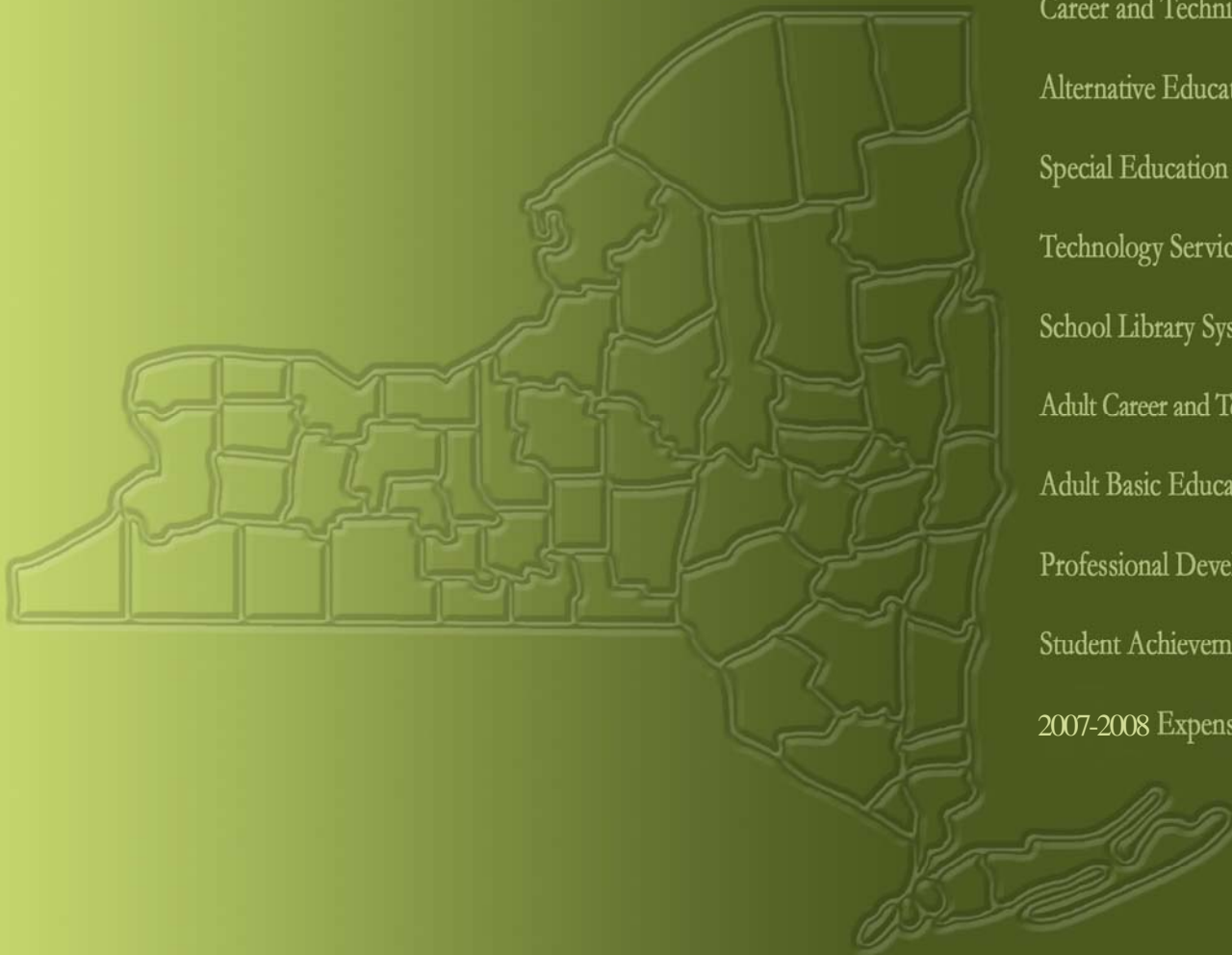


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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

Erie 1 BOCES

**Erie 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

Erie 1 BOCES
14910000000

Component Districts

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

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
First-year students	920	395	880	372
Second-year students	574	186	580	251
Second-year students completing	547	178	503	250

