

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
- 2023-2024** Expenses

2023-2024

Erie 1 BOCES

Erie 1 BOCES
 Board of Cooperative Educational Services
 2023-2024 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

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare current year standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement.

BOCES
14910000000

Component Districts

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

Erie 1 BOCES encompasses 434 square miles

Joint Management Team

- Cattaraugus-Alleghany BOCES
- Erie 2 BOCES
- Orleans Niagara BOCES

Regional Information Center

- Western New York Regional Information Center

**To learn more about the comprehensive nature of BOCES in NYS, go to:
<https://www.boces.org/>**

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
2022-2023	2022-2023	2023-2024	2023-2024
896	355	788	459
693	277	558	336
552	272	544	321
407	187	386	152

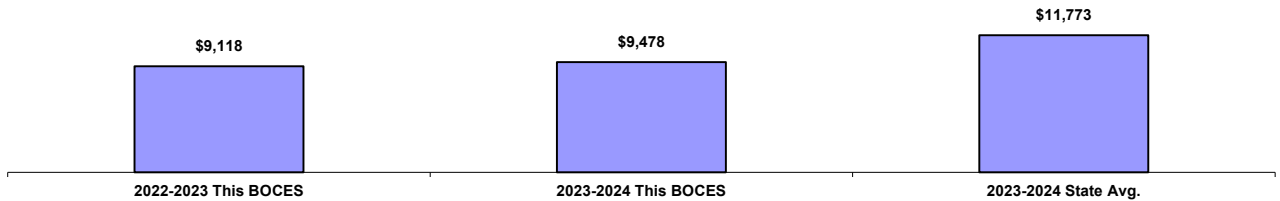
Other Career-Related Programs

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

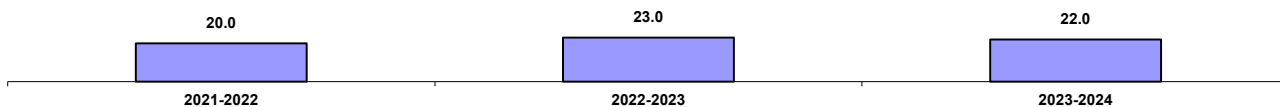
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

53	9	48	11
257	85	338	19
25	162	23	124

Tuition Per Student for CTE Programs
Data Source: 602 Report



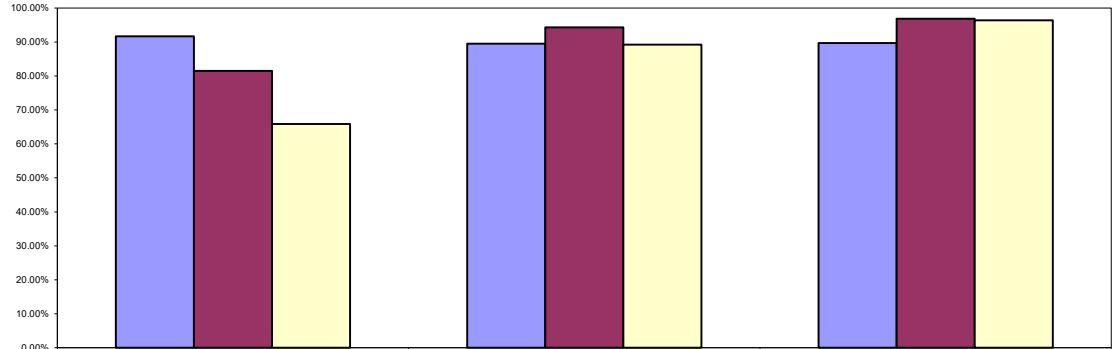
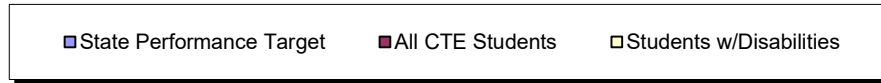
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2022-2023

