



Long Lake
CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION MEETING

Tuesday, April 20, 2021

Time TBD Special Meeting, Location TBD

Public Attendance via **Google Meet Link Only:**

Join by phone: Call in from a mobile device

+1 224-801-4941 | PIN: 700 371 641#

Join from a video system or application: meet.google.com/ayd-drhx-mrf

- I. Call to Order – President of the Board
 - a. Pledge of Allegiance
- II. Recommendations for Approval
 - a. *FEH BOCES Board Candidates
 - b. * FEH BOCES Tentative Administrative Budget in the Amount of \$2,689,225 for the 2021-2022 School Year
- III. Adjourn

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES

**BALLOT FOR ELECTION TO
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

There are **four (3-year)** vacancies on the Board of Cooperative Educational Services to be filled at the annual election to be held on April 20, 2021. The trustees or board of education of each component school district, by resolution, may cast **one vote for any vacancy** to be filled, provided that no more than one vote may be cast for any candidate. The district clerk, or other officer authorized to certify that a board resolution has been adopted, shall complete the ballot by placing an "X" next to the name of each candidate for whom a vote has been cast and by completing the attached certification. Nominations for the vacancies for the following candidates have been accepted pursuant to §1950 (2-a) (b) of Education Law (candidates are listed in alphabetical order of the school district of residence):

(3-year) Vacancies

Dennis Egan _____
North Bangor, New York
School District of Residence: Brushton-Moira C.S.D.

Courtney Leonard _____
Chateaugay, New York
School District of Residence: Chateaugay C.S.D.

Richard Preston _____
Lake Placid, New York
School District of Residence: Lake Placid C.S.D.

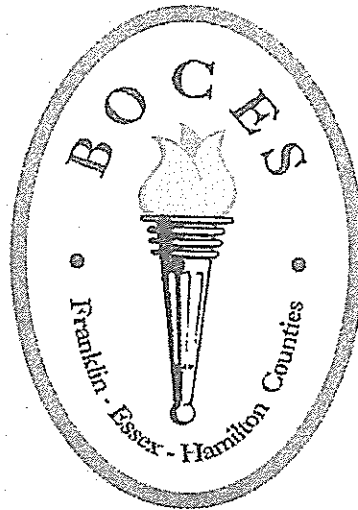
Richard Retrosi _____
Saranac Lake, New York
School District of Residence: Saranac Lake C.S.D.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES

TENTATIVE 2021-22 BUDGET

ANNUAL MEETING

April 15, 2021
7:00 P.M.



"Lighting the Way to the Future"

COMPONENT SCHOOL DISTRICTS

Brushton-Moira Central School
Chateaugay Central School
Lake Placid Central School
Long Lake Central School
Malone Central School

Raquette Lake Union Free School
St. Regis Falls Central School
Salmon River Central School
Saranac Lake Central School
Tupper Lake Central School

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSEDNews
Tel: (518) 474-5844
Fax: (518) 473-4909

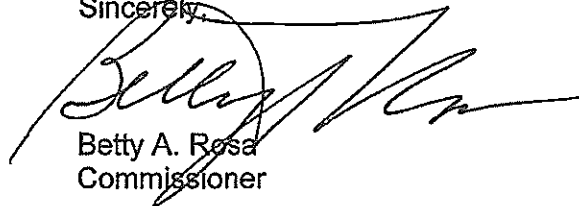
March 2021

Dear Members of the Cooperative Boards of New York State:

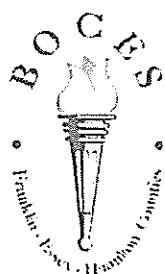
I want to take this opportunity to express my appreciation for all the work you do for the students, parents, teachers, and administrators in New York State. Your leadership and ongoing efforts during these very challenging times has been critical to our ability to continue to provide high quality education and support to our students and teachers throughout the State. I can think of no better time than your annual meeting to express my sincere gratitude and thanks for your extraordinary efforts during this pandemic.

This past year we have seen a transition in Department leadership, and your continued support and guidance is particularly valuable as we move forward in implementing the Regents agenda. Of particular note has been your work in supporting the Department's efforts to develop guidance for reopening plans, which required critical input from the field. I believe our ongoing work, as we continue to face other challenges, is essential to our mutual goals and objectives to ensure the health and safety of all of our schools. I am excited to be a part of this work, and I know that with your individual and collective support, we will have another successful year.

Sincerely,



Betty A. Rosa
Commissioner



BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Sole Supervisory District of Franklin, Essex and Hamilton Counties

P.O. Box 28, 23 Husky Lane
Malone, New York 12953

(518) 483-6420

Dennis J. Egan
Board President

Lori L. Tourville
Assistant Superintendent for
Instruction and Instructional Support

Dale L. Breault, Jr.
District Superintendent

Stacy M. Vincent
Assistant Superintendent for
Operations

March 18, 2021

Dear Colleagues:

The Tentative Budget for the Franklin-Essex-Hamilton BOCES for the 2021-22 school year is contained in this booklet.

Since 1948, this BOCES has sought to provide high quality programs and services to its component school districts in the most cost-effective manner possible. Our collective success as board members will be measured by the degree to which every student in our region attains the ideals outlined in the BOCES vision of "maximizing the potential of each individual so today's learners become tomorrow's skilled professionals."

From the inception, BOCES has been viewed as an effective vehicle for shared services. While our primary commitment remains focused on the instruction of students, our districts are becoming increasingly aware of the collective value that the BOCES can provide in other areas such as Instructional Support Services, Adult & Continuing Education, and Management Services such as the Shared Business Office.

