

# 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

## Hamilton Fulton Montgomery BOCES

# Hamilton Fulton Montgomery 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.](#)”**

**Hamilton Fulton Montgomery BOCES**  
**209000000000**

**Component Districts**

- Greater Amsterdam School District
- Broadalbin-Perth Central School District
- Canajoharie Central School District
- Edinburg Common School
- Fonda-Fultonville Central School District
- Fort Plain Central School District
- Gloversville Enlarged School District
- Greater Johnstown School District
- Lake Pleasant Central School
- Mayfield Central School District
- Northville Central School District
- Oppenheim-Ephratah-St. Johnsville Central School District
- Piseco Common School District
- Wells Central School District
- Wheelerville Union Free School

**Hamilton Fulton Montgomery BOCES encompasses 1,640 square miles**

**Joint Management Team**

- Albany-Schoharie-Schenectady-Saratoga BOCES
- Clinton-Essex-Warren-Washington BOCES
- Franklin-Essex-Hamilton BOCES
- Hamilton-Fulton-Montgomery BOCES
- Rensselaer-Columbia-Greene BOCES
- St. Lawrence-Lewis BOCES
- Washington-Saratoga-Warren-Hamilton-Essex BOCES

**Regional Information Center**

- Northeastern Regional Information Center

**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 11<sup>th</sup>/12<sup>th</sup> 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                    |
| 340                        | 115                        | 301                        | 88                         |
| 230                        | 65                         | 241                        | 64                         |
| 230                        | 65                         | 237                        | 65                         |
| 163                        | 58                         | 0                          | 0                          |

### Other Career-Related Programs

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

“New Vision”

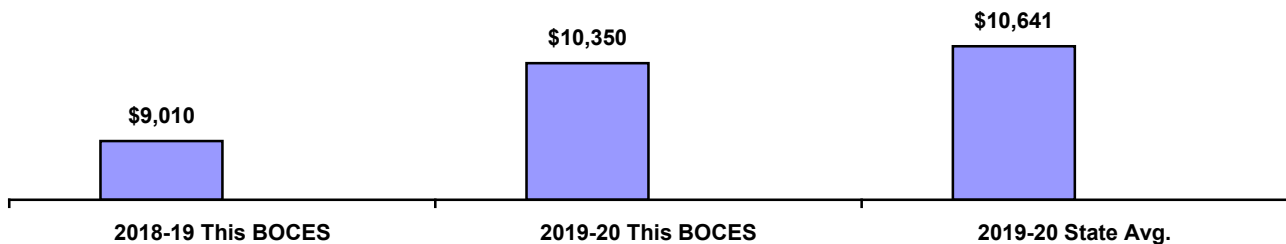
Participated 1 yr. of a CTE Program

Other one-year programs

|    |   |    |   |
|----|---|----|---|
| 34 | 0 | 34 | 0 |
| 34 | 0 | 43 | 1 |
| 0  | 0 | 0  | 0 |

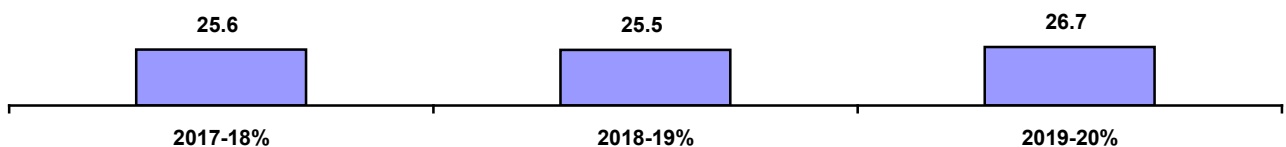
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

