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

Erie 1 BOCES

Erie 1 BOCES
Board of Cooperative Educational Services
2022-2023 Report Card

Table of Contents

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
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Component Districts

- Akron CSD
- Alden CSD
- Amherst CSD
- Cheektowaga CSD
- Cheektowaga-Maryvale UFSD
- Cheektowaga-Sloan UFSD
- Clarence CSD
- Cleveland Hill UFSD
- Depew UFSD
- Frontier CSD
- Grand Island CSD
- Hamburg CSD
- Kenmore-Tonawanda UFSD
- Lackawanna City SD
- Lancaster CSD
- Sweet Home CSD
- Tonawanda City SD
- West Seneca CSD
- Williamsville CSD

Erie 1 BOCES encompasses 434 square miles

Joint Management Team

- Cattaraugus-Alleghany BOCES
- Erie 2 BOCES
- Orleans Niagara BOCES

Regional Information Center
- Western New York 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:	**2021-2022**	**2021-2022**	**2022-2023**	**2022-2023**
First-year students	897	353	896	355
Second-year students	559	215	693	277
Second-year students completing	524	199	552	272
Completers with technical endorsement	282	91	407	187

Other Career-Related Programs

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

"New Vision"	54	0	53	9
Participated 1 yr of a CTE Program	346	42	257	85
Other one-year programs	23	170	25	162

Tuition Per Student for CTE Programs
Data Source: 602 Report

2021-2022 This BOCES	2022-2023 This BOCES	2022-2023 State Avg.
$8,810	$9,118	$11,399
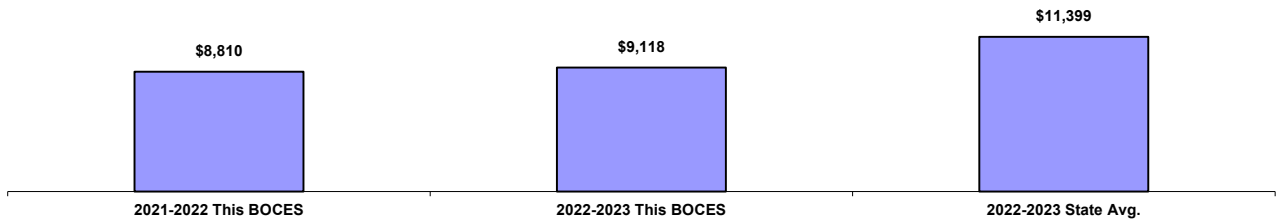
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

2020-2021	2021-2022	2022-2023
22.0	20.0	23.0
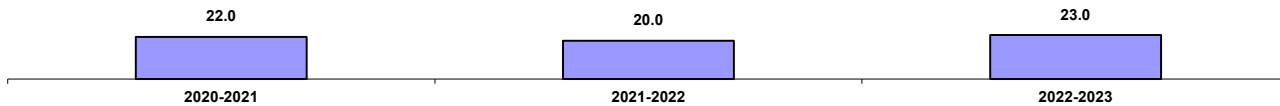
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

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

Data Source: SIRS

	State Performance Target	All CTE Students	Students w/Disabilities

	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	89.37%	87.27%	84.40%
All CTE Students	92.80%	93.00%	93.40%
Students w/Disabilities	88.80%	88.80%	90.70%
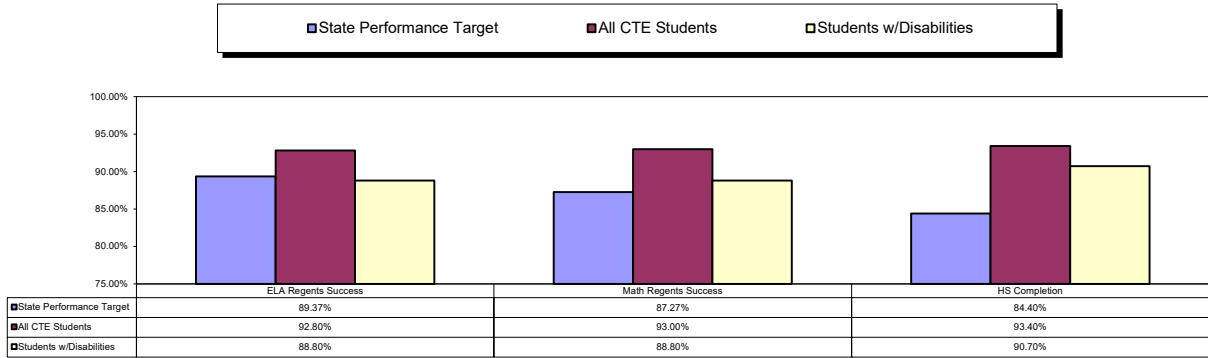
Status of Career and Technical Education (CTE) Students
2021-2022 Placement Outcomes

