

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
- 2024-2025** Expenses

2024-2025

Albany-Schoharie-Schenectady-Saratoga BOCES

**Albany-Schoharie-Schenectady-Saratoga BOCES
Board of Cooperative Educational Services
2024-2025 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii-iii
 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.....	7-8
State Testing Program.....	9-11
Professional Development.....	12
 2024-2025 Expenses.....	 13

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

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 Education Service
- Franklin-Essex-Hamilton
- Rensselaer-Columbia-Greene
- St. Lawrence-Lewis
- Washington-Saratoga-Warren-Hamilton-Essex

Regional Information Center

- National 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
	2023-2024	2023-2024	2024-2025	2024-2025
First-year students	459	185	487	171
Second-year students	377	130	390	143
Second-year students completing	369	125	380	137
Completers with technical endorsement	249	69	280	86

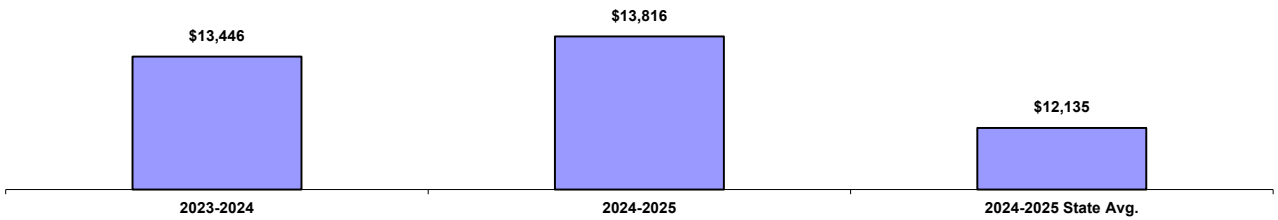
Other Career-Related Programs

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

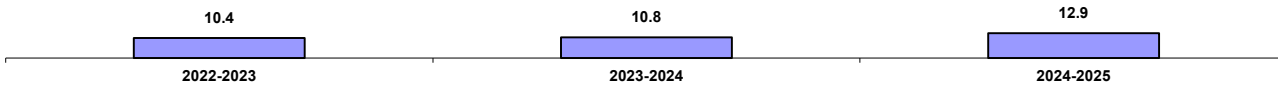
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

“New Vision”	24	0	25	0
Participated 1 yr of a CTE Program	0	0	0	0
Other one-year programs	0	93	0	86

Tuition Per Student for CTE Programs
Data Source: 602 Report



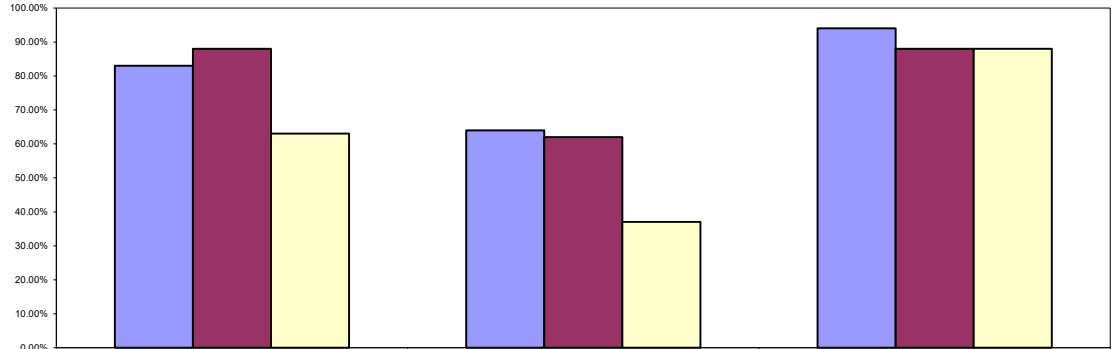
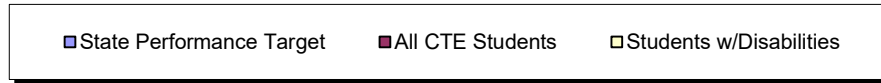
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2023-2024