It is important to recognize that the BOCES budget process is subject to many of the same cost drivers that our districts contend with. These include continually escalating health insurance and retirement costs combined with limited state funding and declining enrollment. Additionally, the global COVID-19 pandemic has financially stressed the entire educational system in many new ways. As of the writing of this letter, the New York State budget process is underway, and there is a very concerning possibility of the traditional BOCES reimbursement model going away which would have a detrimental effect on districts who significantly rely on BOCES Services. Under this backdrop, many people at FEH BOCES have contributed to building a budget that balances cost containment wherever possible with providing quality BOCES programming for our students and districts.

Please feel free to contact the BOCES Board or District Superintendent Dale Breault, Jr. if you have any comments, statements of concern and/or suggestions for improving our collective efforts to serve students, parents, educators, the community and local taxpayers alike.

Sincerely,

Dennis J. Egan
President

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES**

Component School Districts

<u>Districts</u>	<u>President of Board of Education</u>	<u>Superintendents of Schools</u>
Brushton-Moira Central	Marice Bright	Todd M. LaPage
Chateaugay Central	Christopher Jarvis	Loretta Fowler
Lake Placid Central	Richard Preston	Roger P. Catania
Long Lake Central	Brian Penrose	Noelle J. Short
Malone Central	Philip Hans	Jerry E. Griffin
Raquette Lake Union Free	Elizabeth Forsell	Richard G. Rose
St. Regis Falls Central	Lyndon Farmer	Timothy Seymour
Salmon River Central	Emily Lauzon	Stanley J. Harper
Saranac Lake Central	Aurora White	Diane C. Fox
Tupper Lake Central	Jane Whitmore	Russell Bartlett

BOCES Board of Education

<u>Name</u>	<u>School District</u>	<u>Term Expires</u>
Dennis J. Egan, President	Brushton-Moira Central	2021
Thomas O'Bryan, Vice-Pres.	St. Regis Falls Central	2022
Jason C. Brockway	Salmon River Central	2023
Christine Crossman-Dumas	Malone Central	2022
Elizabeth R. Forsell	Raquette Lake Union Free	2022
Courtney Leonard	Chateaugay Central	2021
Richard M. Preston	Lake Placid Central	2021
Richard A. Retrosi	Saranac Lake Central	2021
Donald A. Whitmore, III	Tupper Lake Central	2023

Lisa M. Mastry, Clerk
Jamie O'Dell, Treasurer

Executive Officer

Dale L. Breault, Jr., District Superintendent of Schools

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES**

NOTICE OF BOCES ANNUAL MEETING

Please take notice that the BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF THE SOLE SUPERVISORY DISTRICT OF THE FRANKLIN, ESSEX AND HAMILTON COUNTIES (BOCES) will hold the annual meeting of the trustees and members of the boards of education of its component school districts on **Thursday, April 15, 2021 at 7:00 P.M. via videoconference at the Adirondack Educational Center, Saranac Lake, New York and the North Franklin Educational Center, Malone, New York and via Webex.** The Board of Cooperative Educational Services will present its tentative administrative, capital and program budgets for 2021-22 to the trustees and members of the boards of education of component school districts in attendance at such annual meeting, for their review. The following are summaries of the tentative administrative, capital and program budgets. The amounts stated are based on current estimates and may be subject to change. Copies of the complete tentative administrative, capital and program budgets will be available for inspection by the public between the hours of 7:30 A.M. and 4:00 P.M. at the BOCES Central Administrative Office located at the North Franklin Educational Center, 23 Husky Lane, Malone, New York commencing on March 22, 2021.

SUMMARY OF TENTATIVE ADMINISTRATIVE BUDGET

Total Administrative Personnel (Salaries of all Central Administrative and Supervisory Personnel) \$560,050
Total Employee Benefits (Benefits of all Central Administrative and Supervisory Personnel) \$371,699

(Compensation of District Superintendent of Schools):

State Salary	\$43,499
BOCES Salary	\$131,662
Annualized Benefits	\$66,146
Other Remuneration	\$4,500
Total Compensation:	\$245,807

Retiree Health Insurance	\$1,328,506
Equipment	\$2,200
Supplies and Materials	\$34,775
Revenue Note Interest	-0-
Total Contract Expense	\$299,281
Net Transfers (other than capital)	\$92,714

TOTAL ADMINISTRATIVE BUDGET **\$2,689,225**

SUMMARY OF TENTATIVE CAPITAL BUDGET

Rental of Facilities	\$11,368
Capital Project Payments	\$0

TOTAL CAPITAL BUDGET **\$11,368**

SUMMARY OF TENTATIVE PROGRAM BUDGET

Career and Technical Education	\$6,507,532
Instruction of Students with Disabilities	\$1,189,408
Itinerant Services	\$596,966
General Instruction	\$2,658,503
Instructional Support	\$2,996,357
Other Services	\$6,740,044

