# BOARD OF COOPERATIVE EDUCATIONAL SERVICES
# REPORT CARD

Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

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**2017-2018** Expenses

# 2017-2018

## Sullivan BOCES

# Sullivan BOCES
## Board of Cooperative Educational Services
## 2017-2018 Report Card

## Table of Contents

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

# Sullivan BOCES
## 599-000-000-00

# Component Districts

- Eldred Central School District
- Fallsburg Central School District
- Liberty Central School District
- Livingston Manor Central School District
- Monticello Central School District
- Roscoe Central School District
- Sullivan West Central School District
- Tri-Valley 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.

| | 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:** | **2016-17** | **2016-17** | **2017-18** | **2017-18** |
| **First-year students** | 122 | 95 | 132 | 100 |
| **Second-year students** | 83 | 77 | 92 | 67 |
| **Second-year students completing** | 94 | 58 | 115 | 51 |
| **Completers with technical endorsement** | 60 | 29 | 53 | 14 |

**Other Career-Related Programs**

| **Number of 11th/12th grade students enrolled in one-year programs:** | | | | |
|---|---|---|---|---|
| **"New Vision"** | 13 | 0 | 10 | 0 |
| **Participated 1 yr of a CTE Program** | 15 | 0 | 17 | 0 |
| **Other one-year programs** | 0 | 0 | 0 | 0 |

## Tuition Per Student for CTE Programs
*Data Source: 602 Report*

| 2016-17 This BOCES | 2017-18 This BOCES | 2017-18 State Avg. |
|---|---|---|
| $12,465 | $12,930 | $10,130 |
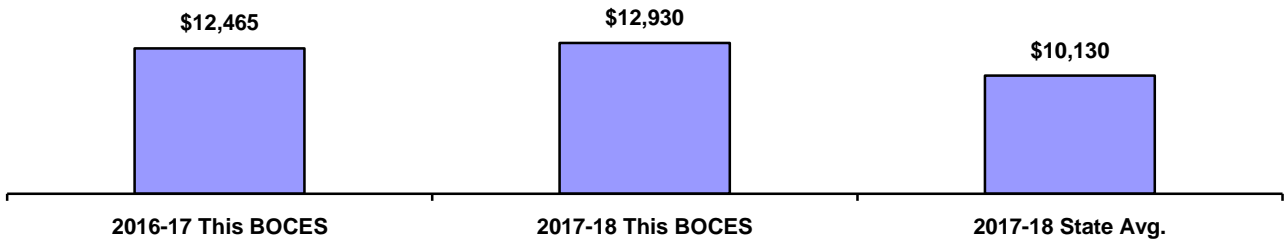
## *Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
*Data Source: SIRS*

| 2015-16% | 2016-17% | 2017-18% |
|---|---|---|
| 21.3 | 25.0 | 22.7 |
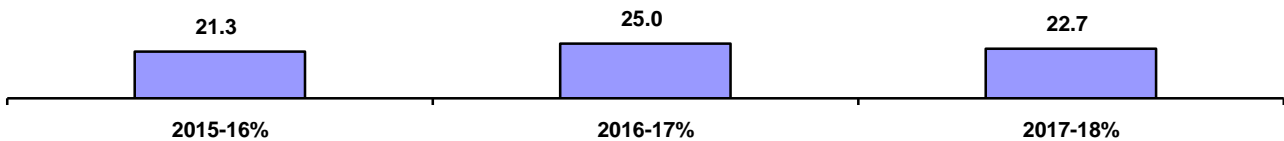
**\* Data Include General Education and Students with Disabilities.** *Data Source: SIRS*

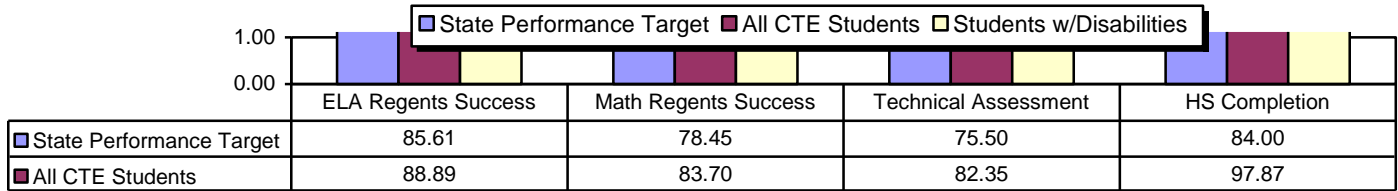# CTE Student Performance on Perkins Indicators
## Who Left School in 2017

