

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

Technology Services

School Library System Services

2016-17 Expenses

2016-2017

Champlain Valley Educational Services
Clinton-Essex-Warren-Washington BOCES

**Clinton-Essex-Warren-Washington BOCES
Champlain Valley Educational Services
Board of Cooperative Educational Services
2016-2017 Report Card**

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**Clinton Essex Warren Washington BOCES
Champlain Valley Educational Services
099000**

17 Component Districts

- AuSable Valley Central School District
- Beekmantown Central School District
- Chazy Central Rural School District
- Crown Point Central School District
- Elizabethtown-Lewis Central School District
- Keene Central School District
- Moriah Central School District
- Northeastern Clinton Central School District
- Northern Adirondack Central School District
- Peru Central School District
- Plattsburgh City School District
- Putnam Central School District
- Saranac Central School District
- Schroon Lake Central School District
- Ticonderoga Central School District
- Westport Central School District
- Willsboro Central School District

Indicators of BOCES Performance

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

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
2015-16	2015-16	2016-17	2016-17
173	107	165	102
134	100	219	90
125	92	173	98
121	47	140	40

Other Career-Related Programs

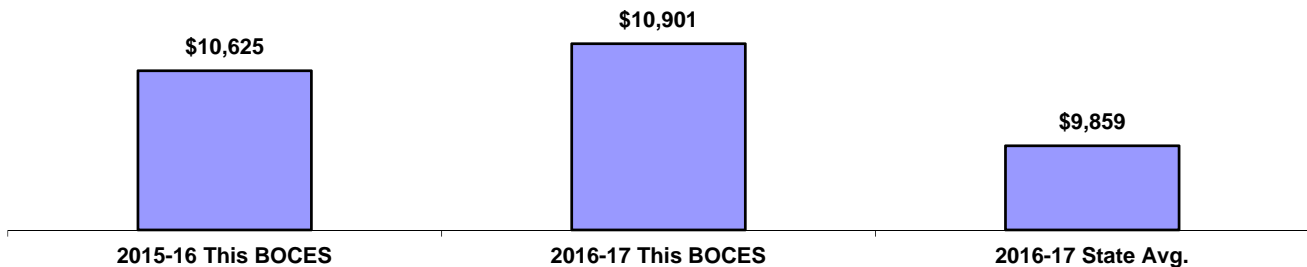
Number of 11th/12th grade students enrolled in one-year programs:

“New Vision”
 Participated 1 yr of a CTE Program
 Other one-year programs

22	0	28	0
9	4	2	3
0	0	0	0

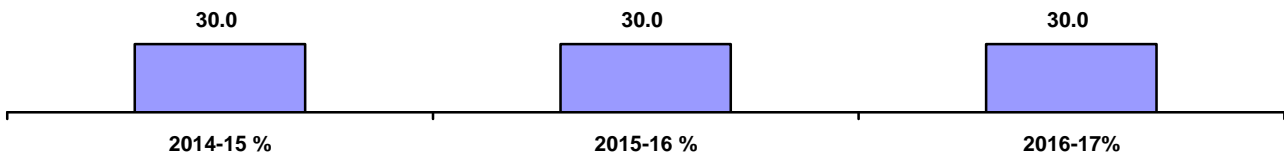
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