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
84.18%	79.4 %

	2021-2022 All Graduates (General Education and Students with Disabilities)	2021-2022 Students With Disabilities

Categories: Employed, Military, Pursuring Post-Secondary Education, Unemployed, Other
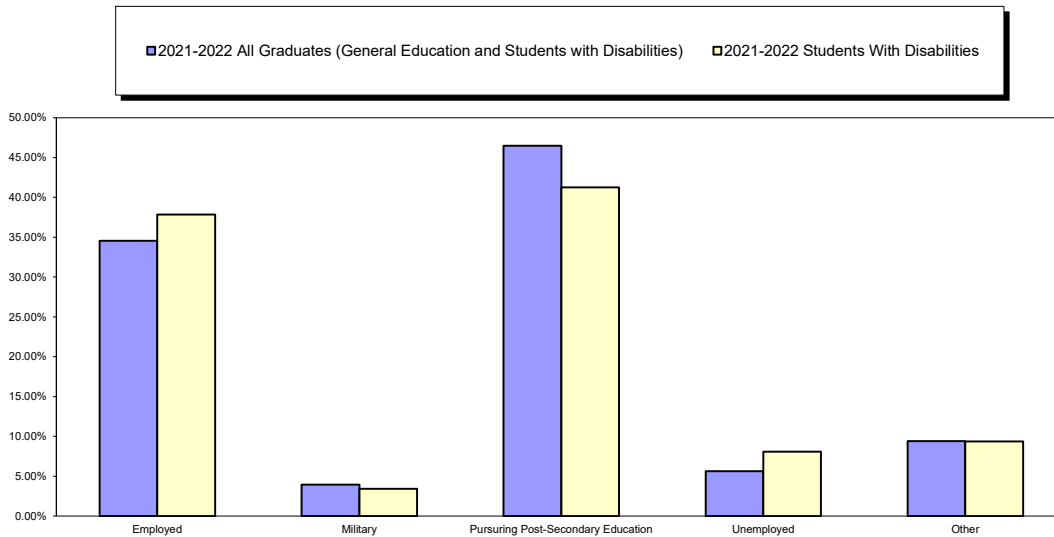
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023

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.

Number of students who:	Grades 9-12 Programs Leading to a TASC	
	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 Program Enrollment June 30, 2023

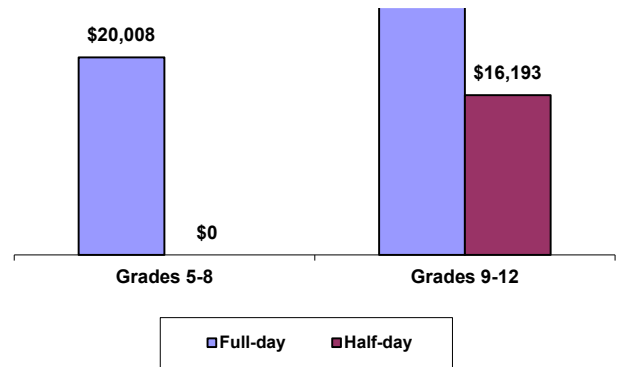|	Full-Day	Half-Day
Grades 5-8	26	0
Grades 9-12 HS Diplomas	180	37
Grades 9-12 HS Equivalency	0	0
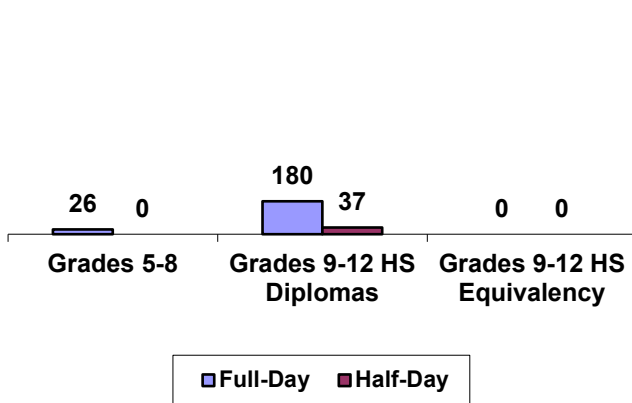
2022-2023 Per Student Tuition

