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-HAMILTON BOCES

FRANKLIN-ESSEX-HAMILTON BOCES
Board of Cooperative Educational Services
2019-2020 Report Card

Table of Contents

Page

Component/Non-Component District List…… ii

Indicators of BOCES Performance

Career & Technical Education……..…..… 1-3
Alternative Education……...… 4-5
Adult Career & Technical Education…….... 6
Adult Basic Education…….……..... 6
Special Education
Special Education Enrollment and Tuition in BOCES Programs……. 7
State Testing Program……..... 8-10
Professional Development…… 11
2019-2020 Expenses…….. 12

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.

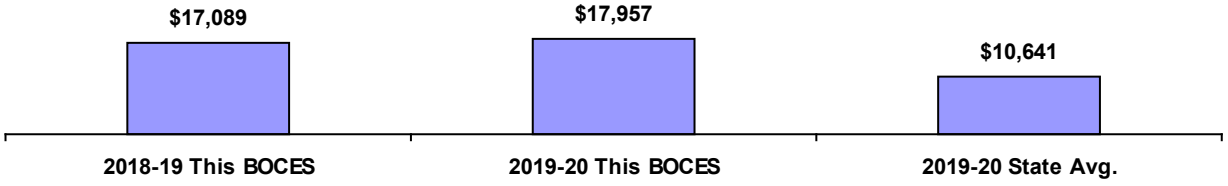
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	General Education Students 2018-19	Students with Disabilities 2018-19	General Education Students 2019-20	Students with Disabilities 2019-20
First-year students	111	87	160	46
Second-year students	112	70	109	81
Second-year students completing	109	68	103	76
Completers with technical endorsement	89	50	65	29

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	47	0	36	0
Participated 1 yr. of a CTE Program	0	1	7	2
Other one-year programs	0	0	0	0

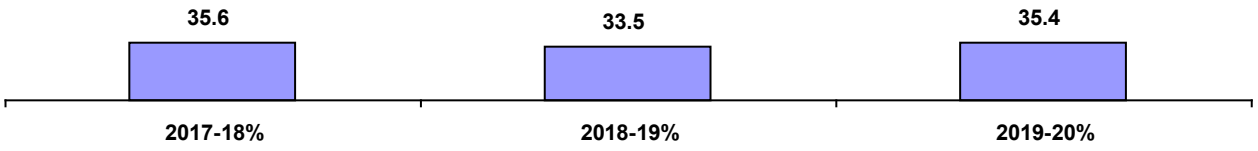
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

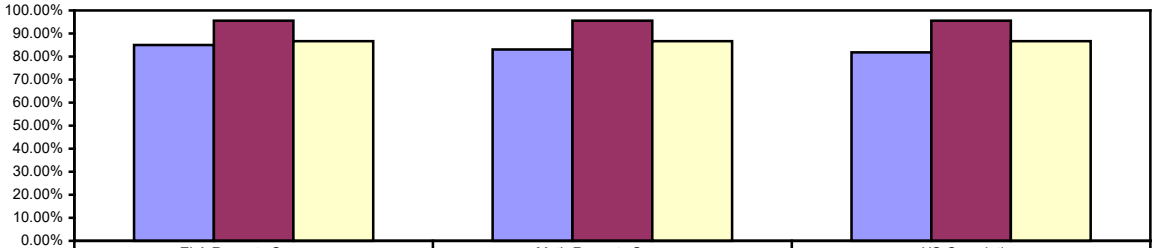
Data Source: SIRS



*** 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



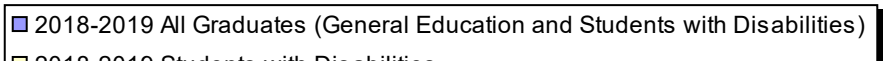
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	85.00%	83.00%	81.80%
All CTE Students	95.50%	95.50%	95.50%
Students w/Disabilities	86.67%	86.67%	86.67%

