Board of Cooperative Educational Services

Report Card

Career and Technical Education

Alternative Education

Special Education ◆ Technology Services

School Library System Services

Adult Career and Technical Education

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Student Achievement ◆ 2005-2006 Expenses

05
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Monroe 1 BOCES

Monroe 1 BOCES
Board of Cooperative Educational Services
2005-2006 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
- Regents Examinations

Monroe 1 BOCES
2691

Component Districts

- Brighton Central School District
- East Irondequoit Central School District
- East Rochester Union Free School District
- Fairport Central School District
- Honeoye Falls-Lima Central School District
- Penfield Central School District
- Pittsford Central School District
- Rush-Henrietta Central School District
- Webster Central School District
- West Irondequoit Central School District

Non-Component Districts

- Brockport Central School District
- Churchville-Chili Central School District
- Gates Chili Central School District
- Greece Central School District
- Hilton Central School District
- Holley Central School District
- Kendall Central School District
- Spencerport Central School District
- Wheatland-Chili Central School District

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. *Data Source: BOCES Survey*

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2004-05	2004-05	2005-06	2005-06

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

	General Education Students 2004-05	Students with Disabilities 2004-05	General Education Students 2005-06	Students with Disabilities 2005-06
First-year students ……………………..	233	170	168	127
Second-year students …………………….	122	83	133	86
Second-year students completing ………..	103	64	120	79

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

"New Vision" ………………………………	19	1	20	0
Other one-year programs ………………..	12	13	14	12

Tuition Per Student for CTE Programs
Data Source: 602 Report

$5,775	$5,966	$7,095
2004-05 This BOCES	2005-06 This BOCES	2005-06 State Avg

*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
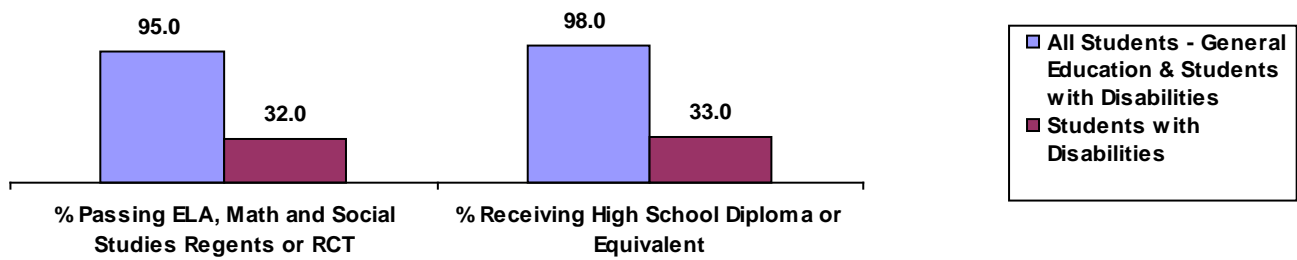*Data Source: BOCES Survey and Basic Education Data System*

2003-04 %	2004-05 %	2005-06 %

* Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2005
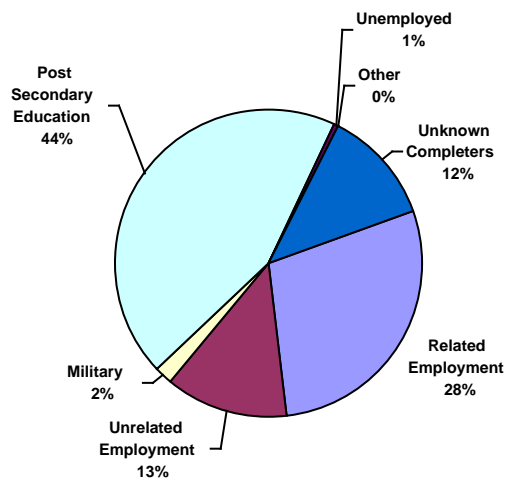
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*
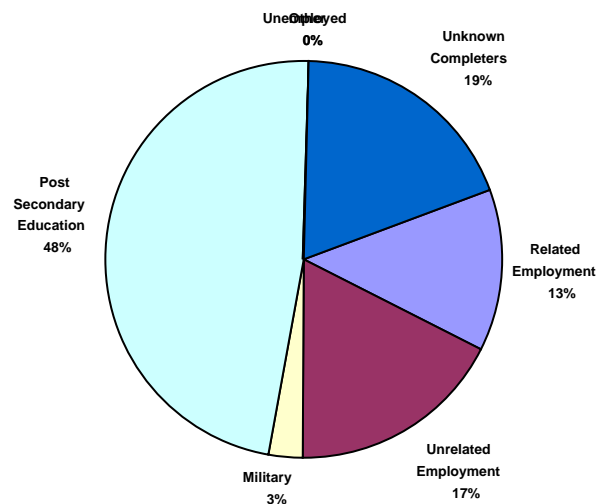
Chart values:

	% Passing ELA, Math and Social Studies Regents or RCT	% Receiving High School Diploma or Equivalent
All Students - General Education & Students with Disabilities	95.0	98.0
Students with Disabilities	32.0	33.0

Legend:
- All Students - General Education & Students with Disabilities
- Students with Disabilities

Status of Career and Technical Education (CTE) Students Who Graduated in 2005

BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. *Data Source: CTEDS-2 Report*

All Graduates (General Education and Students with Disabilities)

- Unemployed 1%
- Other 0%
- Unknown Completers 12%
- Related Employment 28%
- Unrelated Employment 13%
- Military 2%
- Post Secondary Education 44%

Students with Disabilities

- Unemployed 0%
- Other 0%
- Unknown Completers 19%
- Related Employment 13%
- Unrelated Employment 17%
- Military 3%
- Post Secondary Education 48%
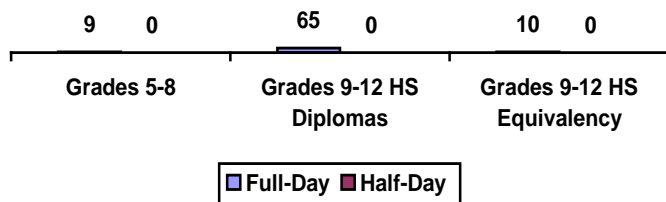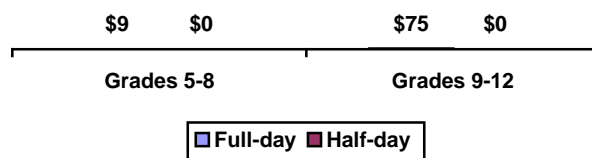
Alternative Education

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. *Data Source: BOCES Survey*

Alternative Education Program Enrollment June 30, 2006

	9	0		65	0		10	0	

Grades 5-8   Grades 9-12 HS Diplomas   Grades 9-12 HS Equivalency

□ Full-Day ■ Half-Day

2005-2006 Per Student Tuition

$9	$0		$75	$0

Grades 5-8   Grades 9-12

□ Full-day ■ Half-day

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. *Data Source: BOCES Survey*

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	Full-day	Half-day
returned to a school district program ………...	7	0	42	0	18	0
remained in the BOCES program ………...……	2	0	30	0	2	0
left the program and did not enter another district or BOCES program (dropouts) ……...	0	0	0	0	0	0
are waiting for GED exam results ……….……					0	0
received high school diplomas ……………...			15	0		
received high school equivalency diplomas …					26	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: Adult Allies*

2004-05 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	143		
Number who Left Prior to Completion	26	18%	16.8%
Number who Completed	112	78%	72.4%
Completed and Status Known	104	92.8%	80.6%
Completed and were Successfully Placed*	95	84.8%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	4	3%	10.1%
Under-Represented Gender Members Who Completed	3	3%	9.3%

* 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 2005-2006 was 1,482.

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	0	631	628	0	0.0%	157	24.8%	189	30%
Adult Secondary (Low)	0	78	130	0	0.0%	23	29.4%	31	23.8%
ESOL	0	512	568	0	0.0%	220	42.9%	264	46.4%

Other Outcomes (2003-04 through 2005-06)

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Entered employment	0	132	124	0	0.0%	89	95%	108	88.52%
Retained employment	0	15	34	0	0.0%	2	50%	7	77.78%
Obtained a secondary or high school equivalency diploma	0	303	169	0	0.0%	98	86.7%	86	67.72%
Entered post-secondary education or training	0	147	166	0	0.0%	138	100%	164	99.39%

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:

- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
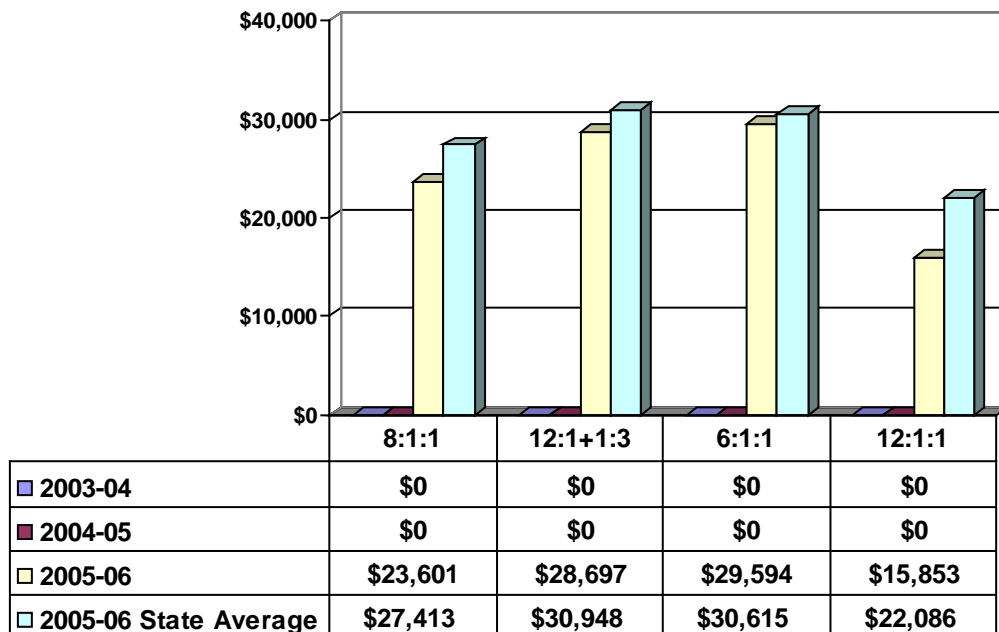- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2003-04	2004-05	2005-06
8:1:1	0	0	120
12:1+1:3	0	0	274
6:1:1	0	0	425
12:1:1	0	0	134

Tuition Rates Per Student
2003-04 through 2005-06

	8:1:1	12:1+1:3	6:1:1	12:1:1
2003-04	$0	$0	$0	$0
2004-05	$0	$0	$0	$0
2005-06	$23,601	$28,697	$29,594	$15,853
2005-06 State Average	$27,413	$30,948	$30,615	$22,086

State Testing Program
2005-2006 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: nySTART

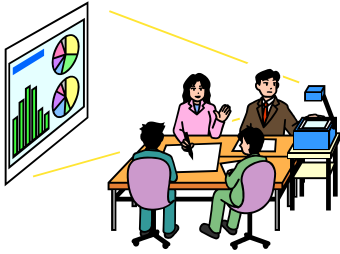| State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	18	3	3	0	24	25.0%	12.5%	4
Grade 4 English Language Arts	20	2	6	0	28	28.6%	21.4%	0
Grade 5 English Language Arts	12	13	8	0	33	63.6%	24.2%	2
Grade 6 English Language Arts	22	10	4	0	36	38.9%	11.1%	4
Grade 7 English Language Arts	20	21	9	0	50	60.0%	18.0%	1
Grade 8 English Language Arts	39	28	5	0	72	45.8%	6.9%	4
Grade 3 Mathematics	20	4	3	0	27	25.9%	11.1%	2
Grade 4 Mathematics	19	3	4	0	26	26.9%	15.4%	3
Grade 5 Mathematics	18	8	4	0	30	40.0%	13.3%	1
Grade 6 Mathematics	34	4	1	0	39	12.8%	2.6%	3
Grade 7 Mathematics	30	17	2	0	49	38.8%	4.1%	4
Grade 8 Mathematics	53	13	5	0	71	25.4%	7.0%	7

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.

Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2005-2006 School Year

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	2	1	5	8	100%	75%	0
Grade 4 English Language Arts	0	0	0	14	14	100%	100%	0
Grade 5 English Language Arts	0	2	2	15	19	100%	89.5%	0
Grade 6 English Language Arts	0	1	0	10	11	100%	90.9%	0
Grade 7 English Language Arts	0	1	2	15	18	100%	94.4%	0
Grade 8 English Language Arts	0	2	2	17	21	100%	90.5%	0
High School English Language Arts	0	0	2	19	21	100%	100%	0
Grade 3 Mathematics	0	2	3	6	11	100%	81.8%	0
Grade 4 Mathematics	0	1	0	12	13	100%	92.3%	0
Grade 5 Mathematics	1	3	0	16	20	95.0%	80.0%	0
Grade 6 Mathematics	2	0	0	7	9	77.8%	77.8%	0
Grade 7 Mathematics	1	2	2	13	18	94.4%	83.3%	0
Grade 8 Mathematics	0	0	2	15	17	100%	100%	0
High School Mathematics	1	0	2	15	18	94.4%	94.4%	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.

Professional Development
2005-2006 School Year

Data Source: BOCES Survey

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	20	193	27	32	0
District Based Educational Planning	12	142	23	22	0
High School Graduation Requirements	10	17	35	19	0
Learning Standards (ELA, MST, etc.)	44	1236	55	33	0
Data Management and Analysis	25	287	49	12	0
Integrating Technology into Curricula & Instruction	29	920	27	52	0
Interdisciplinary Teaching (including integration of career technology & academics)	30	424	52	23	0
Middle Level Education Academic and Youth Development	21	193	38	18	0
Career and Technical Education	32	505	27	31	4
Instructional Strategies	61	725	60	327	8
Parent Training	38	152	9	7	22
Special Education Issues	76	421	45	276	25
Leadership Training	20	72	48	0	6
Special Education Training Resource Center (SETRC)	102	821	72	169	282
Other	6	82	21	8	0