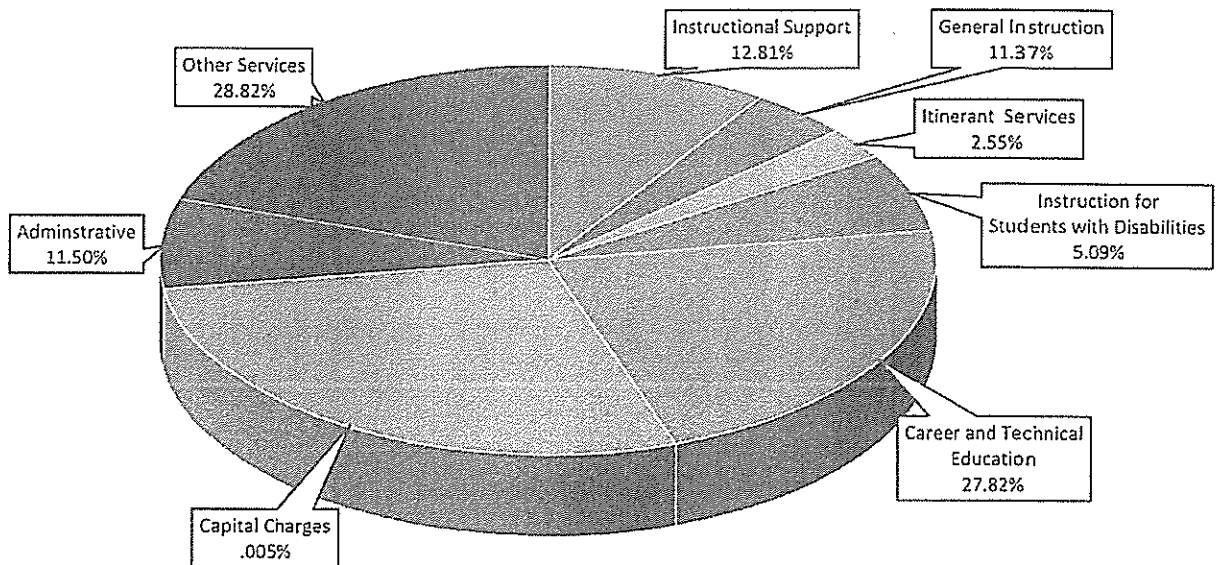
TOTAL PROGRAM BUDGET **\$20,688,810**

TOTAL BOCES BUDGET 2021-22 **\$23,389,403**

Lisa M. Mastry, Clerk
Board of Cooperative Educational Services
Sole Supervisory District
Franklin-Essex-Hamilton Counties
March 22, 2021

TENTATIVE BUDGET 2021-2022

TENTATIVE BUDGET



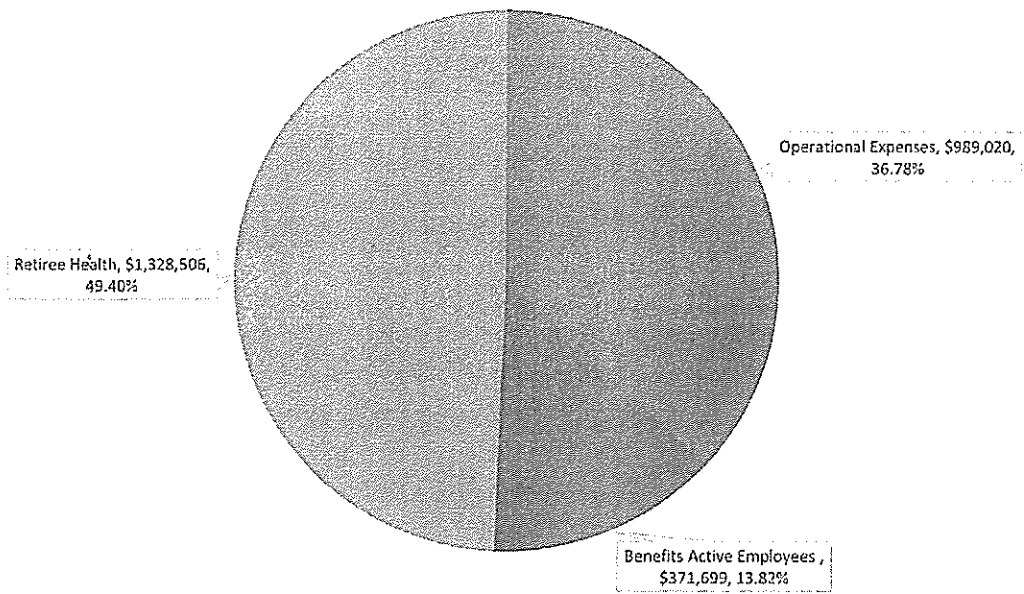
	ADOPTED BUDGET <u>2020-21</u>	TENTATIVE BUDGET <u>2021-22</u>	DOLLAR <u>CHANGE</u>	PERCENT <u>CHANGE</u>
ESTIMATED EXPENDITURES - ADMINISTRATIVE	\$2,540,107	\$2,689,225	149,118	5.87%
ESTIMATED EXPENDITURES - CAPITAL CHARGES	6,036,048	11,368	-6,024,680	-99.81%
ESTIMATED EXPENDITURES - SERVICE PROGRAMS	21,656,744	20,688,810	-967,934	-4.47%
Career and Technical Education	7,645,351	6,507,532	-1,137,819	-14.88%
Instruction for Students with Disabilities	1,886,881	1,189,408	-697,473	-36.96%
Itinerant Services	1,004,207	596,966	-407,241	-40.55%
General Instruction	1,570,507	2,658,503	1,087,996	69.28%
Instructional Support	2,991,614	2,996,357	4,743	0.16%
Other Services	6,558,184	6,740,044	181,860	2.77%
TOTAL ESTIMATED EXPENDITURES	\$30,232,899	\$23,389,403	-\$6,843,496	-22.64%