*Data Source: SIRS*

| | ELA Regents Success | Math Regents Success | Technical Assessment | HS Completion |
|---|---|---|---|---|
| ▫ State Performance Target | 85.61 | 78.45 | 75.50 | 84.00 |
| ▪ All CTE Students | 88.89 | 83.70 | 82.35 | 97.87 |

Legend: ▫ State Performance Target ▪ All CTE Students ▫ Students w/Disabilities

# Status of Career and Technical Education (CTE) Students
## 2017 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/2018-19PerkinsReportCards052118.pdf*
*http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf*

**Total Placement**

| This BOCES | State Target |
|---|---|
| 89% | 92% |



Legend: ▫ 2015-2016 All Graduates (General Education and Students with Disabilities)  ▫ 2015-2016 Students with Disabilities

Categories: Employed, Military, Pursuring Post-Secondary Education, Unemployed, Other
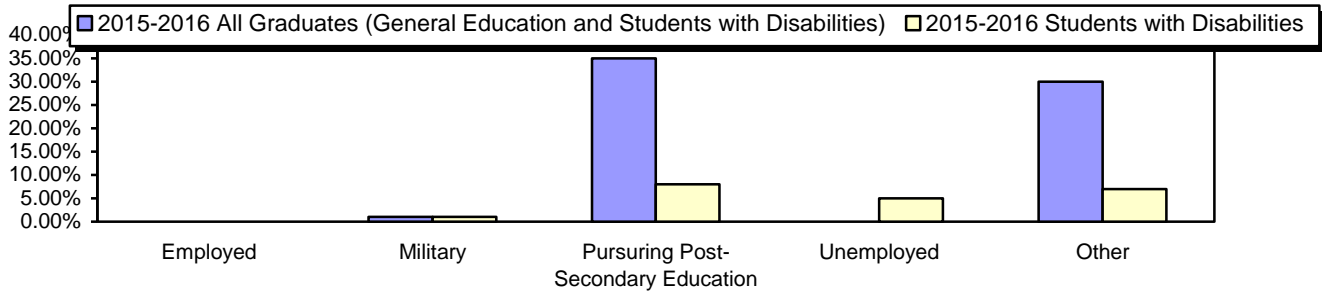
# General Education Development Leading to (GED)
## For CTE Students Age 16-18
## 2017-2018

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.

| Number of students who: | Grades 9-12 Programs Leading GED | |
|---|---|---|
| | Half-day | Full-day |
| **Enrolled** | 9 | 0 |
| **Passing Rate of Students Tested** | 100 | 0 |
| **Remained / Still Enrolled in the Program** | 0 | 0 |
| **Left the program and did not enter another district or BOCES program (dropouts)** | 4 | 0 |
| **Returned to School District:** | 1 | 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 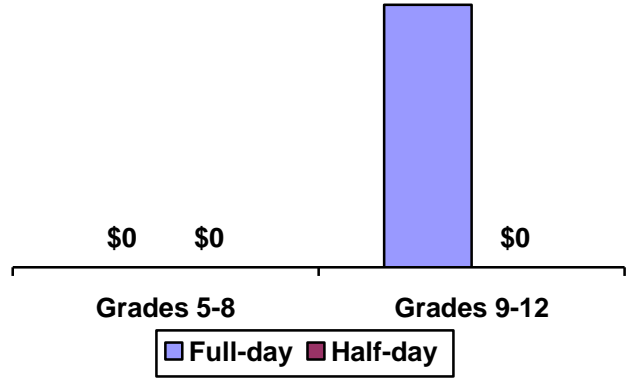Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

**Alternative Education Program Enrollment**
**June 30, 2018**

| | | |
|---|---|---|
| 0   0 | **45**   0 | 0   0 |
| **Grades 5-8** | **Grades 9-12 HS Diplomas** | **Grades 9-12 HS Equivalency** |

