

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

2008-2009 Expenses

2008-2009

Monroe 1 BOCES

Monroe 1 BOCES
Board of Cooperative Educational Services
2008-2009 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 UFSD
 - Fairport CSD
 - Honeoye Falls-Lima CSD
 - Penfield CSD
 - Pittsford CSD
 - Rush-Henrietta CSD
 - Webster CSD
 - West Irondequoit CSD
-
- Rochester City School District

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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2007-08	2007-08	2008-09	2008-09
268	165	257	156
185	103	188	101
161	81	161	90

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

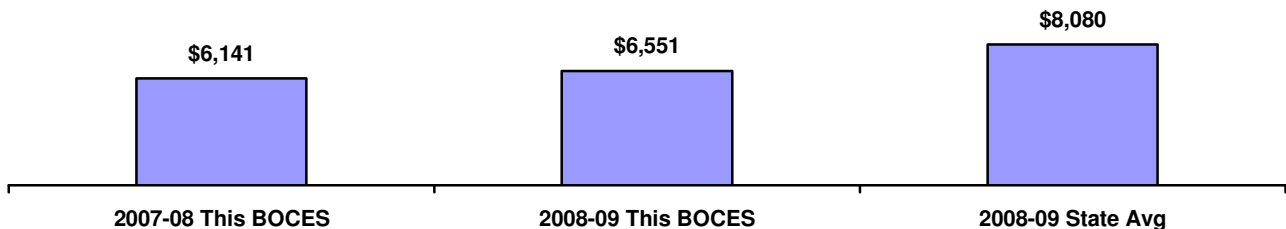
“New Vision”

Other one-year programs

27	1	27	1
1	11	2	9

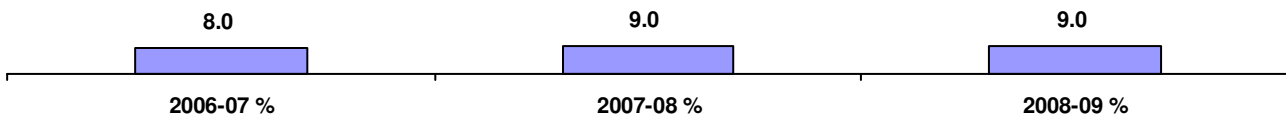
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

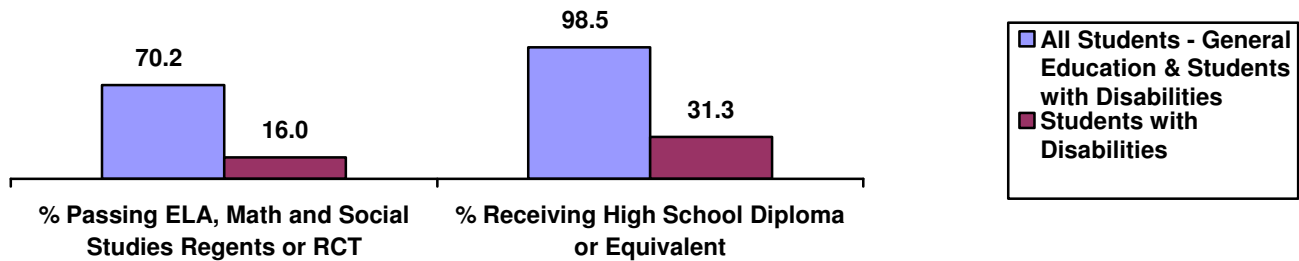
Data Source: Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2008

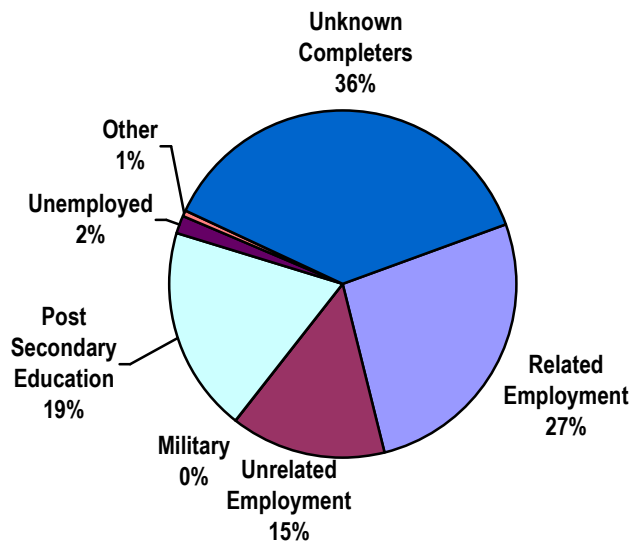
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



