

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

Wayne-Finger Lakes BOCES

**Wayne-Finger Lakes BOCES
Board of Cooperative Educational Services
2024-2025 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

BOCES

4390

Component Districts

- Canandaigua City CSD
- Clyde-Savannah CSD
- Dundee CSD
- East Bloomfield CSD
- Gananda CSD
- Geneva City CSD
- Gorham-Middlesex CSD
- Honeoye CSD
- Lyons CSD
- Manchester-Shortsville CSD
- Marion CSD
- Naples CSD
- Newark CSD
- North Rose-Wolcott CSD
- Palmyra-Macedon CSD
- Penn Yan CSD
- Phelps-Clifton Springs CSD
- Red Creek CSD
- Romulus CSD
- Seneca Falls CSD
- Sodus CSD
- Victor CSD
- Waterloo CSD
- Wayne CSD
- Williamson CSD

Ontario-Seneca-Yates-Cayuga-Wayne BOCES encompasses 1,740 square miles

Joint Management Team

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

Regional Information Center

- EduTech

**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
519	151	571	156
459	115	416	106
407	102	410	105
315	61	317	67

Other Career-Related Programs

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

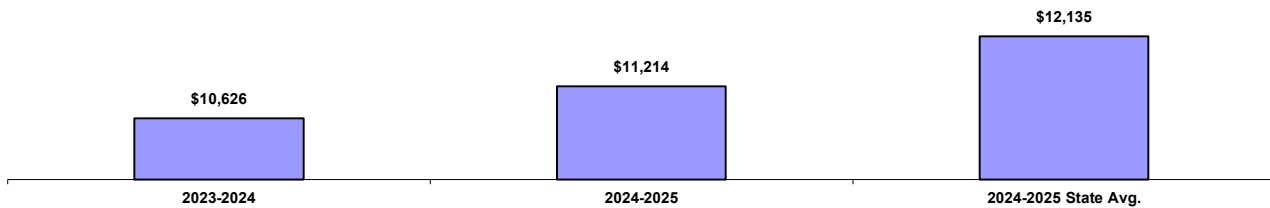
“New Vision”

Participated 1 yr of a CTE Program

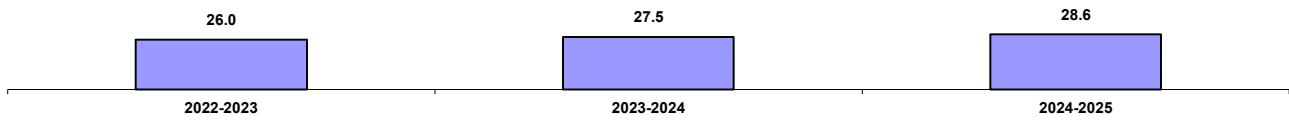
Other one-year programs

76	0	66	1
0	0	0	0
0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report



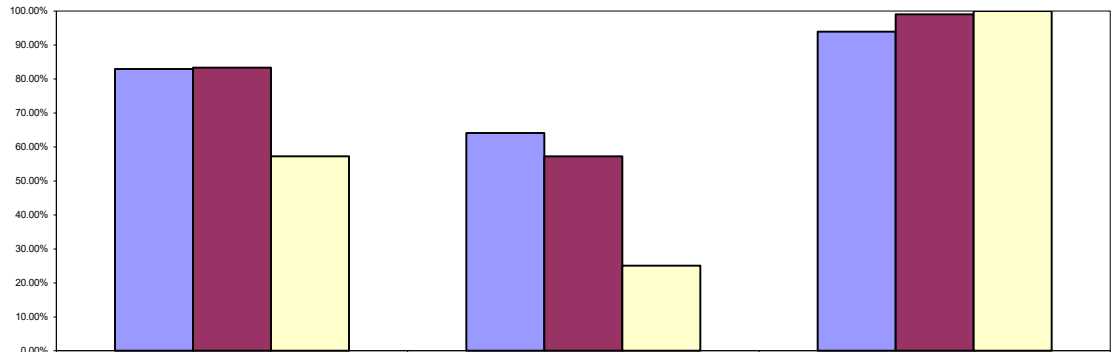
***Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools**
Data Source: SIRS