□ **Full-Day**  ■ **Half-Day**
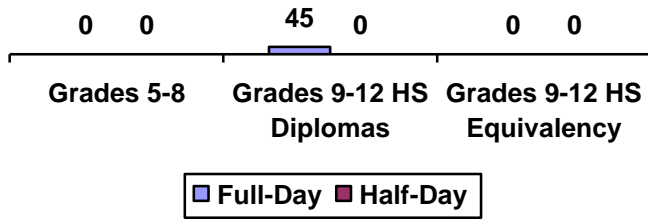
**2017-2018 Per Student Tuition**

| | |
|---|---|
| $0      $0 | $0 |
| **Grades 5-8** | **Grades 9-12** |

□ **Full-day**  ■ **Half-day**

## 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 | 0 | 11 | 0 | 0 | 0 |
| Remained in the BOCES program | 0 | 0 | 35 | 0 | 0 | 0 |
| Left the program and did not enter another district or BOCES program (dropouts) | 0 | 0 | 10 | 0 | 0 | 0 |
| Received high school diplomas | | | 2 | 0 | | |

# Alternative Education State Testing Program
## 2017-2018 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) | 3 | 4 | 9 | 16 | 18.8 | 25. | 56.2 |
| Algebra II (CC) | 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 (CC) | 6 | 1 | 4 | 11 | 54.5 | 9.1 | 36.4 |
| Living Environment | 2 | 3 | 9 | 14 | 14.3 | 21.4 | 64.3 |
| Physical Setting/ Earth Science | 1 | 1 | 1 | 3 | 33.3 | 33.3 | 33.3 |
| 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 | 4 | 3 | 13 | 20 | 20. | 23. | 65. |
| United States History and Government | 3 | 3 | 8 | 14 | 21.4 | 21.4 | 57.1 |

## Alternative Education Performance of Students
## 2017-2018 School Year

| State Assessment-RCT 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 |
| RCT – Grade 10 Mathematics | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 11 Mathematics | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 12 Mathematics | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 10 Science | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 11 Science | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 12 Science | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 10 Global Studies | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 11 Global Studies | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 12 Global Studies | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 11 Reading | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 12 Reading | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 11 Writing | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 12 Writing | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 11 United States History & Gov't. | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| RCT – Grade 12 United States History & Gov't. | 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 | This BOCES Percentage | BOCES Statewide Average |
|---|---|---|---|
| **All CTE Programs** | | | |
| **Enrolled during 2016-17** | 0 | -- | -- |
| **Continuing Enrollment after 2016-17** | 0 | 3.8% | 14.60% |
| **Completed or Left During 2016-17** | 0 | 96.2% | 84.91% |
| **Left Prior to Completion During 2016-17** | 0 | 11.3% | 13.58% |
| **Completed by the End of 2016-17** | 0 | 84.9% | 83.36% |
| **Completed or Left During 2016-17 and Status Known** | 0 | 26.8% | 66.85% |
| **Completed/Left/Status Known and Successfully Placed*** | 0 | 92.7% | 76.76% |
| **Completed but Not seeking Employment** | 0 | 0.0% | 3.26% |
| **Non-Traditional CTE Programs** | | | |
| **Enrolled in Non-Traditional Programs During 2016-17** | 0 | -- | -- |
| **Completed a Non-Traditional Program By the End of 2016-17** | 0 | 91.7% | 73.80% |
| **Under-Represented Gender Members Enrolled during 2016-17** | | | |
| **Under-Represented Gender Members Who Completed during 2016-17** | 0 | 91.7% | 73.89% |

\* 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 2017-2018 was **293**.

## 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 2015-16 | Enrollment 2016-17 | Enrollment 2017-18 | Educational Gain 2015-16 | Percent | Educational Gain 2016-17 | Percent | Educational Gain 2017-18 | Percent |
|---|---|---|---|---|---|---|---|---|---|
| **Adult Beginning/ Intermediate** | 247 | 158 | 121 | 125 | 54% | 81 | 51% | 56 | 0.0% |
| **Adult Secondary (Low)** | 27 | 14 | 11 | 8 | 40% | 6 | 42% | 7 | 0.0% |
| **ESOL** | 217 | 202 | 161 | 130 | 60% | 104 | 51% | 55 | 0.0% |

## Other Outcomes (2015-16 through 2017-18)

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 2015-16 | Students with Goal 2016-17 | Students with Goal 2017-18 | Students Achieving Goal 2015-16 | Percent | Students Achieving Goal 2016-17 | Percent | Students Achieving Goal 2017-18 | Percent |
|---|---|---|---|---|---|---|---|---|---|
| **Entered employment** | 140 | 98 | N/A | 123 | 88% | 52 | 52 | N/A | 0.0% |
| **Retained employment** | 63 | 85 | N/A | 52 | 83% | 44 | 52% | N/A | 0.0% |
| **Obtained secondary or HS equivalency diploma** | 64 | 315 | 15 | 40 | 63% | 21 | 60% | 7 | 0.0% |
| **Entered post-secondary education or training** | 25 | 50 | N/A | 9 | 35 | 29 | 50% | N/A | 0.0% |

