BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

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Monroe 2-Orleans BOCES

Monroe 2-Orleans BOCES
Board of Cooperative Educational Services
2016-2017 Report Card

Table of Contents

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 2-Orleans BOCES
269200-00-0000

Component Districts

- Brockport Central School District
- Churchville-Chili Central School District
- Gates Chili Central School District
- Greece Central School District
- Hilton Central School District
- Holley Central School District
- Kendall Central School District
- Spencerport Central School District
- Wheatland-Chili Central 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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2015-16**	**2015-16**	**2016-17**	**2016-17**
First-year students	230	73	265	87
Second-year students	195	55	172	50
Second-year students completing	192	55	156	44
Completers with technical endorsement	103	17	79	21

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	61	1	61	0
Participated 1 yr of a CTE Program	14	3	9	7
Other one-year programs	57	24	59	35

Tuition Per Student for CTE Programs
Data Source: 602 Report

2015-16 This BOCES	2016-17 This BOCES	2016-17 State Avg.
$8,499	$8,668	$9,859
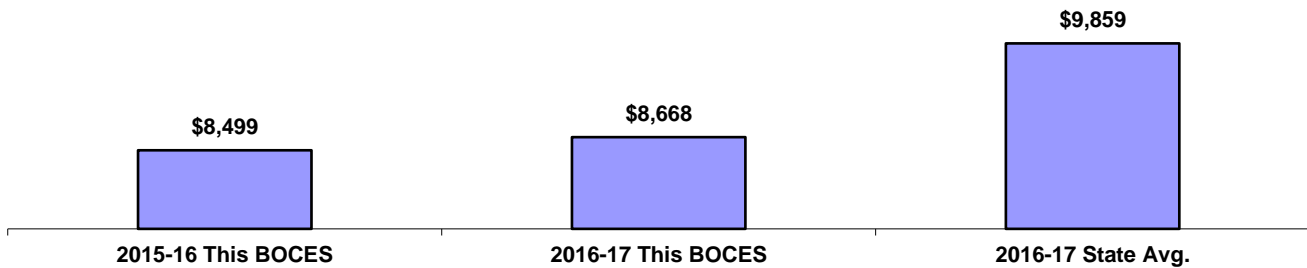
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

2014-15 %	2015-16 %	2016-17%
14.1	13.5	13.0
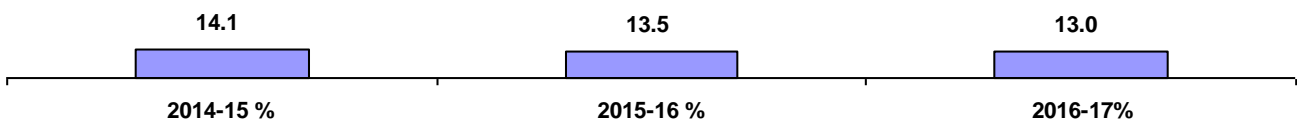
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*
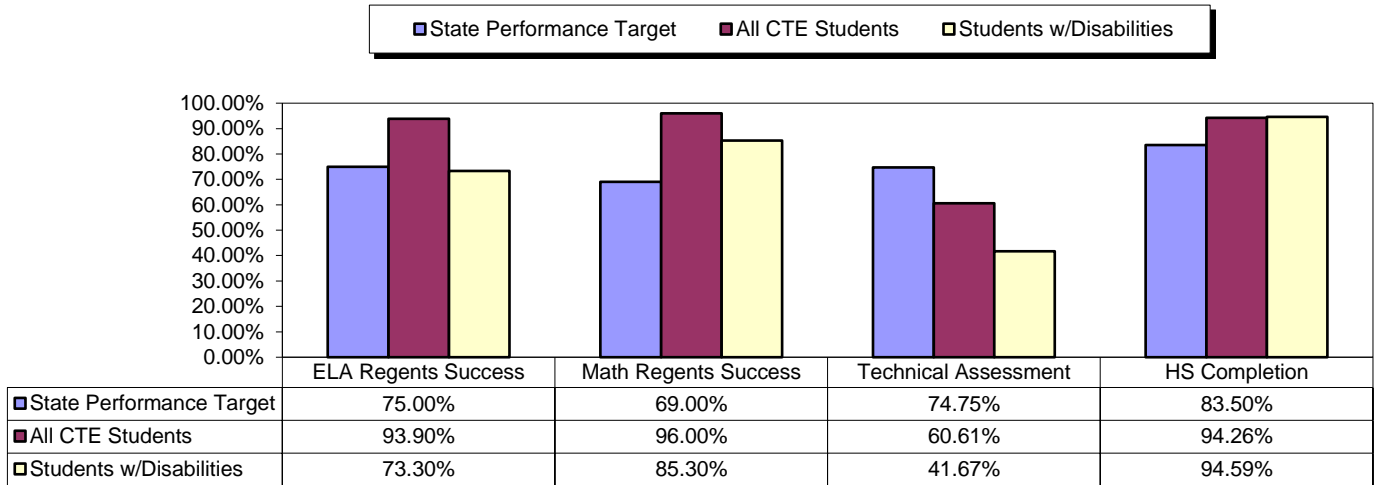
CTE Student Performance on Perkins Indicators
Who Left School in 2016

