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

CLINTON-ESSEX-WARREN-WASHINGTON BOCES

Clinton-Essex-Warren-Washington BOCES
Board of Cooperative Educational Services
2024-2025 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……. 7-8
State Testing Program……..... 8-11
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
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Component Districts

- AuSable Valley Central School District
- Beekmantown Central School District
- Boquet Valley Central School District
- Chazy Central Rural School District
- Crown Point Central School District
- Keene Central School District
- Moriah Central School District
- Northeastern Clinton Central School District
- Northern Adirondack Central School District
- Peru Central School District
- Plattsburgh City School District
- Putnam Central School District
- Saranac Central School District
- Schroon Lake Central School District
- Ticonderoga Central School District
- Willsboro Central School District

Clinton-Essex-Warren-Washington BOCES encompasses * 2400 square miles**

Joint Management Team

- Albany-Schoharie-Schenectady-Saratoga (Capital Region BOCES)
- Clinton-Essex-Warren-Washington
- Franklin-Fulton-Montgomery
- Rensselaer-Columbia-Greene (Questar III)
- St. Lawrence-Lewis
- Washington-Saratoga-Warren-Hamilton-Essex

Regional Information Center

- NERIC (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

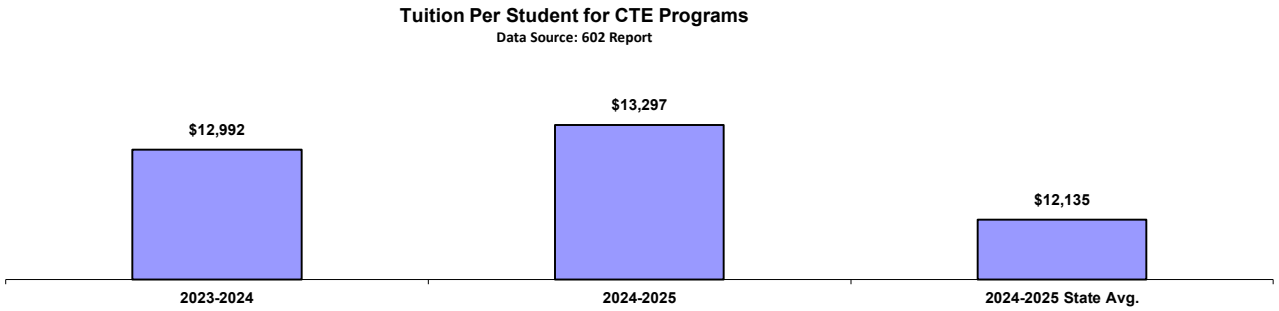
Career & Technical Education (CTE)

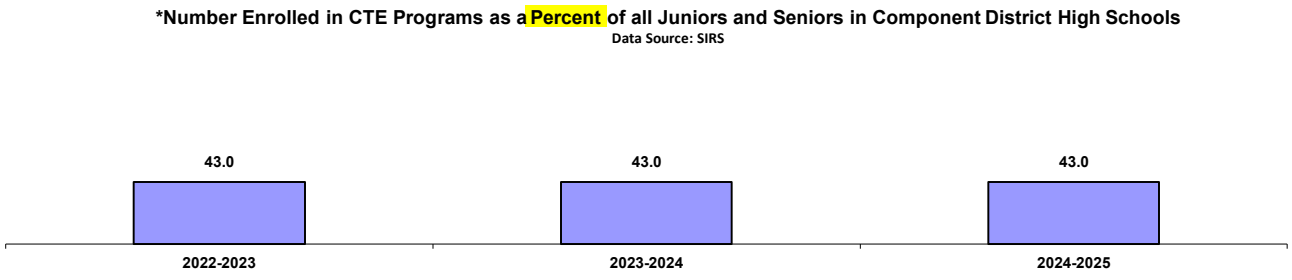
BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2023-2024**	**2023-2024**	**2024-2025**	**2024-2025**
First-year students	387	105	305	112
Second-year students	317	78	227	101
Second-year students completing	317	78	226	100
Completers with technical endorsement	203	35	170	32

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	49	1	34	0
Participated 1 yr of a CTE Program	9	3	4	4
Other one-year programs	0	0	0	0