# 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)
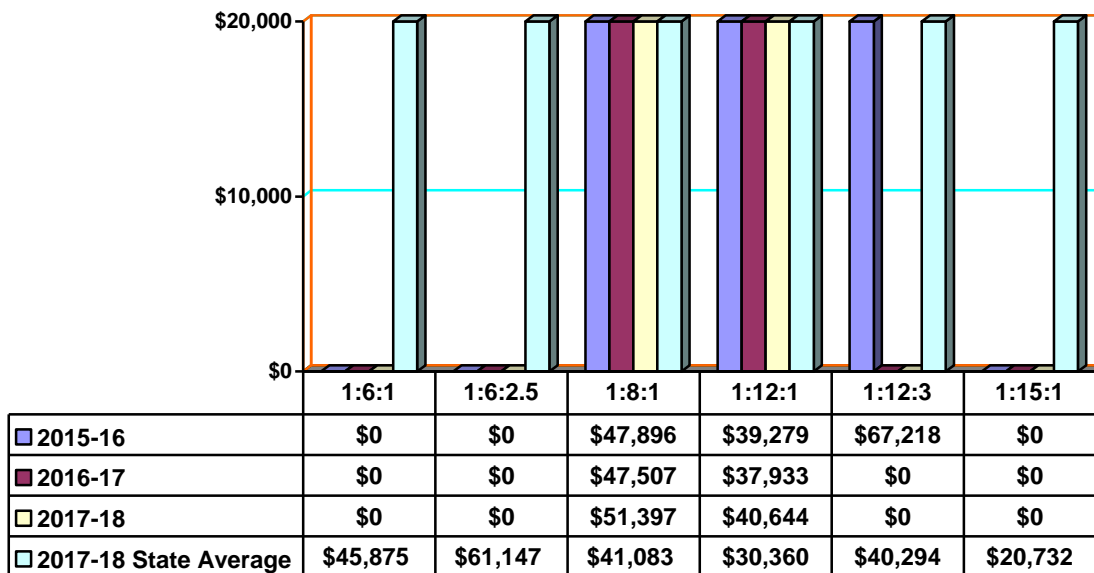- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

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

|          | 2015-16 | 2016-17 | 2017-18 |
|----------|---------|---------|---------|
| 8:1:1    | 103     | 102     | 91      |
| 12:1+1:3 | 5       | 0       | 0       |
| 6:1:1    | 0       | 0       | 0       |
| 12:1:1   | 34      | 21      | 20      |
| 15:1:1   | 0       | 0       | 0       |
| 6:1:2.5  | 0       | 0       | 0       |

### Tuition Rates Per Student
### 2015-16 through 2017-18



|                       | 1:6:1    | 1:6:2.5  | 1:8:1    | 1:12:1   | 1:12:3   | 1:15:1   |
|-----------------------|----------|----------|----------|----------|----------|----------|
| 2015-16               | $0       | $0       | $47,896  | $39,279  | $67,218  | $0       |
| 2016-17               | $0       | $0       | $47,507  | $37,933  | $0       | $0       |
| 2017-18               | $0       | $0       | $51,397  | $40,644  | $0       | $0       |
| 2017-18 State Average | $45,875  | $61,147  | $41,083  | $30,360  | $40,294  | $20,732  |