Data Source: SIRS

	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■State Performance Target	75.00%	69.00%	74.75%	83.50%
■All CTE Students	93.90%	96.00%	60.61%	94.26%
□Students w/Disabilities	73.30%	85.30%	41.67%	94.59%

Status of Career and Technical Education (CTE) Students
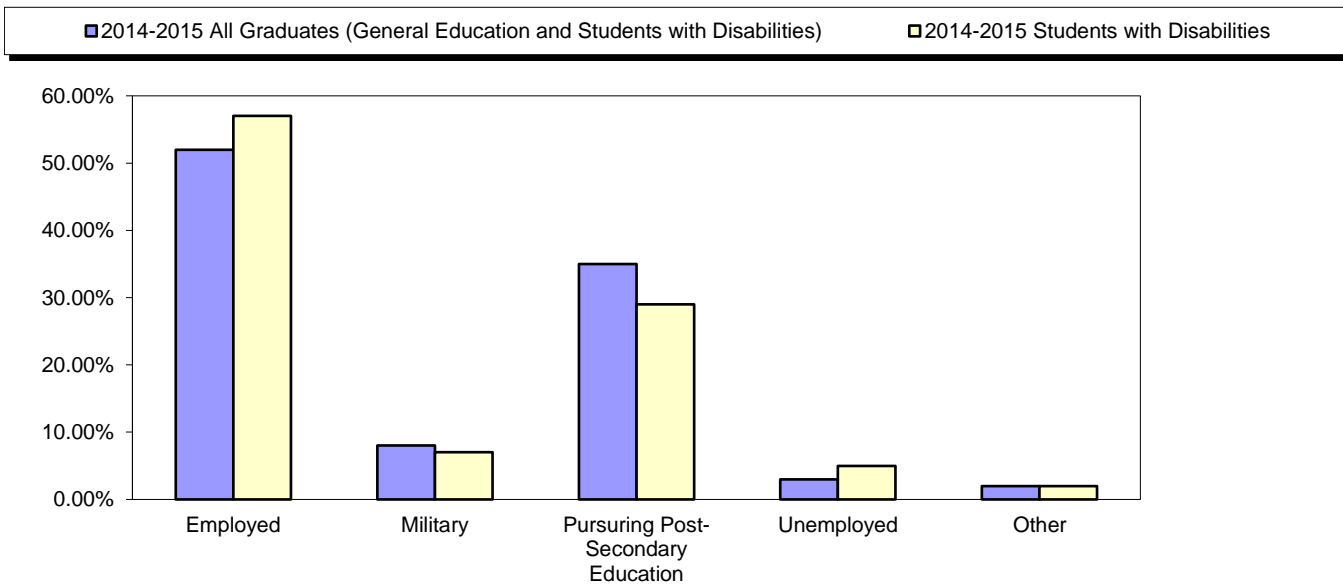## 2016 Placement Outcomes

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/ReportCardfor17-18.pdf

Total Placement

This BOCES	State Target
96.55%	**91.50%**

General Education Development Leading to (GED)
For CTE Students Age 16-18
2016-2017

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.

Number of students who:	Grades 9-12 Programs Leading GED	
	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.
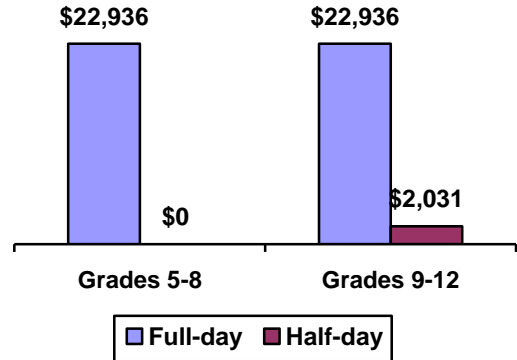
Alternative Education Program Enrollment
June 30, 2017
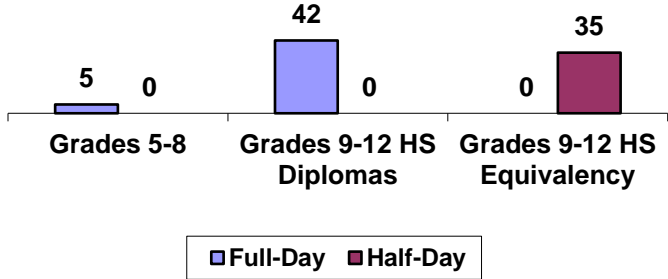
2016-2017 Per Student Tuition

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.