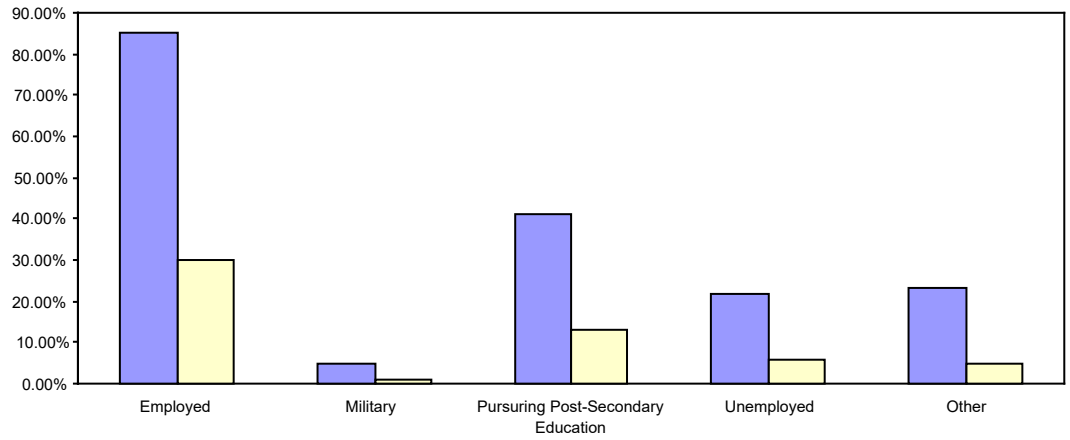
Status of Career and Technical Education (CTE) Students
2019 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education.

Total Placement

This BOCES	State Target
85.08%	97.35 %





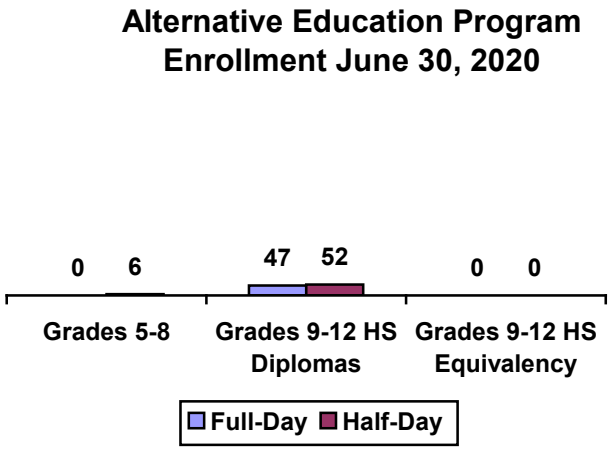
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2019-2020

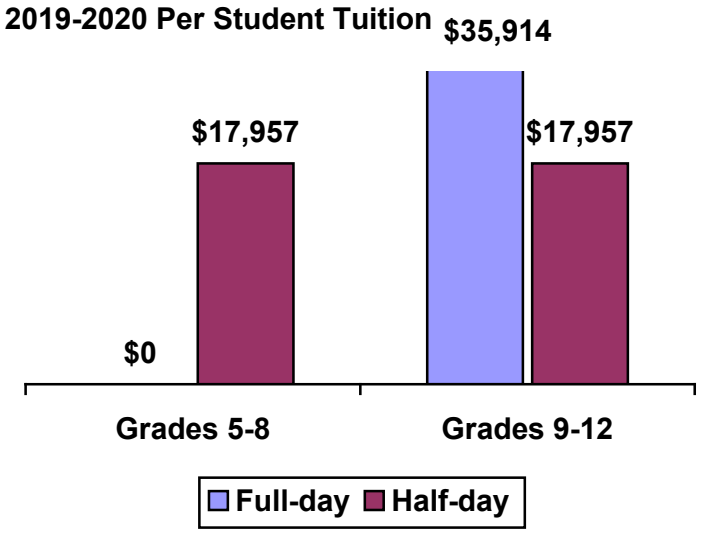
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading TASC	
Number of students who:	**Half-day**	**Full-day**
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.

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	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 Count	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2018-19	0	--	--
Continuing Enrollment after 2018-19	0	0.0%	18.60%
Completed or Left During 2018-19	0	0.0%	81.70%
Left Prior to Completion During 2018-19	0	0.0%	13.10%
Completed by the End of 2018-19	0	0.0%	70.00%
Completed or Left During 2018-19 and Status Known	0	0.0%	44.40%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	34.10%
Completed but Not seeking Employment	0	0.0%	3.40%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2018-19	0	0.0%	44.40%
Completed a Non-Traditional Program By the End of 2018-19	0	0.0%	36.80%
Under-Represented Gender Members Enrolled during 2018-19		0.0%	7.20%
Under-Represented Gender Members Who Completed during 2018-19	0	0.0%	5.10%

* 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)