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES**

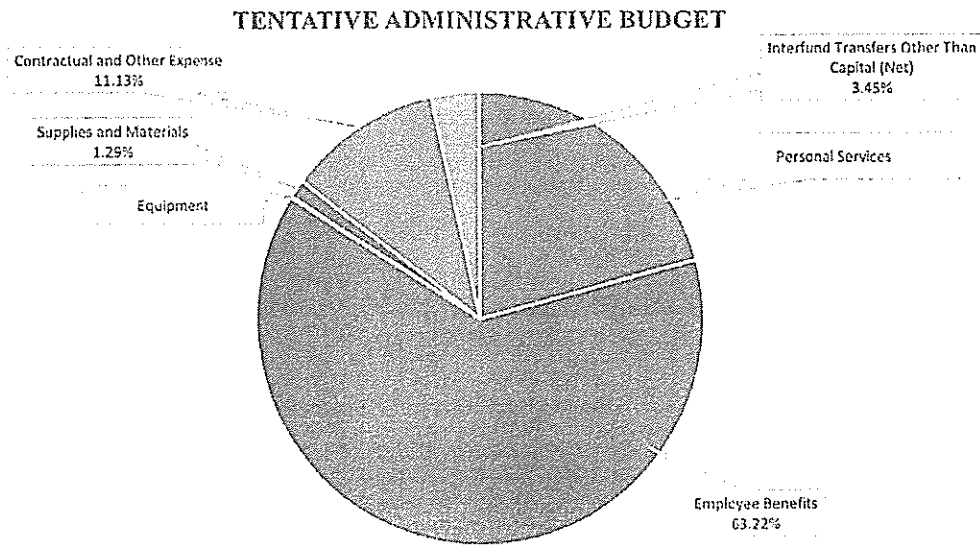
ADMINISTRATIVE BUDGET

	<u>2020-21 Adopted Budget</u>	<u>2021-22 Tentative Budget</u>	<u>Difference</u>
ADMINISTRATIVE BUDGET			
Certified Salaries	\$179,974	\$213,027	\$33,053
Other Salaries	323,880	347,023	23,143
Equipment	2,200	2,200	0
Supplies & Materials	34,775	34,775	0
Contract & Other	105,125	120,599	15,474
Contract Prof. Services	56,050	60,950	4,900
School District & Other BOCES	101,746	109,722	7,976
Employee Benefits	318,843	371,699	52,856
Interest on Revenue Notes	0	8,000	8,000
Other Post Retirement Benefits	1,310,094	1,328,506	18,412
Transfer to Other Funds	-	-	-
Transfer from O&M	64,739	48,998	(15,741)
Transfer from Service Programs			
• Insurance Administration	14,383	14,070	(313)
• Insurance Coordination	15,314	16,534	1,220
• Technology	12,984	13,122	138
TOTAL ADMINISTRATIVE BUDGET	<u>\$2,540,107</u>	<u>\$2,689,225</u>	<u>\$149,118</u>
			5.87%
CAPITAL BUDGET			
Rental of Facilities	10,930	11,368	438
Payments to Dormitory Authority	-	-	-
Bond Trustee/Dormitory Authority Fee	-	-	-
Transfer to Capital Fund	-	-	-
TOTAL CAPITAL BUDGET	<u>\$10,930</u>	<u>\$11,368</u>	<u>\$438</u>
			4.01%

Administrative Budget Breakdown



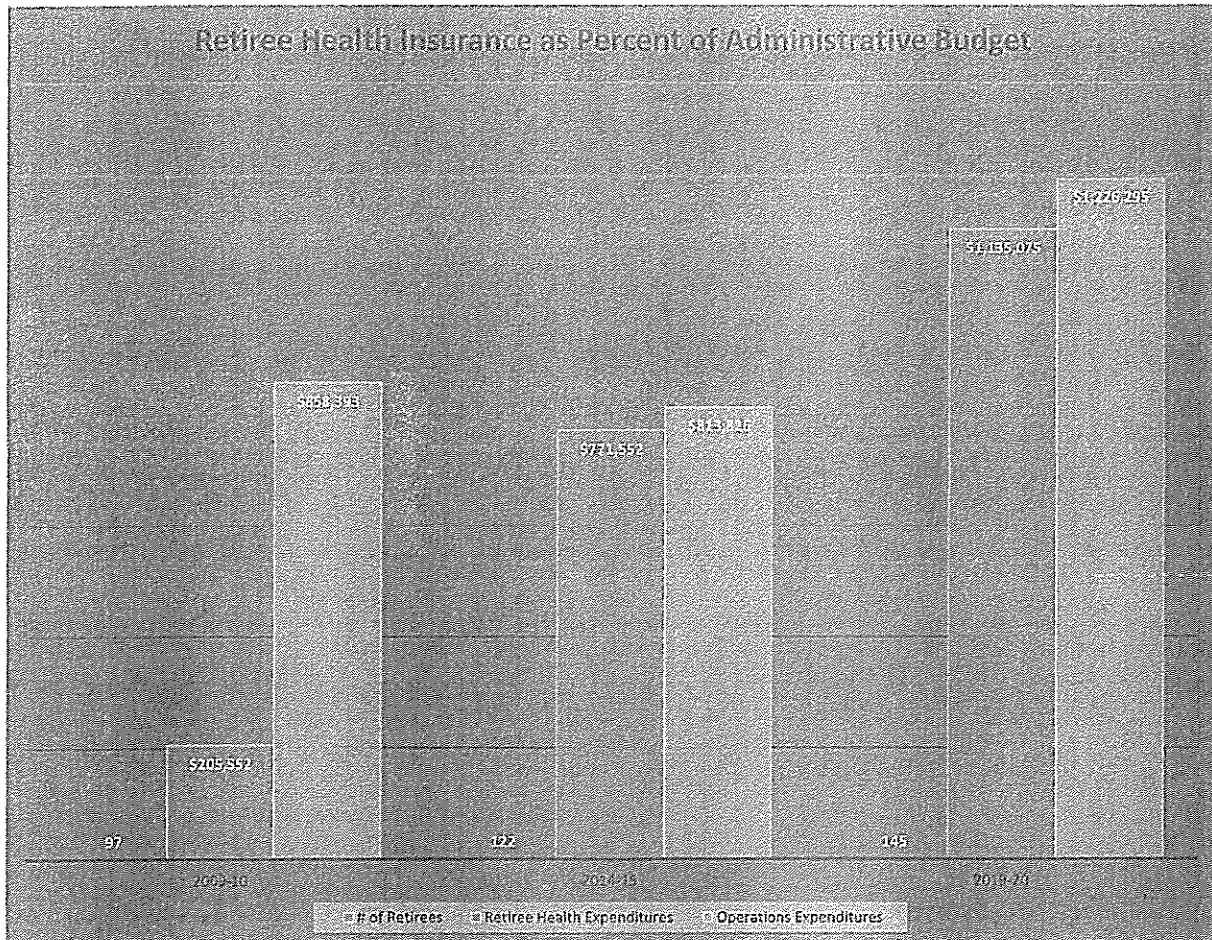
TENTATIVE ADMINISTRATIVE BUDGET 2021-2022