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	8	0	0	0
Remained in the BOCES program	5	0	28	0	1	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	16	0
Received high school diplomas			7	0		

Alternative Education State Testing Program
2016-2017 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
Integrated Algebra	0	5	10	15	0.0%	33%	67%
Geometry	3	1	3	7	43%	14%	43%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	4	7	11	0.0%	36%	64%
Physical Setting/ Earth Science	9	4	0	13	69%	31%	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%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	2	0	9	11	18%	0.0%	82%
Global History and Geography	7	3	5	15	47%	20%	33%
United States History and Government	1	1	8	10	10%	10%	80%

Alternative Education Performance of Students
2016-2017 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		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2015-16	219	--	--
Continuing Enrollment after 2015-16	18	8.22%	16.10%
Completed or Left During 2015-16	201	91.78%	84.89%
Left Prior to Completion During 2015-16	22	10.95%	13.48%
Completed by the End of 2015-16	179	89.05%	87.31%
Completed or Left During 2015-16 and Status Known	187	93.03%	71.30%
Completed/Left/Status Known and Successfully Placed*	161	86.10%	77.06%
Completed but Not seeking Employment	24	13.41%	3.15%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2015-16	185	--	--
Under-Represented Gender Members Enrolled During 2015-16	27	--	--
Completed a Non-Traditional Program By the End of 2015-16	157	84.86%	77.98%
Under-Represented Gender Members Who Completed	24	88.89%	78.22%

* 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 2016-2017 was 289.

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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	283	274	190	153	54%	154	56%	107	56%
Adult Secondary (Low)	59	56	15	25	42%	38	68%	9	60%
ESOL	132	161	78	79	60%	117	73%	49	63%

Other Outcomes (2014-15 through 2016-17)

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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Entered employment	30	19	33	25	83%	16	84%	25	76%
Retained employment	121	64	35	46	38%	48	75%	25	71%
Obtained secondary or HS equivalency diploma	49	48	19	39	80%	28	58%	14	74%
Entered post-secondary education or training	63	129	95	47	75%	99	77%	57	60%

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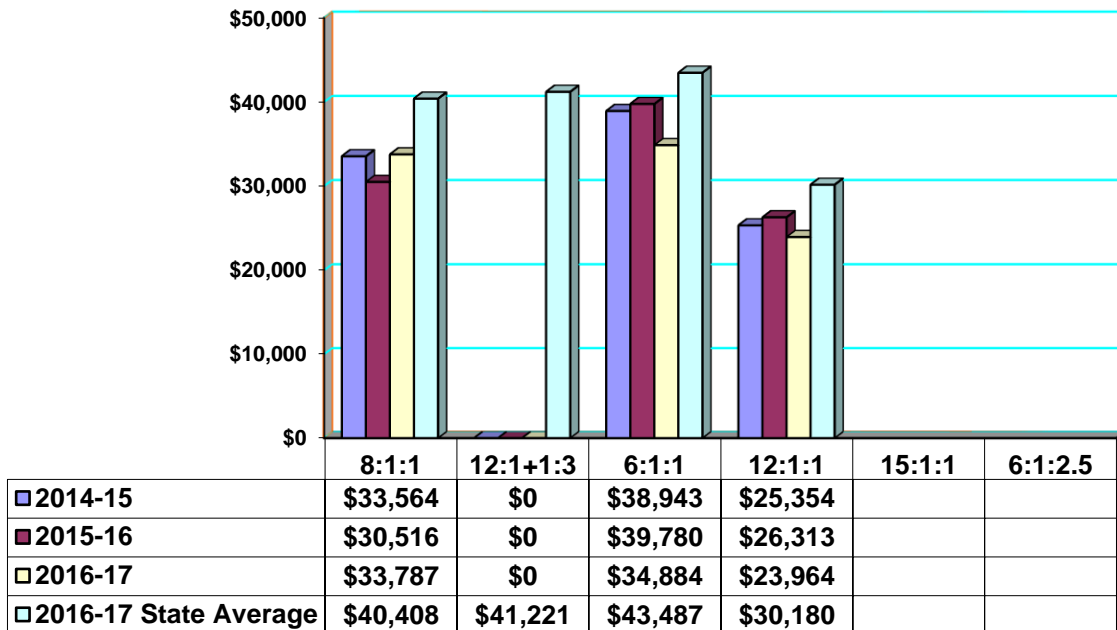
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2014-15	2015-16	2016-17
8:1:1	85	93	89
12:1+1:3	0	0	0
6:1:1	172	174	178
12:1:1	192	186	177
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2014-15 through 2016-17