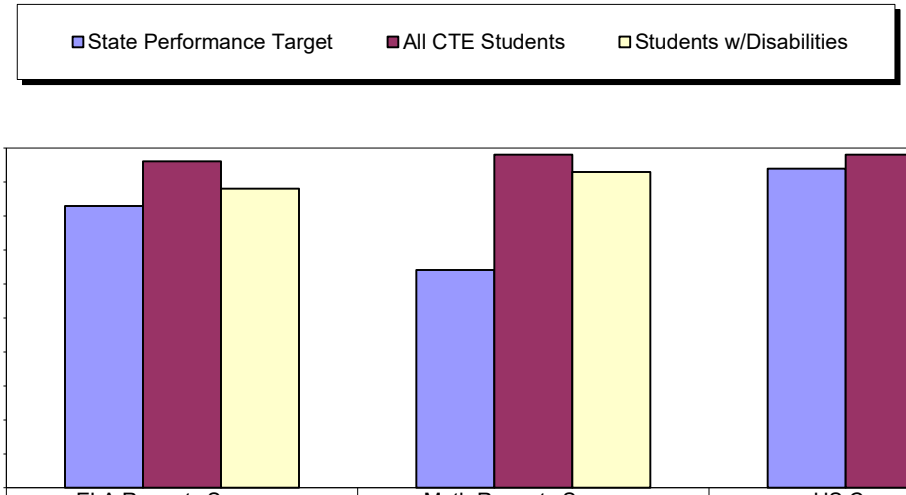




*** Data Include General Education and Students with Disabilities.** *Data Source: SIRS*

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

Data Source: SIRS



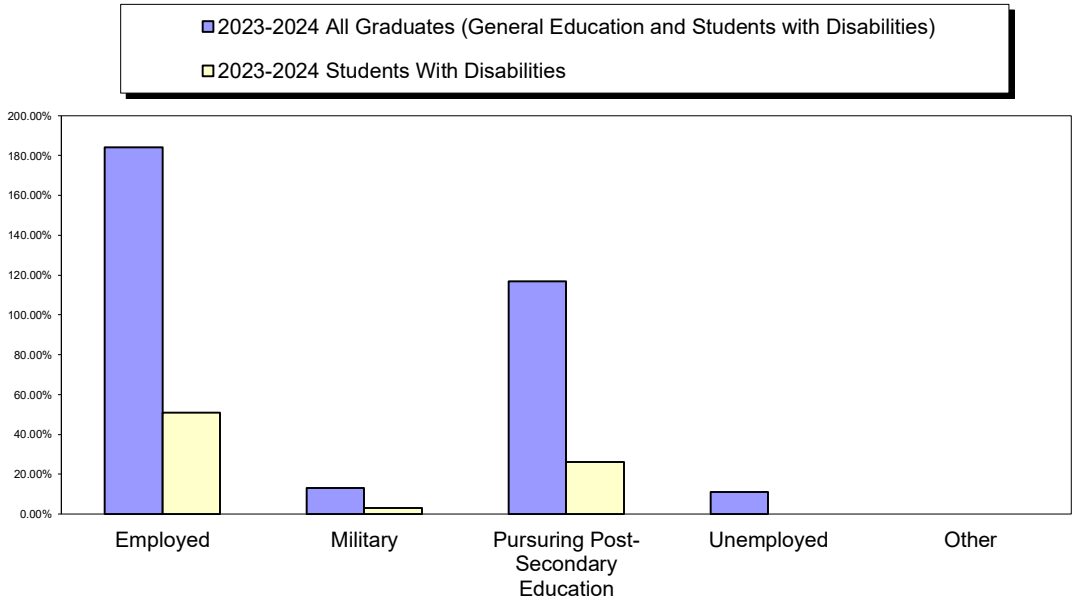
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	83.00%	64.00%	94.00%
All CTE Students	96.00%	98.00%	98.00%
Students w/Disabilities	88.00%	93.00%	95.00%

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
97%	93%



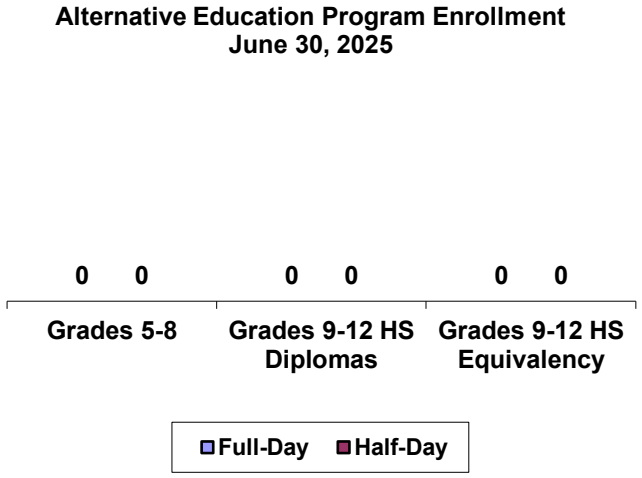
General Educational Development Test (GED Test)
For CTE Students Age 16-18
2024-2025

