

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
- 2023-2024** Expenses

2023-2024

**SCHUYLER-STEUBEN-CHEMUNG-TIOGA-
ALLEGANY BOCES**

**SCHUYLER-STEUBEN-CHEMUNG-TIOGA-ALLEGANY BOCES
Board of Cooperative Educational Services
2023-2024 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
SCHUYLER-STEUBEN-CHEMUNG-TIOGA-ALLEGANY BOCES
55900000000

Component Districts

- Addison Central School District
- Alfred-Almond Central School District
- Arkport Central School District
- Avoca Central School District
- Bath Central School District
- Bradford Central School District
- Campbell-Savona Central School District
- Canaseraga Central School District
- Canisteo-Greenwood Central School District
- Corning-Painted Post Area School District
- Elmira City School District
- Elmira Heights Central School District
- Hammondsport Central School District
- Hornell City School District
- Horseheads Central School District
- Jasper-Troupsburg Central School District
- Odessa-Montour Central School District
- Prattsburgh Central School District
- Spencer-Van Etten Central School District
- Watkins Glen Central School District
- Waverly Central School District

SCHUYLER-STEUBEN-CHEMUNG-TIOGA-ALLEGANY BOCES encompasses
2,000 square miles

Joint Management Team

- Broome-Delaware-Tioga
- Delaware-Chenango-Madison-Otsego
- Otsego-Delaware-Schoharie-Greene (Otsego-Northern Catskills)
- Schuyler-Steuben-Chemung-Tioga-Allegany (Greater Southern Tier)

Regional Information Center

- Greater Southern Tier (GST) RIC
- Western New York (WNY) RIC

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
	2022-2023	2022-2023	2023-2024	2023-2024
First-year students	870	293	700	245
Second-year students	649	191	635	235
Second-year students completing	613	190	622	231
Completers with technical endorsement	452	189	392	150

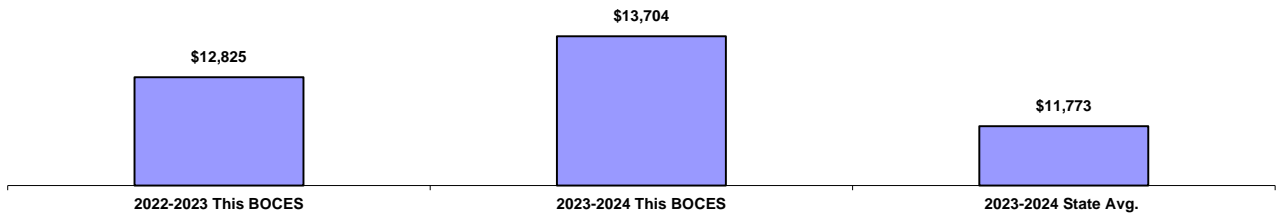
Other Career-Related Programs

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

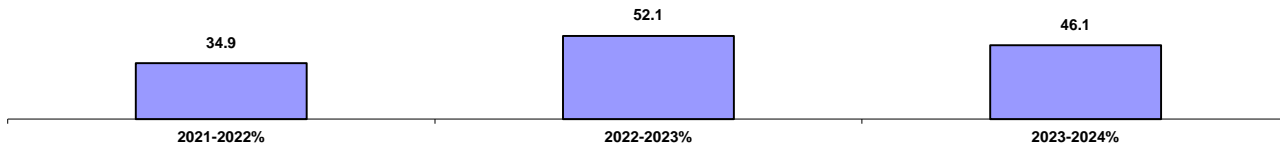
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

“New Vision”	145	3	138	10
Participated 1 yr of a CTE Program	0	0	0	0
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report