Data Source: SIRS



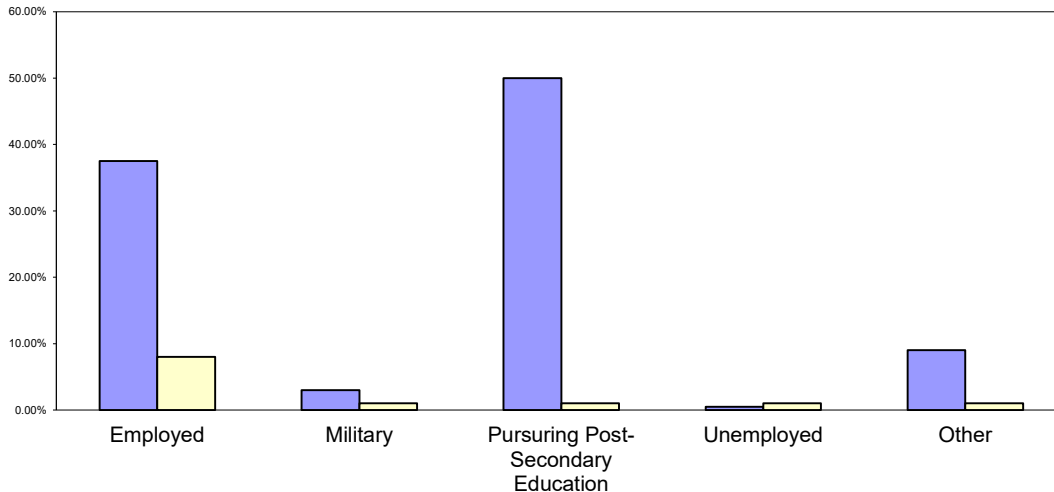
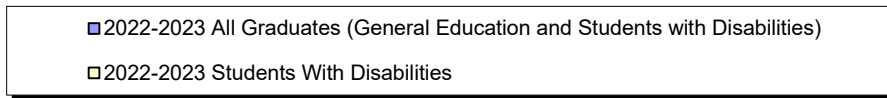
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	91.64%	89.49%	89.70%
All CTE Students	81.50%	94.30%	96.90%
Students w/Disabilities	65.90%	89.20%	96.40%

Status of Career and Technical Education (CTE) Students 2022-2023 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
93.8%	79.6 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2023-2024**

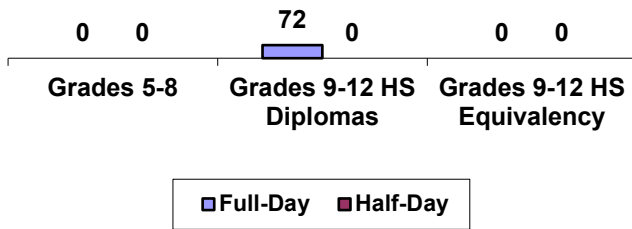
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	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

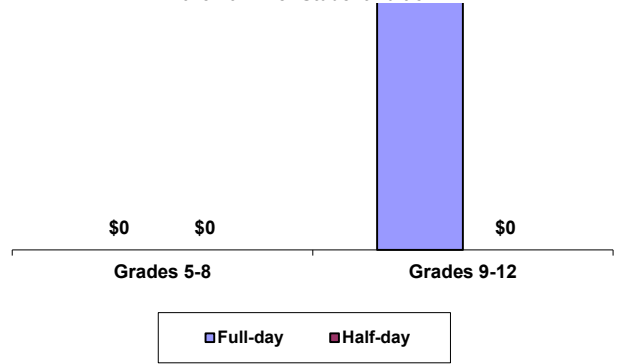
Alternative Education

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, 2024**



2023-2024 Per Student Tuition



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	8	0	0	0
Remained in the BOCES program	0	0	44	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			20	0		