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

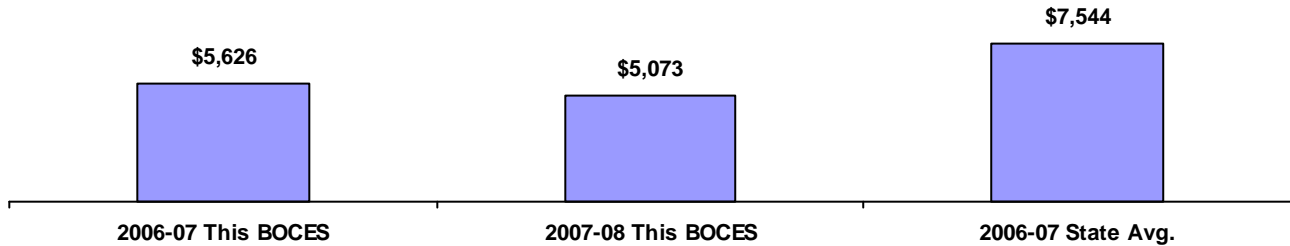
“New Vision”

Other one-year programs

“New Vision”	42	0	37	0
Other one-year programs	0	0	0	0

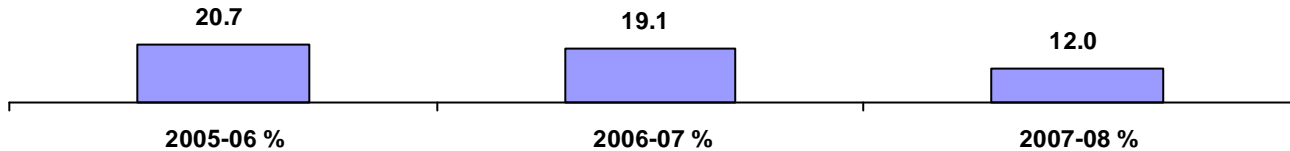
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

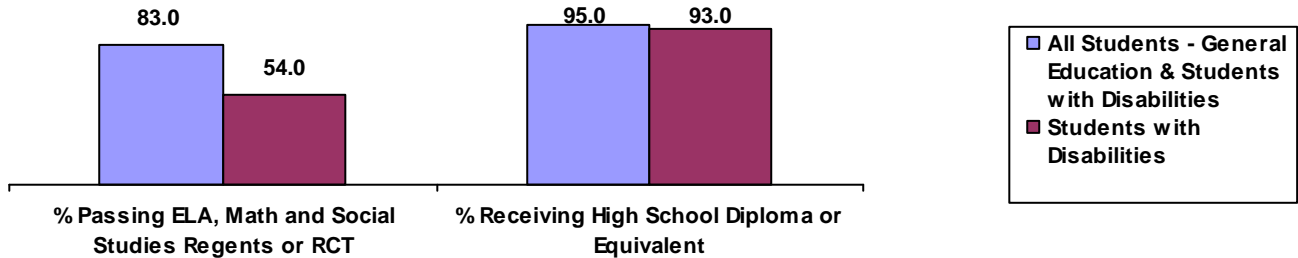
Data Source: Basic Education Data System



* 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

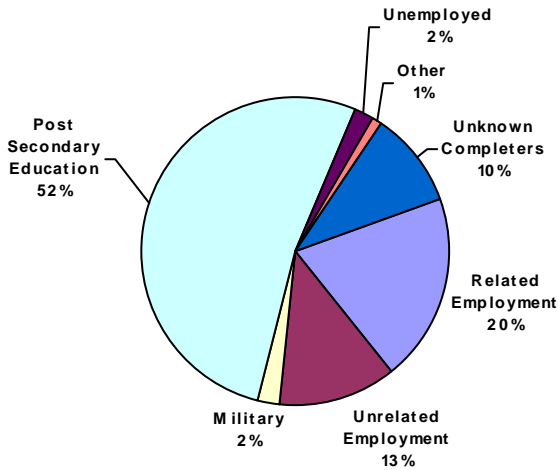
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



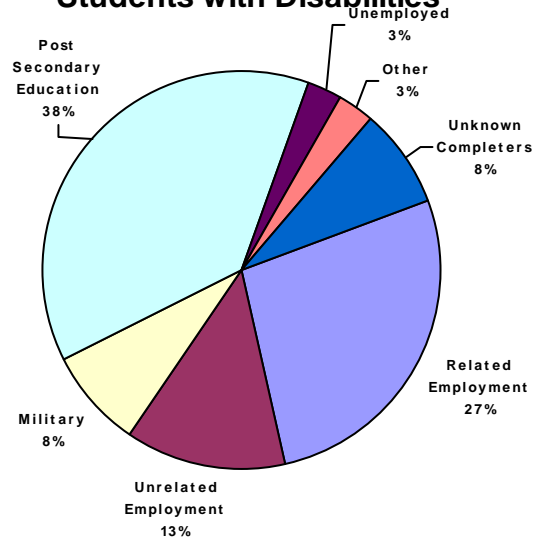
Status of Career and Technical Education (CTE) Students Who Graduated in 2007

