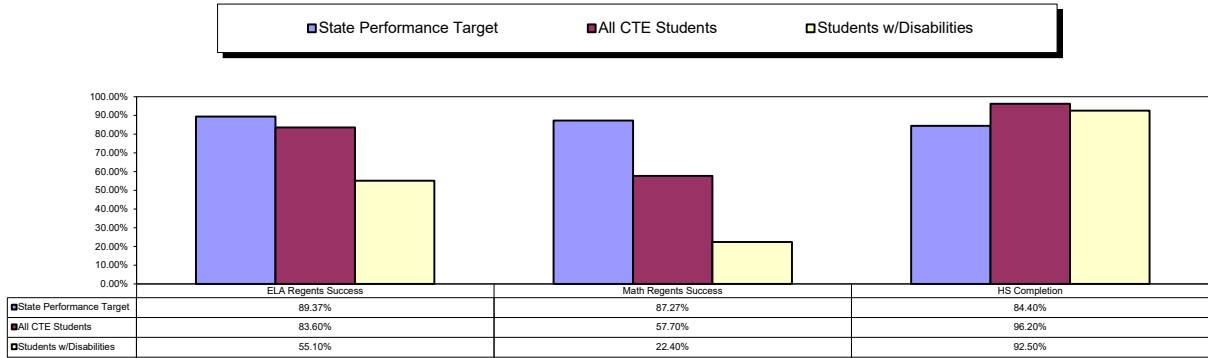
**\*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools**  
Data Source: SIRS



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

# CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS

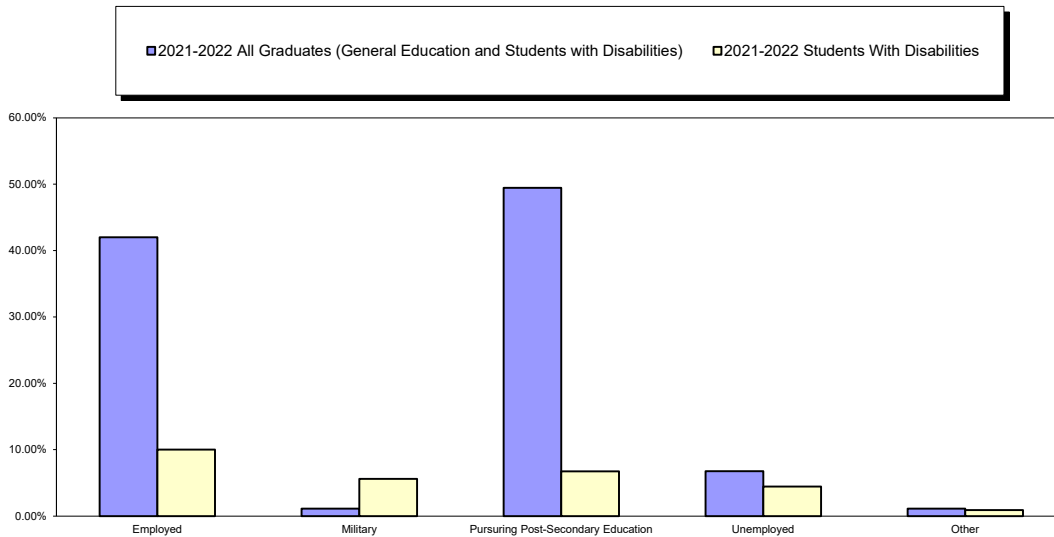


## Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

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
<b>91%</b>	<b>79.4 %</b>



**Test Assessing Secondary Completion Leading to TASC  
For CTE Students Age 16-18  
2022-2023**

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.

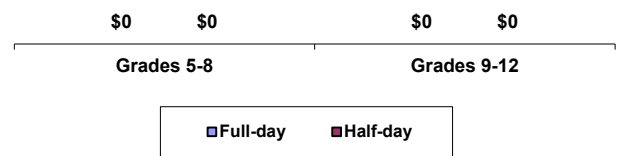
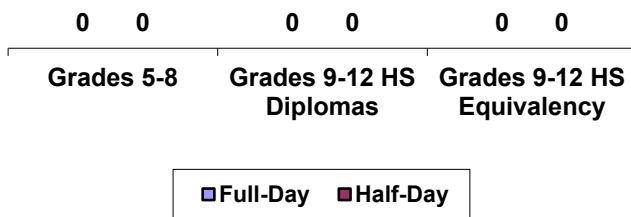
	<b>Grades 9-12 Programs Leading to a TASC</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	n/a	n/a
<b>Passing Rate of Students Tested</b>	n/a	n/a
<b>Remained / Still Enrolled in the Program</b>	n/a	n/a
<b>Left the program and did not enter another district or BOCES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