Data Source: SIRS



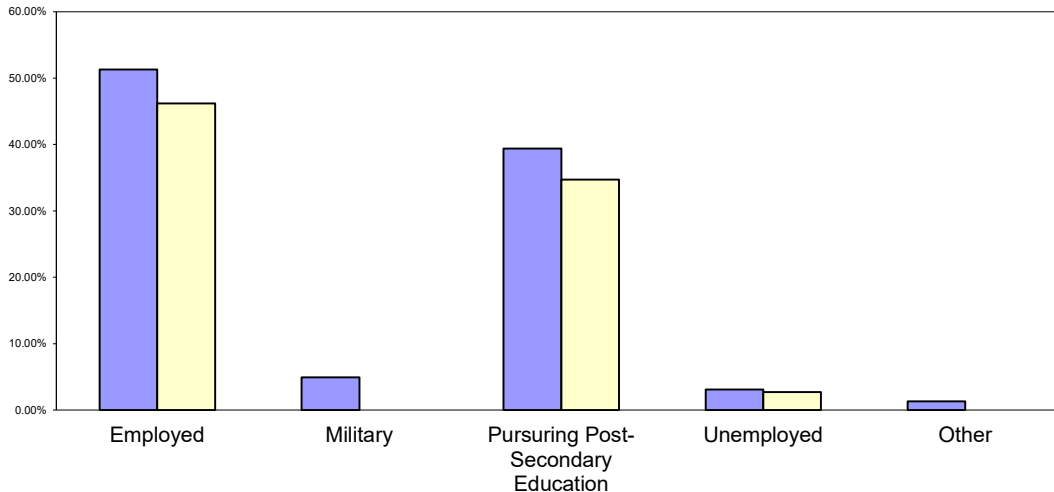
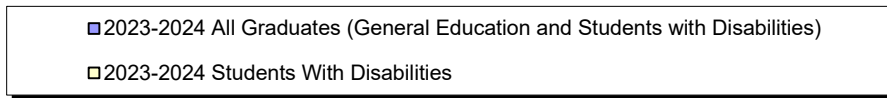
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	83.00%	64.00%	94.00%
All CTE Students	88.00%	62.00%	88.00%
Students w/Disabilities	63.00%	37.00%	88.00%

Status of Career and Technical Education (CTE) Students 2023-2024 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
95.6%	93%



**General Educational Development Test (GED Test)
For CTE Students Age 16-18
2024-2025**

New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

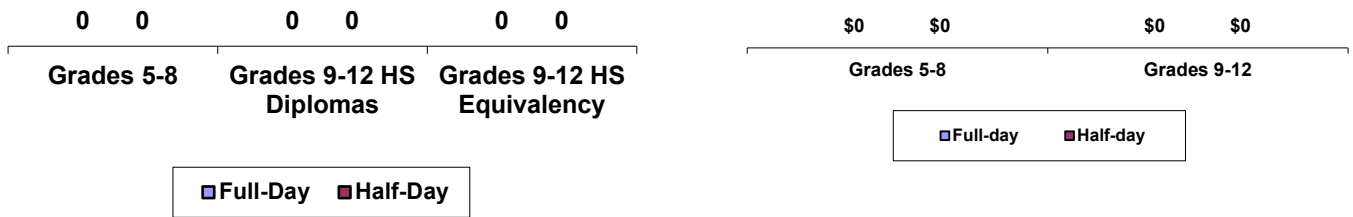
	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	43	0
Passing Rate of Students Tested	83%	0
Remained / Still Enrolled in the Program	14	0
Left the program and did not enter another district or BOCES program (dropouts)	23	0
Returned to School District:	6	0

