

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
- Technology Services
- School Library System Services
- 2011-2012 Expenses

2013-2014

Erie 1 BOCES

**Erie 1 BOCES
Board of Cooperative Educational Services
2013-2014 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

Erie 1 BOCES
14910000000

Component Districts

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

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
2012-13	2012-13	2013-14	2013-14
659	387	685	329
505	296	602	213
486	284	588	205
422	105	449	86

Other Career-Related Programs

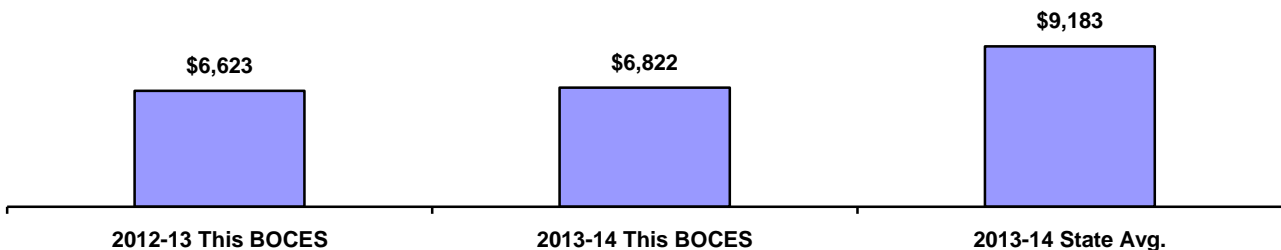
Number of 11th/12th grade students enrolled in one-year programs:

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

32	0	40	0
15	8	15	16
50	29	31	10

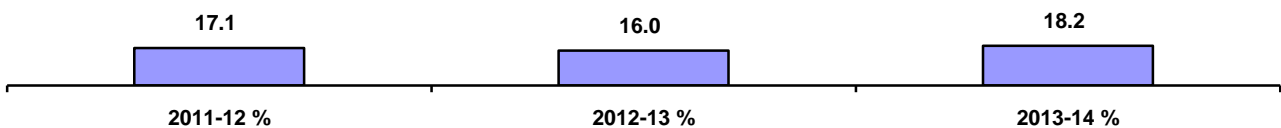
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

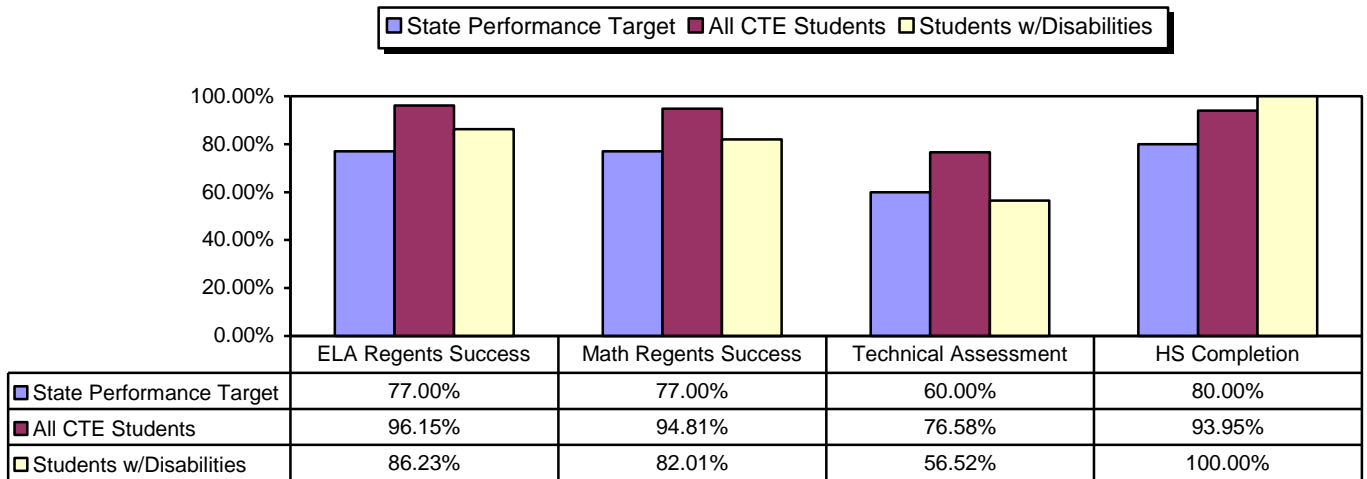
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS

