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

2017-2018 Expenses

2017-2018

Monroe 1 BOCES

Monroe 1 BOCES
Board of Cooperative Educational Services
2017-2018 Report Card

Table of Contents

Page

Component/Non-Component District List…… ii

Indicators of BOCES Performance

Career & Technical Education……..…. 1-3
Alternative Education……..…. 4-6
Adult Career & Technical Education…….... 7
Adult Basic Education…….……..... 7
Special Education
Special Education Enrollment and Tuition in BOCES Programs……. 8
State Testing Program……..... 9-11
Professional Development…… 12
Technology Services……..…….……..…… 13
School Library System Services……..…. 14

2017-2018 Expenses…… 15

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

Monroe 1 BOCES
269100

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

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.

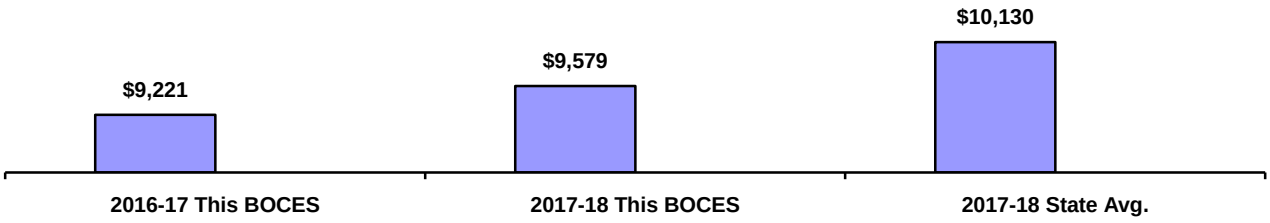
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	General Education Students 2016-17	Students with Disabilities 2016-17	General Education Students 2017-18	Students with Disabilities 2017-18
First-year students	191	115	163	106
Second-year students	141	100	128	80
Second-year students completing	130	93	125	77
Completers with technical endorsement	105	72	95	49

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	33	0	32	0
Participated 1 yr of a CTE Program	37	23	38	28
Other one-year programs	10	14	11	12

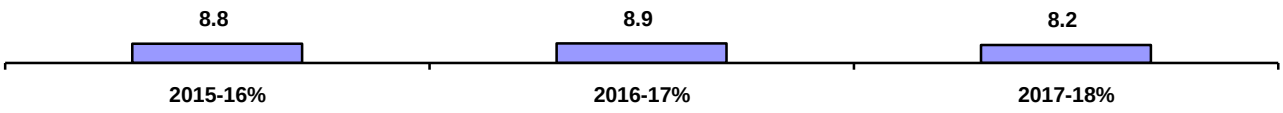
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

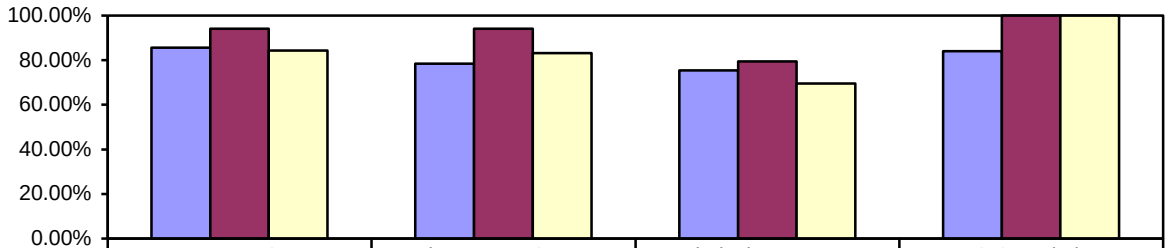
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators
Who Left School in 2017

Data Source: SIRS



	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
State Performance Target	85.61%	78.45%	75.50%	84.00%
All CTE Students	94.07%	94.07%	79.51%	100.00%
Students w/Disabilities	84.34%	83.13%	69.51%	100.00%