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, 2025

2024-2025 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
Number of students who:						
Returned to a school district program	0	0	0	0	0	0
Remained in the BOCES program	0	0	0	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
Received high school diplomas			0	0		

Alternative Education State Testing Program
2024-2025 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	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	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	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%	
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	
Earth and Space Sciences	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
All CTE Programs			
Enrolled during 2023-2024	346	--	--
Continuing Enrollment after 2023-2024	34	9.83%	16.94%
Completed or Left During 2023-2024	312	90.17%	83.37%
Left Prior to Completion During 2023-2024	102	29.48%	12.50%
Completed by the End of 2023-2024	210	60.69%	71.16%
Completed or Left During 2023-2024 and Status Known	98	28.32%	42.00%
Completed/Left/Status Known and Successfully Placed*	69	19.94%	37.15%
Completed but Not seeking Employment	2	.58%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	103	29.77%	47.12%
Completed a Non-Traditional Program By the End of 2023-2024	70	20.23%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	20	5.78%	5.95%
Under-Represented Gender Members Who Completed during 2023-2024	14	4.05%	4.41

* 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 2024-25 was 536.

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					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Adult Beginning/Intermediate	251	240	196	90	36%	96	40%	106	56%
Adult Secondary (Low)	0	0	0	0	0.0%	0	0.0%	0	0.0%
ESOL	257	309	340	169	66%	201	65%	187	55%

Other Outcomes (2022-23 through 2024-25)

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					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Entered employment	300	300	327	68	23%	101	34%	134	41%
Retained employment	361	268	338	161	45%	86	32%	133	39%
Obtained secondary or HS equivalency diploma	114	112	86	21	18%	26	23%	37	43%
Entered post-secondary education or training	12	17	15	3	25%	6	35%	4	26.6%

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*

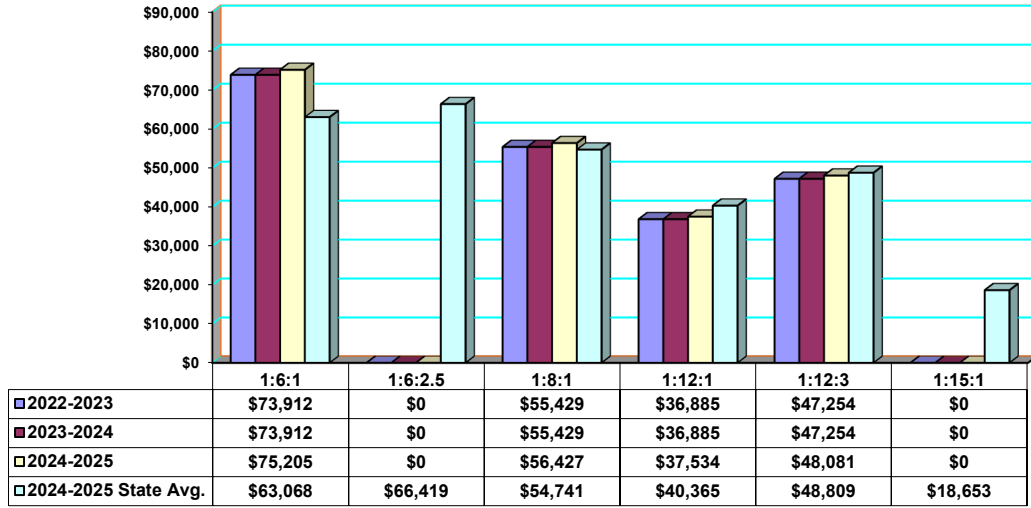
Enrollment Trends

	2022-2023	2023-2024	2024-2025
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:

	2022-23	2023-24	2024-25
4:1:2	27	34	35
6:1:2	102	87	79
8:1:2	127	117	125
12:1:2	37	29	25
12:1:3	18	20	12

