

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

2024-2025 Expenses

2024-2025

Erie 1 BOCES

**Erie 1 BOCES
Board of Cooperative Educational Services
2024-2025 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

BOCES
149100000000

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

Other Career-Related Programs

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

“New Vision”

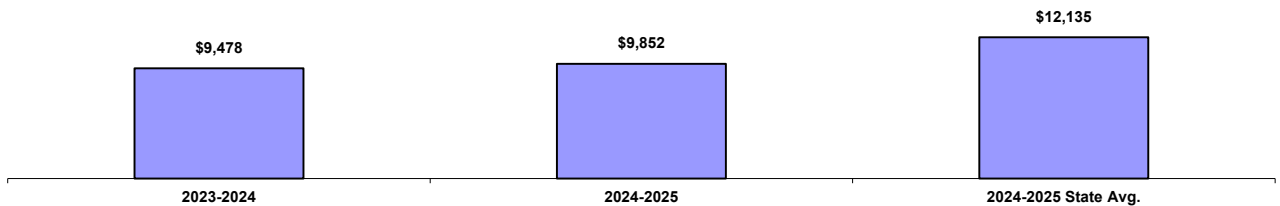
Participated 1 yr of a CTE Program

Other one-year programs

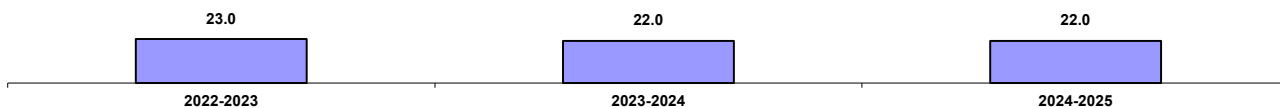
General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2023-2024	2023-2024	2024-2025	2024-2025
788	459	734	480
558	336	570	307
544	321	598	308
386	152	402	160

48	11	64	11
338	19	218	152
23	124	43	148

Tuition Per Student for CTE Programs
Data Source: 602 Report



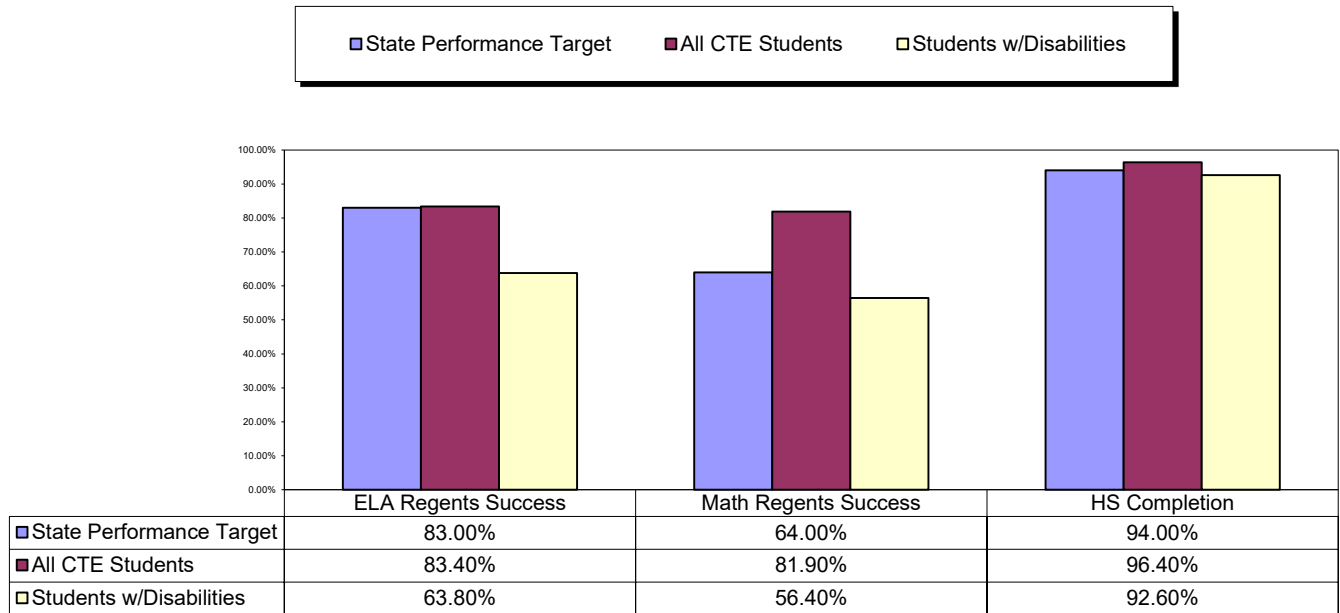
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2023-2024