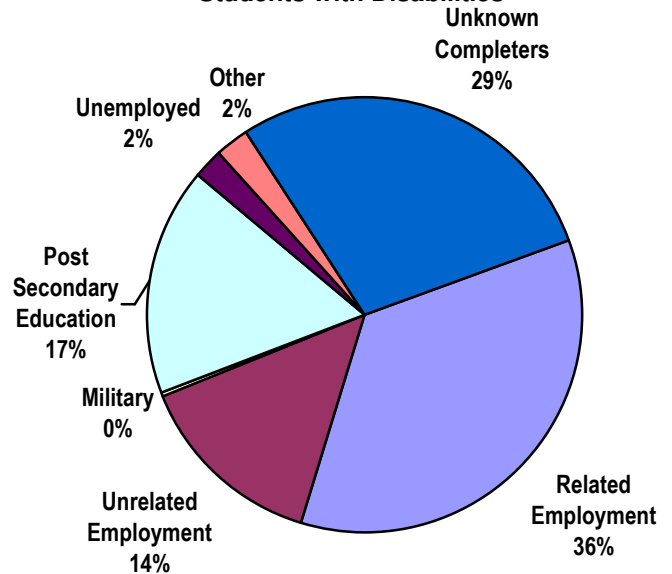
Status of Career and Technical Education (CTE) Students Who Graduated in 2008

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)

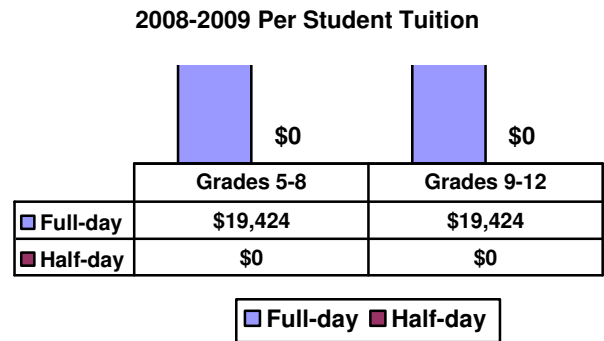
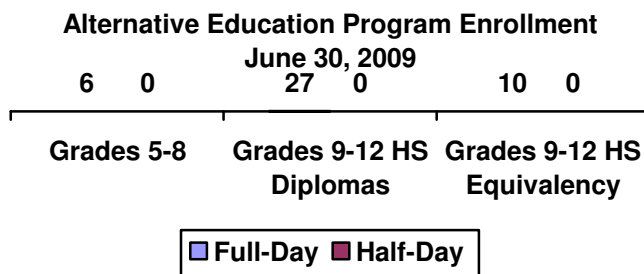


Students with Disabilities



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
7	0	30	0	10	0
0	0	14	0	9	0
0	0	0	0	0	0
				4	0
		8	0		
				21	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*

	This BOCES		Statewide Average
2007-08 Adult CTE Program Results	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	98		
Number who Left Prior to Completion	6	6.0%	19.3%
Number who Completed	92	94.0%	80.7%
Completed and Status Known	88	89.8%	67.8%
Completed and were Successfully Placed*	78	79.6%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	1	1.0%	0.0%
Under-Represented Gender Members Who Completed	1	1.0%	67.6%

* 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 2008-2009 was 939.