## 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, 2023**

**2022-2023 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.

	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>						
<b>Returned to a school district program</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Remained in the BOCES program</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Received high school diplomas</b>			n/a	n/a		



**Alternative Education State Testing Program  
2022-2023 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%	
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 Count Percentage		BOCES Statewide Average
<b>All CTE Programs</b>			
Enrolled during 2021-22	210	--	--
Continuing Enrollment after 2021-22	48	22.86%	13.71%
Completed or Left During 2021-22	162	77.14%	86.31%
Left Prior to Completion During 2021-22	30	14.28%	11.49%
Completed by the End of 2021-22	154	73.33%	74.53%
Completed or Left During 2021-22 and Status Known	53	25.24%	54.24%
Completed/Left/Status Known and Successfully Placed*	49	23.33%	34.62%
Completed but Not seeking Employment	2	0.95%	2.83%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2021-22	183	--	50.85%
Completed a Non-Traditional Program By the End of 2021-22	138	75.4%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	17	9.3%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	8	4.4%	5.78%

\* 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 2022-23 was 508.

### 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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/Intermediate	253	245	251	87	34%	88	36%	90	36%
Adult Secondary (Low)	0	0	0	0	0.0%	0	0.0%	0	0.0%
ESOL	183	262	257	87	34%	136	52%	169	66%

### Other Outcomes (2020-21 through 2022-23)

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Entered employment	209	212	300	33	16%	32	15%	68	23%
Retained employment	232	295	361	86	37%	124	42%	161	45%
Obtained secondary or HS equivalency diploma	0	1	251	67	67%	21	210%	21	8%
Entered post-secondary education or training	93	44	251	1	<1%	0	0.0%	49	20%

# 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*

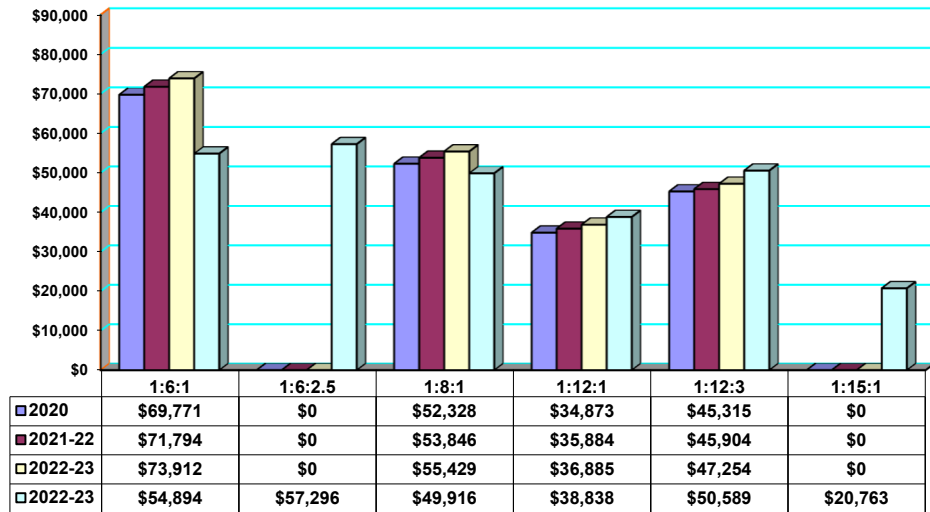
### Enrollment Trends

	2020-21	2021-22	2022-23
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	0	0	0
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

### *Additional Enrollment Options offered by this BOCES listed below:*

	2020-21	2021-22	2022-23
4:1:2	24	25	27
6:1:2	112	99	102
8:1:2	135	128	127
12:1:2	30	32	37
12:1:3	27	26	18
12:1:4	n/a	n/a	n/a