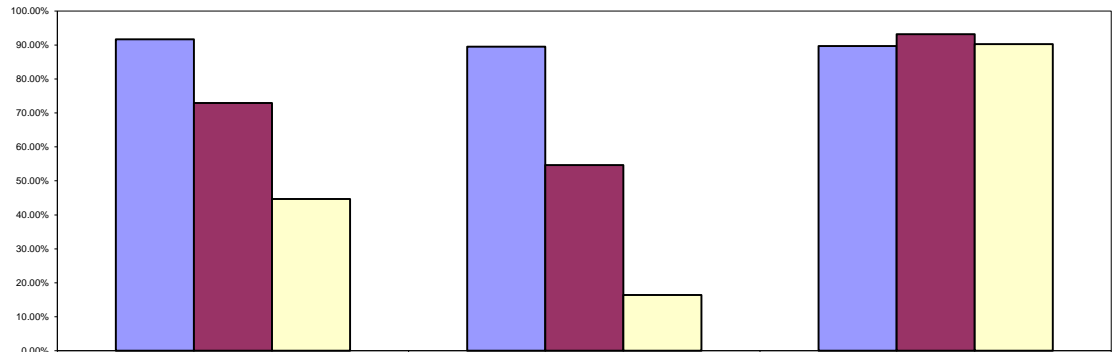
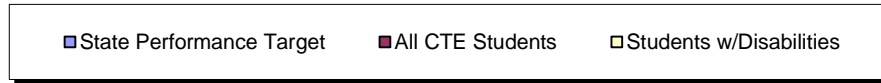
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2022-2023

Data Source: SIRS



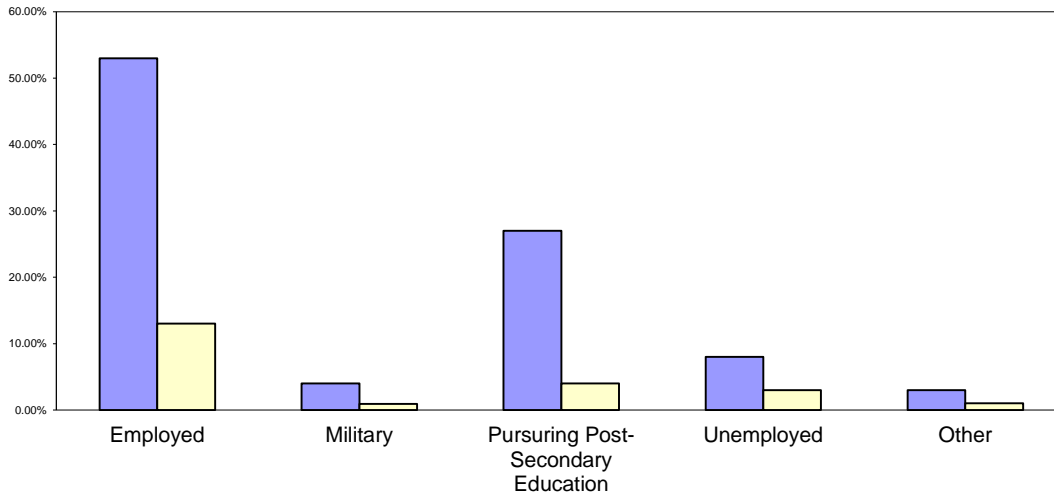
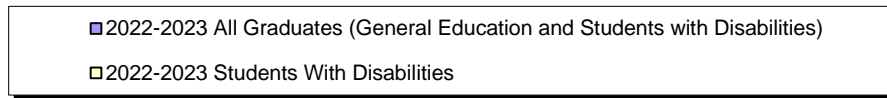
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	91.64%	89.49%	89.70%
All CTE Students	72.94%	54.66%	93.14%
Students w/Disabilities	44.62%	16.39%	90.24%

Status of Career and Technical Education (CTE) Students 2022-2023 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
84%	79.6 %



**General Educational Development Test (GED Test)
For CTE Students Age 16-18
2023-2024**

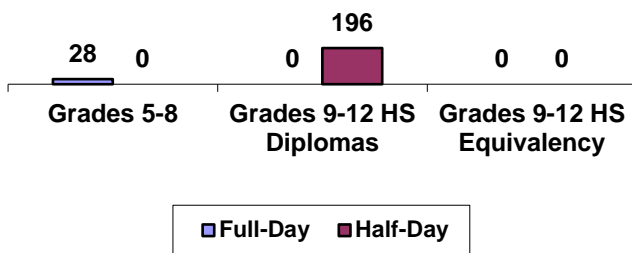
New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	26	0
Passing Rate of Students Tested	50%	0
Remained / Still Enrolled in the Program	8	0
Left the program and did not enter another district or BOCES program (dropouts)	18	0
Returned to School District:	0	0