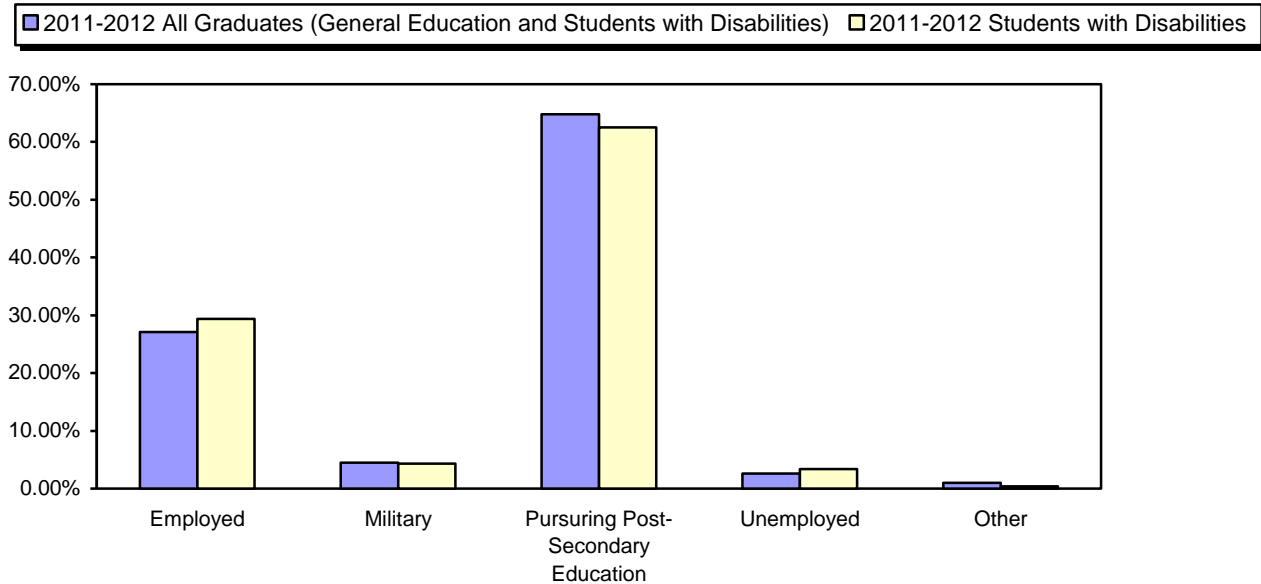


Status of Career and Technical Education (CTE) Students 2012-2013 Placement Outcomes

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
96.39%	88%



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014**

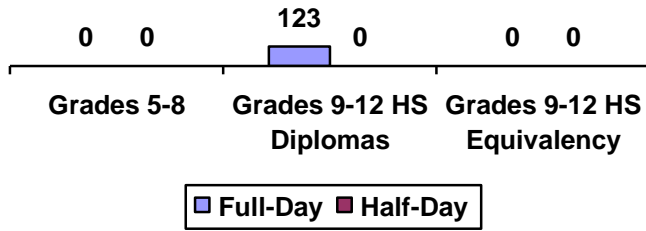
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading 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

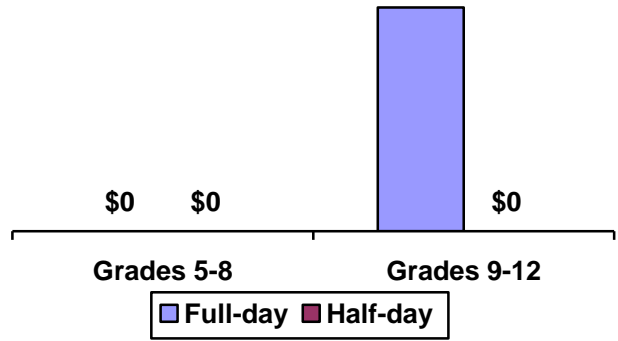
Alternative Education

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, 2014**



**2013-2014 Per Student Tuition
\$23,390**



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	22	0	0	0
Remained in the BOCES program	0	0	39	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			21	0		

