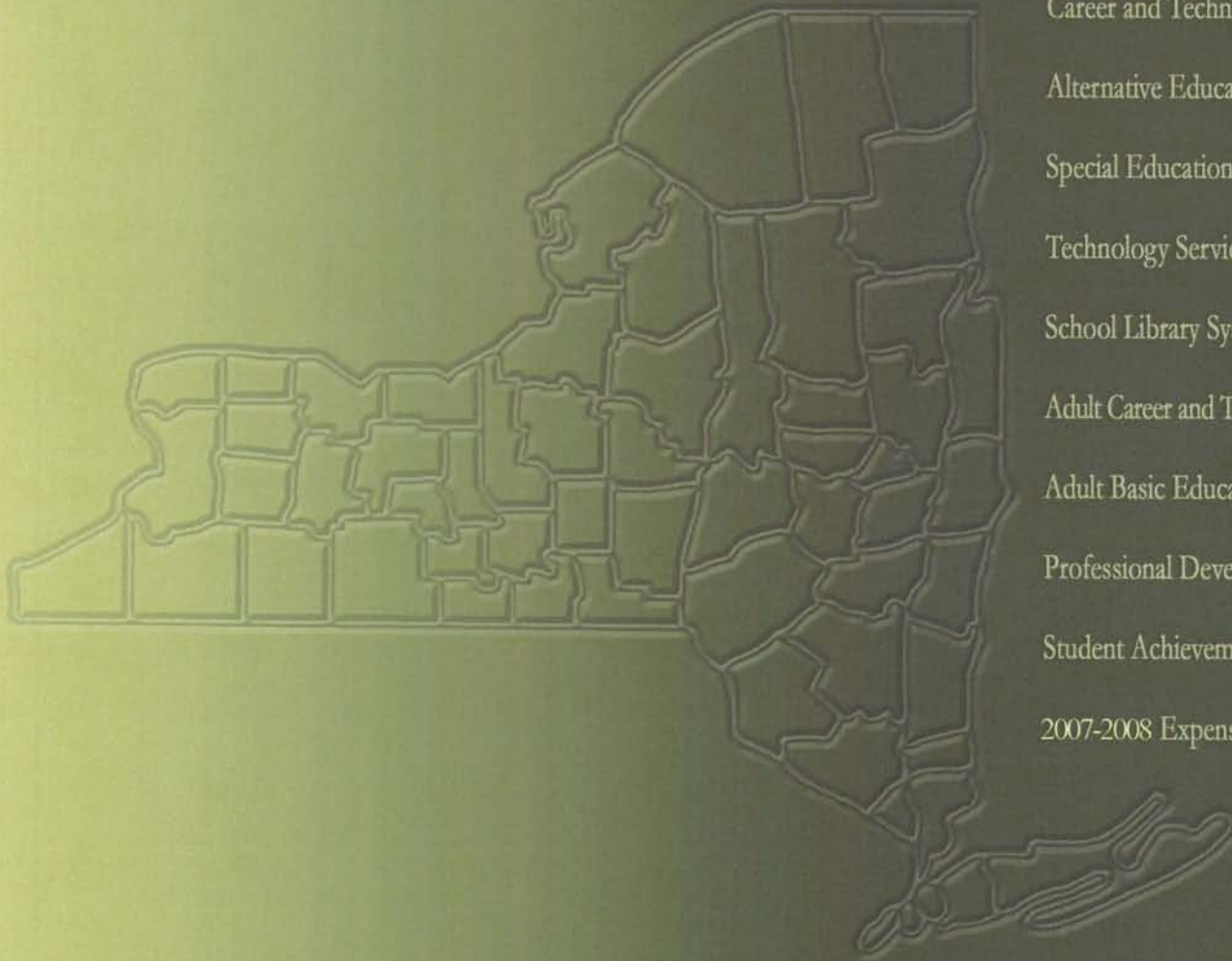


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



Career and Technical Education

Alternative Education

Special Education

Technology Services

School Library System Services

Adult Career and Technical Education

Adult Basic Education

Professional Development

Student Achievement

2007-2008 Expenses

2007-2008

Monroe 1 BOCES

**Monroe 1 BOCES
Board of Cooperative Educational Services
2007-2008 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
- Regents Examinations

Monroe 1 BOCES

2691

Component Districts

- Brighton CSD
 - East Irondequoit CSD
 - East Rochester CSD
 - Fairport CSD
 - Honeoye Falls-Lima CSD
 - Penfield CSD
 - Pittsford CSD
 - Rush-Henrietta CSD
 - Webster CSD
 - West Irondequoit CSD
-
- Rochester City 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.