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

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

Data Source: SIRS



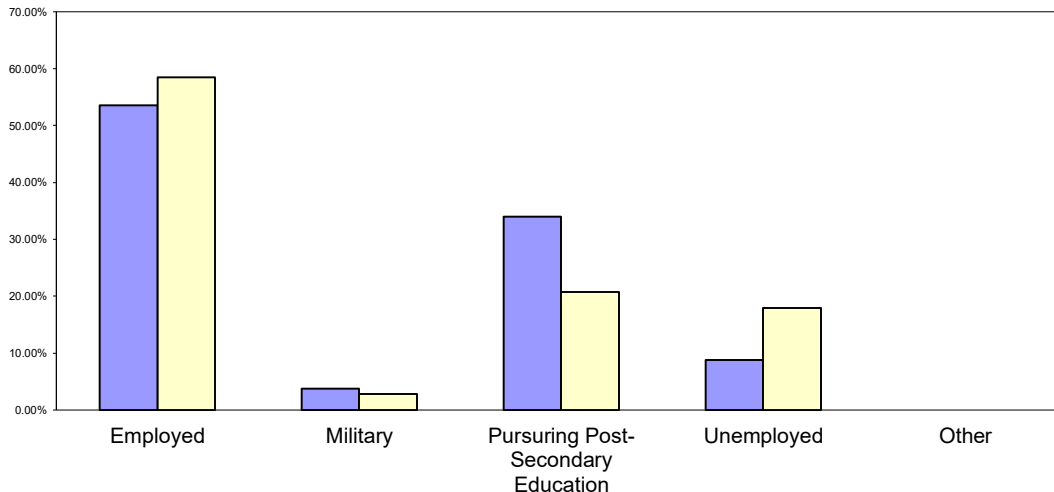
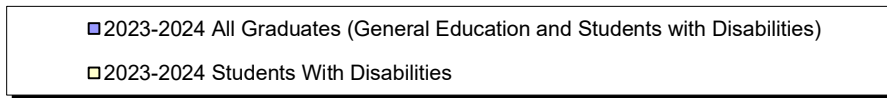
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	83.00%	64.00%	94.00%
All CTE Students	83.27%	57.24%	99.04%
Students w/Disabilities	57.14%	25.00%	100.00%

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
91.22%	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.

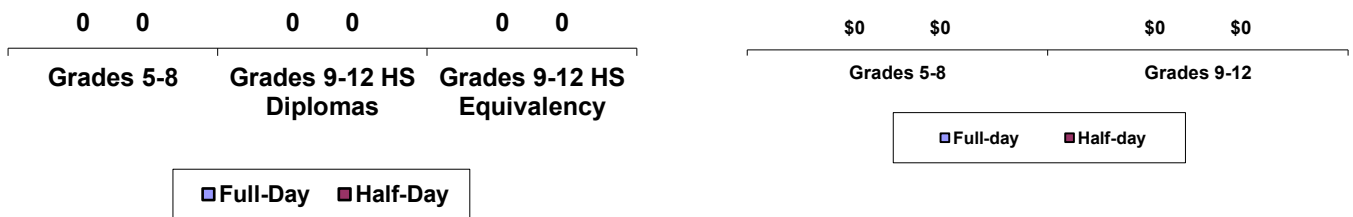
	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

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 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 (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
All CTE Programs			
Enrolled during 2023-2024	0	--	--
Continuing Enrollment after 2023-2024	0	0.0%	16.94%
Completed or Left During 2023-2024	0	0.0%	83.37%
Left Prior to Completion During 2023-2024	0	0.0%	12.50%
Completed by the End of 2023-2024	0	0.0%	71.16%
Completed or Left During 2023-2024 and Status Known	0	0.0%	42.00%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	37.15%
Completed but Not seeking Employment	0	0.0%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024			47.12%
Completed a Non-Traditional Program By the End of 2023-2024		0.0%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024			5.95%
Under-Represented Gender Members Who Completed during 2023-2024		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 46.

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	0	0	0.0%	0	0.0%	0	0.0%
Adult Secondary (Low)	0	0	0	0	0.0%	0	0.0%	0	0.0%
ESOL	0	0	0	0	0.0%	0	0.0%	0	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	0	0.0%	0	0.0%	0	0.0%
Retained employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	0	0	0	0	0.0%	0	0.0%	0	0.0%
Entered post-secondary education or training	0	0	0	0	0.0%	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)

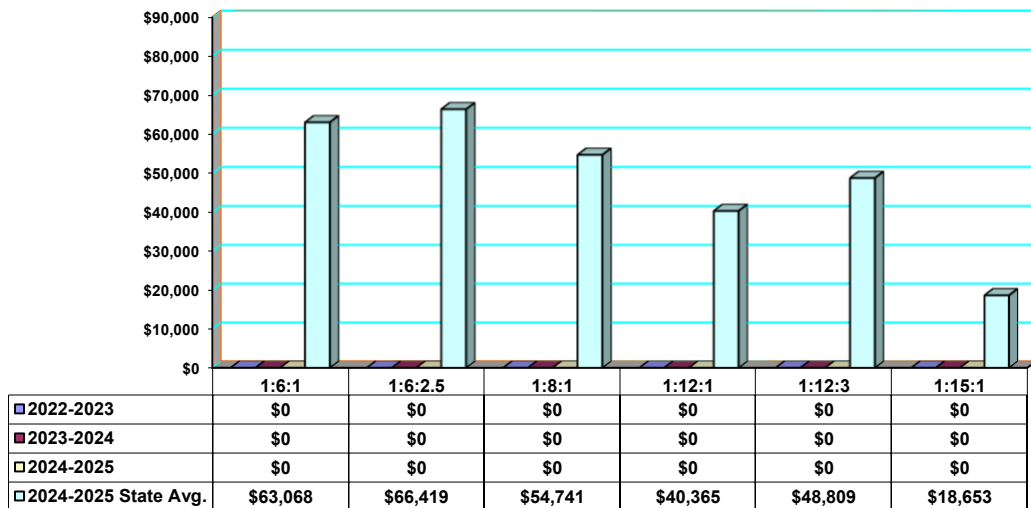
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2022-2023	2023-2024	2024-2025
8:1:1	0	0	0
12:1+1:3	7	5	6
6:1:1	432	447	436
12:1:1	102	109	120
15:1:1	0	0	0
6:1:2.5	0	0	0