Alternative Education State Testing Program
2013-2014 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	26	11	8	45	57.7%	24.4%	17.7%
Geometry	2	0	1	3	66.7%	0.0%	33.3%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	7	8	21	36	19.4%	22.2%	58.3%
Physical Setting/ Earth Science	9	1	5	15	60.0%	6.7%	33.3%
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%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	11	8	17	36	30.5%	22.2%	47.2%
Global History and Geography	26	11	10	47	55.3%	23.4%	21.3%
United States History and Government	14	8	13	35	40.0%	22.9%	37.1%

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		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2012-13	1562	--	--
Continuing Enrollment after 2012-13	259	16.58%	14.64%
Completed or Left During 2012-13	1303	83.42%	84.74%
Left Prior to Completion During 2012-13	201	15.43%	13.35%
Completed by the End of 2012-13	1303	100%	87.70%
Completed or Left During 2012-13 and Status Known	1287	98.77%	64.42%
Completed/Left/Status Known and Successfully Placed*	973	75.60%	88.95%
Completed but Not seeking Employment	15	1.15%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	69	--	--
Under-Represented Gender Members Enrolled During 2012-13	69	--	--
Completed a Non-Traditional Program By the End of 2012-13	69	100.0%	81.52%
Under-Represented Gender Members Who Completed	69	100.0%	80.76%

* 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 2013-2014 was 1465.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/Intermediate	180	173	138	105	58%	120	69%	89	64%
Adult Secondary (Low)	39	38	18	18	46%	15	39%	14	78%
ESOL	285	252	295	220	77%	166	66%	188	64%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	90	71	79	87	96%	65	91%	68	86%
Retained employment	65	72	123	59	90%	54	75%	110	89%
Obtained secondary or HS equivalency diploma	43	48	32	42	98%	37	77%	21	65%
Entered post-secondary education or training	57	80	43	53	78%	56	70%	40	93%

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 four 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)

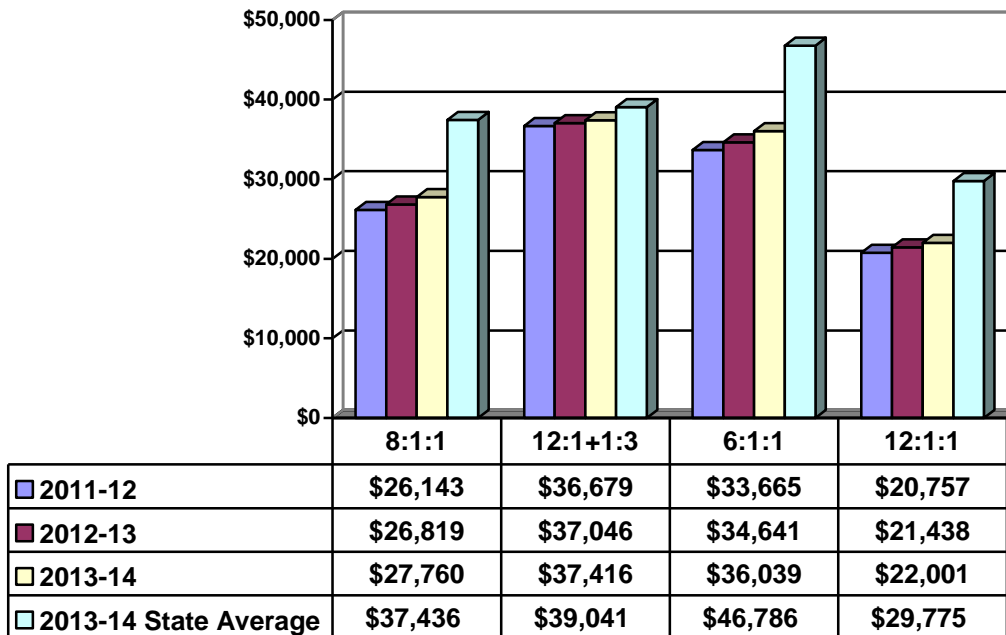
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2011-12	2012-13	2013-14
8:1:1	74	72	72
12:1+1:3	15	13	5
6:1:1	202	207	185
12:1:1	151	133	123