# Special Education State Testing Program
## 2017-2018 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 | 8 | 4 | 0 | 0 | 0 | 50.0% | 0.0% | 0 |
| Grade 4 English Language Arts | 17 | 5 | 0 | 0 | 0 | 22.7% | 0.0% | 0 |
| Grade 5 English Language Arts | 10 | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 |
| Grade 6 English Language Arts | 15 | 1 | 0 | 0 | 0 | 0.6% | 0.0% | 0 |
| Grade 7 English Language Arts | 4 | 1 | 0 | 0 | 0 | 20.0% | 0.0% | 0 |
| Grade 8 English Language Arts | 8 | 2 | 0 | 0 | 0 | 20.0% | 0.0% | 0 |
| | | | | | | | | |
| Grade 3 Mathematics | 10 | 1 | 1 | 0 | 0 | 16.0% | 0.08% | 0 |
| Grade 4 Mathematics | 21 | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 |
| Grade 5 Mathematics | 6 | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 |
| Grade 6 Mathematics | 15 | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 |
| Grade 7 Mathematics | 2 | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 |
| Grade 8 Mathematics | 8 | 1 | 0 | 0 | 0 | 11.0% | 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.)
## 2017-2018 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) | 7 | 8 | 2 | 17 | 41.1 | 47.1 | 11.8 |
| Algebra 2 (CC) | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Geometry (CC) | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Living Environment | 5 | 2 | 5 | 12 | 41.7% | 16.7% | 41.7% |
| Physical Setting/ Earth Science | 2 | 2 | 1 | 5 | 40.0% | 40.0% | 20.0% |
| 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% |
| English Language Arts (CC) | 10 | 1 | 5 | 16 | 62.5% | 6.3% | 31.3% |
| Regents ELA | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Global History & Geography | 9 | 9 | 7 | 25 | 36.0% | 36.0% | 28.0% |
| United States History & Government | 2 | 6 | 4 | 12 | 16.7% | 50.0% | 33.3% |

## Students with Severe Disabilities Performance on the New York State Alternate Assessments 2017-2018 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 | 0 | 5 | 1 | 6 | 100.0% | 100.0% | 0.0% |
| **Grade 4 English Language Arts** | 0 | 0 | 3 | 1 | 4 | 100.0% | 100.0% | 0.0% |
| **Grade 5 English Language Arts** | 0 | 0 | 4 | 1 | 5 | 100.0% | 100.0% | 0.0% |
| **Grade 6 English Language Arts** | 0 | 0 | 2 | 2 | 4 | 100.0% | 100.0% | 0.0% |
| **Grade 7 English Language Arts** | 0 | 0 | 1 | 1 | 2 | 100.0% | 100.0% | 0.0% |
| **Grade 8 English Language Arts** | 0 | 0 | 4 | 2 | 6 | 100.0% | 100.0% | 0.0% |
| **High School English Language Arts** | 0 | 0 | 4 | 0 | 4 | 100.0% | 100.0% | 0.0% |
| | | | | | | | | |
| **Grade 3 Mathematics** | 0 | 0 | 5 | 1 | 6 | 100.0% | 100.0% | 0.0% |
| **Grade 4 Mathematics** | 0 | 1 | 2 | 1 | 4 | 100.0% | 75.0% | 0.0% |
| **Grade 5 Mathematics** | 0 | 0 | 5 | 0 | 5 | 100.0% | 0.0% | 0.0% |
| **Grade 6 Mathematics** | 0 | 0 | 2 | 2 | 4 | 100.0% | 100.0% | 0.0% |
| **Grade 7 Mathematics** | 0 | 0 | 2 | 0 | 2 | 100.0% | 100% | 0.0% |
| **Grade 8 Mathematics** | 0 | 0 | 6 | 0 | 6 | 100.0% | 100.0% | 0.0% |
| **High School Mathematics** | 0 | 0 | 2 | 2 | 4 | 0.0% | 0.0% | 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 2017-2018 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Data-Driven Instruction | 1 | 9 | 1 | 42 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lead Evaluator Training | 30 | 12 | 0 | 0 | 0 | 0 | 0 | 87 | 0 | 0 |
| Principal Evaluator Training | 7 | 9 | 0 | 0 | 0 | 0 | 8 | 16 | 0 | 0 |
| Integrating Technology into Curricula & Instruction | 4 | 12 | 6 | 642 | 0 | 38 | 0 | 18 | 0 | 0 |
| Project Based Learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| College & Career Readiness | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 6 | 12 | 48 | 447 | 0 | 42 | 0 | 15 | 0 | 0 |
| Instructional Strategies | 0 | 12 | 0 | 331 | 0 | 47 | 0 | 13 | 0 | 0 |
| Parent Training | 0 | 4 | 0 | 14 | 0 | 0 | 0 | 1 | 0 | 0 |
| Special Education Issues | 8 | 12 | 21 | 72 | 0 | 16 | 0 | 31 | 0 | 0 |
| (RSE-TASC ) Regional Special Education Technical Assistance Support | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| (SE-SIS) Special Education School Improvement Specialist | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 |
| RBE-RN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Leadership Training | 39 | 112 | 30 | 62 | 0 | 0 | 84 | 75 | 0 | 7 |
| ECE Training  (Early Childhood) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professional Practice (APPR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culture/Climate | 20 | 12 | 9 | 141 | 0 | 30 | 7 | 8 | 0 | 2 |
| School & District Planning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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.) | 0 | 12 | 0 | 123 | 0 | 0 | 0 | 1 | 0 | 0 |
| Interdisciplinary Teaching (including integration of career technology & academics) | 0 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 9 | 12 | 42 | 299 | 0 | 64 | 0 | 50 | 0 | 3 |