Status of Career and Technical Education (CTE) Students
2017 Placement Outcomes

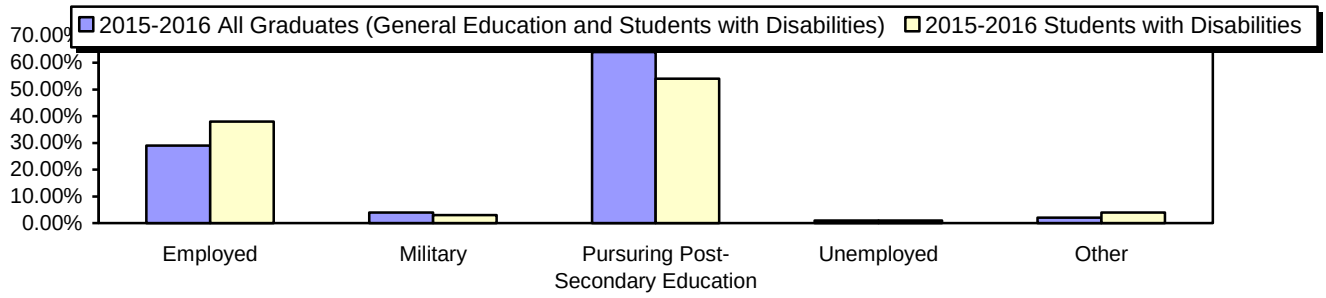
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCards052118.pdf

http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf

Total Placement

This BOCES	State Target
96.67%	92.00 %



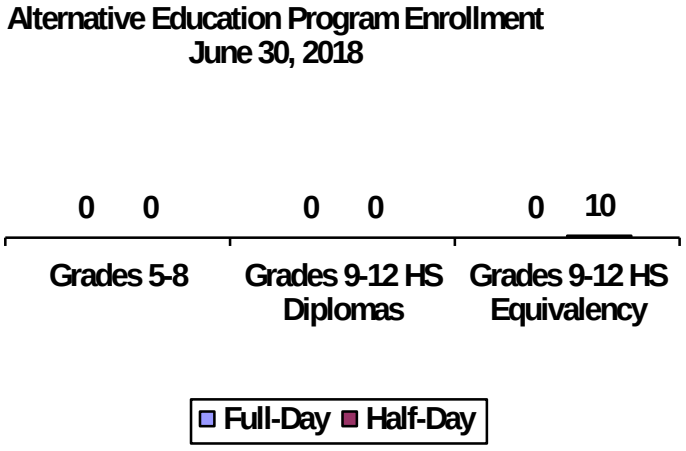
General Education Development Leading to (GED)
For CTE Students Age 16-18
2017-2018

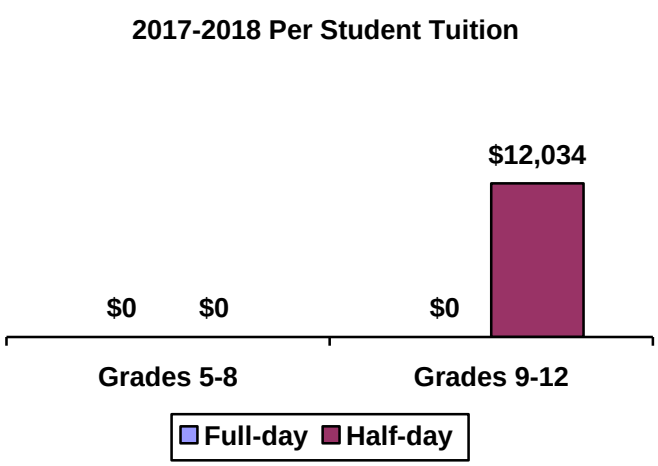
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
Number of students who:	**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 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	0	0	0	0	11	0
Remained in the BOCES program	0	0	0	0	2	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

2017-2018 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
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	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%

Alternative Education Performance of Students
2017-2018 School Year

State Assessment- RCT 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
RCT – Grade 10 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	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	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2016-17	19	--	--
Continuing Enrollment after 2016-17	0	0.0%	14.6%
Completed or Left During 2016-17	19	100%	84.91%
Left Prior to Completion During 2016-17	4	21%	13.58%
Completed by the End of 2016-17	15	79%	83.36%
Completed or Left During 2016-17 and Status Known	10	53%	66.85%
Completed/Left/Status Known and Successfully Placed*	7	70%	76.76%
Completed but Not seeking Employment	1	10%	3.26%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2016-17	19	--	--
Under-Represented Gender Members Enrolled During 2016-17	2	--	--
Completed a Non-Traditional Program By the End of 2016-17	15	79%	73.80%
Under-Represented Gender Members Who Completed	2	100%	73.89%

* 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 2017-2018 was 696.