ADMINISTRATIVE BUDGET

Administrative Personnel	\$560,050	20.83%
Employee Benefits	1,700,205	63.22%
Equipment	2,200	0.08%
Supplies and Materials	34,775	1.29%
Contractual and Other Expense	299,271	11.13%
Interfund Transfers Other Than Capital (Net)	92,724	3.45%
TOTAL ADMINISTRATIVE BUDGET	<u>\$2,689,225</u>	100.00%

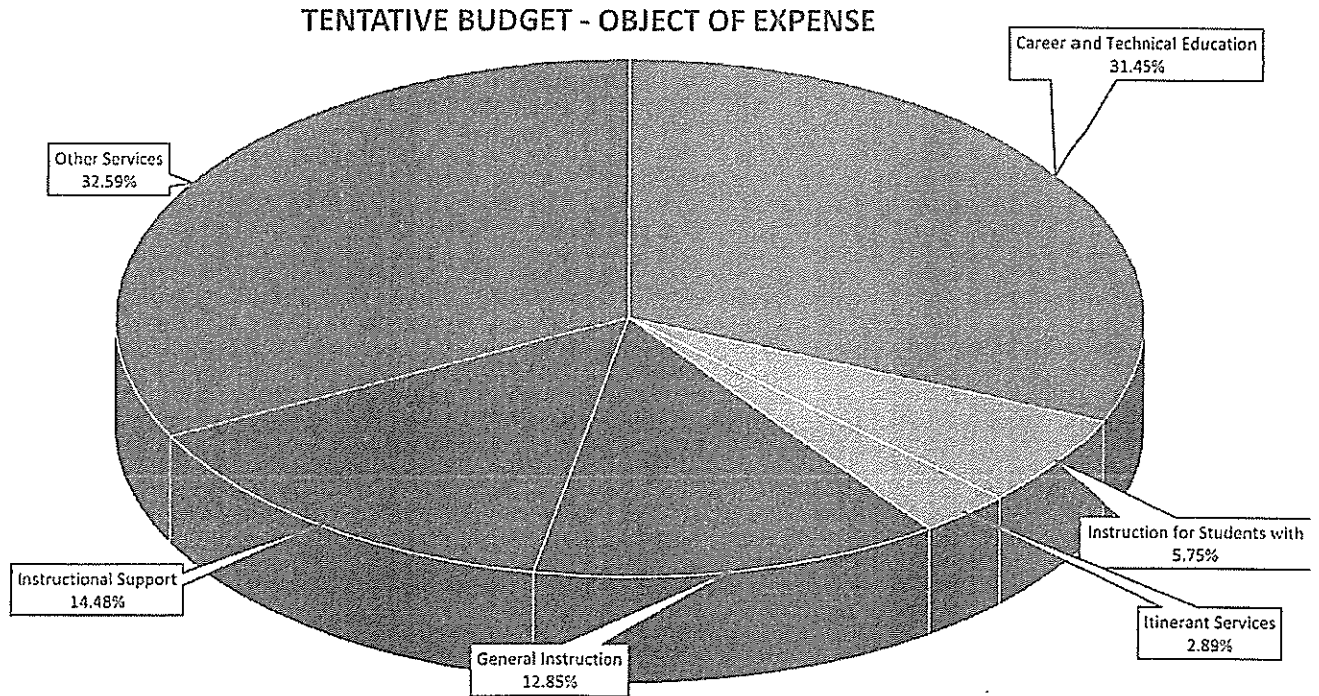
Retiree Health Insurance as Percent of Administrative Budget