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

First-year students
 Second-year students
 Second-year students completing

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2006-07	2006-07	2007-08	2007-08
211	131	268	165
142	119	185	103
105	87	161	81

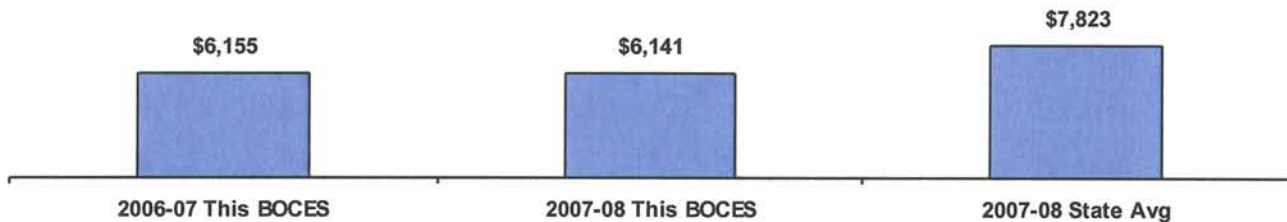
Number of 11th/12th grade students enrolled in one-year programs:

“New Vision”
 Other one-year programs

2006-07	2006-07	2007-08	2007-08
20	0	27	1
10	5	1	11

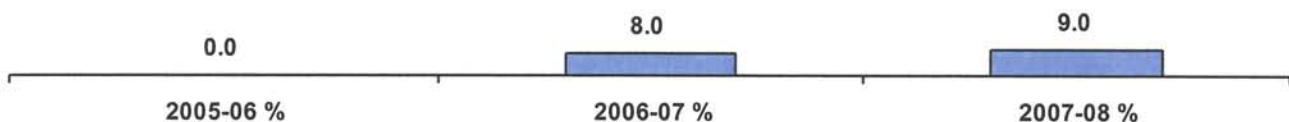
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

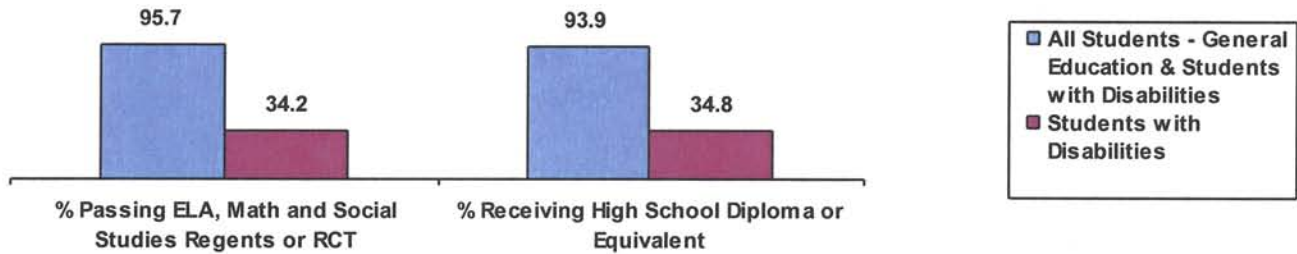
Data Source: Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2007

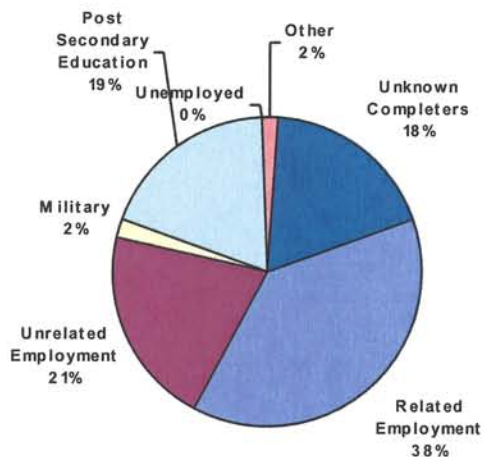
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



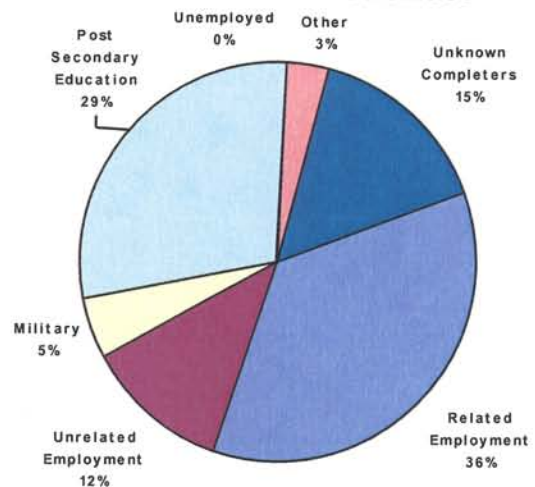
Status of Career and Technical Education (CTE) Students Who Graduated in 2007