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					
	2015-16	2016-17	2017-18	2015-16		2016-17		2017-18	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	341	328	361	173	50.0%	190	58.0%	199	55.0%
Adult Secondary (Low)	62	65	67	41	29.0%	48	73.0%	28	42.0%
ESOL	177	234	215	135	76.0%	171	73.0%	114	53.0%

Other Outcomes (2015-16 through 2017-18)

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					
	2015-16	2016-17	2017-18	2015-16		2016-17		2017-18	
					Percent		Percent		Percent
Entered employment	4	4	9	4	100.0%	4	100.0%	9	100.0%
Retained employment	7	7	9	6	86.0%	6	86.0%	9	100.0%
Obtained secondary or HS equivalency diploma	83	67	58	69	83.0%	67	100.0%	44	76.0%
Entered post-secondary education or training	209	65	31	151	72.0%	58	86.0%	9	31.0%

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 four of the alternatives:

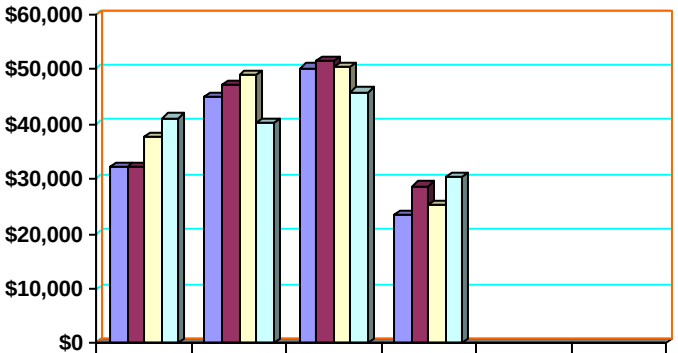
- 12 students per teacher plus one paraprofessional (12:1:1)
- 6 students per teacher plus one paraprofessional (6:1:1)
- 12 students per teacher plus four paraprofessionals (12:1+1:3)
- 8 students per teacher plus 1 paraprofessional (8:1:1)
- 15 students per teacher plus 1 paraprofessional (15:1:1)
- 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

	2015-16	2016-17	2017-18
8:1:1	51	49	32
12:1+1:3	277	287	285
6:1:1	260	265	271
12:1:1	57	47	61
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2015-16 through 2017-18



	8:1:1	12:1+1:3	6:1:1	12:1:1	15:1:1	6:1:2.5
2015-16	$32,157	$44,897	$50,224	$23,477		
2016-17	$32,235	$47,175	$51,348	$28,725		
2017-18	$37,538	$48,859	$50,301	$25,298		
2016-17 State Average	$41,083	$40,294	$45,875	$30,360		

Special Education State Testing Program

2017-2018 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	16	5	1	0	22	27.3%	4.5%	3
Grade 4 English Language Arts	14	1	0	0	15	6.7%	0.0%	3
Grade 5 English Language Arts	20	1	1	0	22	9.1%	4.5%	3
Grade 6 English Language Arts	21	1	0	0	22	4.5%	0.0%	2
Grade 7 English Language Arts	9	2	0	0	11	18.2%	0.0%	6
Grade 8 English Language Arts	15	2	1	0	18	16.7%	5.6%	10
Grade 3 Mathematics	20	2	2	0	24	16.7%	8.3%	1
Grade 4 Mathematics	15	1	0	0	16	6.3%	0.0%	2
Grade 5 Mathematics	21	0	0	0	21	0.0%	0.0%	4
Grade 6 Mathematics	18	1	1	0	20	10%	5%	4
Grade 7 Mathematics	11	0	0	0	11	0.0%	0.0%	5
Grade 8 Mathematics	13	1	1	0	15	13.3%	6.7%	13

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.)