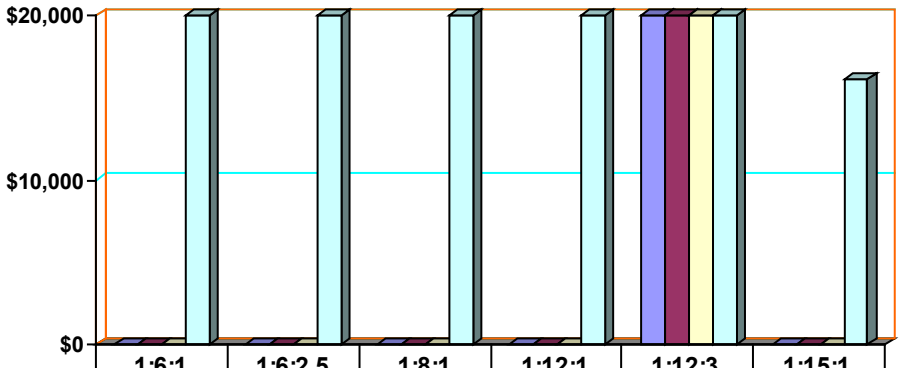
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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



	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2017-18	$0	$0	$0	$0	$58,869	$0
2018-19	$0	$0	$0	$0	$49,943	$0
2019-20	$0	$0	$0	$0	$60,761	$0
2019-20 State Average	$48,177	$62,371	$44,284	$31,972	$42,939	$16,038

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.

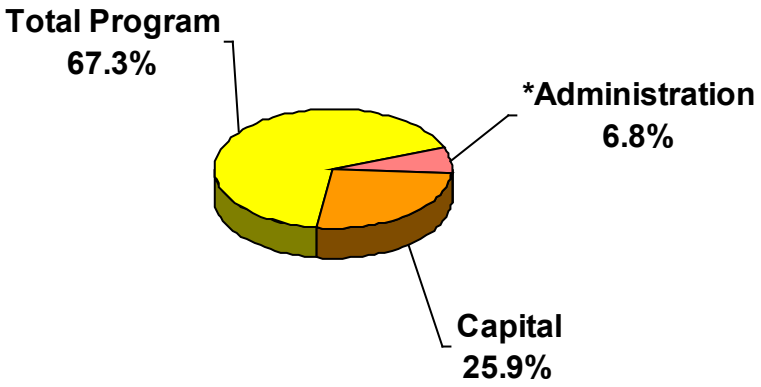
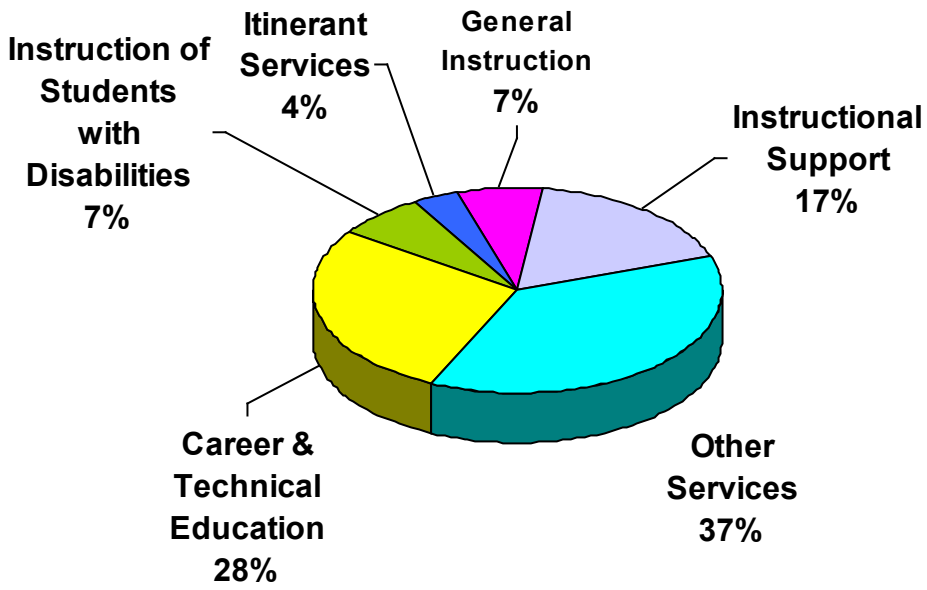
BOCES provided training in the following areas:	Number of Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & 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