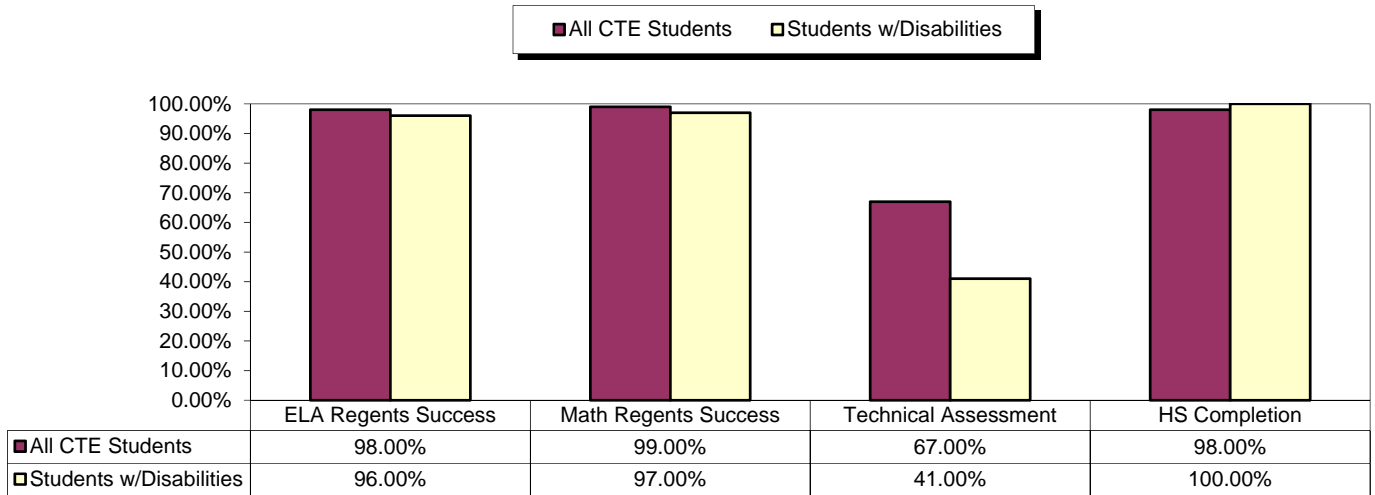
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2016

Data Source: SIRS

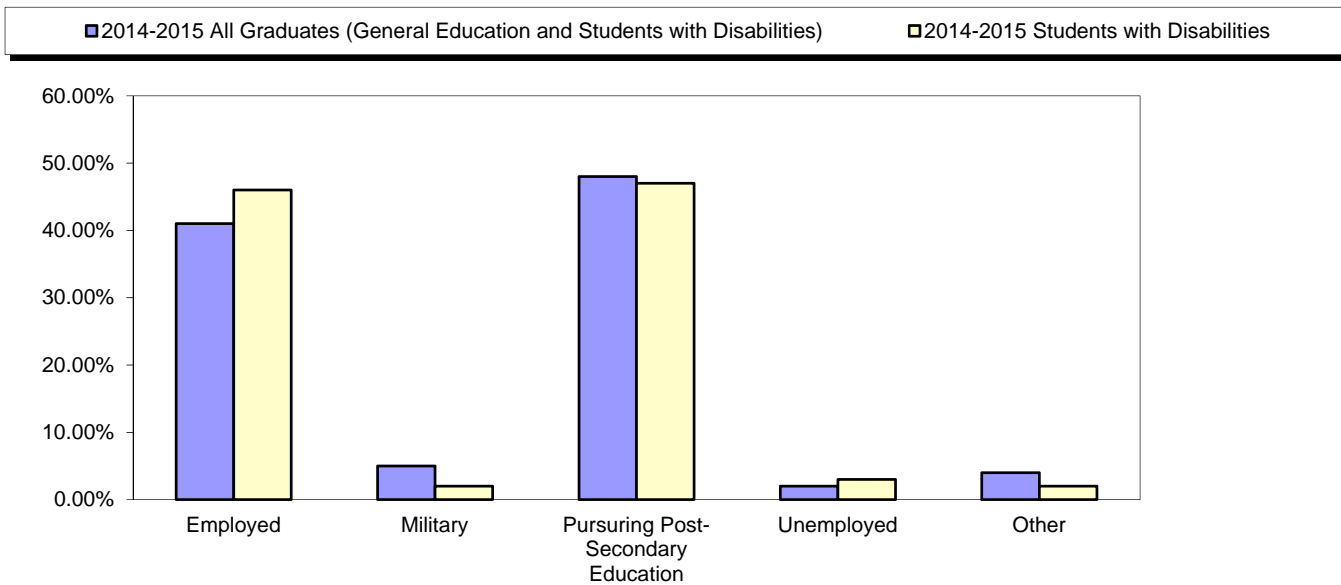


Status of Career and Technical Education (CTE) Students 2016 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*
<http://www.p12.nysed.gov/cte/perkins4/docs/RptCardsFinal16-170412116.pdf>