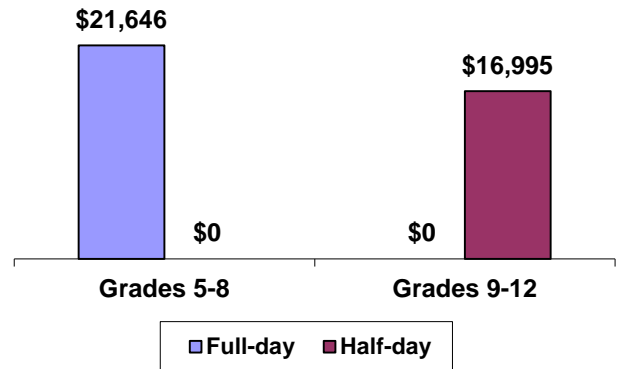
Alternative Education

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, 2024**



2023-2024 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	8	0	0	0	21	0
Remained in the BOCES program	27	0	2	0	122	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	8	0
Received high school diplomas			0	51		

Alternative Education State Testing Program
2023-2024 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)	26	14	15	55	47.2%	25.5%	27.3%	
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)	37	19	36	92	40.2%	20.7%	39.1%	
Living Environment	19	13	17	49	38.8%	26.5%	34.7%	
Physical Setting/ Earth Science	28	12	21	61	45.9%	19.7%	34.4%	
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)	52	38	37	127	41.0%	29.9%	29.1%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	33	27	22	82	40.3%	32.9%	26.8%	

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 2022-2023	292	--	--
Continuing Enrollment after 2022-2023	120	41.10%	15.66%
Completed or Left During 2022-2023	172	58.90%	85.42%
Left Prior to Completion During 2022-2023	36	20.93%	12.19%
Completed by the End of 2022-2023	136	79.07%	70.42%
Completed or Left During 2022-2023 and Status Known	156	90.70%	49.40%
Completed/Left/Status Known and Successfully Placed*	117	75.00%	34.79%
Completed but Not seeking Employment	4	2.94%	3.12%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2022-2023	14		50.95%
Completed a Non-Traditional Program By the End of 2022-2023	10	71.43%	40.98%
Under-Represented Gender Members Enrolled during 2022-2023	14		7.57%
Under-Represented Gender Members Who Completed during 2022-2023	10	71.43%	6.29%

* 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 2023-24 was 625.

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Adult Beginning/Intermediate	143	140	125	63	44.0%	78	55.7%	67	53.6%
Adult Secondary (Low)	32	2	4	13	40.0%	0	0.0%	4	100.0%
ESOL	21	29	28	19	90.0%	22	75.8%	17	60.7%

Other Outcomes (2021-22 through 2023-24)

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Entered employment	0	144	125	0	0.0%	67	46.5%	63	50.4%
Retained employment	0	68	146	0	0.0%	25	36.7%	72	49.3%
Obtained secondary or HS equivalency diploma	0	0	0	0	0.0%	0	0.0%	13	8.0%
Entered post-secondary education or training	0	0	0	0	0.0%	0	0.0%	5	3.0%

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)

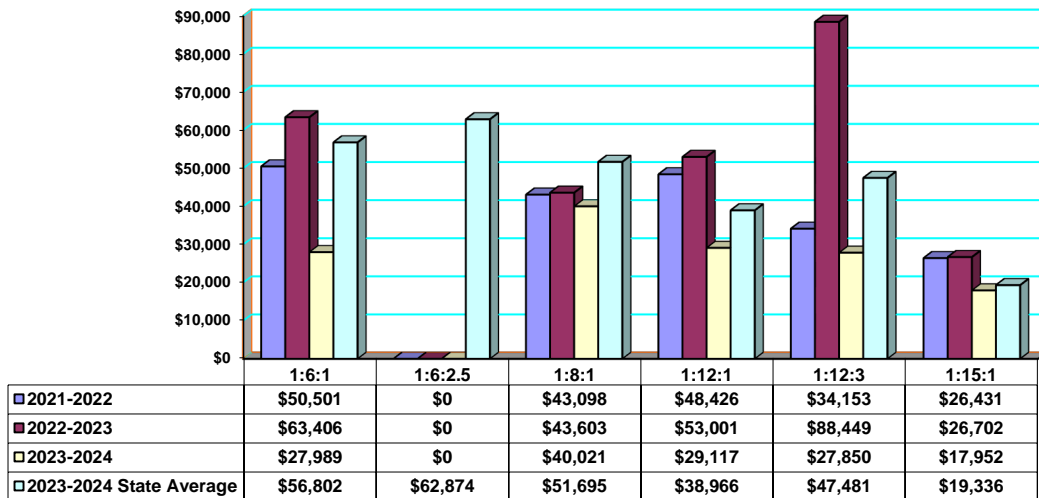
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2021-22	2022-23	2023-2024
8:1:1	225	231	222
12:1+1:3	25	13	17
6:1:1	164	141	151
12:1:1	17	16	17
15:1:1	55	56	57
6:1:2.5	0	0	0