# Technology Services
## 2017-2018 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 | 2/0 | 0 | 7 | X | |
| Instructional Computing | 0/0 | 0 | 0 | | |
| Computer/Audio Visual Repair | 0/0 | 0 | | | |
| Library Automation/Software | 8/0 | 0 | 0 | X | |
| LAN Installation/Support | 2/494 | .6 | 2205 | X | |
| 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 | 8/0 | 0 | 0 | X | |
| Model Schools | 8/163 | 3 | 0 | X | |
| 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*
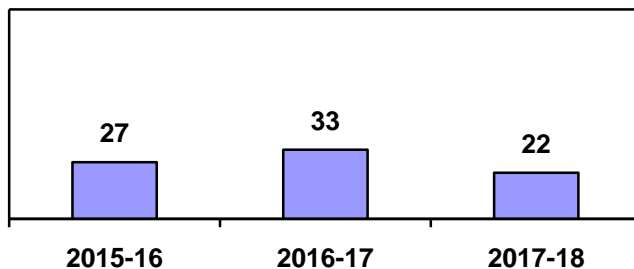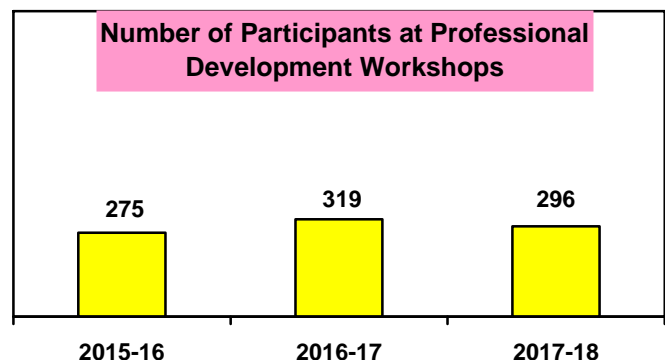
**Number of Library Media Centers**

| 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|
| 27 | 26 | 24 |
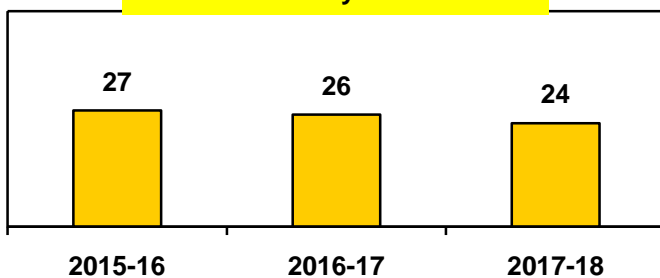
**Consulting and Technical Assistance Services plus Reference by SLS Staff**

| 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|
| 4379 | 4500 | 4176 |
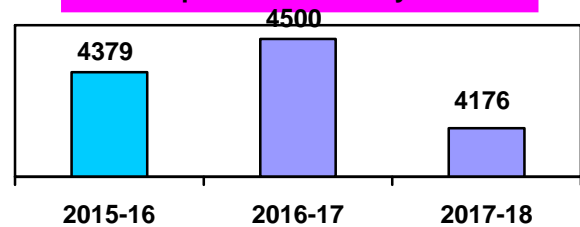
**Number of Professional Workshops**

| 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|
| 27 | 33 | 22 |

**Number of Participants at Professional Development Workshops**

| 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|
| 275 | 319 | 296 |

# 2017-2018 Expenses

*Data Source: SA111, schedule 2A*

Administrative Expenses………… …………………………………………….$    2,750,409

Capital Expenses……………………………………………………….… $    978,378

Total Program Expenses……………………………………………….……… $    40,478,823

Total Expenses…………….……………………………………………….$    44,207,610

**Total Program 92.2%**

**\*Administration 5.7%**

**Capital 2.0%**

**Itinerant Services 3%**

**General Instruction 7%**

**Instructional Support 13%**

**Other Services 13%**

**Career & Technical Education 12%**

**Instruction of Students with Disabilities 52%**