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Adult Beginning/Intermediate	630	582	554	183	29%	252	43%	149	29.3%
Adult Secondary (Low)	69	34	47	6	8%	15	44%	18	38.3%
ESOL	523	451	338	303	58%	332	74%	201	60.7%

Other Outcomes (2006-07 through 2008-09)

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Entered employment	155	115	147	141	91%	96	83%	117	84.4%
Retained employment	27	68	62	16	58%	10	14%	15	24.0%
Obtained a secondary or high school equivalency diploma	140	76	73	74	53%	65	85%	52	71.2%
Entered post-secondary education or training	240	73	100	240	100%	50	68%	41	41.0%

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)

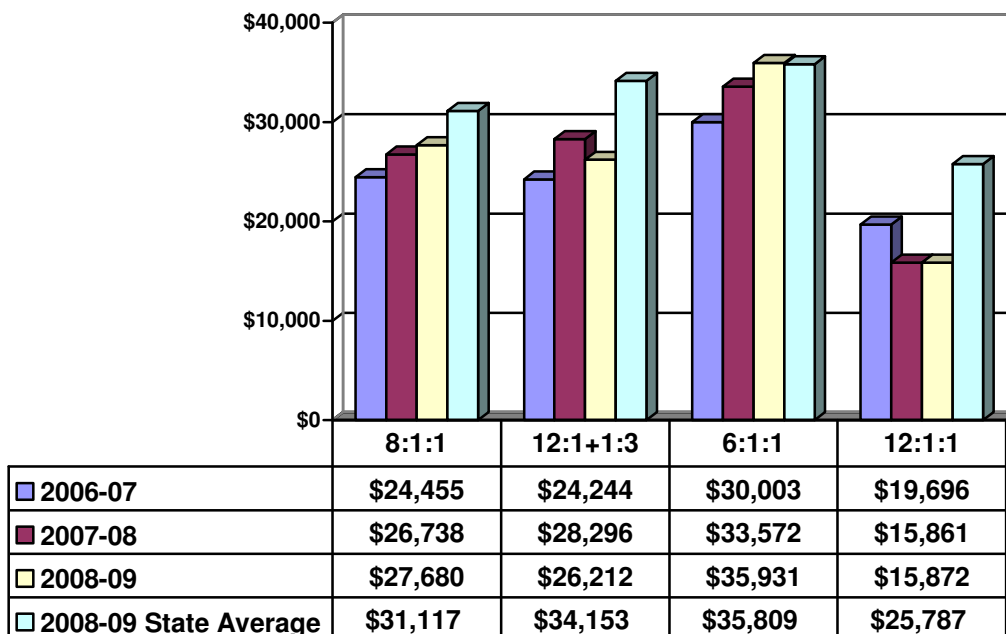
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2006-07	2007-08	2008-09
8:1:1	128	102	74
12:1+1:3	276	275	262
6:1:1	428	395	399
12:1:1	125	126	123

Tuition Rates Per Student 2006-07 through 2008-09



State Testing Program 2008-2009 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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	10	13	0	0	23	56.5%	0.0%	0
Grade 4 English Language Arts	9	7	4	0	20	55.0%	20.0%	0
Grade 5 English Language Arts	4	13	10	1	28	85.7%	39.3%	0
Grade 6 English Language Arts	1	16	7	0	24	95.8%	29.2%	0
Grade 7 English Language Arts	3	18	11	0	32	90.6%	34.4%	0
Grade 8 English Language Arts	7	35	6	0	48	85.4%	12.5%	2
Grade 3 Mathematics	5	11	7	0	23	78.3%	30.4%	0
Grade 4 Mathematics	10	2	8	0	20	50.0%	40.0%	0
Grade 5 Mathematics	11	7	9	1	28	60.7%	35.7%	0
Grade 6 Mathematics	11	12	1	0	24	54.2%	4.2%	0
Grade 7 Mathematics	9	20	6	0	35	74.3%	17.1%	0
Grade 8 Mathematics	28	20	2	0	50	44.0%	4.0%	1