	Full-day	Half-day
Grades 5-8	$20,008	$0
Grades 9-12		$16,193

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	31	0	84	4	0	0
Remained in the BOCES program	8	0	35	15	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	4	4	0	0
Received high school diplomas			35	19		

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)	32	20	16	68	47.06%	29.41%	23.53%	0
Algebra II (CC)	0	0	1	1	0.0%	0.0%	100.00%	0
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	8	7	39	54	14.81	12.96%	72.22%	0
Living Environment	8	6	7	21	38.10%	28.57%	33.33%	0
Physical Setting/ Earth Science	6	2	4	12	50.00%	16.67%	33.33%	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 (New Framework)	31	13	18	62	50.00%	20.97%	29.03%	0
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History and Government	10	11	22	0	23.26%	25.58%	51.16%	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 2021-22	789	--	--
Continuing Enrollment after 2021-22	57	7.23%	13.71%
Completed or Left During 2021-22	732	92.78%	86.31%
Left Prior to Completion During 2021-22	132	16.73%	11.49%
Completed by the End of 2021-22	600	76.05%	74.53%
Completed or Left During 2021-22 and Status Known	679	86.06%	54.24%
Completed/Left/Status Known and Successfully Placed*	466	59.07%	34.62%
Completed but Not seeking Employment	6	0.76%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	789	--	50.85%
Completed a Non-Traditional Program By the End of 2021-22	600	76.05%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	68	8.62%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	44	5.58%	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 135.

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	64	94	98	8	12.5%	32	34%	18	18%
Adult Secondary (Low)	7	3	0	3	43%	1	33%	0	0.0%
ESOL	35	14	37	13	37%	8	57%	4	11%

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	172	76	87	0	0.0%	0	0.0%	21	24.1%
Retained employment	82	20	94	0	0.0%	0	0.0%	41	43.6%
Obtained secondary or HS equivalency diploma	24	20	12	14	58%	7	70.0%	3	25%
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

	2020-21	2021-22	2022-23
8:1:1	74	67	66
12:1+1:3	0	0	0
6:1:1	247	260	257
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	26	24	25

Tuition Rates Per Student
2020-21 through 2022-23

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2020-21	$45,500	$59,753	$33,894	$0	$0	$0
2021-22	$46,865	$61,527	$35,250	$0	$0	$0
2022-23	$49,208	$64,603	$37,013	$0	$0	$0
2022-23	$54,894	$57,296	$49,916	$38,838	$50,589	$20,763
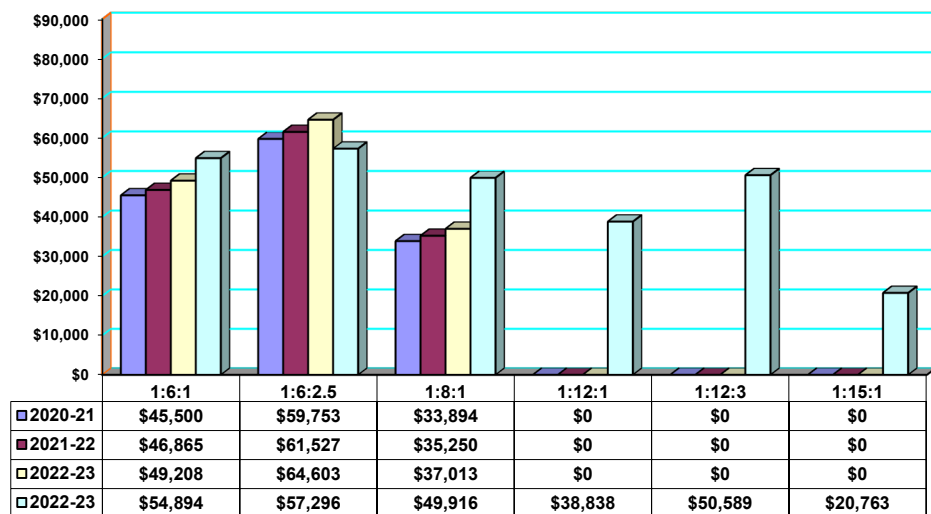
Special Education State Testing Program
2022-2023 School Year