Technology Services
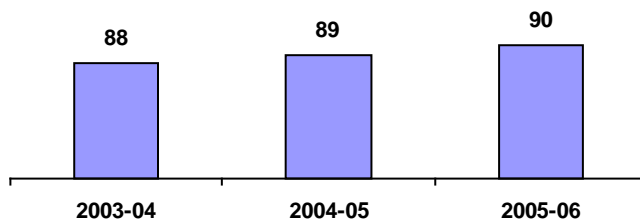# 2005-2006 School Year

Data Source: BOCES Survey

BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	8	3603	41,762
Instructional Computing	10	4421	50,666
Computer/Audio Visual Repair	10	4421	
Library Automation/Software	10	4421	50,666
LAN Installation/Support	19	8077	93,431
Distributed Process Technicians	68	5525	62,193
Guidance Information	5	1946	23,347
Administrative Computer Services	19	8077	
Administrative Training	10	4421	

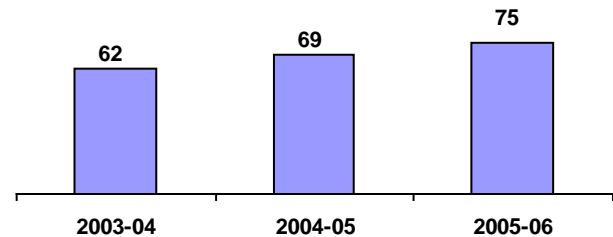# School Library Systems (SLS)

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*
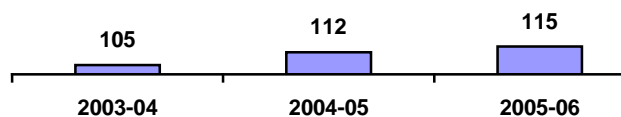
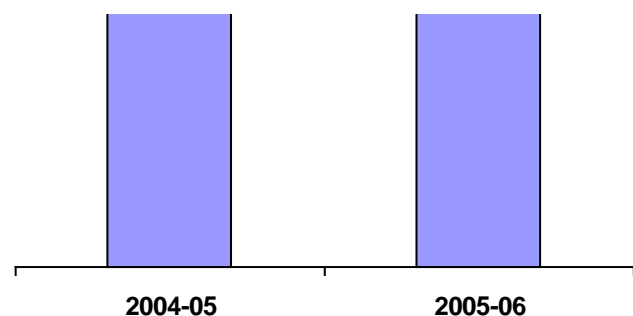**Number of Library Media Centers**

2003-04	2004-05	2005-06
88	89	90

NOVEL Ready Libraries

2003-04	2004-05	2005-06
62	69	75

Number of Participants at Professional Development Workshops

2003-04	2004-05	2005-06
105	112	115

Consulting Reference and Technical Assistance Services by SLS Staff
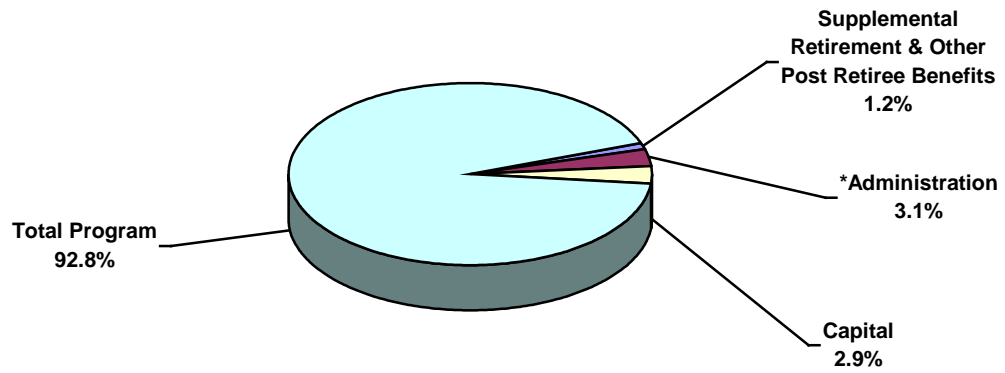
2004-05	2005-06

2005-2006 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement
& Other Post Retirement Benefits) …………………………………………………….$ $3,160,278.49

Supplemental Retirement & Other Post Retirement Benefits…………..……………$ $1,215,598.48

Capital Expenses………………………………………………………….……$ $2,935,656.01

Total Program Expenses…………………………………………………….…….$ $95,424,571.71

Total Expenses………………………………………………………………….$ $102,736,104.69

Supplemental Retirement & Other Post Retiree Benefits 1.2%

Total Program 92.8%

*Administration 3.1%

Capital 2.9%

*Excludes Supplemental & Other Post Retirement Benefits