	8:1:1	12:1+1:3	6:1:1	12:1:1	15:1:1	6:1:2.5
2014-15	$33,564	$0	$38,943	$25,354		
2015-16	$30,516	$0	$39,780	$26,313		
2016-17	$33,787	$0	$34,884	$23,964		
2016-17 State Average	$40,408	$41,221	$43,487	$30,180		

Special Education State Testing Program
2016-2017 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	4	1	1	0	8	33%	17%	2
Grade 4 English Language Arts	2	3	0	0	9	60%	0%	4
Grade 5 English Language Arts	8	0	0	0	11	0%	0%	3
Grade 6 English Language Arts	7	2	0	0	12	22%	0%	3
Grade 7 English Language Arts	12	2	1	0	23	20%	6%	8
Grade 8 English Language Arts	13	1	2	0	31	19%	13%	15
Grade 3 Mathematics	4	2	0	0	9	33%	0%	3
Grade 4 Mathematics	3	4	0	0	9	57%	0%	2
Grade 5 Mathematics	9	0	0	0	10	0%	0%	1
Grade 6 Mathematics	8	0	0	0	12	0%	0%	4
Grade 7 Mathematics	11	1	0	0	23	8%	0%	11
Grade 8 Mathematics	11	3	0	0	31	21%	0%	17

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.)
2016-2017 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
Integrated Algebra	3	3	2	8	38%	38%	25%
Algebra 1	12	9	14	35	34%	26%	40%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	20	6	16	42	48%	14%	38%
Physical Setting/ Earth Science	0	1	1	2	0.0%	50%	50%
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%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	1	1	0	2	50%	50%	0.0%
Regents ELA	16	4	15	35	46%	11%	43%
Global History and Geography	21	10	10	41	52%	24%	24%
United States History and Government	12	1	15	28	43%	4%	54%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2016-2017 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	6	2	9	100%	100%	11%
Grade 4 English Language Arts	0	3	11	1	15	100%	80%	0.0%
Grade 5 English Language Arts	0	2	6	1	9	100%	78%	0.0%
Grade 6 English Language Arts	0	1	9	0	10	100%	90%	0.0%
Grade 7 English Language Arts	0	3	5	2	10	100%	70%	0.0%
Grade 8 English Language Arts	1	4	5	1	12	91%	55%	8%
High School English Language Arts	0	1	10	8	19	100%	95%	0.0%
Grade 3 Mathematics	0	0	5	2	8	100%	100%	13%
Grade 4 Mathematics	1	3	11	1	16	94%	75%	0.0%
Grade 5 Mathematics	0	2	7	0	9	100%	78%	0.0%
Grade 6 Mathematics	2	2	6	0	10	80%	60%	0.0%
Grade 7 Mathematics	0	4	4	1	9	100%	56%	0.0%
Grade 8 Mathematics	2	5	5	0	13	83%	42%	8%
High School Mathematics	0	0	15	4	19	100%	100%	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 2016-2017 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	9		55	39				4	3	
Data-Driven Instruction				33		5	3		5	
Lead Evaluator Training	16	3	135	296			55	72		3
Principal Evaluator Training	10								10	
Integrating Technology into Curricula & Instruction	9	9	162	282	47	63	21	36	22	9
Project Based Learning				2						
College & Career Readiness				33		5		4		8
Career and Technical Education			35			5	4		8	
Middle Level Education										
Positive Youth Development										
Instructional Strategies	22		73	257		16	49	1	89	8
Parent Training										433
Special Education Issues	16		47	31	10	52	8	60	64	
(RSE-TASC) Regional Special Education Technical Assistance Support	91	8	87	3	1		14		210	27
(SE-SIS) Special Education School Improvement Specialist	1	4	66	432		30	1	14		61
RBE-RN	205		1398		160		178		72	
Leadership Training	8		49	2			73		12	
ECE Training (Early Childhood)										
Professional Practice (APPR)	18			54			117	75		8
Culture/Climate				113		411				
School & District Planning				101				225		
Response to Intervention		12		66				29		1
Data Management and Analysis										
Learning Standards (ELA, MST, etc.)	36		430	30		3	102	2	2	6
Interdisciplinary Teaching (including integration of career technology & academics)				31						9
Other	17			34		4			32	8