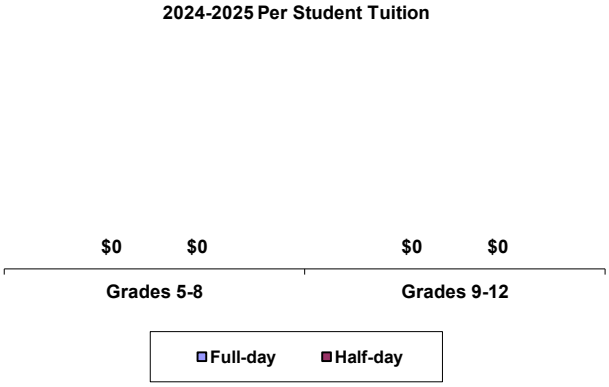
New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

	Grades 9-12 Programs Leading to a GED	
Number of students who:	**Half-day**	**Full-day**
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 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.

Number of students who:	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
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	29	--	--
Continuing Enrollment after 2023-2024	1	0.0%	16.94%
Completed or Left During 2023-2024	28	0.0%	83.37%
Left Prior to Completion During 2023-2024	-	0.0%	12.50%
Completed by the End of 2023-2024	28	0.0%	71.16%
Completed or Left During 2023-2024 and Status Known	28	0.0%	42.00%
Completed/Left/Status Known and Successfully Placed*	27	0.0%	37.15%
Completed but Not seeking Employment	-	0.0%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	2		47.12%
Completed a Non-Traditional Program By the End of 2023-2024	2	0.0%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	6		5.95%
Under-Represented Gender Members Who Completed during 2023-2024	6	0.0%	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 241.

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	0	0	180	216	0.0%	205	0.0%	113	0.0%
Adult Secondary (Low)	0	0	10	9	0.0%	12	0.0%	7	0.0%
ESOL	0	0	51	0	0.0%	26	0.0%	22	0.0%

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	0	0	0	87	0.0%	54	0.0%	132	0.0%
Retained employment	0	0	0	43	0.0%	46	0.0%	144	0.0%
Obtained secondary or HS equivalency diploma	0	0	0	49	0.0%	23	0.0%	36	0.0%
Entered post-secondary education or training	0	0	0	10	0.0%	10	0.0%	12	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)

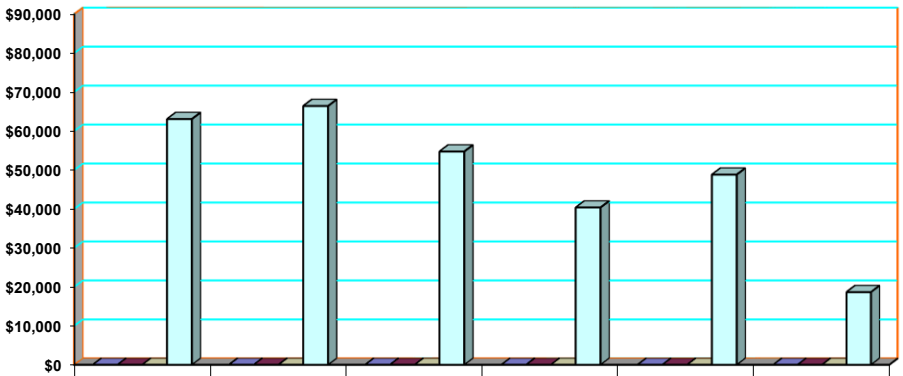
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2022-2023	2023-2024	2024-2025
8:1:1	157	167.5	165
12:1+1:3	0	0	0
6:1:1	41.5	48.5	59
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2022-2023 through 2024-2025



	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2022-2023	$0	$0	$0	$0	$0	$0
2023-2024	$0	$0	$0	$0	$0	$0
2024-2025	$0	$0	$0	$0	$0	$0
2024-2025 State Avg.	$63,068	$66,419	$54,741	$40,365	$48,809	$18,653

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	9	3	1	0	13	31%	7.6%	8
Grade 4 English Language Arts	4	3	1	0	8	50%	12.5%	4
Grade 5 English Language Arts	4	1	0	0	5	20%	0.0%	1
Grade 6 English Language Arts	4	0	0	0	4	0.0%	0.0%	3
Grade 7 English Language Arts	5	1	1	0	7	28.6%	14.3%	2
Grade 8 English Language Arts	4	5	2	0	11	63.6%	18.2%	0
Grade 3 Mathematics	12	1	0	0	13	7.6%	0.0%	8
Grade 4 Mathematics	6	1	0	0	7	14.3%	0.0%	4
Grade 5 Mathematics	5	0	0	0	5	0.0%	0.0%	1
Grade 6 Mathematics	4	0	0	0	4	0.0%	0.0%	3
Grade 7 Mathematics	5	1	0	0	6	16.7%	0.0%	3
Grade 8 Mathematics	11	0	0	0	11	0.0%	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.)