Total Placement

This BOCES	State Target
94.44%	91.5%



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

The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
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

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 2015-16	149	--	--
Continuing Enrollment after 2015-16	13	9%	16.10%
Completed or Left During 2015-16	136	98%	84.89%
Left Prior to Completion During 2015-16	24	16%	13.48%
Completed by the End of 2015-16	112	75%	87.31%
Completed or Left During 2015-16 and Status Known	115	77%	71.30%
Completed/Left/Status Known and Successfully Placed*	109	73%	77.06%
Completed but Not seeking Employment	1	1%	3.15%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2015-16	146	--	--
Under-Represented Gender Members Enrolled During 2015-16	11	--	--
Completed a Non-Traditional Program By the End of 2015-16	110	75%	77.98%
Under-Represented Gender Members Who Completed	6	55%	78.22%

* Successfully Placed means placed in employment, the military or in additional education.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2016-2017 was 367.

Educational Gain

Under the NRS, educational gain is the primary goal for students in adult beginning/intermediate programs, adult secondary (low) programs, and in English for speakers of other languages programs. Students are counted as achieving educational gain if they exceed established reference points in their standardized test scores between enrollment and re-testing.

Educational Program	Enrollment			Educational Gain					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Adult Beginning/Intermediate	393	557	394	237	60.3 %	340	61 %	174	59%
Adult Secondary (Low)	57	80	73	27	47.4 %	52	65 %	52	71%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2014-15 through 2016-17)

The following outcome measures are consistent with the National Reporting System (NRS) for adult education. Students in adult secondary (high) programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

Other Outcomes	Students with Goal			Students Achieving Goal					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Entered employment	5	5	n/a	5	100%	4	80.0%	n/a	n/a
Retained employment	3	4	n/a	3	100%	4	100.0%	n/a	n/a
Obtained secondary or HS equivalency diploma	75	89	82	60	80%	61	84.0%	61	74%
Entered post-secondary education or training	162	83	n/a	94	92%	83	93.0%	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 four of the alternatives:

- ❖ 12 students per teacher plus one paraprofessional (12:1:1)
- ❖ 6 students per teacher plus one paraprofessional (6:1:1)
- ❖ 12 students per teacher plus four paraprofessionals (12:1+1:3)
- ❖ 8 students per teacher plus 1 paraprofessional (8:1:1)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

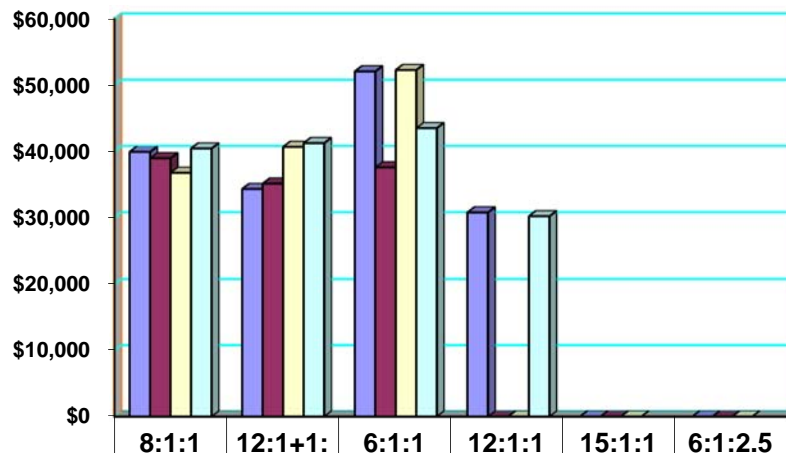
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. *Data source: 602 Report*