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	23	1	0	0	24	4.2%	0.0%	0
Grade 4 English Language Arts	27	1	1	0	29	6.9%	3.4%	0
Grade 5 English Language Arts	25	3	3	0	31	19.4%	9.7%	0
Grade 6 English Language Arts	30	4	0	0	34	11.8%	0.0%	0
Grade 7 English Language Arts	28	2	0	0	30	6.7%	0.0%	1
Grade 8 English Language Arts	20	5	1	1	27	25.9%	7.4%	0
Grade 3 Mathematics	22	1	0	0	23	4.3%	0.0%	0
Grade 4 Mathematics	25	1	1	0	27	7.4%	3.7%	0
Grade 5 Mathematics	26	2	1	0	29	10.3%	3.4%	0
Grade 6 Mathematics	29	2	1	0	32	9.4%	3.1%	0
Grade 7 Mathematics	30	0	0	0	30	0.0%	0.0%	1
Grade 8 Mathematics	23	2	0	0	25	8.0%	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 1 (CC)	49	23	5	77	63.63%	29.88%	6.49%	
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	2	1	0	3	66.67%	33.33%	0.0%	1
Living Environment	18	7	6	31	58.06%	22.58%	19.36%	
Physical Setting/ Earth Science	21	3	7	31	67.74%	9.68%	22.58%	
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)	0	0	0	0	0.0%	0.0%	0.0%	
Regents ELA	42	4	10	56	75.0%	7.14%	17.86%	1
Global History and Geography II (New Framework)	39	14	9	62	62.90%	22.58%	14.52%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	30	6	7	43	69.77%	13.95%	16.28%	1

**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	1	0	3	0	4	75.0%	75.0%	0.0%
Grade 4 English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 5 English Language Arts	1	0	4	0	5	80.0%	80.0%	0.0%
Grade 6 English Language Arts	1	2	5	0	8	87.5%	62.5%	0.0%
Grade 7 English Language Arts	0	1	7	0	8	100.0%	87.5%	0.0%
Grade 8 English Language Arts	2	1	9	0	12	83.3%	75.0%	0.0%
High School English Language Arts	0	3	9	1	13	100.0%	76.9%	0.0%
Grade 3 Mathematics	1	1	2	0	4	75.0%	50.0%	0.0%
Grade 4 Mathematics	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 5 Mathematics	0	1	4	0	5	100.0%	80.0%	0.0%
Grade 6 Mathematics	4	1	3	0	8	50.0%	37.5.0%	0.0%
Grade 7 Mathematics	2	1	5	0	8	75.0%	62.5%	0.0%
Grade 8 Mathematics	1	1	9	1	12	91.6%	83.3%	0.0%
High School Mathematics	1	2	9	1	13	92.3%	76.9%	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	49.25	9	21.5	11	86.5	179	12	2	30	11
Instructional Strategies	514.75	271	487	149	884.5	1784	122.5	240	166.5	112
Data-Driven Instruction	3	1	3	2	8	18	1.5	1	0	0
Effective Use of Technology	28.5	44	56	74	133.25	533	22.5	41	35	255
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	2.5	22	2.5	7	2.5	3	0	0	2.5	12
Response to Intervention	4	2	4	3	4	50	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	84	16	17	5	113	207	13.5	34	89.5	16
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	3	31	3	58	0	0	0	0	0	0
Leadership Development	40	115	28	127	0	0	0	0	37	37
District & School Strategic Planning	88.5	239	49.5	178	30	11	0	0	48	41
Using Data	0	0	32	5	30	10	15	2	32	9
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	19.75	14	20.25	37	28.5	151	5.5	24	5.75	17
Social – Emotional Learning	140.8	122	176.25	124	298.25	1207	104.75	315	159.75	349
Other culture/climate	210.65	184	547.5	322	585.5	738	387.75	257	581	486
Safety	18	27	19	45	39.5	522	20	102	36.5	101
Other	97	16	354.5	45	294.5	136	152.5	48	324	96

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$3,817,283.00
Capital Expenses.....	\$4,136,926.00
Total Program Expenses.....	\$160,171,825.00
Total Expenses.....	\$168,126,034.00