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)

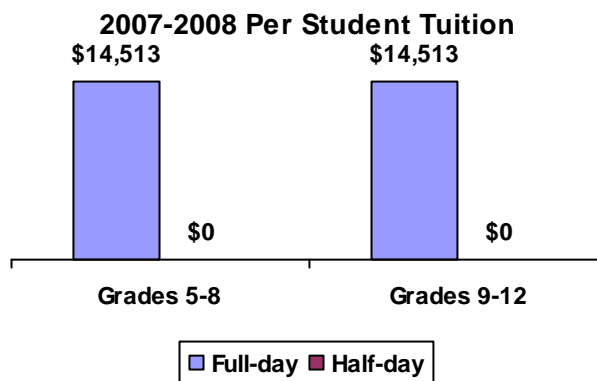
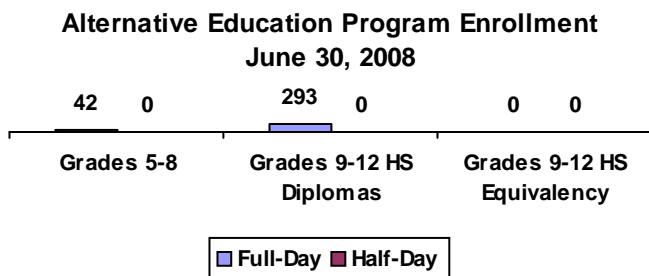


Students with Disabilities



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:.....	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	27	0	108	0	0	0
remained in the BOCES program	42	0	293	0	0	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			72	0		
received high school equivalency diplomas ...					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: Adult Allies*

2006-07 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	1067		
Number who Left Prior to Completion	159	17.0%	17.4%
Number who Completed	908	96.0%	69.8%
Completed and Status Known	827	75.0%	74.05%
Completed and were Successfully Placed*	695	57.0%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	56	6.0%	12.6%
Under-Represented Gender Members Who Completed	22	2.0%	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 538.

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	212	213	145	61	28.8%	82	38%	66	45.5%
Adult Secondary (Low)	32	36	21	9	28.1%	19	53%	11	52.3%
ESOL	390	355	372	174	44.6%	186	52%	194	52.1%

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	181	155	165	94	51.9%	91	59%	124	75%
Retained employment	56	43	NA	22	39.3%	28	65%	NA	NA
Obtained a secondary or high school equivalency diploma	32	45	27	17	53.1%	35	78%	24	88%
Entered post-secondary education or training	107	104	42	65	60.7%	69	66%	32	76%

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)

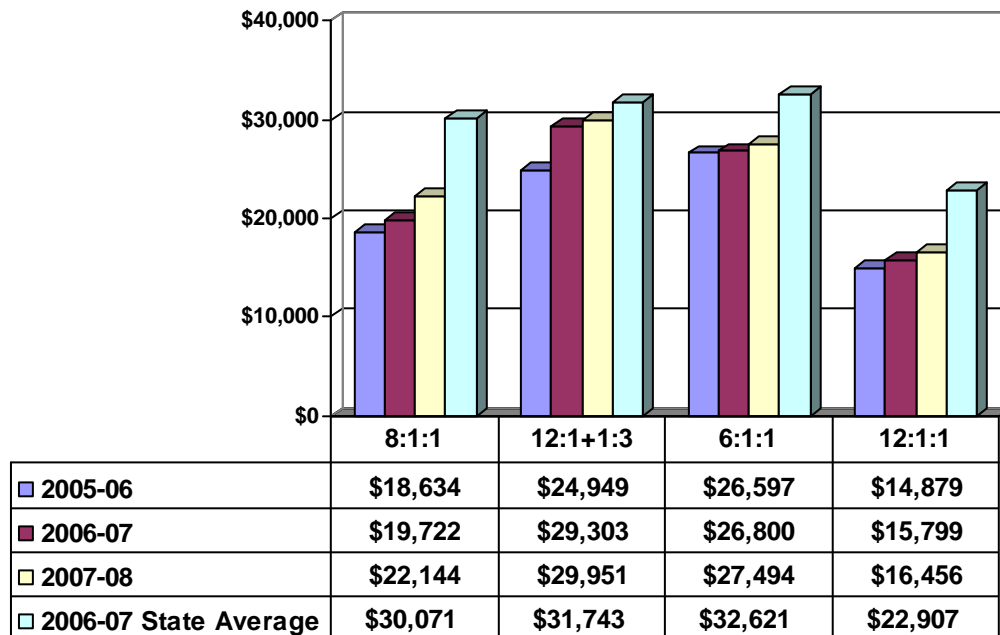
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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	95	92	80
12:1+1:3	15	12	12
6:1:1	200	205	215
12:1:1	227	225	227

