BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

Career and Technical Education

Alternative Education

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2024-2025 Expenses

2024-2025

Erie 2-Chautauqua-Cattaraugus BOCES

Erie 2-Chautauqua-Cattaraugus 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

Erie 2-Chautauqua-Cattaraugus BOCES
149200000000

Component Districts

- Bemus Point Central School
- Brocton Central School
- Cassadaga Valley Central School
- Chautauqua Lake Central School
- Clymer Central School
- Dunkirk City Schools
- East Aurora Union Free
- Eden Central School
- Falconer Central School
- Forestville Central School
- Fredonia Central School
- Frewsburg Central School
- Gowanda Central School
- Holland Central School
- Iroquois Central School
- Jamestown City Schools
- Lake Shore Central School
- North Collins Central School
- Orchard Park Central School
- Panama Central School
- Pine Valley Central School
- Ripley Central School
- Sherman Central School
- Silver Creek Central School
- Southwestern Central School
- Springville-Griffith Institute
- Westfield Central School

Erie 2-Chautauqua-Cattaraugus BOCES encompasses 1791 square miles

Non-Component Districts served by this BOCES through contractual agreements

Addison CSD, Afton CSD, Akron CSD, Albion CSD, Alden CSD, Alexander CSD, Allegany-Limestone CSD, Altmar Parish CSD, Amherst CSD, Andover CSD, Ardsley UFSD, Auburn City SD, Averill Park CSD, Avoca CSD, Barker CSD, Batavia City SD, Beekmantown CSD, Bethlehem CSD, Binghampton City SD, Bolivar-Richburg CSD, Brewster CSD, Cairo-Durham CSD, Cambridge CSD, Camden CSD, Canisteo-Greenwood CSD, Carmel CSD, Cato-Meridian CSD, Cattaraugus-Little Valley CSD, Cazenovia CSD, Charlotte Valley CSD, Cheektowaga CSD, Chenango Forks CSD, Chenango Valley CSD, Chester UFSD, Cincinnatus CSD, Clarence CSD, Clarkstown CSD, Cleveland Hill UFSD, Cuba-Rushford CSD, Depew UFSD, Deposit CSD, Dryden CSD, East Bloomfield CSD, East Irondequoit CSD, East Ramapo CSD, Eldred CSD, Ellicottville CSD, Fillmore CSD, Fort Plain CSD, Frankfort CSD, Franklinville CSD, Frontier CSD, Gates-Chili CSD, Genesee Valley CSD, Glen Falls City SD, Gloversville City SD, Grand Island CSD, Greece CSD, Groton CSD, Hamburg CSD, Hammondsport CSD, Herkimer CSD, Heuvelton CSD, Hicksville UFSD, Holland-Patent CSD, Honeoye CSD, Honeoye Falls-Lima CSD, Indian River CSD, Johnson City SD, Jordan-Elbridge CSD, Kenmore UFSD, Lackawanna City SD, Lake George CSD, Lancaster CSD, Lansing CSD, LeRoy CSD, Lewiston Porter CSD, Lisbon CSD, Liverpool CSD, Lockport City SD, Long Lake CSD, Lyndonville CSD, Mahopac CSD, Maine-Endwell CSD, Malone CSD, Marathon CSD, Margaretville CSD, Maryvale UFSD, Massena CSD, Medina CSD, Middletown City SD, Milford CSD, Moravia CSD, Morrisville Eaton CSD, Mount Vernon City SD, Newfane CSD, Niagara Falls City SD, Niagara-Wheatfield CSD, North Colonie CSD, North Tonawanda City SD, Nyack UFSD, Olean City SD, Owego Apalachin CSD, Palmyra CSD, Penn Yan CSD, Pine Bush CSD, Pine Plains CSD, Pioneer CSD, Pocantico Hills CSD, Port Washington UFSD, Potsdam CSD, Queensbury UFSD, Randolph Academy, Randolph CSD, Rhinebeck CSD, Rocky Point UFSD, Rome City SD, Roxbury CSD, Royalton-Hartland CSD, Rye Neck UFSD, Salamanca City SD, Salmon River CSD, Saranac CSD, Saugerties CSD, Scio CSD, Seneca Falls CSD, Sherrill City SD, Skaneateles CSD, Sloan UFSD, Sodus CSD, South Jefferson CSD, South Seneca CSD, Southern Cayuga CSD, Spencerport CSD, Spencer-Van Etten CSD, Star Point CSD, Stockbridge Valley CSD, Suffern CSD, Susquehanna Valley CSD, Sweet Home CSD, Tonawanda City SD, Tri Valley CSD, Trumansburg CSD, Unadilla Valley CSD, Union-Endicott CSD, Vestal CSD, Waterloo CSD, Watervliet CSD, Watkins Glen CSD, Wayland-Cohocton CSD, West Seneca CSD, Westhill CSD, Whitesville CSD, Williamsville CSD, Wilson CSD, Windsor CSD, York CSD, Yorktown Heights CSD

Joint Management Team

- Erie 1 BOCES
- Erie 2-Chautauqua-Cattaraugus BOCES
- Cattaraugus-Allegany BOCES
- Niagara Orleans BOCES

Regional Information Center

- WNYRIC

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.