Tuition Rates Per Student 2011-12 through 2013-14



Special Education State Testing Program 2013-2014 School Year

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: *nySTART*

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	7	1	0	0	8	14.3%	0.0%	0
Grade 4 English Language Arts	17	2	1	0	20	15.0%	0.0%	0
Grade 5 English Language Arts	9	0	0	0	9	0.0%	0.0%	0
Grade 6 English Language Arts	11	7	0	0	18	38.9%	0.0%	0
Grade 7 English Language Arts	7	2	2	0	11	36.4%	0.0%	0
Grade 8 English Language Arts	9	4	0	0	13	30.8%	0.0%	0
Grade 3 Mathematics	8	0	0	0	8	0.0%	0.0%	0
Grade 4 Mathematics	17	2	1	0	20	15.0%	0.0%	0
Grade 5 Mathematics	6	2	0	1	9	30.0%	0.0%	0
Grade 6 Mathematics	10	4	2	0	16	37.5%	0.0%	0
Grade 7 Mathematics	11	0	0	0	11	0.0%	0.0%	0
Grade 8 Mathematics	7	4	0	0	11	36.4%	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.)
2013-2014 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	6	2	7	15	40.0%	13.3%	46.7%
Geometry	2	1	0	3	66.7%	33.3%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	3	3	4	10	30.0%	30.0%	40.0%
Physical Setting/ Earth Science	2	1	5	8	25.0%	12.5%	62.5%
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%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	1	1	12	14	7.1%	7.1%	85.7%
Global History and Geography	5	3	5	13	38.5%	23.1%	38.5%
United States History and Government	0	3	5	8	0.0%	37.5%	62.5%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	8	0	10	100.0%	80.0%	0.0%
Grade 4 English Language Arts	0	1	6	0	7	100.0%	85.7%	0.0%
Grade 5 English Language Arts	0	1	7	0	8	100.0%	87.5%	0.0%
Grade 6 English Language Arts	0	4	14	0	18	100.0%	77.8%	0.0%
Grade 7 English Language Arts	0	6	12	0	18	100.0%	66.7%	0.0%
Grade 8 English Language Arts	0	1	5	0	6	100.0%	83.3%	0.0%
High School English Language Arts	0	6	40	5	51	100.0%	88.2%	0.0%
Grade 3 Mathematics	0	1	9	0	10	100.0%	90.0%	0.0%
Grade 4 Mathematics	0	2	4	1	7	100.0%	71.4%	0.0%
Grade 5 Mathematics	0	1	7	0	8	100.0%	87.5%	0.0%
Grade 6 Mathematics	0	4	13	1	18	100.0%	77.7%	0.0%
Grade 7 Mathematics	1	1	16	0	18	94.4%	88.9%	0.0%
Grade 8 Mathematics	0	1	5	0	6	100.0%	83.3%	0.0%
High School Mathematics	1	1	35	12	49	97.9%	95.9%	0.0%