Historical Assessment Data

YEAR	ADMIN	CAPITAL	TOTAL	% CHANGE	NOTES
2011	\$1,582,175	\$308,997	\$1,891,172		
2012	\$1,581,726	\$308,624	\$1,890,350	-0.04%	
2013	\$1,600,062	\$308,624	\$1,908,686	0.97%	
2014	\$1,829,474	\$302,241	\$2,131,715	11.68%	
2015	\$1,919,131	\$298,051	\$2,217,182	4.01%	
2016	\$2,011,569	\$298,311	\$2,309,880	4.18%	
2017	\$2,195,384	\$303,447	\$2,498,831	8.18%	
2018	\$2,227,550	\$309,763	\$2,537,313	1.54%	
2019	\$2,374,439	\$2,483,795	\$4,858,234	91.47%	With Capital Project Payment
2019	\$2,374,439	\$310,056	\$2,684,495	5.80%	Without Capital Project Payment
2020	\$2,418,265	\$9,018,010	\$11,436,275	135.40%	With Capital Project Payment - Comparing to 2019 With Capital
2020	\$2,418,265	\$10,509	\$2,428,774	-9.53%	Without Capital Project Payment - Comparing to 2019 Without Capital
2021	\$2,540,107	\$6,036,048	\$8,576,155	-25.01%	With Capital Project Payment - Comparing to 2020 With Capital
2021	\$2,540,107	\$10,930	\$2,551,037	5.03%	Without Capital Project Payment - Comparing to 2020 Without Capital
Proposed					
2022	\$2,689,225	\$0	\$2,689,225	-68.64%	With Capital Project Payment - Comparing to 2020 With Capital
2022	\$2,689,225	\$11,368	\$2,700,593	5.87%	Without Capital Project Payment - Comparing to 2020 Without Capital

TENTATIVE BUDGET - OBJECT OF EXPENSE 2021-2022



<u>SERVICE PROGRAMS</u>	<u>2020-21 PROJECTED EXPENDITURES</u>	<u>2021-22 TENTATIVE BUDGET</u>	<u>Difference</u>	
Career and Technical Education	\$7,645,351	\$6,507,532	(\$1,137,819)	31.45%
Instruction for Students with Disabilities	1,886,881	1,189,408	(\$697,473)	5.75%
Itinerant Services	1,004,207	596,966	(\$407,241)	2.89%
General Instruction	1,570,507	2,658,503	\$1,087,996	12.85%
Instructional Support	2,991,614	2,996,357	\$4,743	14.48%
Other Services	6,558,184	6,740,044	\$181,860	32.59%
TOTAL SERVICE PROGRAMS	\$21,656,744	\$20,688,810	(\$967,934)	100.01%

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

2019-2020 Expenses

2019-2020

FRANKLIN-ESSEX COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES

FRANKLIN-ESSEX-HAMILTON BOCES

Board of Cooperative Educational Services

2019-2020 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

Due to COVID-19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved [waiver](#) and the memorandum from the Office of Accountability entitled "[2019-20 Accountability Implications to Address the COVID-19 Crisis.](#)"

BOCES
169000

Component Districts

- Brushton- Moira Central School District
- Chateaugay Central School District
- Lake Placid Central School District
- Long lake Central School District
- Malone Central School District
- Raquette Lake Free Union School
- St. Regis Falls Central School District
- Salmon River Central School District
- Saranac Lake Central School District
- Tupper Lake Central School District

FRANKLIN-ESSEX-HAMILTON BOCES encompasses 2512 square miles

Joint Management Team

- Questar III BOCES
- Capital Region BOCES
- HFM BOCES
- WSWHE BOCES
- CVES BOCES
- FEH BOCES
- SLL BOCES

Regional Information Center

NORTH EASTERN REGIONAL INFORMATION CENTER (NERIC)

**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
2018-19	2018-19	2019-20	2019-20
111	87	160	46
112	70	109	81
109	68	103	76
89	50	65	29

Other Career-Related Programs

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

"New Vision"

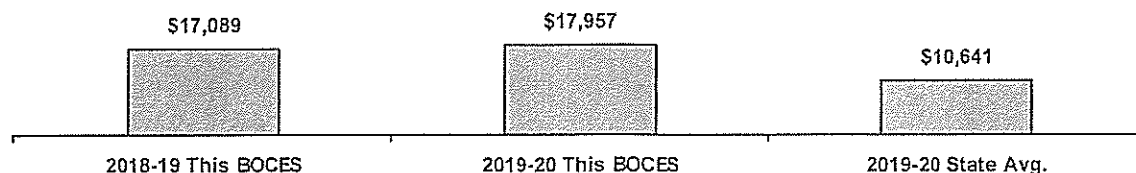
Participated 1 yr. of a CTE Program

Other one-year programs

47	0	36	0
0	1	7	2
0	0	0	0

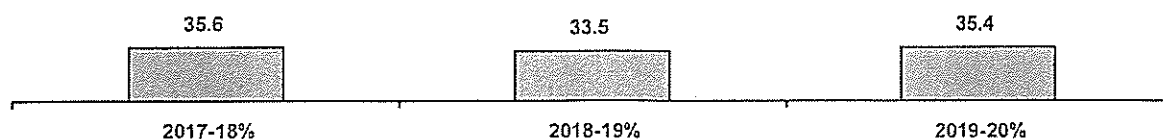
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