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	4	3	5	1	13	69%	46%	0
Grade 4 English Language Arts	12	6	3	0	21	43%	14%	0
Grade 5 English Language Arts	13	11	9	0	33	61%	27%	0
Grade 6 English Language Arts	11	9	1	0	21	48%	5%	0
Grade 7 English Language Arts	13	8	1	0	22	41%	5%	0
Grade 8 English Language Arts	12	13	2	0	27	56%	7%	0
Grade 3 Mathematics	6	4	3	0	13	54%	23%	0
Grade 4 Mathematics	14	5	2	0	21	33%	10%	0
Grade 5 Mathematics	22	7	4	0	33	33%	12%	0
Grade 6 Mathematics	17	4	0	0	21	19%	0%	0
Grade 7 Mathematics	14	6	3	0	23	39%	13%	0
Grade 8 Mathematics	16	6	3	0	25	36%	12%	0

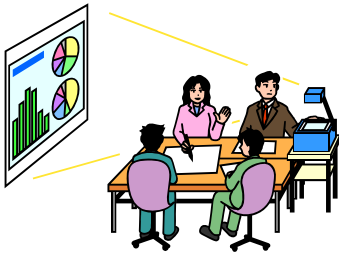
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2007-2008 School Year**

Data Source: nySTART

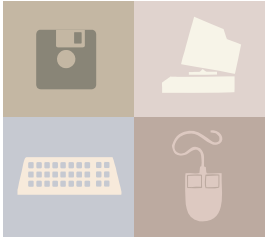
State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	0	3	3	3	9	100%	67%	0
Grade 4 English Language Arts	0	1	2	3	6	100%	83%	0
Grade 5 English Language Arts	0	2	3	4	9	100%	78%	0
Grade 6 English Language Arts	1	3	1	13	19	95%	74%	0
Grade 7 English Language Arts	0	2	3	8	13	100%	85%	0
Grade 8 English Language Arts	0	3	2	17	22	100%	86%	0
High School English Language Arts	0	0	1	3	4	100%	100%	0
Grade 3 Mathematics	0	1	5	3	9	100%	89%	0
Grade 4 Mathematics	0	1	2	3	6	100%	83%	0
Grade 5 Mathematics	0	1	4	4	9	100%	89%	0
Grade 6 Mathematics	0	2	4	12	19	95%	84%	0
Grade 7 Mathematics	2	1	6	4	13	85%	77%	0
Grade 8 Mathematics	2	1	6	12	22	86%	82%	0
High School Mathematics	0	0	4	0	4	100%	100%	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	2	31	9	0	18
District Based Educational Planning	40	369	59	4	30
High School Graduation Requirements	17	9	22	0	0
Learning Standards (ELA, MST, etc.)	34	905	77	0	2
Data Management and Analysis	20	539	3	0	0
Integrating Technology into Curricula & Instruction	96	5734	32	38	130
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0
Middle Level Education Academic and Youth Development	66	495	54	35	80
Career and Technical Education	0	0	0	0	0
Instructional Strategies	139	4509	411	394	40
Parent Training	0	0	0	0	0
Special Education Issues	136	1297	641	607	160
Leadership Training	71	240	249	19	44
Special Education Training Resource Center (SETRC)	19	1520	453	270	1
Other	21	98	3	0	6



Technology Services 2007-2008 School Year

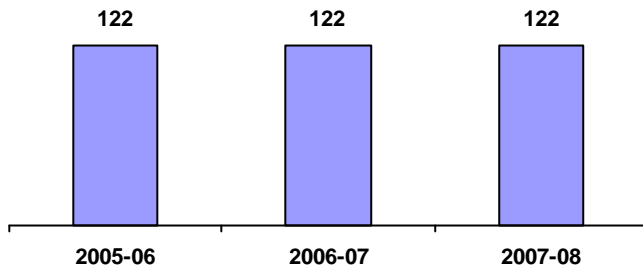
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	7	102	781
Instructional Computing	96	5,937	242,768
Computer/Audio Visual Repair	1	16	
Library Automation/Software	55	191	111,043
LAN Installation/Support	0	0	0
Distributed Process Technicians	0	0	0
Guidance Information	52	147	154,217
Administrative Computer Services	0	0	
Administrative Training	0	0	