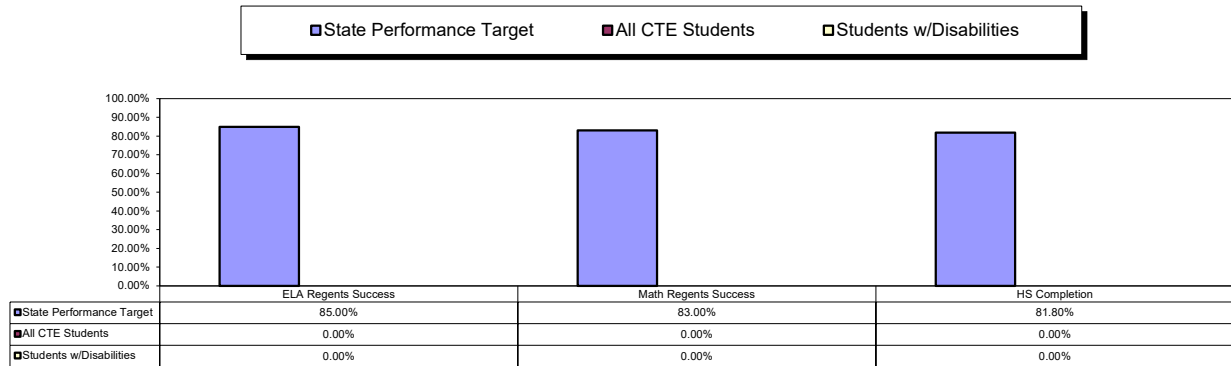
*Data Source: SIRS*



\* 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

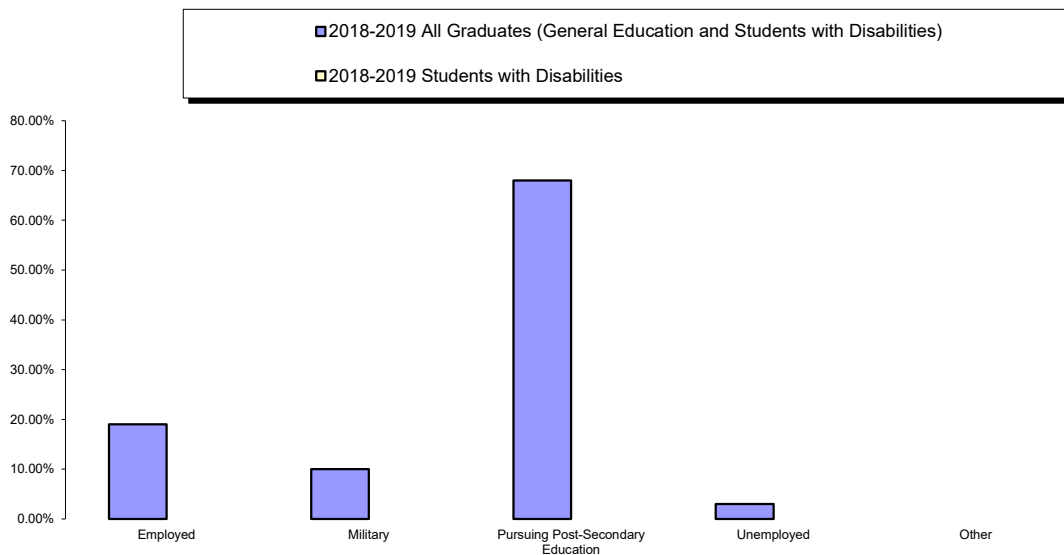


## Status of Career and Technical Education (CTE) Students 2019 Placement Outcomes

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

### Total Placement

| This BOCES | State Target |
|------------|--------------|
| 97.0%      | 97.35 %      |



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

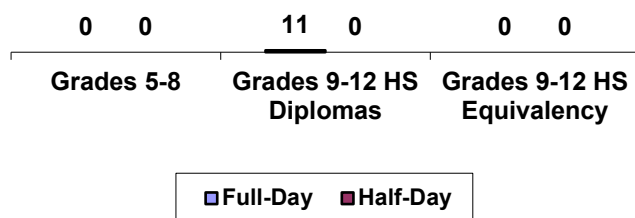
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

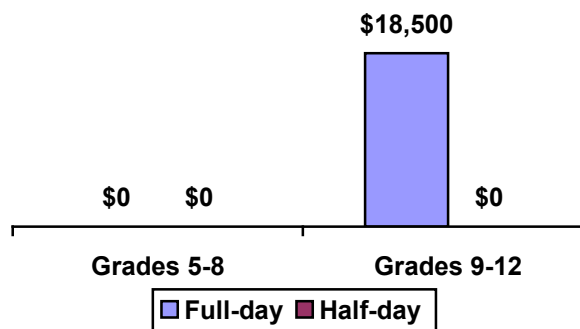
## Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