### Tuition Rates Per Student 2020-21 through 2022-23



### Special Education State Testing Program 2022-2023 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	11	1	0	0	12	8%	
Grade 4 English Language Arts	12	1	0	0	13	7.7%	0.0%	0
Grade 5 English Language Arts	13	3	1	0	17	23.5%	5.9%	5
Grade 6 English Language Arts	14	1	0	0	15	6.7%	0.0%	5
Grade 7 English Language Arts	12	1	1	0	14	14.3%	7.1%	3
Grade 8 English Language Arts	14	4	2	0	20	30%	10%	2

<b>Grade 3 Mathematics</b>	10	1	0	0	11	9%	0.0%	2
<b>Grade 4 Mathematics</b>	12	1	0	0	13	7.7%	0.0%	0
<b>Grade 5 Mathematics</b>	14	0	2	0	16	12.5%	12.5%	2
<b>Grade 6 Mathematics</b>	16	1	0	0	17	5.9%	0.0%	3
<b>Grade 7 Mathematics</b>	8	1	2	0	11	27.2%	18.2%	6
<b>Grade 8 Mathematics</b>	18	0	2	1	21	14.3%	14.3%	3

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.)**  
**2022-2023 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)	8	2	5	18	44%	11%	27.7%	
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	1	1	0.0%	0.0%	100%	
Living Environment	5	1	9	15	33%	6%	60%	
Physical Setting/ Earth Science	1	0	0	1	100%	0.0%	0.0%	
Physical Setting/ Chemistry	0	0	2	2	0.0%	0.0%	100%	
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	2	1	10	13	15%	6%	77%	
Global History and Geography II (New Framework)	5	10	0	15	33%	66%	0.0%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	0	2	5	7	0.0%	28.5%	71.4%	

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2022-2023 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	8	1	9	100%	100%	0.0%
Grade 4 English Language Arts	0	0	5	1	6	100%	100%	0.0%
Grade 5 English Language Arts	0	0	1	0	1	100%	100%	0.0%
Grade 6 English Language Arts	0	1	5	0	6	100%	83.3%	0.0%
Grade 7 English Language Arts	0	1	4	0	5	100%	80%	0.0%
Grade 8 English Language Arts	1	1	5	3	10	90%	80%	0.0%
High School English Language Arts	0	2	10	0	12	100%	83.3%	7%
Grade 3 Mathematics	0	0	9	0	9	100%	100%	0.0%
Grade 4 Mathematics	0	0	6	0	6	100%	100%	0.0%
Grade 5 Mathematics	0	0	1	0	1	100%	100%	0.0%
Grade 6 Mathematics	1	3	2	0	6	83.3%	33.3%	0.0%
Grade 7 Mathematics	0	0	5	0	5	100%	100%	0.0%
Grade 8 Mathematics	1	3	6	0	10	90%	60%	0.0%
High School Mathematics	1	2	8	1	12	100%	100%	7%

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 2022-2023 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	21	9	21	16	322	176	322	30	322	2
Instructional Strategies	43	12	43	12	4246	366	250	12	250	6
Data-Driven Instruction	138	126	138	326	1437	882	300	42	0	
Effective Use of Technology	0		0		0		0		0	
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	0		0		0		0		0	
College, Career & Civic Readiness	0		0		0		0		0	
Response to Intervention	0		0		0		0		0	
Early Childhood Education	0		0		0		0		0	
Career and Technical Education	0		0		0		0		0	
Middle Level Education	0		0		0		0		0	
Special Education Strategies	3120	21	312	19	312	77	0		312	1
<b>Leadership:</b>										
APPR: Lead Evaluator & Principal Evaluator Training	231	8	231	180			0		0	
Leadership Development	35	2	0		35	80	35	60	0	
District & School Strategic Planning	0		0		60	30	0		0	
Using Data	10	1	10	2	10	17	0		0	
<b>Culture/Climate (indicate below)</b>										
Diversity/Equity/Inclusivity	0		0		80	100	0		0	
Social – Emotional Learning	1	1	1	1	1	8	0		0	
Other culture/climate	14	3	14	5	14	34	0		0	
Safety	0		0		0		0		0	
Other	90	126	220	326	300	882	200	42	100	1



# 2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	11,787,257
Capital Expenses.....	\$	2,637,319
Total Program Expenses.....	\$	165,461,979
Total Expenses.....	\$	179,886,856