Enrollment Trends

	2014-15	2015-16	2016-17
8:1:1	145.5	133	143
12:1+1:3	8	7	6
6:1:1	20	24	30
12:1:1	9.5	n/a	n/a
15:1:1	n/a	n/a	n/a
6:1:2.5	n/a	n/a	n/a

Tuition Rates Per Student 2014-15 through 2016-17



	8:1:1	12:1+1:3	6:1:1	12:1:1	15:1:1	6:1:2.5
2014-15	\$39,903	\$34,304	\$52,053	\$30,757	\$0	\$0
2015-16	\$38,944	\$35,107	\$37,556	\$0	\$0	\$0
2016-17	\$36,741	\$40,651	\$52,262	\$0	\$0	\$0
2016-17 State Average	\$40,408	\$41,221	\$43,487	\$30,180		

Special Education State Testing Program 2016-2017 School Year

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: *nySTART*

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	5	0	0	0	5	0.0%	0.0%	0
Grade 4 English Language Arts	3	1	0	0	4	25%	0.0%	0
Grade 5 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 6 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 7 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 8 English Language Arts	6	2	0	0	8	25%	0.0%	0
Grade 3 Mathematics	6	0	0	0	6	0.0%	0.0%	0
Grade 4 Mathematics	3	0	0	0	3	0.0%	0.0%	0
Grade 5 Mathematics	3	0	0	0	3	0.0%	0.0%	0
Grade 6 Mathematics	3	0	0	0	3	0.0%	0.0%	0
Grade 7 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 8 Mathematics	4	0	0	0	4	0.0%	0.0%	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.)
2016-2017 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	0	0	0	0	0.0%	0.0%	0.0%
Algebra 1	7	8	4	19	37%	42%	21%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Earth Science	8	0	0	8	100%	0.0%	0.0%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	3	3	2	8	38%	38%	25%
Global History and Geography	8	2	1	11	73%	18%	9%
United States History and Government	3	2	2	7	43%	29%	29%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2016-2017 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	1	1	0	2	100%	50%	0.0%
Grade 4 English Language Arts	0	0	2	0	2	100%	100%	0.0%
Grade 5 English Language Arts	0	0	2	0	2	100%	100%	0.0%
Grade 6 English Language Arts	0	0	8	0	8	100%	100%	0.0%
Grade 7 English Language Arts	0	1	5	0	6	100%	80%	0.0%
Grade 8 English Language Arts	0	0	6	0	6	100%	100%	0.0%
High School English Language Arts	0	1	3	0	4	100%	75%	0.0%
Grade 3 Mathematics	1	0	1	0	2	50%	50%	0.0%
Grade 4 Mathematics	0	0	2	0	2	100%	100%	0.0%
Grade 5 Mathematics	0	2	0	0	2	100%	0.0%	0.0%
Grade 6 Mathematics	0	1	6	1	8	100%	88%	0.0%
Grade 7 Mathematics	0	0	1	5	6	100%	100%	0.0%
Grade 8 Mathematics	0	0	6	0	6	100%	100%	0.0%
High School Mathematics	1	1	2	0	4	75%	50%	0.0%