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	13	4	0	0	17	23.53%	0.00%	0
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	12	2	0	0	14	14.29%	0.00%	0
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	9	1	4	0	14	35.71%	28.57%	0
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 3 Mathematics	15	1	0	1	17	11.76%	5.88%	0
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	11	2	1	0	14	21.43%	0.00%	0
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	15		1	0	16	6.25%	0.00%	0
Grade 8 Mathematics	0	0	0	0	0	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.)
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)	26	10	9	45	57.78%	22.22%	20.00%	0
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	1	0	1	0	50.00%	0.00%	50.00%	0
Living Environment	15	5	11	31	48.39%	16.13%	35.48%	0
Physical Setting/ Earth Science	3	0	0	3	100.00%	0.0%	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
English Language Arts (CC)	8	0	9	17	47.06%	0.00%	52.94%	0
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	14	6	11	31	45.16%	19.35%	35.48%	0
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	4	0	7	11	36.36%	0.00%	63.64%	0

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	4	0	4	100.00%	100.00%	0.00%
Grade 4 English Language Arts	0	0	0	0	0	0.00%	0.00%	0.00%
Grade 5 English Language Arts	0	0	5	0	5	100.00%	100.00%	0.00%
Grade 6 English Language Arts	0	0	0	0	0	0.00%	0.00%	0.00%
Grade 7 English Language Arts	0	1	4	0	5	100.00%	80.00%	0.00%
Grade 8 English Language Arts	0	0	0	0	0	0.00%	0.00%	0.00%
High School English Language Arts	0	0	11	0	11	100.00%	100.00%	0.00%
Grade 3 Mathematics	0	0	4	0	4	100.00%	100.00%	0.00%
Grade 4 Mathematics	0	0	0	0	0	0.00%	0.00%	0.00%
Grade 5 Mathematics	0	0	5	0	5	100.00%	100.00%	0.00%
Grade 6 Mathematics	0	0	0	0	0	0.00%	0.00%	0.00%
Grade 7 Mathematics	0	0	5	0	5	100.00%	100.00%	0.00%
Grade 8 Mathematics	0	0	0	0	0	0.00%	0.00%	0.00%
High School Mathematics	0	0	9	2	11	100.00%	100.00%	0.00%

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 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
Curriculum & Instruction:										
Learning Standards	204	24	163.5	19	11877.25	1955	272.75	29	0	0
Instructional Strategies	244	35	231.5	32	9140.5	1520	1106.5	153	0	0
Data-Driven Instruction	76	13	8.5	3	2098.5	465	60	15	0	0
Effective Use of Technology	236.5	184	20	9	5250.75	1478	690.5	152	0	0
Project Based Learning	69	22	12	4	376.5	98	21	4	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	43.5	199	24	12	154.5	1175	14.5	5	45.5	59
College, Career & Civic Readiness	11	3	10	3	740	144	48	10	0	0
Response to Intervention	3	1	9	3	9	8	3	3	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	9	3	0	0	0	0
Special Education Strategies	194	12	291	11	1387	376	450	65	0	0
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	6	4	6	4	3	2	0	0	0	0
Leadership Development	78	25	66	22	33	11	60	20	0	0
District & School Strategic Planning	3	1	0	0	276	37	42	5	0	0
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	6	4	362	63	246	44	0	0
Social – Emotional Learning	20	1	20	1	408	61	138	14	0	0
Other culture/climate	6	2	42	6	3228.28	648	142	23	0	0
Safety	0	0	36	2	294	54	105	7	0	0
Other	0	0	0	0	0	0	0	0	0	0

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………………$ 3,829,861.00

Capital Expenses……………………………………………………….…… $ 10,243,585.00

Total Program Expenses…………………………………………….………. $ 185,540,382.00

Total Expenses………………………………………………………………$ 199,613,828.00

Total Program 92.9%   **Capital 5.1%**   ***Administration 1.9%**

General Instruction 31%

Itinerant Services 4%

Instructional Support 7%

Instruction of Students with Disabilities 12%

Other Services 34%

Career & Technical Education 12%