Data Source: nySTART

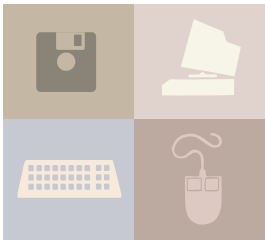
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2013-2014 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 Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	47	0	6357	0	47	0	159	0	64	0
Data-Driven Instruction	21	0	232	0	1	0	85	0	1	0
Lead Evaluator Training	25	0	0	0	0	0	435	0	0	0
Principal Evaluator Training	25	0	0	0	0	0	435	0	0	0
Integrating Technology into Curricula & Instruction	101	0	4686	0	58	0	228	0	213	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	1	0	7	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	12	0	221	0	110	0	16	0	0	457
Instructional Strategies	42	0	1624	0	64	0	29	0	103	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	22	0	179	0	0	0	16	0	6	0
(RSE-TASC) Regional Special Education Technical Assistance Support	95	95	1834	1300	700	46	730	725	876	-
(SE-SIS) Special Education School Improvement Specialist	9	13	359	285	-	-	13	200	-	594
RBE-RN	451	0	2275	0	0	0	225	0	0	0
Leadership Training	25	0	9	0	0	0	435	0	15	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	2	0	11	0	0	0	0	0	0	0
Culture/Climate	1504	119	300	0	60	0	0	112	1299	92
School & District Planning	19	0	47	0	0	0	22	0	12	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	1	0	7	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	2	0	11	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	25	0	335	0	2	0	12	0	12	0



Technology Services 2013-2014 School Year

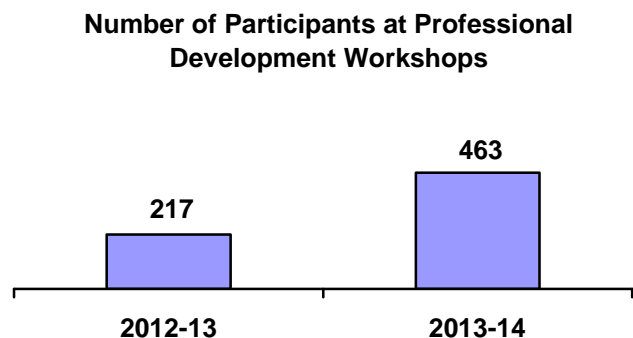
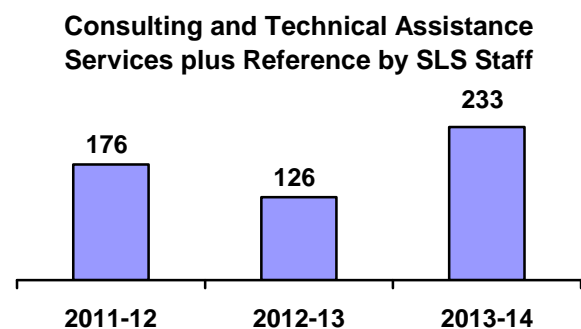
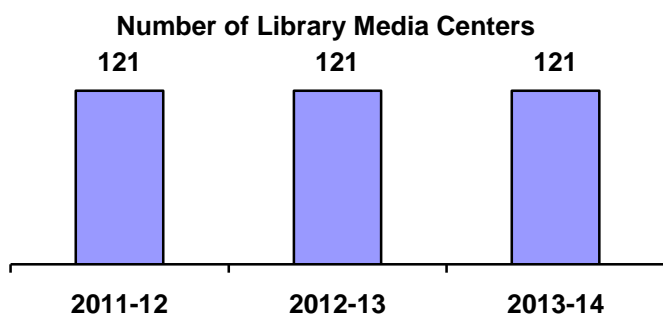
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	18	3	5,500		
Instructional Computing	84	19	0		
Computer/Audio Visual Repair	0/0	0			X
Library Automation/Software	63	8	0		
LAN Installation/Support	103	21	0		X
Distributed Process Technicians	103	74	0		X
Guidance Information	56	2	0		
Administrative Computer Services	19	0			
Administrative Training	0/0	0			
Instructional Media Resources	24	3	10,500		
Model Schools	84	19	0		
Other Student Instructional Support	0/0	0	0		



School Library Systems (SLS)

School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under an approved long range plan of service. Some of the key functions of SLS are: to provide leadership and training through professional development activities; enrich the NYS Learning Standards by providing information literacy awareness and skills; facilitate resource-sharing among its member school libraries; promote advances in technology for information storage and retrieval; focus on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*



2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	2,869,702
Capital Expenses.....	\$	2,312,952
Total Program Expenses.....	\$	127,833,947
Total Expenses.....	\$	132,609,018