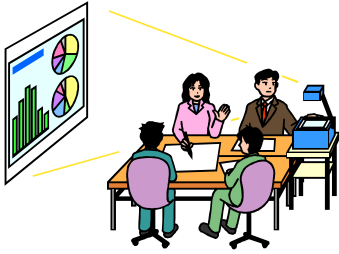
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2008-2009 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	2	5	7	1	15	86.7%	53.3%	0
Grade 4 English Language Arts	2	3	3	7	15	86.7%	66.7%	0
Grade 5 English Language Arts	0	4	8	5	17	100%	76.5%	0
Grade 6 English Language Arts	0	7	4	7	18	100%	61.1%	0
Grade 7 English Language Arts	0	0	4	11	15	100%	100%	0
Grade 8 English Language Arts	0	0	1	16	17	100%	100%	0
High School English Language Arts	1	0	9	17	27	96.3%	96.3%	0
Grade 3 Mathematics	0	3	8	4	15	100%	80%	0
Grade 4 Mathematics	0	5	8	2	15	100%	66.7%	0
Grade 5 Mathematics	1	3	5	8	17	94.1%	76.5%	0
Grade 6 Mathematics	2	0	6	10	18	88.9%	88.9%	0
Grade 7 Mathematics	1	1	6	7	15	93.3%	86.7%	0
Grade 8 Mathematics	0	0	8	8	16	100%	100%	1
High School Mathematics	0	1	17	9	27	100%	96.3%	0

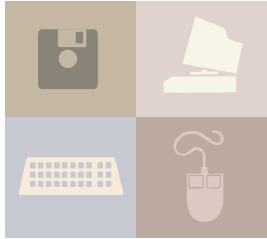
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
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Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic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



Professional Development

2008-2009 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	13	148	42	63	0
District Based Educational Planning	15	156	38	78	0
High School Graduation Requirements					0
Learning Standards (ELA, MST, etc.)	18	1,781	96	88	0
Data Management and Analysis	18	382	93	12	0
Integrating Technology into Curricula & Instruction	28	871	72	98	0
Interdisciplinary Teaching (including integration of career technology & academics)	26	142	48	24	0
Middle Level Education Academic and Youth Development	18	172	53	4	0
Career and Technical Education	24	427	34	36	0
Instructional Strategies	32	1,463	65	421	0
Parent Training	39	362			0
Special Education Issues	32	1,326	136	456	0
Leadership Training	20	131	263		0
Special Education Training Resource Center (SETRC)	83	1,586	208	342	0
Other	0	0	0	0	0



Technology Services 2008-2009 School Year

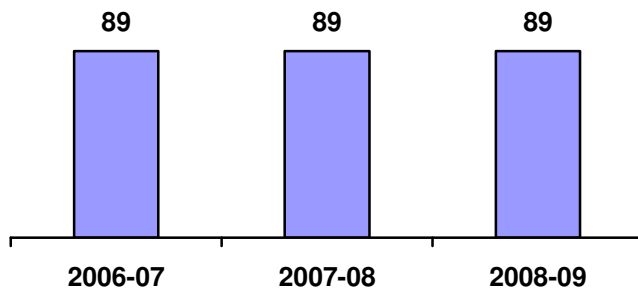
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	10	8,295	80,014
Instructional Computing	10	4,559	50,549
Computer/Audio Visual Repair	10	4,559	
Library Automation/Software	9	4,319	47,695
LAN Installation/Support	10	4,559	50,549
Distributed Process Technicians	8	4,193	46,415
Guidance Information	7	2,974	32,770
Administrative Computer Services	10	4,559	
Administrative Training	10	4,559	



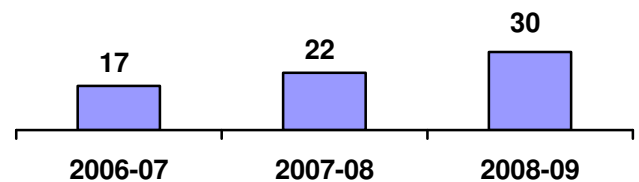
School Library Systems (SLS)

School Library Systems (SLS) are state-aided programs set forth in Education Law and Regulations of the Commissioner of Education. Each BOCES and the Big 5 Cities (NYC, Yonkers, Buffalo, Rochester, and Syracuse) sponsor the program, which provides vital library and information resources to public and non-public schools. Each system operates under an approved five-year 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 training; facilitate resource-sharing among its participating school libraries; interlibrary loan activity for 2008-2009 amounted to a ½ million items statewide; facilitate access to electronic databases through NOVELNY (New York On-line Virtual Electronic Library) for over 3,900 schools statewide; promote advances in technology for information storage, retrieval and access to school library collections; focus on cooperative collection development of participating school libraries; address the information needs of special client groups; and participate in regional library initiatives with the public, academic, special and other school libraries. Students, teachers and administrators in each SLS service area benefit from the programs and services of the School Library Sstem. *Data Source: SLS Annual Report*