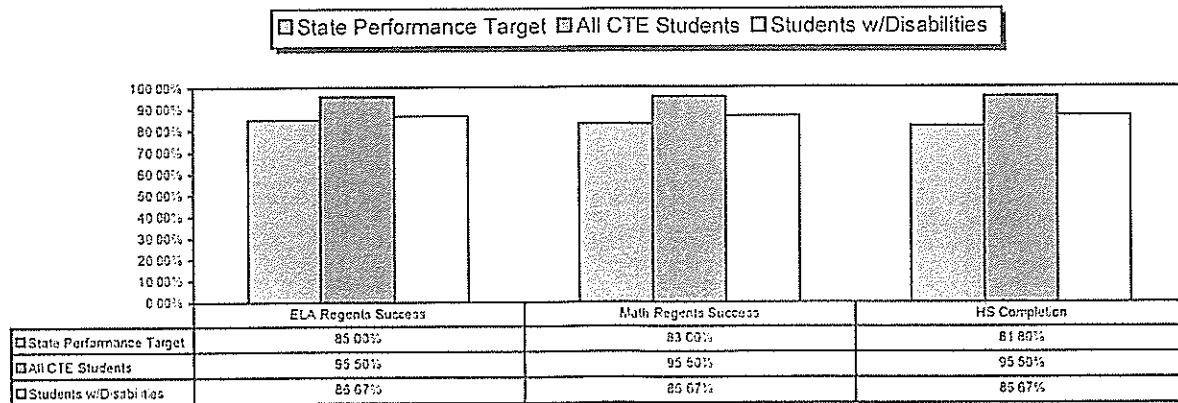
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2019

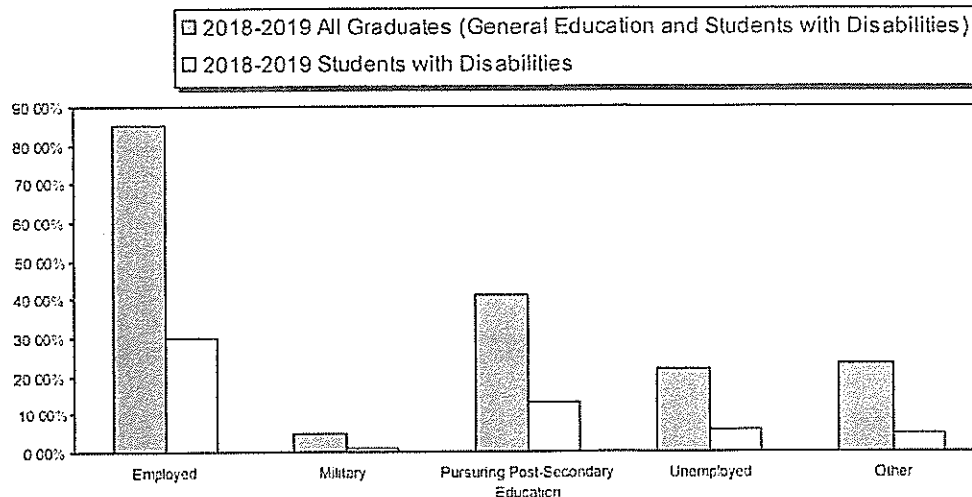
Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2019 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/Perkins/Does/PerkinsReportCardfor19-20Appt.pdf> <-- A NEW LINK WILL BE SENT TO BOCES AS SOON AS IT'S MADE AVAILABLE.

Total Placement	
This BOCES	State Target
85.08%	97.35 %



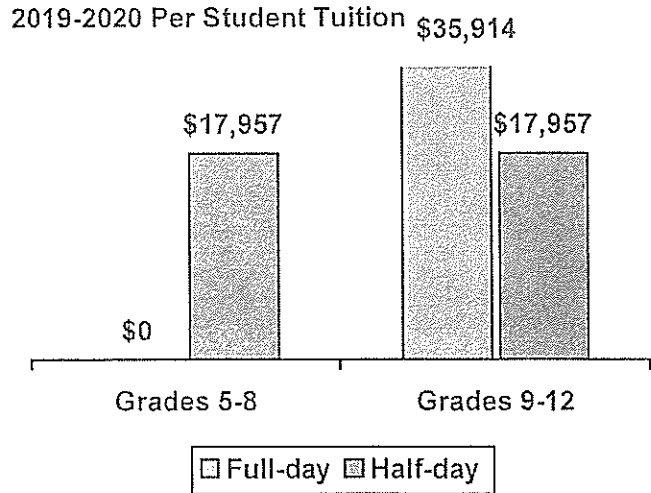
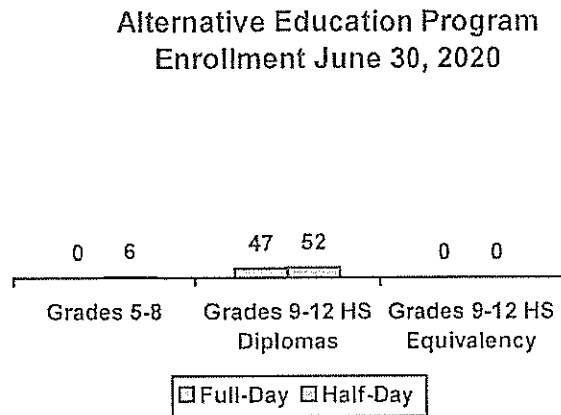
**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2019-2020**

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 TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	N/A	N/A
Passing Rate of Students Tested	N/A	N/A
Remained / Still Enrolled in the Program	N/A	N/A
Left the program and did not enter another district or BOCES program (dropouts)	N/A	N/A
Returned to School District:	N/A	N/A

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.