Data Source: SIRS

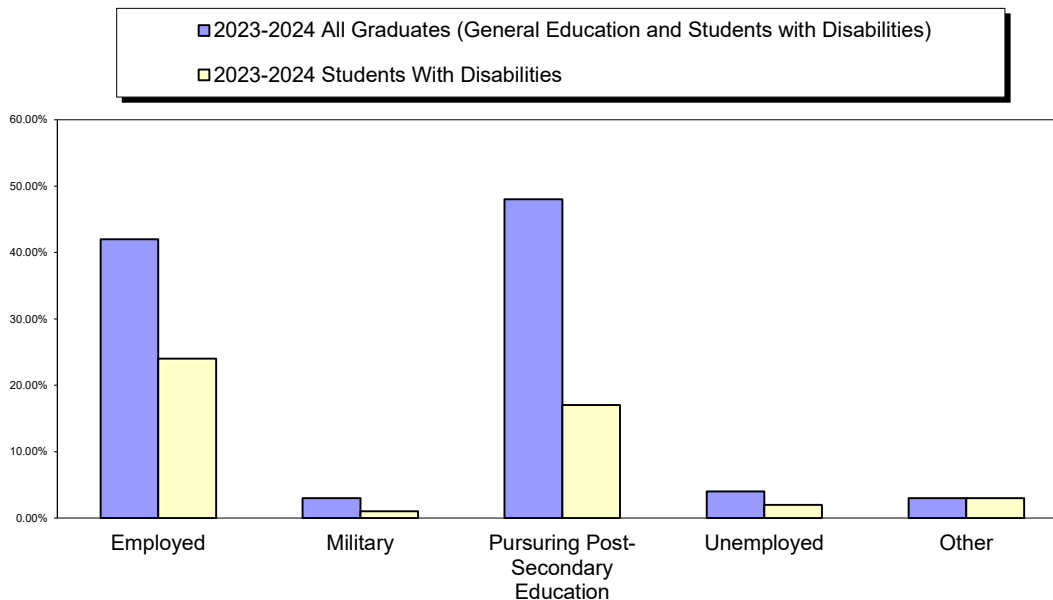


Status of Career and Technical Education (CTE) Students 2023-2024 Placement Outcomes

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
92.3%	93%



General Educational Development Test (GED Test) **For CTE Students Age 16-18** **2024-2025**

New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

Number of students who:

Enrolled

Passing Rate of Students Tested

Remained / Still Enrolled in the Program

**Left the program and did not enter
another district or BOCES
program (dropouts)**

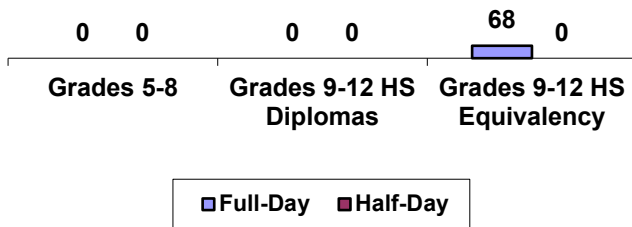
Returned to School District:

Grades 9-12 Programs Leading to a GED	
Half- day	Full- day
0	0
0	0
0	0
0	0
0	0

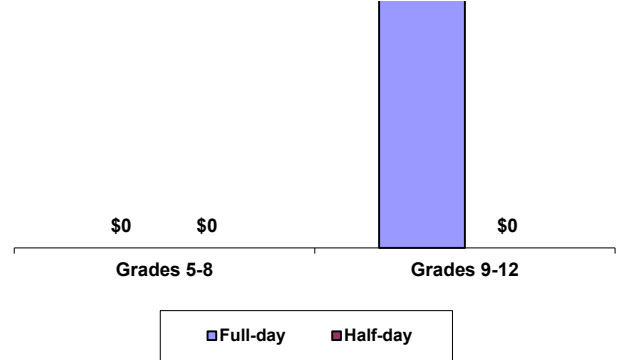
Alternative Education

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, 2025**



2024-2025 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	6	0	0	0
Remained in the BOCES program	0	0	49	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	0	0
Received high school diplomas			10	0		