Tuition Rates Per Student 2021-2022 through 2023-2024





Special Education State Testing Program 2023-2024 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	11	4	0	0	15	26.70%	0.0%	0
Grade 4 English Language Arts	7	5	0	0	12	41.7%	0.0%	0
Grade 5 English Language Arts	17	3	0	0	20	15.0%	0.0%	0
Grade 6 English Language Arts	11	3	2	0	16	31.3%	12.5%	1
Grade 7 English Language Arts	20	6	2	1	29	31.0%	10.3%	0
Grade 8 English Language Arts	16	8	2	0	26	38.5%	7.7%	0
Grade 3 Mathematics	13	1	1	0	15	13.3%	6.7%	0
Grade 4 Mathematics	9	3	1	0	13	30.8%	7.7%	0
Grade 5 Mathematics	19	0	0	0	19	0.0%	0.0%	0
Grade 6 Mathematics	17	2	1	1	21	19.1%	9.5%	0
Grade 7 Mathematics	20	9	0	0	29	31.0%	0.0%	0
Grade 8 Mathematics	19	1	3	0	23	17.4%	13.0%	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.)
2023-2024 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)	15	8	0	23	65.2%	34.8%	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	14	1	0	15	93.3%	6.7%	0.0%	
Physical Setting/ Earth Science	23	6	1	30	76.7%	20.0%	3.3%	
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)	49	7	2	58	84.5%	12.1%	3.4%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	41	6	11	58	70.7%	10.3%	19.0%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	38	10	1	49	77.6%	20.4%	2.0%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2023-2024 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	1	0	2	100.0%	50.0%	0.0%
Grade 4 English Language Arts	1	0	4	1	6	83.3%	83.3%	14.3%
Grade 5 English Language Arts	1	0	7	0	8	87.5%	87.5%	0.0%
Grade 6 English Language Arts	1	0	11	0	12	91.7%	91.7%	0.0%
Grade 7 English Language Arts	0	4	10	0	14	100.0%	71.4%	0.0%
Grade 8 English Language Arts	0	2	6	0	8	100.0%	75.0%	0.0%
High School English Language Arts	0	1	2	0	3	100.0%	66.7%	0.0%
Grade 3 Mathematics	0	1	1	0	2	100.0%	50.0%	0.0%
Grade 4 Mathematics	0	1	4	1	6	100.0%	83.3%	0.0%
Grade 5 Mathematics	0	1	7	0	8	100.0%	87.5%	0.0%
Grade 6 Mathematics	1	2	5	4	12	91.7%	75.0%	0.0%
Grade 7 Mathematics	0	1	13	0	14	100.0%	92.9%	0.0%
Grade 8 Mathematics	0	4	3	1	8	100.0%	50.0%	0.0%
High School Mathematics	0	0	3	0	3	100.0%	100.0%	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 2023-2024 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		592	269	5361	1078	0		835	169
Instructional Strategies	0		360	223	4679	1680	0		431	177
Data-Driven Instruction	0		363	212	204	77	0		73	33
Effective Use of Technology	0		350	188	5836	1219	0		738	137
Project Based Learning	0		139	139	65	30	0		21	16
Parent Engagement	0		0		0		0		0	
RBE-RN	0		0		0		0		0	
College, Career & Civic Readiness	0		343	207	130	71	0		57	29
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	0		400	224	1272	481	0		274	115
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	60	10	616	302	42	24	0		63	29
Leadership Development	0		987	445	686	370	0		216	102
District & School Strategic Planning	0		0		0		0		0	
Using Data	0		775	351	261	106	0		88	48
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	64	8	0		237	73	0		0	
Social – Emotional Learning	0		0		87	52	0		0	
Other culture/climate	0		1109	441	3356	1442	0		580	283
Safety	0		0		0		0		0	
Other	0		0		0		0		0	

2023-2024 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	9,883,287.01
Capital Expenses.....	\$	2,485,089.00
Total Program Expenses.....	\$	108,267,419.51
Total Expenses.....	\$	120,635,795.52