2017-2018 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
Algebra 1 (CC)	13	10	12	35	37.1%	28.6%	34.3%
Algebra 2 (CC)	0	0	2	2	0.0%	0.0%	100%
Geometry (CC)	4	2	5	11	36.4%	18.2%	45.5%
Living Environment	6	7	20	33	18.2%	21.2%	60.6%
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%
English Language Arts (CC)	23	3	24	50	46%	6%	48%
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%
Global History & Geography	28	8	18	54	51.9%	14.8%	33.3%
United States History & Government	4	8	20	32	12.5%	25%	62.5%

Students with Severe Disabilities Performance on the New York State Alternate Assessments 2017-2018 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	1	6	1	8	100%	87.5%	0.0%
Grade 4 English Language Arts	0	0	6	0	6	100%	100%	0.0%
Grade 5 English Language Arts	0	0	11	2	13	100%	100%	0.0%
Grade 6 English Language Arts	0	0	14	1	15	100%	100%	0.0%
Grade 7 English Language Arts	1	5	15	7	28	96.4%	78.6%	0.0%
Grade 8 English Language Arts	0	2	14	9	25	100%	92%	0.0%
High School English Language Arts	0	4	8	6	18	100%	77.8%	0.0%
Grade 3 Mathematics	0	0	8	0	8	100%	100%	0.0%
Grade 4 Mathematics	0	0	6	0	6	100%	100%	0.0%
Grade 5 Mathematics	0	1	10	2	13	100%	92.3%	0.0%
Grade 6 Mathematics	0	1	11	3	15	100%	93.3%	0.0%
Grade 7 Mathematics	0	8	17	3	28	100%	71.4%	0.0%
Grade 8 Mathematics	0	3	20	2	25	100%	88%	0.0%
High School Mathematics	0	2	10	6	18	100%	88.9%	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 2017-2018 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	0	0	0	0	0	0	0	0	0	0
Data-Driven Instruction	5	4	113	85	0	0	10	0	11	7
Lead Evaluator Training	0	0	0	0	0	0	0	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	29	58	766	453	0	76	0	44	0	10
Project Based Learning	2	0	107	0	0	0	2	0	12	0
College & Career Readiness	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	12	0
Positive Youth Development	11	0	147	0	0	0	15	0	16	0
Instructional Strategies	9	2	1,577	63	5	0	6	0	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	0	0	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	97	115	497	393	12	38	72	42	869	918
(SE-SIS) Special Education School Improvement Specialist	17	2	93	19	0	0	1	0	21	48
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	22	0	56	0	0	0	53	0	12	0
ECE Training (Early Childhood)	15	31	227	389	0	0	0	0	0	0
Professional Practice (APPR)	0	0	0	0	0	0	0	0	0	0
Culture/Climate	3	0	92	46	1	0	3	0	12	0
School & District Planning	44	50	152	51	0	0	31	5	9	6
Response to Intervention	1	12	17	30	0	0	3	14	3	1
Data Management and Analysis	0	14	0	26	0	0	1	0	0	0
Learning Standards (ELA, MST, etc.)	35	20	301	111	0	0	190	5	29	19
Interdisciplinary Teaching (including integration of career technology & academics)	2	0	37	0	0	0	1	0	0	0
Other	17	0	64	0	0	0	4	0	0	0

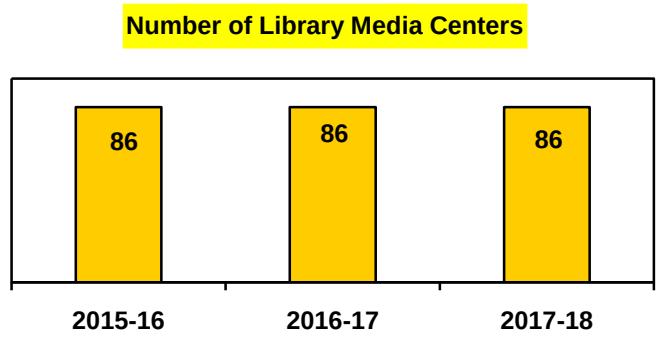
Technology Services
2017-2018 School Year

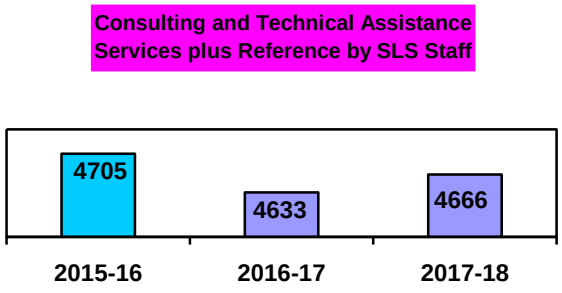
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