Alternative Education State Testing Program
2024-2025 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)	27	10	3	49	67.5%	25.0%	7.5%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry	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	6	5	17	28	21.43%	17.86%	60.71%	
Living Environment	14	4	7	25	56.00%	16.00%	28.00%	
Physical Setting/ Earth Science	11	1	0	12	91.67%	8.33%	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 II	5	8	9	22	22.73%	36.36%	40.91%	
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%	
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	
Earth and Space Sciences	1	0	0	1	100.0%	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 Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2023-2024	923	--	--
Continuing Enrollment after 2023-2024	253	27.4%	16.94%
Completed or Left During 2023-2024	670	72.6%	83.37%
Left Prior to Completion During 2023-2024	184	19.9%	12.50%
Completed by the End of 2023-2024	486	52.7%	71.16%
Completed or Left During 2023-2024 and Status Known	670	72.6%	42.00%
Completed/Left/Status Known and Successfully Placed*	475	51.5%	37.15%
Completed but Not seeking Employment	0	0.0%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	923	100.0%	47.12%
Completed a Non-Traditional Program By the End of 2023-2024	486	52.7%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	106	11.5%	5.95%
Under-Represented Gender Members Who Completed during 2023-2024	55	6.0%	4.41%

* 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 2024-25 was 297.

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					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Adult Beginning/Intermediate	98	110	132	18	18%	33	30%	33	25%
Adult Secondary (Low)	0	0	1	0	0.0%	0	0.0%	1	100%
ESOL	37	82	164	4	11%	25	30%	58	35%

Other Outcomes (2022-23 through 2024-25)

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					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Entered employment	87	96	143	21	24.1 %	40	41%	75	52%
Retained employment	94	95	114	41	43.6 %	57	60%	59	52%
Obtained secondary or HS equivalency diploma	12	10	19	3	25%	3	30%	19	100%
Entered post-secondary education or training	87	96	1	21	24.1 %	40	41%	1	100%

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)

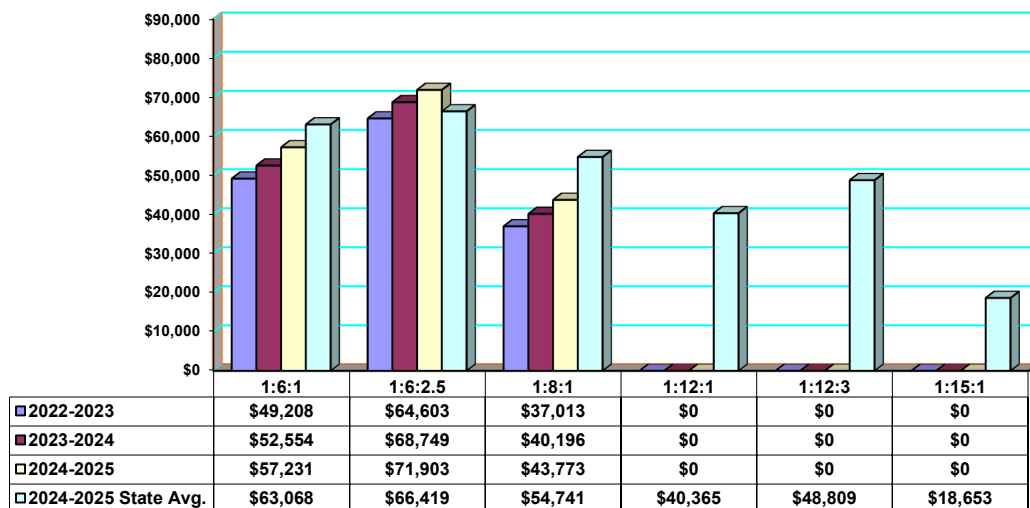
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2022-2023	2023-2024	2024-2025
8:1:1	66	62	54
12:1+1:3	0	0	0
6:1:1	257	265	312
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	25	25	24