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)

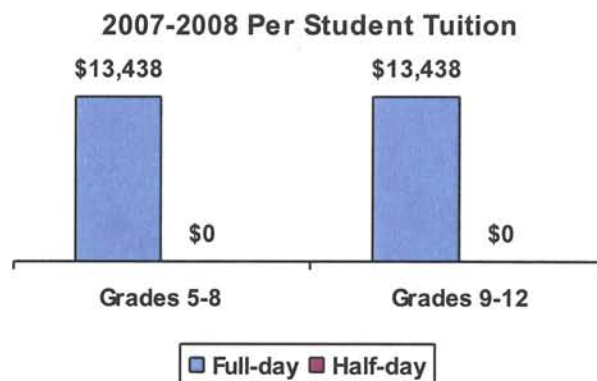
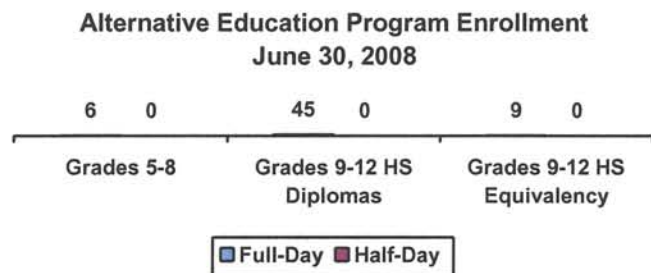


Students with Disabilities



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:.....

returned to a school district program

remained in the BOCES program

left the program and did not enter another district or BOCES program (dropouts)

are waiting for GED exam results

received high school diplomas

received high school equivalency diplomas ...

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
6	0	23	0	8	0
2	0	29	0	3	0
0	0	0	0	2	0
				0	0
		8	0		
				28	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*

2006-07 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	150		
Number who Left Prior to Completion	19	13%	17.4%
Number who Completed	131	87%	69.8%
Completed and Status Known	102	68%	74.5%
Completed and were Successfully Placed*	94	63%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	3	2%	12.6%
Under-Represented Gender Members Who Completed	2	1%	13.1%

* 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 2007-2008 was 1067.

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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Adult Beginning/Intermediate	628	630	582	188	30%	183	29%	252	43%
Adult Secondary (Low)	130	69	34	31	23.8%	6	8%	15	44%
ESOL	568	523	451	261	46.4%	303	58%	332	74%

Other Outcomes (2005-06 through 2007-08)

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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Entered employment	124	155	115	110	84.52%	141	91%	96	83%
Retained employment	34	27	68	26	77.78%	16	58%	10	14%
Obtained a secondary or high school equivalency diploma	169	140	76	114	67.72%	74	53%	65	85%
Entered post-secondary education or training	166	240	73	165	99.39%	240	100%	50	68%

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)

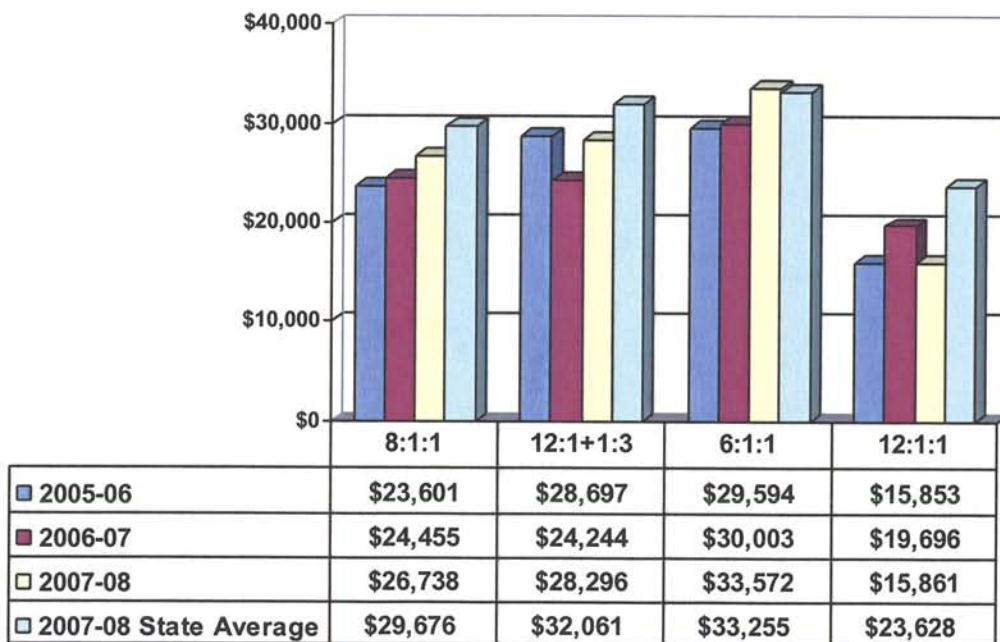
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2005-06	2006-07	2007-08
8:1:1	120	128	102
12:1+1:3	274	276	275
6:1:1	425	428	395
12:1:1	134	125	126