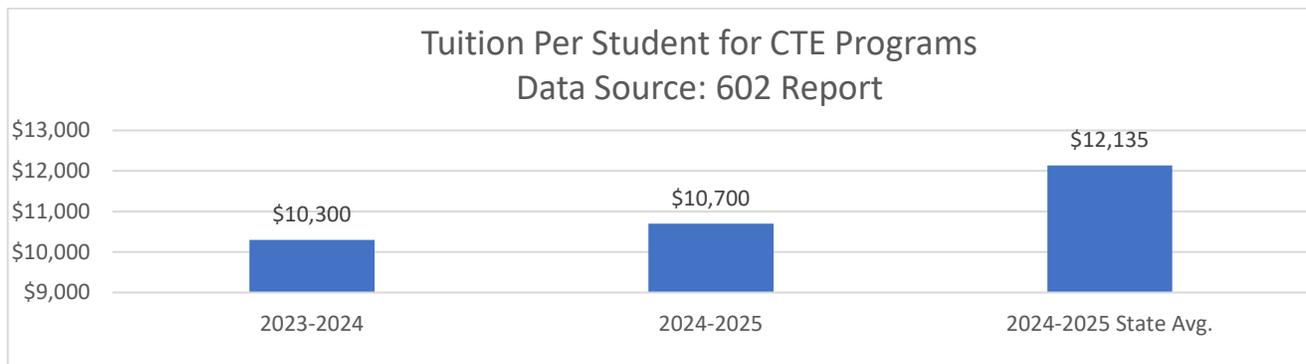|	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2023-2024**	**2023-2024**	**2024-2025**	**2024-2025**
First-year students	574	206	559	201
Second-year students	470	201	505	161
Second-year students completing	465	191	481	160
Completers with technical endorsement	360	145	361	135

Other Career-Related Programs

| **Number of 11th/12th grade students enrolled in one-year programs:**				
"New Vision"	0	0	0	0
Participated 1 yr of a CTE Program	0	0	0	0
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

| 2023-2024	2024-2025	2024-2025 State Avg.
$10,300	$10,700	$12,135

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

2022-2023	2023-2024	2024-2025
28.0	30.0	30.0
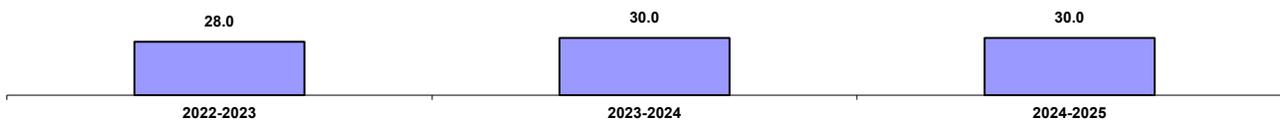
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

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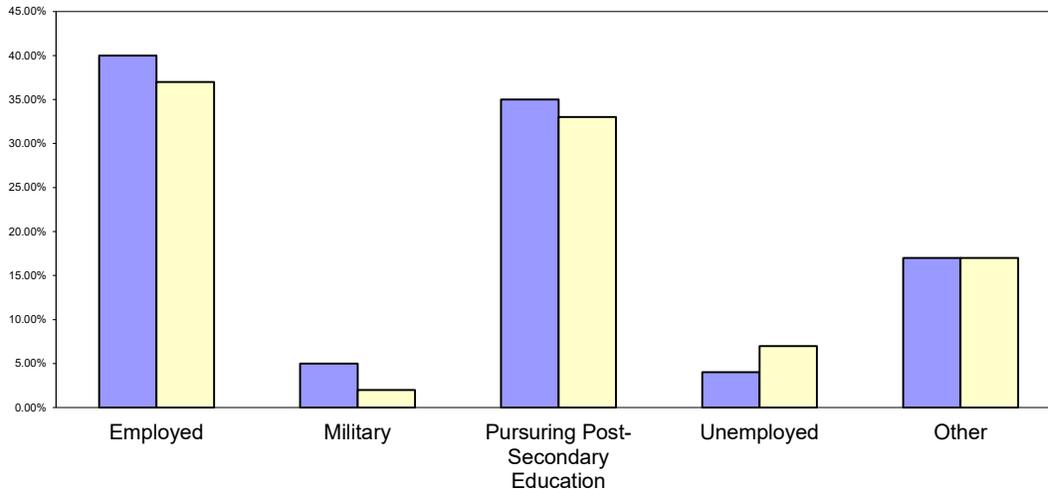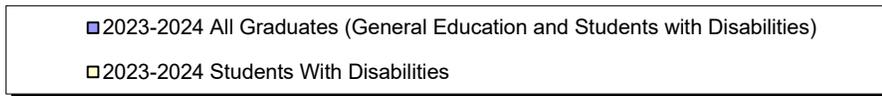## Who Left School in 2023-2024