Tuition Rates Per Student 2022-2023 through 2024-2025



Special Education State Testing Program

2024-2025 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	6	0	0	0	6	0.0%	0.0%	0
Grade 4 English Language Arts	7	0	0	0	7	0.0%	0.0%	0
Grade 5 English Language Arts	10	1	0	0	11	9.09%	0.0%	0
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	12	4	1	0	17	29.41%	5.88%	0
Grade 8 English Language Arts	16	5	1	2	24	33.33%	12.50%	0
Grade 3 Mathematics	4	1	0	0	5	20.00%	0.0%	0
Grade 4 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 5 Mathematics	10	1	0	0	11	9.09%	0.0%	0
Grade 6 Mathematics	10	3	0	0	13	23.08%	0.0%	0
Grade 7 Mathematics	12	3	0	0	15	20.00%	0.0%	0
Grade 8 Mathematics	16	2	2	0	0	20.00%	10.00%	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.)
2024-2025 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	20	6	2	28	71.43%	21.43%	7.14%	
Algebra II (CC)	0	0	1	1	100.0%	0.0%	0.0%	
Geometry	0	0	1	1	0.0%	100.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts	6	2	13	21	28.57%	9.52%	61.90%	
Living Environment	11	4	3	18	61.11%	22.22%	16.67%	
Physical Setting/ Earth Science	2	1	0	3	66.67%	33.33%	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 II	11	6	2	19	57.89%	31.58%	10.53%	
United States History & Government	9	3	8	20	45.00%	15.00%	40.00%	
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	
Earth and Space Sciences	0	0	0	0	0.0%	0.0%	0.0%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2024-2025 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	1	0	6	0	7	85.71%	85.71%	0.0%
Grade 4 English Language Arts	0	0	2	0	2	100.00%	100.00%	0.0%
Grade 5 English Language Arts	0	0	8	0	8	100.00%	100.00%	0.0%
Grade 6 English Language Arts	0	0	6	0	6	100.00%	100.00%	0.0%
Grade 7 English Language Arts	0	0	5	4	9	100.00%	100.00%	0.0%
Grade 8 English Language Arts	1	0	4	5	10	90.00%	90.00%	0.0%
High School English Language Arts	1	0	7	1	9	88.89%	88.89%	0.0%
Grade 3 Mathematics	1	1	5	1	8	87.50%	75.00%	0.0%
Grade 4 Mathematics	0	0	2	0	2	100.00%	100.00%	0.0%
Grade 5 Mathematics	0	0	7	1	8	100.00%	100.00%	0.0%
Grade 6 Mathematics	0	2	4	0	6	100.00%	66.67%	0.0%
Grade 7 Mathematics	0	0	5	4	9	100.00%	100.00%	0.0%
Grade 8 Mathematics	0	2	7	1	10	100.00%	80.00%	0.0%
High School Mathematics	1	0	7	2	10	90.0%	100.00%	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 2024-2025 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	177.5	25	213.5	36	10914	2117	6	1	463	105
Instructional Strategies	1567.5	354	734.25	132	21279	4217	108	13	3665	471
Data-Driven Instruction	42.75	10	61.5	15	2952	679	0	0	230	47
Effective Use of Technology	409.75	124	117.5	39	9959	2285	100	19	1749	396
Project Based Learning	67	27	0	0	617	77	0	0	76	20
Parent Engagement	0	0	0	0	49.5	9	0	0	0	0
RBE-RN	518.25	191	145	20	6178	1366	10	3	995	237
College, Career & Civic Readiness	138	8	118.5	7	758	45	0	0	6	1
Response to Intervention	42.5	8	36.5	8	195.5	49	0	0	186.5	40
Early Childhood Education	0	0	0	0	30	10	0	0	0	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	6	2	6	2	0	0	0	0	3	1
Special Education Strategies	1766	295	288	55	5886	1587	18	5	2847	536
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	95.5	55	171	79	0	0	0	0	18	11
Leadership Development	2283	522	980	135	771	68	2.5	1	1688	263
District & School Strategic Planning	0	0	0	0	0	0	0	0	0	0
Using Data	493.5	262	67	47	40	25	13	6	303	187
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	666	77	568	68	2329	338	102	17	878	111
Social – Emotional Learning	827	61	227	20	2473	225	86	7	3028	262
Other culture/climate	114	53	59	28	4720	1178	49	17	1184	317
Safety	72	12	114	21	178	41	272	47	469	87
Other	125.5	45	39	9	1690	228	0	0	620	151

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	4,089,623.00
Capital Expenses.....	\$	4,245,861.00
Total Program Expenses.....	\$	200,212,192.00
Total Expenses.....	\$	208,547,675.00