Tuition Rates Per Student 2005-06 through 2007-08



State Testing Program 2007-2008 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	6	4	0	17	58.8%	23.5%	0
Grade 4 English Language Arts	17	7	4	0	28	39.3%	14.3%	0
Grade 5 English Language Arts	5	14	2	0	21	76.2%	9.5%	0
Grade 6 English Language Arts	5	22	6	0	33	84.8%	18.2%	0
Grade 7 English Language Arts	9	20	6	0	35	74.3%	17.1%	1
Grade 8 English Language Arts	25	25	6	0	56	55.4%	10.7%	1
Grade 3 Mathematics	9	5	4	0	18	50.0%	22.2%	0
Grade 4 Mathematics	17	4	8	1	30	43.3%	30.0%	0
Grade 5 Mathematics	15	5	1	0	21	28.6%	4.8%	0
Grade 6 Mathematics	19	13	1	0	33	42.4%	3.0%	0
Grade 7 Mathematics	17	14	5	0	36	52.8%	13.9%	3
Grade 8 Mathematics	40	9	10	0	59	32.2%	16.9%	1

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)
2007-2008 School Year**

Data Source: nySTART

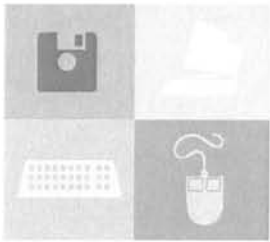
State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	1	3	3	7	14	72.4%	71.4%	0
Grade 4 English Language Arts	1	3	2	8	14	42.9%	71.4%	0
Grade 5 English Language Arts	2	1	7	8	18	88.9%	83.3%	0
Grade 6 English Language Arts	2	6	5	5	18	88.9%	55.6%	0
Grade 7 English Language Arts	0	2	3	10	15	100.0%	86.7%	0
Grade 8 English Language Arts	0	6	12	7	25	100.0%	76.0%	0
High School English Language Arts	3	2	8	17	30	90.0%	83.3%	0
Grade 3 Mathematics	1	2	4	7	14	92.9%	78.6%	0
Grade 4 Mathematics	1	2	8	3	14	92.9%	78.6%	0
Grade 5 Mathematics	0	2	7	9	18	100.0%	88.9%	0
Grade 6 Mathematics	0	3	6	9	18	100.0%	83.3%	0
Grade 7 Mathematics	0	2	9	4	15	100.0%	86.7%	0
Grade 8 Mathematics	0	7	9	9	25	100.0%	72.0%	0
High School Mathematics	1	3	11	15	30	96.7%	86.7%	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 2007-2008 School Year

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	15	162	53	34	0
District Based Educational Planning	12	140	43	0	0
High School Graduation Requirements	15	111	48	20	0
Learning Standards (ELA, MST, etc.)	21	1346	82	41	0
Data Management and Analysis	18	231	62	8	0
Integrating Technology into Curricula & Instruction	32	726	43	61	0
Interdisciplinary Teaching (including integration of career technology & academics)	31	130	52	38	0
Middle Level Education Academic and Youth Development	18	186	55	15	0
Career and Technical Education	28	398	26	28	0
Instructional Strategies	31	1245	58	293	0
Parent Training	28	154	6	0	0
Special Education Issues	30	836	121	83	0
Leadership Training	18	81	101	0	0
Special Education Training Resource Center (SETRC)	51	1482	106	206	0
Other	0	0	0	0	0



Technology Services 2007-2008 School Year

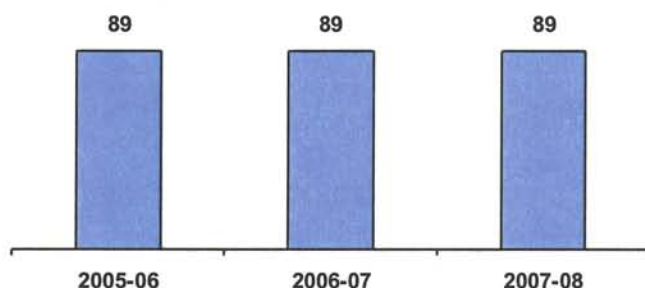
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	10	8,309	80,177
Instructional Computing	10	4,552	50,524
Computer/Audio Visual Repair	10	4,552	
Library Automation/Software	9	4,315	47,617
LAN Installation/Support	10	4,552	50,524
Distributed Process Technicians	9	4,315	47,617
Guidance Information	7	2,958	33,217
Administrative Computer Services	10	4,552	
Administrative Training	10	4,552	