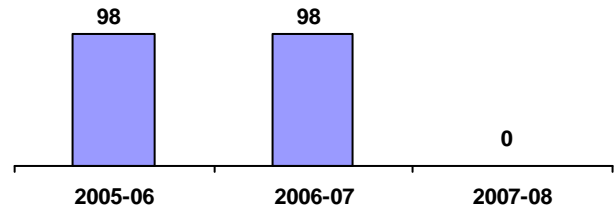
School Library Systems (SLS)

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*

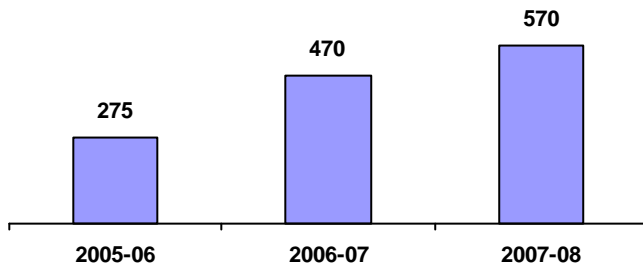
Number of Library Media Centers



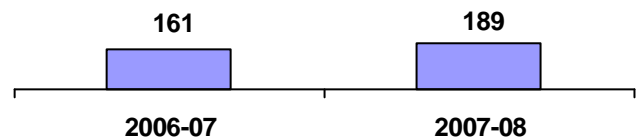
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



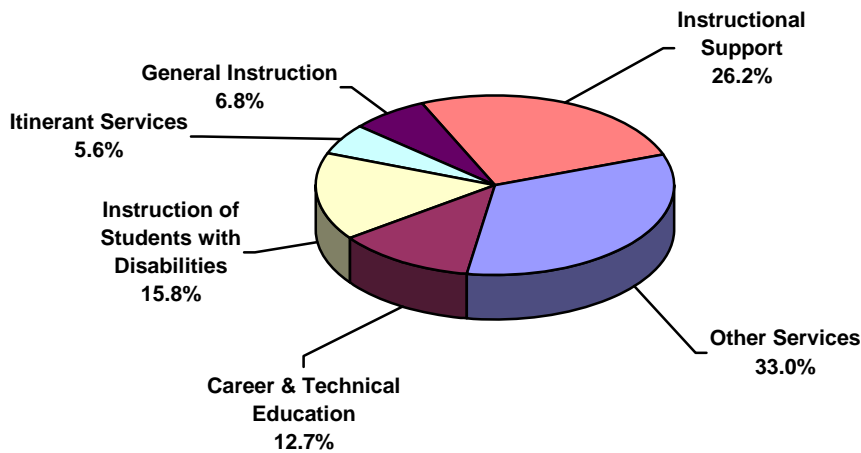
Consulting Reference and Technical Assistance Services by SLS Staff



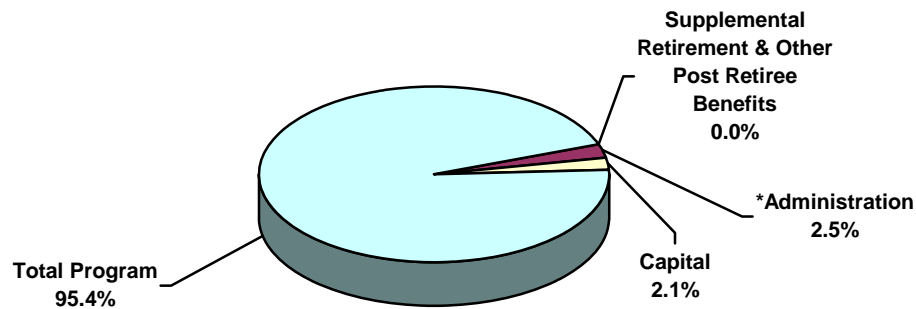
2007-2008 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	3,022,578
Supplemental Retirement & Other Post Retirement Benefits.....	\$	0.00
Capital Expenses.....	\$	2,553,240
Total Program Expenses.....	\$	113,416,182



Total Expenses.....	\$	118,992,000.00
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*Excludes Supplemental & Other Post Retirement Benefits