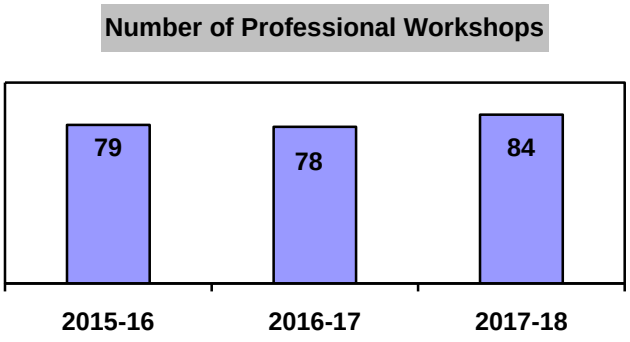
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	7/6,033	1	31,224	X	
Instructional Computing	10/8,770	2	46,403	X	
Computer/Audio Visual Repair	14/12,264	8		X	X
Library Automation/Software	10/8,770	3	46.403	X	
LAN Installation/Support	17/14,627	1	76,995		X
Distributed Process Technicians	0/0	0	0		
Guidance Information	10/8,770	1	46,403	X	X
Administrative Computer Services	19/81,999	14			X
Administrative Training	13/12,230	1			X
Instructional Media Resources	9/7,578	3	40,345		X
Model Schools	10/8.770	3	46,403	X	
Other Student Instructional Support	17/14,627	7	77,054	X	

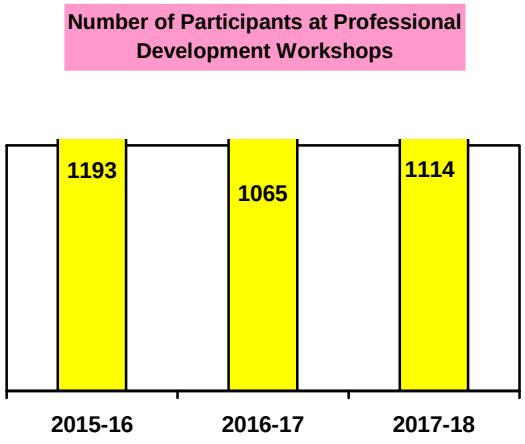
School Library Systems (SLS)

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*

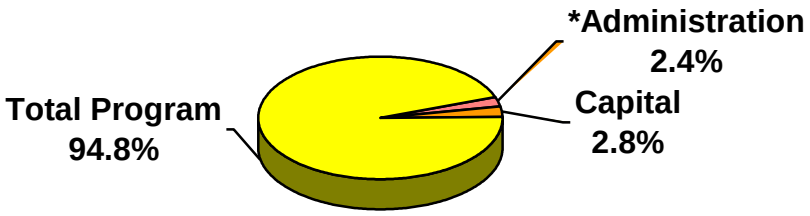
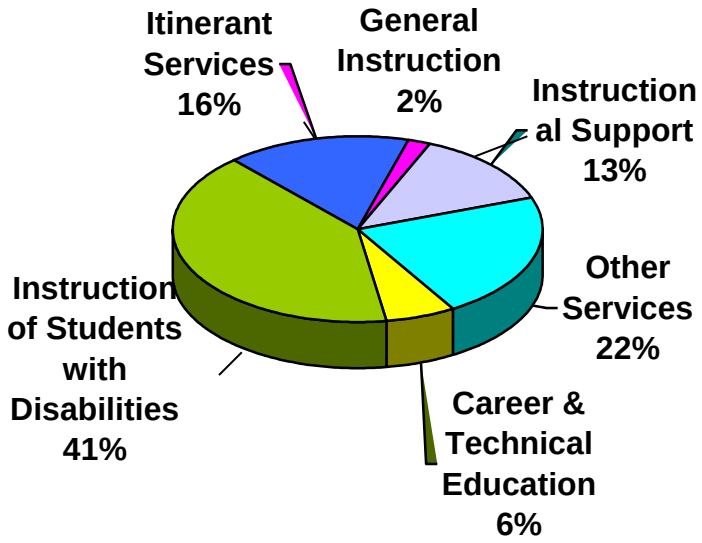








2017-2018 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…… …….$		3,423,570.10
Capital Expenses…….…… $		4,203,013.46
Total Program Expenses…….…… $		143,421,891.87
Total Expenses…….…….$		151,048,475.43