Data Source: SIRS
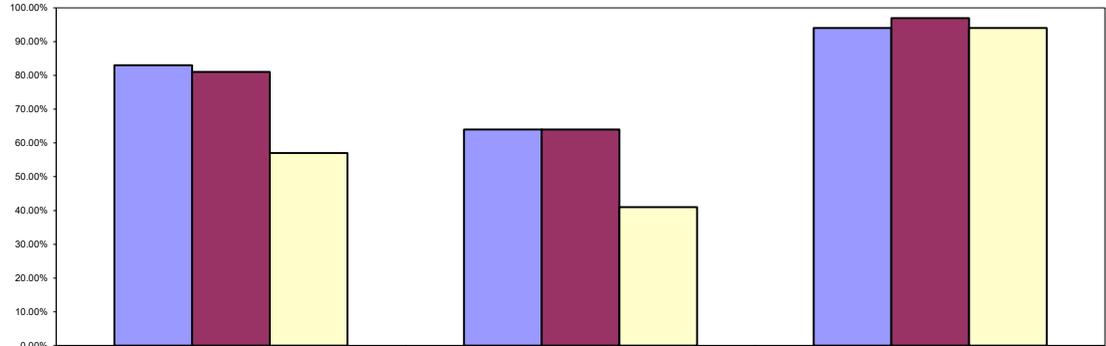
	State Performance Target	All CTE Students	Students w/Disabilities
ELA Regents Success	83.00%	81.00%	57.00%
Math Regents Success	64.00%	64.00%	41.00%
HS Completion	94.00%	97.00%	94.00%

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
80%	93%

Legend: ■ 2023-2024 All Graduates (General Education and Students with Disabilities) □ 2023-2024 Students With Disabilities

	Employed	Military	Pursuring Post-Secondary Education	Unemployed	Other
All Graduates	40.00%	5.00%	35.00%	4.00%	17.00%
Students With Disabilities	37.00%	2.00%	33.00%	7.00%	17.00%

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.

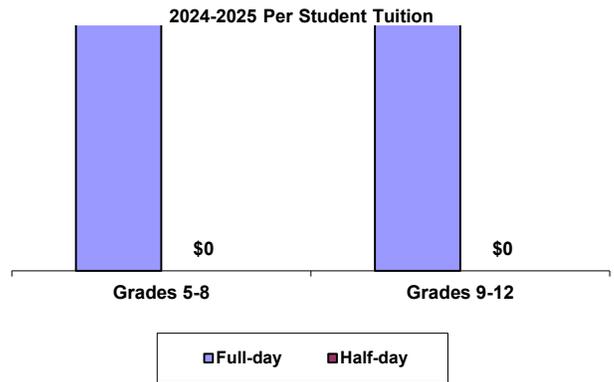| Number of students who:	Grades 9-12 Programs Leading to a GED	
	Half-day	Full-day
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

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, 2025

	Full-Day	Half-Day
Grades 5-8	17	0
Grades 9-12 HS Diplomas	146	0
Grades 9-12 HS Equivalency	0	0
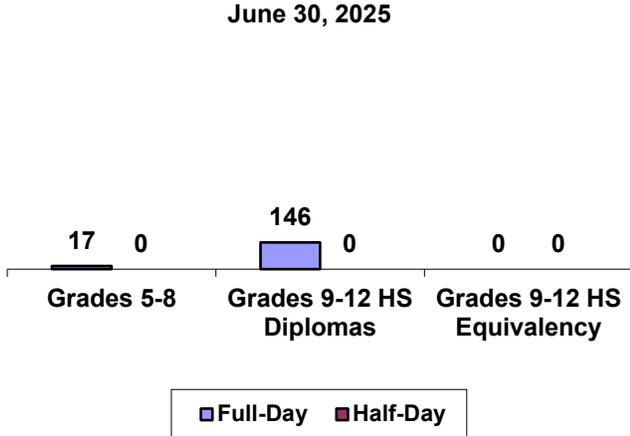
2024-2025 Per Student Tuition