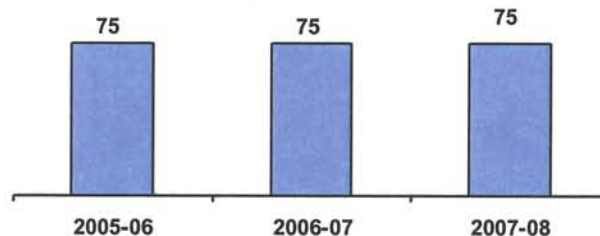
School Library Systems (SLS)

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*

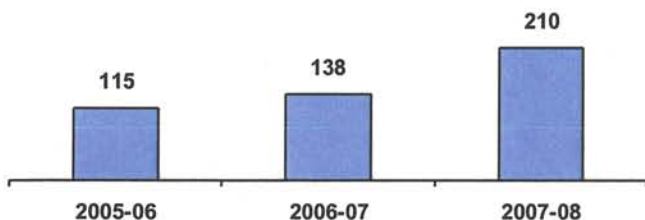
Number of Library Media Centers



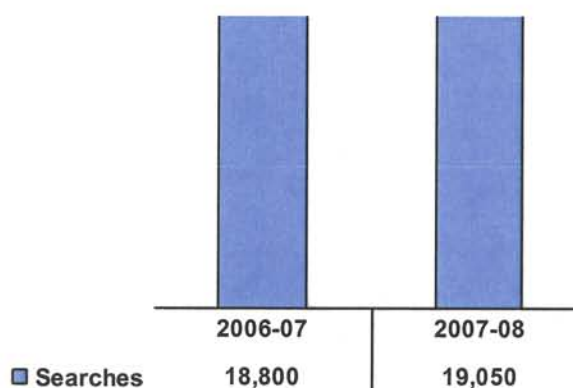
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



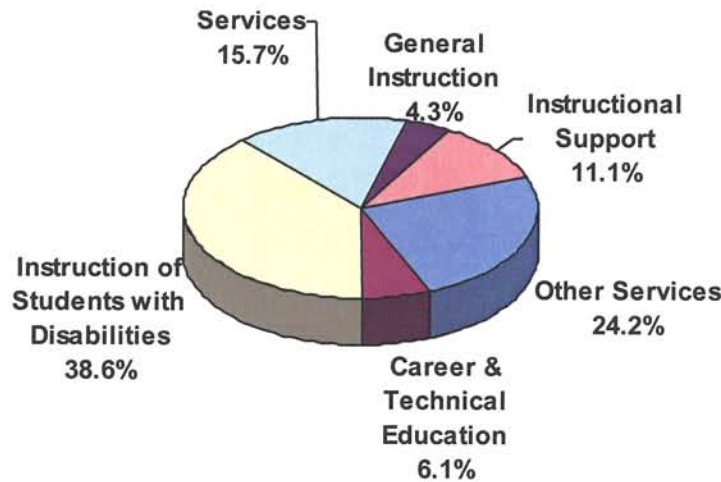
Consulting Reference and Technical Assistance Services by SLS Staff



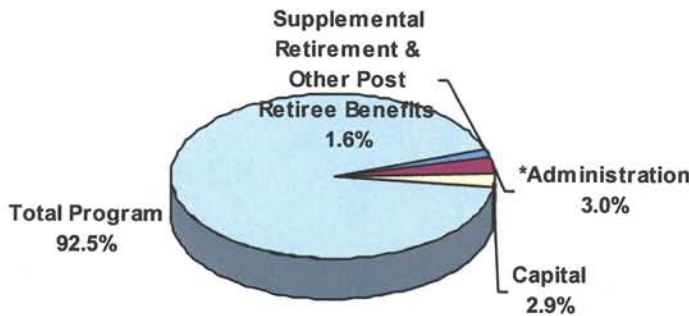
2007-2008 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$ 3,324,956.56
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 1,714,336.66
Capital Expenses.....	\$ 3,132,127.87
Total Program Expenses.....	\$ 101,147,284.33



Total Expenses.....	\$ 109,318,705.42
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*Excludes Supplemental & Other Post Retirement Benefits