Technology Services
2016-2017 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	9/3301	866	32,306	X	
Instructional Computing	9/3301	690	32,306	X	
Computer/Audio Visual Repair	7/2610	866		X	
Library Automation/Software	9/3301	N/A	32,306	X	
LAN Installation/Support	9/3301	866	32,306	X	
Distributed Process Technicians	5/1810	866	17,410	X	
Guidance Information	8/9	N/A	32,306	X	
Administrative Computer Services	0/0	866			X
Administrative Training	9/3301	866		X	
Instructional Media Resources	9/3301	866	32,306	X	
Model Schools	9/3301	866	32,306	X	
Other Student Instructional Support	9/3301	866	32,306	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*
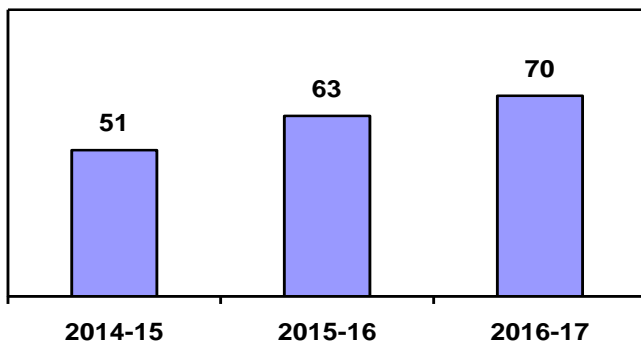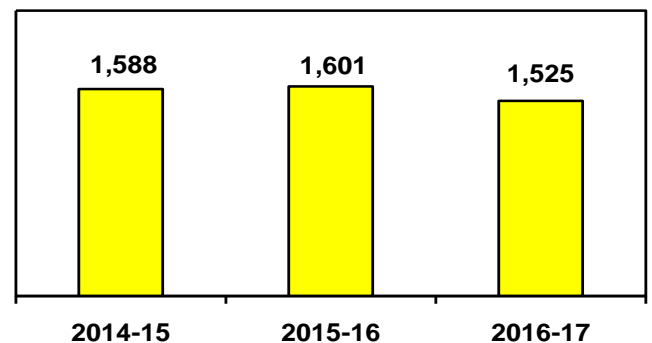
Number of Library Media Centers

2014-15	2015-16	2016-17
60	60	60
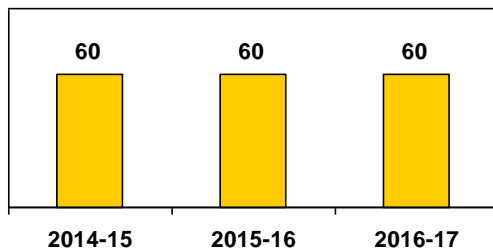
Consulting and Technical Assistance Services plus Reference by SLS Staff

2014-15	2015-16	2016-17
23,460	23,501	26,462
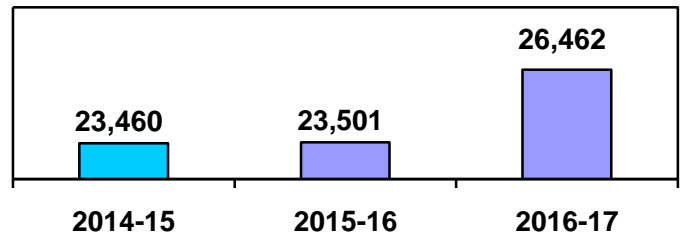
Number of Professional Workshops

2014-15	2015-16	2016-17
51	63	70

Number of Participants at Professional Development Workshops

2014-15	2015-16	2016-17
1,588	1,601	1,525

2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………….$ 5,483,000

Capital Expenses…………………………………………………….… $ 2,321,352

Total Program Expenses……………………………………………….…… $ 78,143,463

Total Expenses……………….…………………………………………….$ 85,947,815

Total Program 90.9%

*Administration 6.4%

Capital 2.7%

Itinerant Services 7%

General Instruction 4%

Instructional Support 21%

Other Services 13%

Career & Technical Education 9%

Instruction of Students with Disabilities 46%