	Full-day	Half-day
Grades 5-8		$0
Grades 9-12		$0

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	17	0	5	0	0	0
Remained in the BOCES program	0	0	70	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			35	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)	42	23	3	68	62%	34%	4%	0
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	3	0	1	4	75%	0%	25%	0
Geometry NEW	1	0	0	1	100%	0%	0.0%	0
English Language Arts (CC)	21	9	32	62	33%	15%	52%	0
Living Environment	25	7	4	36	69%	19%	11%	0
Physical Setting/ Earth Science	18	6	1	26	69%	23%	4%	0
Physical Setting/ Earth and Space	9	2	3	14	64%	14%	22%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II	28	12	18	58	48%	21%	31%	0
United States History and Government	27	17	22	66	41%	26%	33%	0
Life Science: Biology	4	3	1	8	50%	38%	12%	0
Earth and Space Sciences	0	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 Count Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2023-2024	190	--	--
Continuing Enrollment after 2023-2024	20	10.5%	16.94%
Completed or Left During 2023-2024	170	89.4%	83.37%
Left Prior to Completion During 2023-2024	28	14.73%	12.50%
Completed by the End of 2023-2024	145	76.32%	71.16%
Completed or Left During 2023-2024 and Status Known	79	41.57%	42.00%
Completed/Left/Status Known and Successfully Placed*	68	35.79%	37.15%
Completed but Not seeking Employment	6	3.15%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	116		47.12%
Completed a Non-Traditional Program By the End of 2023-2024	90	47.36%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	27		5.95%
Under-Represented Gender Members Who Completed during 2023-2024	18	9.47%	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 107.

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	57	82	79	8	14.4%	19	23.17%	15	14.02%
Adult Secondary (Low)	0	1	0	0	0.0%	0	0.0%	0	0.0%
ESOL	10	48	28	12	42.85%	12	25.0%	7	6.54%

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	205	89	100	62	30.24%	51	57.3%	62	62.0%
Retained employment	51	32	42	51	50.98%	20	62.5%	40	95.2%
Obtained secondary or HS equivalency diploma	20	75	107	6	30.0%	28	37.3%	35	32.7%
Entered post-secondary education or training	5	7	7	3	60.0%	5	71.42%	5	71.4%

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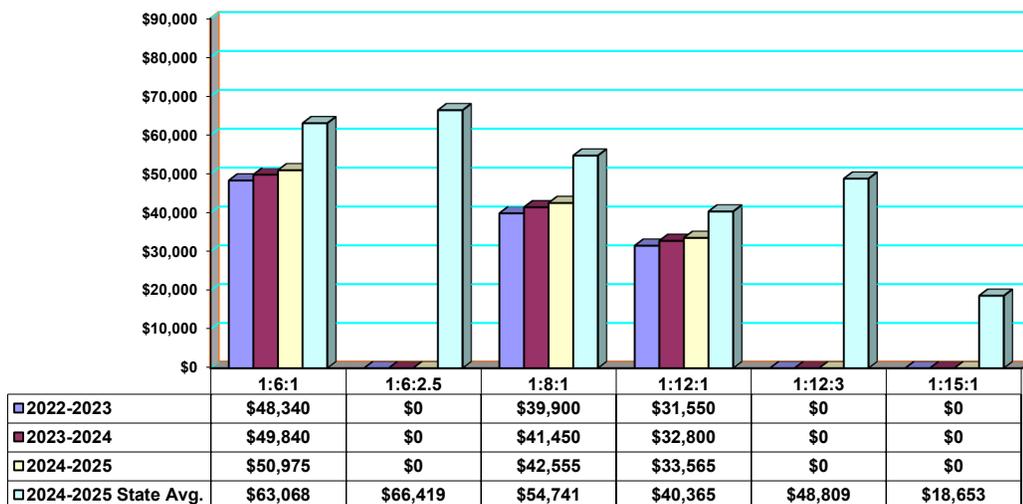
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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	126	426	117
12:1+1:3	0	0	0
6:1:1	231	244	254
12:1:1	18	14	11
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2022-2023 through 2024-2025

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2022-2023	$48,340	$0	$39,900	$31,550	$0	$0
2023-2024	$49,840	$0	$41,450	$32,800	$0	$0
2024-2025	$50,975	$0	$42,555	$33,565	$0	$0
2024-2025 State Avg.	$63,068	$66,419	$54,741	$40,365	$48,809	$18,653