**Alternative Education Program Enrollment  
June 30, 2020**



**2019-2020 Per Student Tuition**



## 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 |
| <b>Number of students who:</b>  |            |          |  |          |   |          |
| Returned to a school district program   | 0          | 0        | 28   | 0        | 0   | 0        |
| Remained in the BOCES program   | 0          | 0        | 77   | 0        | 0   | 0        |
| Left the program and did not enter another district or BOCES program (dropouts) | 0          | 0        | 11   | 0        | 0   | 0        |
| Received high school diplomas   |            |          | 11   | 0        |   |          |



**Alternative Education State Testing Program**  
**2019-2020 School Year**

| State Assessment-<br>Regents Exams                             | Counts of Students Tested |       |                 |       | Percentage of Students Tested |                    |                              |
|--|---------------------------|-------|-----------------|-------|-------------------------------|--------------------|------------------------------|
|  | Below<br>55               | 55-64 | 65 and<br>Above | Total | Below<br>55 -<br>Percent      | 55-64 -<br>Percent | 65 and<br>Above -<br>Percent |
| <b>Algebra I (CC)</b>  | 16                        | 6     | 4               | 26    | 61.5%                         | 23.0%              | 15.3%                        |
| <b>Algebra II (CC)</b>   | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| <b>Geometry (CC)</b>   | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| <b>English Language<br/>Arts (CC)</b>                          | 4                         | 3     | 4               | 11    | 36.3%                         | 27.2%              | 36.3%                        |
| <b>Living Environment</b>                                      | 4                         | 6     | 4               | 14    | 28.5%                         | 42.8%              | 28.5%                        |
| <b>Physical Setting/<br/>Earth Science</b>                     | 4                         | 2     | 6               | 12    | 33.3%                         | 16.6%              | 50.0%                        |
| <b>Physical Setting/<br/>Chemistry</b>                         | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| <b>Physical Setting/<br/>Physics</b>                           | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| <b>Global History and<br/>Geography II (New<br/>Framework)</b> | 18                        | 3     | 1               | 22    | 81.8%                         | 13.6%              | 4.5%                         |
| <b>Global History and<br/>Geography Transition</b>             | 7                         | 1     | 1               | 9     | 77.7%                         | 11.1%              | 11.1%                        |
| <b>United States History<br/>and Government</b>                | 4                         | 6     | 10              | 20    | 20.0%                         | 30.0%              | 50.0%                        |

## 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 |            | BOCES             |
|---|------------|------------|-------------------|
|   | Count      | Percentage | Statewide Average |
| <b>All CTE Programs</b>                                       |            |            |                   |
| Enrolled during 2018-19                                       | 4          | --         | --                |
| Continuing Enrollment after 2018-19                           | 0          | 0.0%       | 18.60%            |
| Completed or Left During 2018-19                              | 4          | 0.0%       | 81.70%            |
| Left Prior to Completion During 2018-19                       | 0          | 0.0%       | 13.10%            |
| Completed by the End of 2018-19                               | 4          | 0.0%       | 70.00%            |
| Completed or Left During 2018-19 and Status Known             | 4          | 0.0%       | 44.40%            |
| Completed/Left/Status Known and Successfully Placed*          | 2          | 0.0%       | 34.10%            |
| Completed but Not seeking Employment                          | 2          | 0.0%       | 3.40%             |
| <b>Non-Traditional CTE Programs</b>                           |            |            |                   |
| Enrolled in Non-Traditional Programs During 2018-19           | 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 1465.