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	24	5	1	30	30%	16.7%	3.3%	
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	1	1	0.0%	0.0%	100%	
English Language Arts	2	3	3	8	25%	37.5%	37.5%	
Living Environment	4	5	4	13	30.8%	38.5%	30.8%	
Physical Setting/ Earth Science	11	0	0	11	100%	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	6	2	1	9	66.7%	22.2%	11.1%	
United States History & Government	4	4	4	12	33.3%	66.6%	33.3%	
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%	

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	2	2	0	4	100%	50%	0.0%
Grade 4 English Language Arts	1	0	4	0	5	80%	80%	0.0%
Grade 5 English Language Arts	0	1	6	2	9	100%	88.9%	0.0%
Grade 6 English Language Arts	2	0	2	0	4	50%	50%	0.0%
Grade 7 English Language Arts	1	0	4	2	7	85.7%	85.7%	0.0%
Grade 8 English Language Arts	1	0	3	0	7	75%	75%	0.0%
High School English Language Arts	0	1	2	0	0	100%	66.7%	0.0%
Grade 3 Mathematics	1	1	2	0	4	75%	50%	0.0%
Grade 4 Mathematics	0	1	4	0	5	100%	80%	0.0%
Grade 5 Mathematics	0	0	8	1	9	100%	100%	0.0%
Grade 6 Mathematics	2	0	2	0	4	50%	50%	0.0%
Grade 7 Mathematics	0	1	5	1	7	100%	85.7%	0.0%
Grade 8 Mathematics	1	1	2	0	4	75%	50%	0.0%
High School Mathematics	0	0	3	0	3	100%	100%	0.0%

Data Source: Data Warehouse

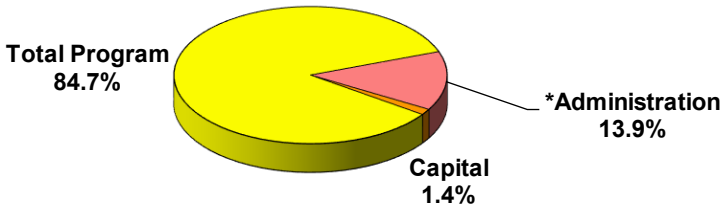
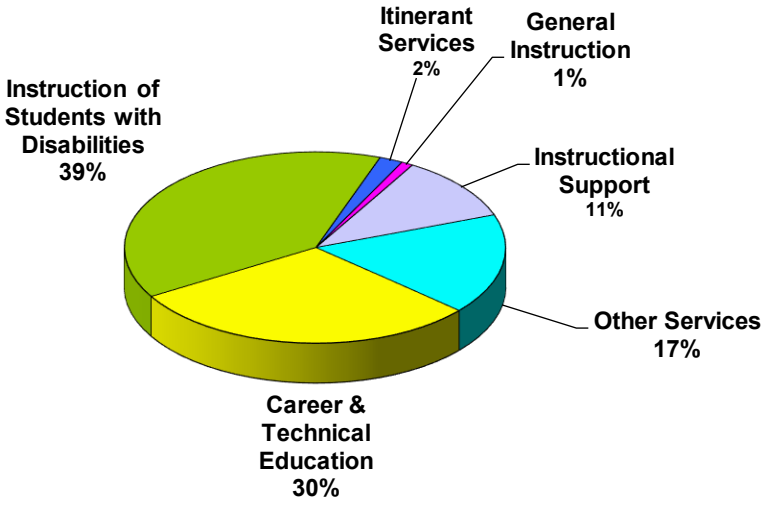
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious** academic deficiencies.

Professional Development 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	0		3	3	54	41	0		0	
Instructional Strategies	21	20	24	79	84	158	12	2	18	5
Data-Driven Instruction	0		0		0		0		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		24	6	24	11	0		24	2
Early Childhood Education	0		3	7	3	4	0		0	
Career and Technical Education	0		0		0		0		0	
Middle Level Education	0		0		0		0		0	
Special Education Strategies	0		18	3	24	25	9	2	15	10
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	6	5	18	35	15	4	6	1	6	3
Leadership Development	6	1	33	56	6	2	0		6	2
District & School Strategic Planning	0		15	47	3	8	0		3	3
Using Data	3	1	12	22	0	153	3	1	9	2
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	6	3	3	3	3	2	0		3	6
Social – Emotional Learning	0		15	4	18	21	6	1	12	3
Other culture/climate	0		0		0		0		0	
Safety	6	1	18	8	6	2	6	1	15	12
Other	3	3	3	11	0		0		0	

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…… ……..	$	7,678,030
Capital Expenses……..	$	800,000
Total Program Expenses……..	$	46,780,452
Total Expenses……..	$	55,258,482