Tuition Rates Per Student 2022-2023 through 2024-2025



Special Education State Testing Program 2024-2025 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	6	2	0	0	8	25%	0.0%	7
Grade 4 English Language Arts	10	3	0	0	13	23%	0.0%	2
Grade 5 English Language Arts	8	0	1	0	9	11.1%	11.1%	3
Grade 6 English Language Arts	8	2	1	1	12	33.3%	16.6%	1
Grade 7 English Language Arts	13	5	2	0	20	35%	10%	3
Grade 8 English Language Arts	8	3	0	1	12	33.3%	8.3%	6
Grade 3 Mathematics	5	5	0	0	10	50%	0.0%	5
Grade 4 Mathematics	10	3	1	0	14	28.5%	7.1%	1
Grade 5 Mathematics	8	0	1	0	9	11.1%	11.1%	3
Grade 6 Mathematics	9	3	0	0	12	25%	0.0%	1
Grade 7 Mathematics	13	4	2	0	19	31.5%	10.5%	4
Grade 8 Mathematics	13	0	0	0	13	0.0%	0.0%	5

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.)
2024-2025 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	11	7	5	23	47.8%	30.4%	21.7%	0
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry	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	10	4	2	16	62.5%	25%	12.5%	0
Living Environment	2	1	6	9	22.2%	11.1%	66.6%	0
Physical Setting/ Earth Science	0	1	0	1	0.0%	100%	0.0%	0
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	7	3	7	17	41.1%	17.6%	41.1%	0
United States History & Government	2	7	4	13	15.4%	53.8%	30.7%	0
Life Science: Biology	4	2	3	9	44.4%	22.2%	33.3%	0
Earth and Space Sciences	0	0	0	0	0.0%	0.0%	0.0%	0

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2024-2025 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	4	0	5	100%	80%	0
Grade 4 English Language Arts	0	0	2	0	2	100%	100%	0
Grade 5 English Language Arts	0	1	4	0	5	100%	80%	0
Grade 6 English Language Arts	0	0	2	0	2	100%	100%	2
Grade 7 English Language Arts	0	0	2	0	2	100%	100%	0
Grade 8 English Language Arts	1	1	3	0	5	80%	60%	0
High School English Language Arts	0	1	2	0	3	100%	66.6%	1
Grade 3 Mathematics	0	0	5	0	5	100%	100%	0
Grade 4 Mathematics	0	0	2	0	2	100%	100%	0
Grade 5 Mathematics	0	0	5	0	5	100%	100%	0
Grade 6 Mathematics	0	1	1	0	2	100%	50%	2
Grade 7 Mathematics	0	0	2	0	2	100%	100%	0
Grade 8 Mathematics	0	4	1	0	5	100%	20%	0
High School Mathematics	0	0	3	0	3	100%	100%	1

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 2024-2025 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	9.5	25	32.5	38	799.75	483	0	0	0	0
Instructional Strategies	46	33	61	46	1415.5	487	24	1	288	12
Data-Driven Instruction	12.5	2	36.5	10	328.5	261	0	0	0	0
Effective Use of Technology	0	0	24	8	746.5	389	0	0	0	0
Project Based Learning	0	0	24	8	315	105	0	0	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	15	21	15	28	15	140	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	0	0	24	8	316.75	126	0	74	0	0
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	48	40	48	180	0	0	0	0	0	0
Leadership Development	1363	45	1853	107	442	62	0	0	1252	11
District & School Strategic Planning	24	9	10	17	21	75	0	0	0	0
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	31	106	0	0	0	0	12	150
Social – Emotional Learning	40	8	190	34	936.75	145	51.75	55	730	76
Other culture/climate	6.25	2	18.25	4	198.25	153	588	98	468	86
Safety	0	0	24	8	315	105	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	12,724,119.00
Capital Expenses.....	\$	5,725,874.00
Total Program Expenses.....	\$	188,400,000.00
Total Expenses.....	\$	206,849,993.00