Data Source: nySTART

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Professional Development 2016-2017 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	16	13	264	254	0	4	0	2	7	5
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	24	0	0	0	0	0	81	0	0	0
Principal Evaluator Training	21	0	0	0	0	0	0	0	22	0
Integrating Technology into Curricula & Instruction	10	10	35	8	0	0	4	1	5	10
Project Based Learning	5	2	3	0	0	0	0	0	1	0
College & Career Readiness	0	6	0	2	0	0	0	3	0	5
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	3	12	1	0	2	0	1	20	1	2
Instructional Strategies	11	18	37	58	2	1	2	12	4	8
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	15	7	39	11	1	0	4	0	2	0
(RSE-TASC) Regional Special Education Tech Assist. Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	1	10	0	2	0	0	0	1	0	9
ECE Training (Early Childhood)	13	0	15	0	3	0	2	0	8	0
Professional Practice (APPR)	0	0	0	0	0	0	0	0	0	0
Culture/Climate	0	2	0	20	2	1	0	2	0	5
School & District Planning	22	16	16	7	0	0	61	90	33	45
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	17	9	36	14	0	0	1	0	2	1
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	22	3	47	1	8	0	1	0	31	2



Technology Services 2016-2017 School Year

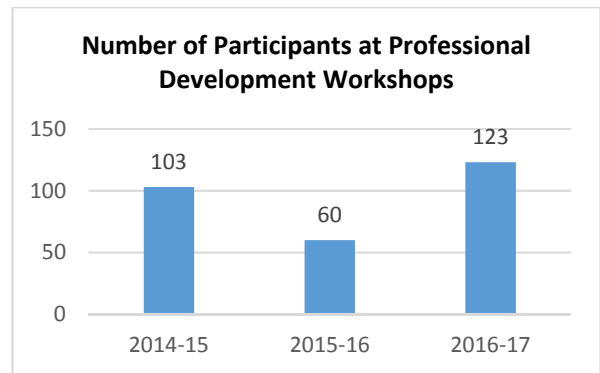
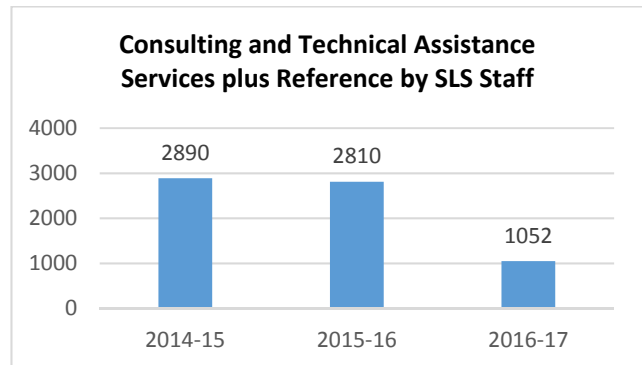
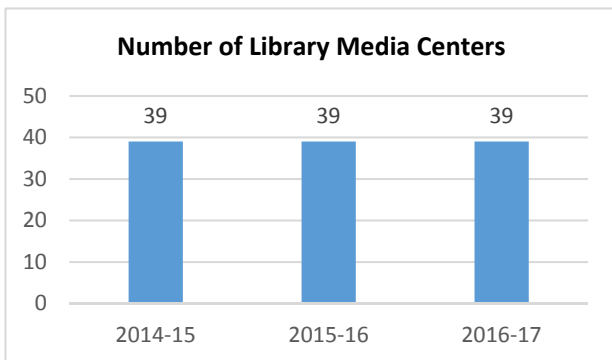
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	0/0	0	0		
Instructional Computing	0/0	0	0		
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	16/29	1	12,147		
LAN Installation/Support	0/0	0	0		
Distributed Process Technicians	0/0	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	0/0	0	0		
Model Schools	0/0	0	0		
Other Student Instructional Support	0/0	0	0		



School Library Systems (SLS)

School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under an approved long range plan of service. Some of the key functions of SLS are: to provide leadership and training through professional development activities; enrich the NYS Learning Standards by providing information literacy awareness and skills; facilitate resource-sharing among its member school libraries; promote advances in technology for information storage and retrieval; focus on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*



2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	3,830,622
Capital Expenses.....	\$	502,368
Total Program Expenses.....	\$	30,367,439
Total Expenses.....	\$	34,700,429