### 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 | 0          | 0       | 0       | 0                | 0.0%    | 0       | 0.0%    | 0       | 0.0%    |
| Adult Secondary (Low)        | 0          | 0       | 0       | 0                | 0.0%    | 0       | 0.0%    | 0       | 0.0%    |
| 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                           | 0                  | 0       | 0       | 0                       | 0.0%    | 0       | 0.0%    | 0       | 0.0%    |
| Retained employment                          | 0                  | 0       | 0       | 0                       | 0.0%    | 0       | 0.0%    | 0       | 0.0%    |
| Obtained secondary or HS equivalency diploma | 0                  | 0       | 0       | 0                       | 0.0%    | 0       | 0.0%    | 0       | 0.0%    |

|  |   |   |   |   |      |   |      |   |      |
|--|---|---|---|---|------|---|------|---|------|
| Entered post-secondary education or training | 0 | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 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)

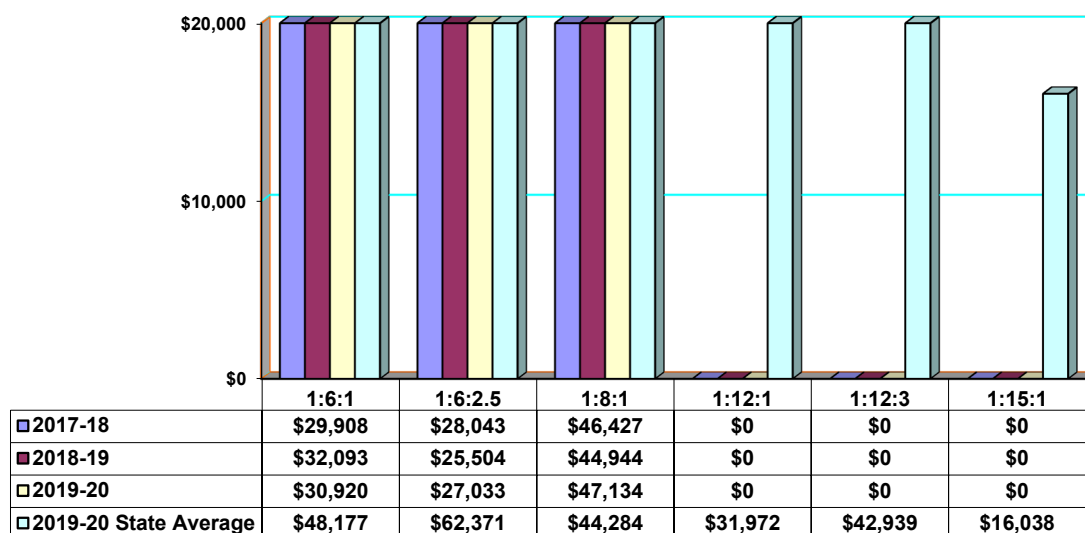
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

|                 | 2017-18 | 2018-19 | 2019-20 |
|-----------------|---------|---------|---------|
| <b>8:1:1</b>    | 69      | 81      | 74      |
| <b>12:1+1:3</b> | 65      | 61      | 67      |
| <b>6:1:1</b>    | 104     | 97      | 104     |
| <b>12:1:1</b>   | 0       | 0       | 0       |
| <b>15:1:1</b>   | 0       | 0       | 0       |
| <b>6:1:2.5</b>  | 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 | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 4 English Language Arts | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 5 English Language Arts | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 6 English Language Arts | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 7 English Language Arts | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 8 English Language Arts | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
|                               |                           |         |         |         |       |                               |           |                |
| Grade 3 Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 4 Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 5 Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 6 Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 7 Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |
| Grade 8 Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%      | 0              |

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

**Special Education State Testing Program (cont'd.)**  
**2019-2020 School Year**

| State Assessment-<br>Regents Exams                    | Counts of Students Tested |       |                 |       | Percentage of Students Tested |                    |                              |
|---|---------------------------|-------|-----------------|-------|-------------------------------|--------------------|------------------------------|
|   | Below<br>55               | 55-64 | 65 and<br>Above | Total | Below<br>55 -<br>Percent      | 55-64 -<br>Percent | 65 and<br>Above -<br>Percent |
| Algebra 1 (CC)  | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| 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                                    | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| Physical Setting/<br>Earth Science                    | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| Physical Setting/<br>Chemistry                        | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| Physical Setting/<br>Physics                          | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| English Language<br>Arts (CC)                         | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| Regents ELA   | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| Global History and<br>Geography II (New<br>Framework) | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| Global History &<br>Geography Transition              | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |
| United States History<br>& Government                 | 0                         | 0     | 0               | 0     | 0.0%                          | 0.0%               | 0.0%                         |