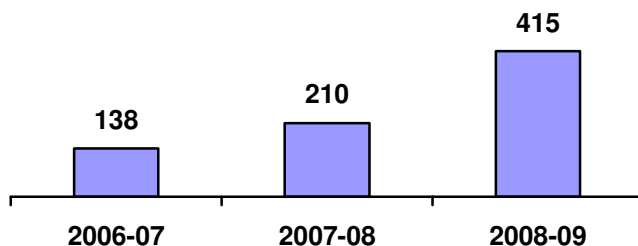
Number of Library Media Centers



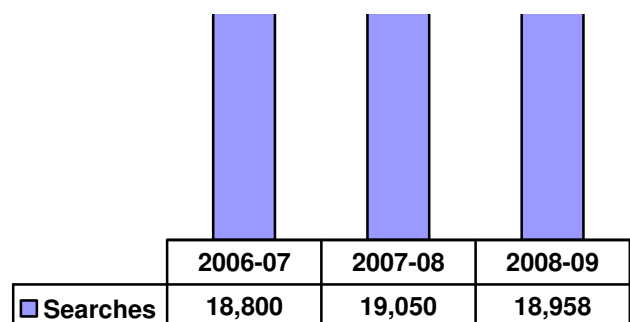
Number of Professional Development Workshops



Number of Participants at Professional Development Workshops



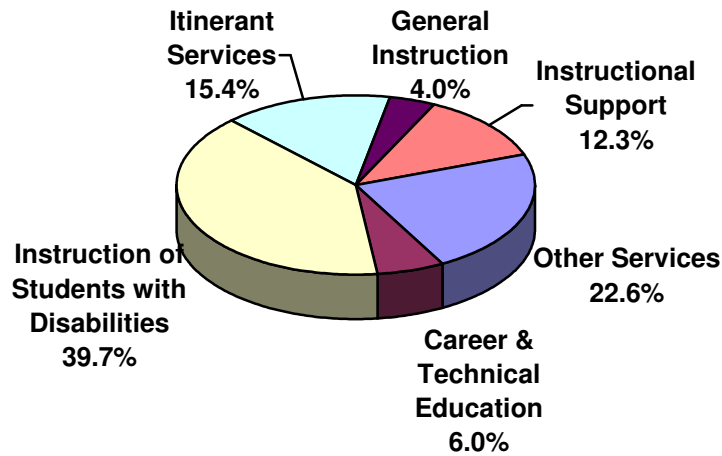
Consulting and Technical Assistance Services plus Reference by SLS Staff



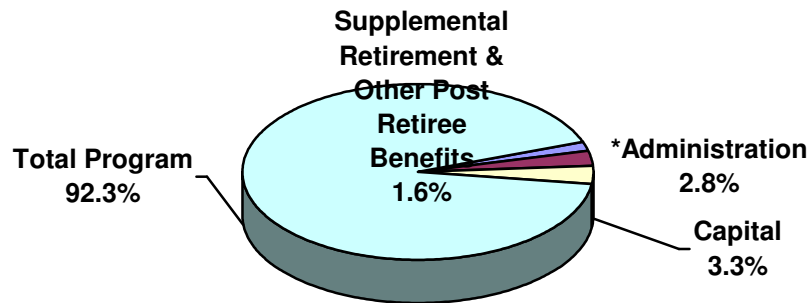
2008-2009 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	3,194,820.84
Supplemental Retirement & Other Post Retirement Benefits.....	\$	1,888,879.97
Capital Expenses.....	\$	3,893,844.52
Total Program Expenses.....	\$	107,591,802.85



Total Expenses.....	\$	116,569,348.18
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*Excludes Supplemental & Other Post Retirement Benefits