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	4	0	0	0	4	0%	0%	2
Grade 4 English Language Arts	6	1	0	0	7	14%	0%	8
Grade 5 English Language Arts	1	1	2	0	4	75%	50%	9
Grade 6 English Language Arts	6	1	0	0	7	14%	0%	12
Grade 7 English Language Arts	10	3	0	0	13	23%	0%	10
Grade 8 English Language Arts	12	2	1	0	15	20%	7%	17
Grade 3 Mathematics	2	2	0	0	4	50%	0.0%	3
Grade 4 Mathematics	6	0	0	0	6	0%	0.0%	9
Grade 5 Mathematics	4	1	0	0	5	20%	0.0%	8
Grade 6 Mathematics	5	1	1	0	7	29%	14%	6
Grade 7 Mathematics	11	0	0	1	12	8%	8%	11
Grade 8 Mathematics	14	1	0	0	15	7%	0.0%	17
Grade 5 Science	2	0	3	0	5	60%	60%	7
Grade 8 Science	4	9	2	1	16	75%	19%	10

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 (CC)	35	27	20	82	43%	33%	24%	0
Algebra II (CC)	0	0	5	5	0%	0%	100%	0
Geometry - NEW								0
Geometry (CC)	0	0	3	3	0%	0%	100%	0
English Language Arts (CC)	28	12	28	68	41%	18%	41%	0
Living Environment	17	5	17	39	44%	13%	44%	0
Physical Setting/ Earth Science	10	1	2	13	77%	8%	15%	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	9	14	28	51	18%	27%	55%	0
United States History & Government	16	13	18	47	34%	28%	38%	0
Life and Science - NEW	7	5	9	21	33%	24%	43%	0
Earth and Space Sciences - NEW	3	2	12	17	18%	12%	71%	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	0	3	3	0	6	100%	50%	2
Grade 4 English Language Arts	0	1	5	0	6	100%	83%	0
Grade 5 English Language Arts	0	0	3	0	3	100%	100%	2
Grade 6 English Language Arts	1	2	7	0	10	90%	70%	0
Grade 7 English Language Arts	0	2	4	0	6	100%	67%	0
Grade 8 English Language Arts	1	1	4	4	10	90%	80%	0
High School English Language Arts	0	0	4	0	4	100%	100%	0
Grade 3 Mathematics	0	1	5	0	6	100%	83%	2
Grade 4 Mathematics	0	3	6	0	9	100%	67%	0
Grade 5 Mathematics	2	0	1	0	3	33%	33%	2
Grade 6 Mathematics	1	4	4	1	10	90%	50%	1
Grade 7 Mathematics	0	0	5	1	6	100%	100%	0
Grade 8 Mathematics	0	4	5	1	10	100%	60%	0
High School Mathematics	1	0	1	2	4	75%	75%	0
Secondary Science	0	1	2	1	4	100%	75%	0
Science 5	0	0	3	0	3	100%	100%	2
Science 8	0	2	7	1	10	100%	80%	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	0	0	0	0	304	59	0	0	9	3
Instructional Strategies	554	153	184	44	4606	1110	1613	430	1183.5	307
Data-Driven Instruction	0	0	0	0	322.5	85	0	0	21	7
Effective Use of Technology	92.5	31	58.5	18	170.5	111	12.5	11	52.5	25
Project Based Learning	0	0	0	0	0	0	0	0	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	11	2	90	18	16.5	3	3.5	1
College, Career & Civic Readiness	0	0	0	0	0	0	0	0	0	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Early Childhood Education	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	36	10	546	166	161	33	25.5	9
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Special Education Strategies	174	36	270	44	1642	295	3118.5	704	693.25	129
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	36	36	72.5	41	0	0	0	0	8.5	3
Leadership Development	1195	496	938.75	482	1	3	0	0	148.75	65
District & School Strategic Planning	50	20	25	10	0	0	0	0	0	0
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	134	18	6	8	84	18	36	10	62	9
Social – Emotional Learning	10	5	10	12	48	16	0	0	15	22
Other culture/climate	72.5	9	32.5	1	266.5	84	262.5	121	108.5	32
Safety	40.5	29	57.5	40	27.5	47	27.5	22	3.5	1
Other	0	0	0	0	10	4	48	18	164	36

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… ……………………………………………………$ 4,349,958.58

Capital Expenses………………………………………………………….…$ 4,330,676.03

Total Program Expenses………………………………………………….……$ 114,650,241.51

Total Expenses…………………………………………………………………$ 123,330,876.12