Alternative Education State Testing Program
2023-2024 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	31	30	27	88	35.23%	34.09%	30.68%	0
Algebra II (CC)	2	0	2	4	50.00%	0.00%	50.00%	0
Geometry (CC)	9	1	2	12	75.00%	8.33%	16.67%	0
English Language Arts (CC)	21	7	46	74	28.38%	9.46%	62.16%	0
Living Environment	22	7	20	49	44.90%	14.29%	40.82%	0
Physical Setting/ Earth Science	16	1	11	28	57.14%	3.57%	39.29%	0
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	25	12	43	80	31.25%	15.00%	53.75%	0
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History and Government	20	15	35	70	28.57%	21.43%	50.00%	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 Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2022-2023	1036	--	--
Continuing Enrollment after 2022-2023	277	26.74%	
Completed or Left During 2022-2023	759	73.26%	
Left Prior to Completion During 2022-2023	162	15.64%	
Completed by the End of 2022-2023	597	57.63%	
Completed or Left During 2022-2023 and Status Known	756	72.97%	
Completed/Left/Status Known and Successfully Placed*	498	48.07%	
Completed but Not seeking Employment	0	0.00%	
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2022-2023	1036	100.00%	
Completed a Non-Traditional Program By the End of 2022-2023	597	57.63%	
Under-Represented Gender Members Enrolled during 2022-2023	105	10.14%	
Under-Represented Gender Members Who Completed during 2022-2023	53	5.12%	

* 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 2023-24 was 192.

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Adult Beginning/Intermediate	94	98	110	32	34%	18	18%	33	30%
Adult Secondary (Low)	3	0	0	1	33%	0	0.0%	0	0.0%
ESOL	14	37	82	8	57%	4	11%	25	30%

Other Outcomes (2021-22 through 2023-24)

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Entered employment	76	87	96	0	0.0%	21	24.1 %	40	41%
Retained employment	20	94	95	0	0.0%	41	43.6 %	57	60%
Obtained secondary or HS equivalency diploma	10	12	10	7	70.0%	3	25%	3	30%
Entered post-secondary education or training	0	0	0	0	0.0%	0	0.0%	0	0.0%

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 six 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)

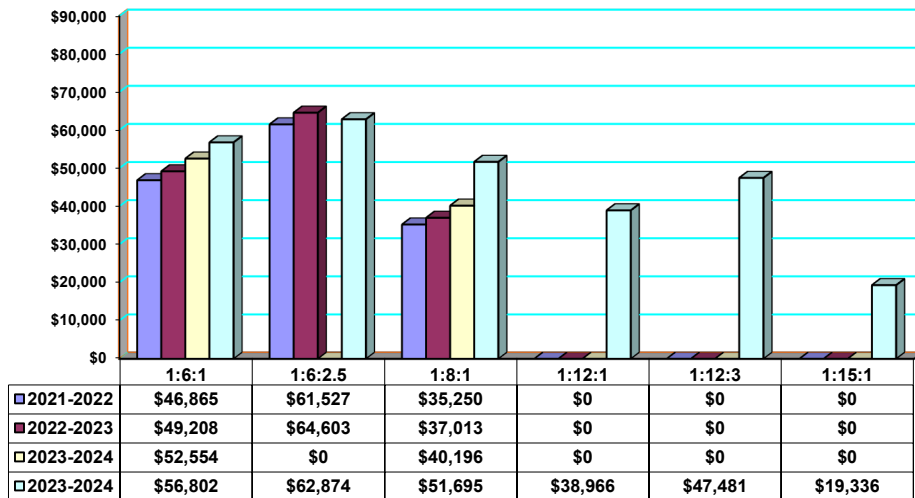
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2021-22	2022-23	2023-2024
8:1:1	67	66	62
12:1+1:3	0	0	0
6:1:1	260	257	265
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	24	25	0