	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	6	1	11	0	0
Remained in the BOCES program	0	0	32	31	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	1	0	0
Received high school diplomas			13	9		

Alternative Education State Testing Program
2019-2020 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
Algebra I (CC)	9	5	1	5	60%	33.33%	6.67%
Algebra II (CC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geometry (CC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (CC)	6	4	11	20	28.75%	19.05%	52.38%
Living Environment	3	3	1	7	42.86%	42.86%	14.29%
Physical Setting/ Earth Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Chemistry	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Physics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography II (New Framework)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography Transition	4	3	N/A	7	57.14%	42.86%	N/A
United States History and Government	2	2	N/A	4	50%	50%	N/A

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 2018-19	0	--	--
Continuing Enrollment after 2018-19	0	0.0%	0.0%
Completed or Left During 2018-19	0	0.0%	0.0%
Left Prior to Completion During 2018-19	0	0.0%	0.0%
Completed by the End of 2018-19	0	0.0%	0.0%
Completed or Left During 2018-19 and Status Known	0	0.0%	0.0%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	0.0%
Completed but Not seeking Employment	0	0.0%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2018-19	0	--	--
Completed a Non-Traditional Program By the End of 2018-19	0	0.0%	0.0%
Under-Represented Gender Members Enrolled during 2018-19			
Under-Represented Gender Members Who Completed during 2018-19	0	0.0%	0.0%

* 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 2019-2020 was 117.

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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Adult Beginning/Intermediate	148	108	98	99	66.9%	74	68.5%	28	28.5%
Adult Secondary (Low)	13	28	19	13	100%	20	74.1%	7	36.8%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2017-18 through 2019-20)

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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Entered employment	N/A	135	N/A	N/A	N/A	62	46%	N/A	N/A
Retained employment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Obtained secondary or HS equivalency diploma	14	27	16	14	82.4%	25	92.6%	16	72.7%
Entered post-secondary education or training	N/A	19	N/A	N/A	N/A	9	47.4%	N/A	N/A

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)

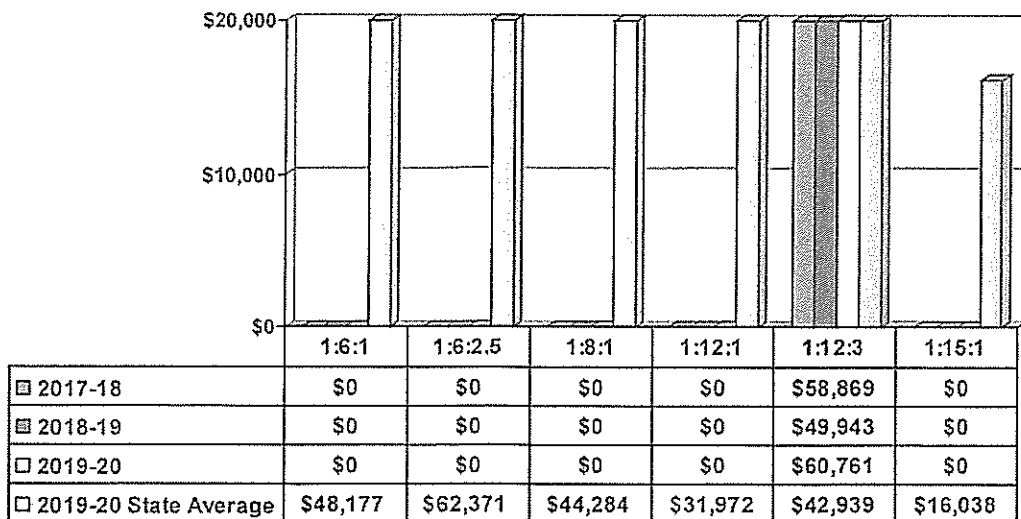
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2017-18	2018-19	2019-20
8:1:1	0	0	0
12:1+1:3	13	14	14
6:1:1	0	0	0
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2017-18 through 2019-20



Special Education State Testing Program

2019-2020 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.)
2019-2020 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
Algebra 1 (CC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Algebra 2 (CC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geometry (CC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Living Environment	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Earth Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Chemistry	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Setting/ Physics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (CC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Regents ELA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography II (New Framework)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History & Geography Transition	N/A	N/A	N/A	N/A	N/A	N/A	N/A
United States History & Government	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2019-2020 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
High School English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
High School Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 2019-2020 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	8	3	87	281	26	27	41	23
Instructional Strategies	0	0	2	1	200	255	84	19	69	26
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Effective Use of Technology	3	3	3	12	30	27	22	5	23	22
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	0	0	0	0	0	0	0	0
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	1	12	0	0	0	0
Career and Technical Education	0	0	0	0	6	4	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Special Education Strategies	0	0	0	0	6	1	6	5	0	0
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Leadership Development	24	4	22	17	0	0	0	0	22	9
District & School Strategic Planning	15	2	15	4	15	1	0	0	15	3
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	1	2	6	4	26	46	3	54	42	47
Social – Emotional Learning	33	14	69	18	151	159	87	57	145	132
Other culture/climate	0	0	0	0	0	0	0	0	0	0
Safety	0	0	0	0	0	0	0	0	0	0
Other	0	0	6	1	27	27	27	138	26	58

2019-2020 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,361,369.64
Capital Expenses.....	\$ 9,017,184.45
Total Program Expenses.....	\$ 23,407,565.54
Total Expenses.....	\$ 34,786,119.63