**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     | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 4 English Language Arts     | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 5 English Language Arts     | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 6 English Language Arts     | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 7 English Language Arts     | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 8 English Language Arts     | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| High School English Language Arts | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
|                                   |                           |         |         |         |       |                               |                   |                |
| Grade 3 Mathematics               | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 4 Mathematics               | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 5 Mathematics               | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 6 Mathematics               | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 7 Mathematics               | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| Grade 8 Mathematics               | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |
| High School Mathematics           | 0                         | 0       | 0       | 0       | 0     | 0.0%                          | 0.0%              | 0.0%           |

*Data Source: Data Warehouse*

|         |  |
|---------|--|
| Level 4 | These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.    |
| Level 3 | These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. |
| Level 2 | These students <b>need extra help</b> to meet the standards and pass the Regents examination.                    |
| Level 1 | These students have <b>serious</b> 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 |
| <b>Curriculum &amp; Instruction:</b>                |   |         |                                     |         |          |         |                   |         |       |         |
| Learning Standards                                  | 0   | 0       | 0                                   |         | 1306     | 276     | 160               | 37      | 138   | 24      |
| Instructional Strategies                            | 0   |         | 78                                  | 20      | 374      | 211     | 39                | 18      | 13    | 4       |
| Data-Driven Instruction                             | 0   |         | 0                                   |         | 99       | 18      | 0                 |         | 0     |         |
| Effective Use of Technology                         | 0   |         | 0                                   |         | 266      | 78      | 28                | 13      | 0     |         |
| Project Based Learning                              | 0   |         | 0                                   |         | 105      | 15      | 7                 | 1       | 0     |         |
| Parent Engagement                                   | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| RBE-RN  | 0   |         | 0                                   |         | 108      | 21      | 0                 |         | 108   | 4       |
| College, Career & Civic Readiness                   | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Response to Intervention                            | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Early Childhood Education                           | 0   |         | 0                                   |         | 48       | 16      | 0                 |         | 0     |         |
| Career and Technical Education                      | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Middle Level Education                              | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Special Education Strategies                        | 0   |         | 0                                   |         | 97       | 44      | 4                 | 2       | 0     |         |
| <b>Leadership:</b>                                  |   |         |                                     |         |          |         |                   |         |       |         |
| APPR: Lead Evaluator & Principal Evaluator Training | 80  | 39      | 0                                   |         | 15       | 2       | 0                 |         | 3     | 1       |
| Leadership Development                              | 110   | 13      | 0                                   |         | 141      | 85      | 13                | 8       | 0     |         |
| District & School Strategic Planning                | 30  | 10      | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Using Data  | 9   | 3       | 48                                  | 15      | 0        |         | 0                 |         | 0     |         |
| <b>Culture/Climate (indicate below)</b>             |   |         |                                     |         |          |         |                   |         |       |         |
| Diversity/Equity/Inclusivity                        | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Social – Emotional Learning                         | 0   |         | 0                                   |         | 66       | 36      | 0                 |         | 56    | 10      |
| Other culture/climate                               | 0   |         | 0                                   |         | 420      | 34      | 0                 |         | 0     |         |
| Safety  | 0   |         | 0                                   |         | 0        |         | 0                 |         | 0     |         |
| Other   | 15  | 3       | 0                                   |         | 792      | 77      | 0                 |         | 12    | 2       |

## 2019-2020 Expenses

*Data Source: SA111, schedule 2A*

|                              |    |               |
|------------------------------|----|---------------|
| Administrative Expenses..... | \$ | 2,835,839.45  |
| Capital Expenses.....        | \$ | 2,505,628.30  |
| Total Program Expenses.....  | \$ | 42,304,443.33 |
| Total Expenses.....          | \$ | 47,645,911.08 |