Tuition Rates Per Student 2021-2022 through 2023-2024





Special Education State Testing Program 2023-2024 School Year

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

Data Source: Data Warehouse

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	12	3	3	1	19	36.84%	21.05%	0
Grade 4 English Language Arts	15	1	1	2	19	21.05%	15.79%	0
Grade 5 English Language Arts	16	2	2	0	20	20.00%	10.00%	0
Grade 6 English Language Arts	18	4	1	1	24	25.00%	8.33%	0
Grade 7 English Language Arts	15	3	2	3	23	34.78%	21.74%	0
Grade 8 English Language Arts	22	11	4	1	38	42.11%	13.16%	0
Grade 3 Mathematics	7	7	4	0	18	61.11%	22.22%	0
Grade 4 Mathematics	13	3	3	0	19	31.58%	15.79%	0
Grade 5 Mathematics	14	4	1	0	19	26.32%	5.26%	0
Grade 6 Mathematics	15	5	3	0	23	34.78%	13.04%	0
Grade 7 Mathematics	12	7	3	2	25	48.00%	20.00%	0
Grade 8 Mathematics	21	2	4	0	27	22.22%	14.81%	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.)
2023-2024 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	19	11	6	36	52.78%	30.56%	16.67%	0
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	0	0	1	1	0.00%	0.00%	100.00%	0
Living Environment	13	2	6	21	61.90%	9.52%	28.57%	0
Physical Setting/ Earth Science	1	1	2	4	25.00%	25.00%	50.00%	0
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Regents ELA	6	3	11	20	30.00%	15.00%	55.00%	0
Global History and Geography II (New Framework)	16	2	11	29	55.17%	6.90%	37.93%	0
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	4	5	8	17	23.53%	29.41%	47.06%	0

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2023-2024 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	0	3	0	3	100.0%	100.0%	0.0%
Grade 4 English Language Arts	0	0	7	0	7	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	0	6	1	7	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	5	4	9	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	0	5	5	10	100.0%	100.0%	0.0%
Grade 8 English Language Arts	0	0	7	1	8	100.0%	100.0%	0.0%
High School English Language Arts	0	3	12	13	28	100.0%	89.29%	0.0%
Grade 3 Mathematics	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 4 Mathematics	0	0	5	1	6	100.0%	100.0%	0.0%
Grade 5 Mathematics	0	0	7	0	7	100.0%	100.0%	0.0%
Grade 6 Mathematics	0	0	4	5	9	100.0%	100.0%	0.0%
Grade 7 Mathematics	0	0	6	4	10	100.0%	100.0%	0.0%
Grade 8 Mathematics	0	0	8	0	8	100.0%	100.0%	0.0%
High School Mathematics	0	1	14	13	28	100.0%	100.0%	0.0%

Data Source: Data Warehouse

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 2023-2024 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 Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	135	26	200	34	10829	1888	11	1	728	88
Instructional Strategies	155	40	237	41	17042	2230	127	18	3232	386
Data-Driven Instruction	28	6	116	22	3041	576	35	5	446	73
Effective Use of Technology	216	161	130	115	8791	2060	176	37	2453	638
Project Based Learning	0	0	10	1	207	23	0	0	40	2
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	142	42	37	18	5592	1571	52	15	1107	288
College, Career & Civic Readiness	42	3	36	2	579	29	0	0	108	4
Response to Intervention	71	19	128	39	109	51	23	9	96	27
Early Childhood Education	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	0	0
Special Education Strategies	826	190	657	141	5020	1230	33	11	2383	425
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	163	100	320	188	16	5	6	1	6	5
Leadership Development	1457	319	1015	153	812	92	11	2	1191	148
District & School Strategic Planning	45	11	41	9	13	3	0	0	155	31
Using Data	1020	512	479	234	133	65	47	26	502	248
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	928	77	1353	96	2650	296	122	20	878	89
Social – Emotional Learning	322.5	293	165	27	5118	405	103	10	2662	287
Other culture/climate	.6	1	9	2	3270	536	63	5	929	169
Safety	591	76	645	82	636	104	138	23	942	143
Other	158	82	116	36	1772	172	52	18	635	156

2023-2024 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	3,861,371.35
Capital Expenses.....	\$	9,043,333.00
Total Program Expenses.....	\$	191,338,325.74
Total Expenses.....	\$	204,243,030.09

