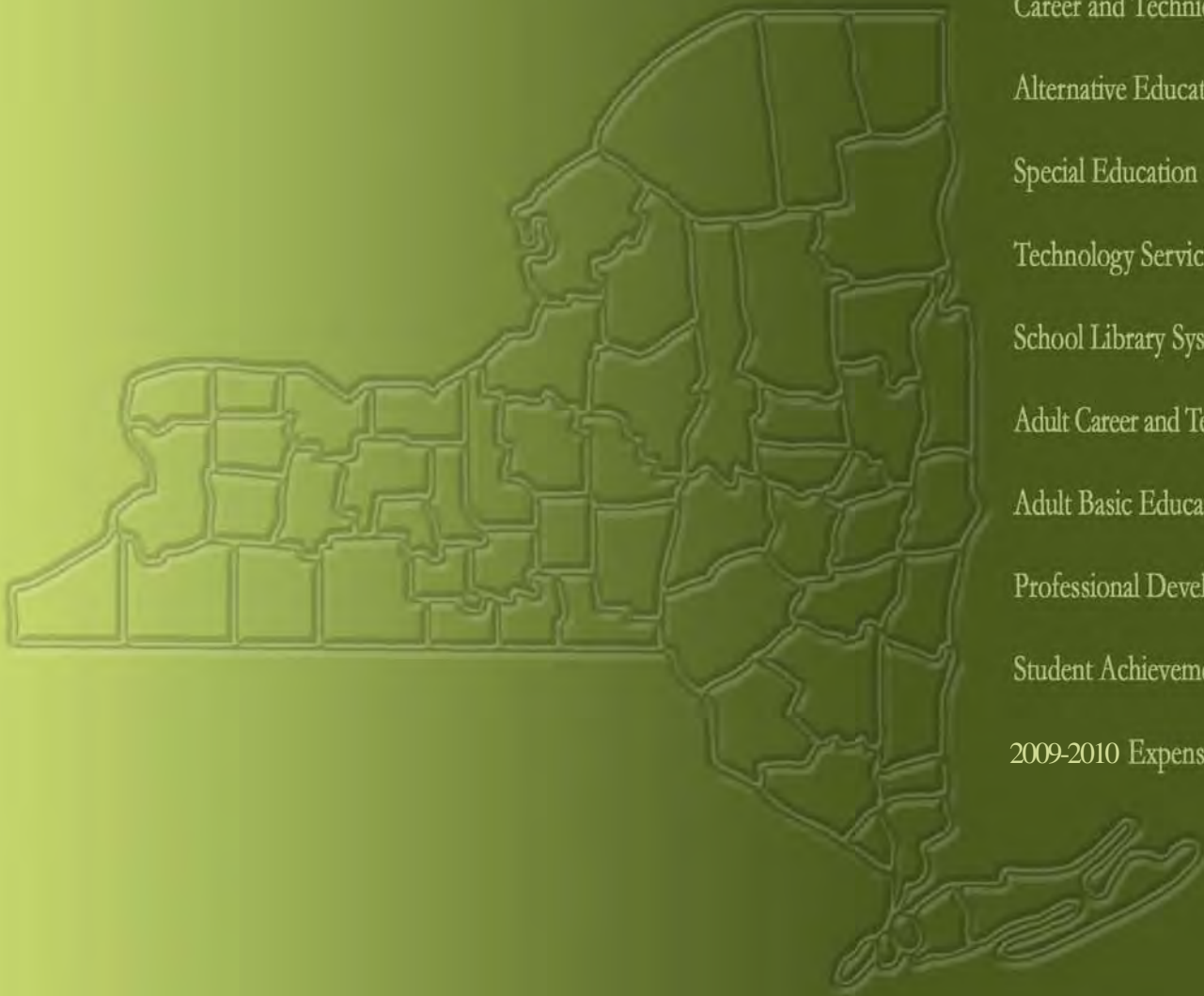


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Special Education
- Technology Services
- School Library System Services
- Adult Career and Technical Education
- Adult Basic Education
- Professional Development
- Student Achievement
- 2009-2010 Expenses

2009-2010

Franklin-Essex-Hamilton BOCES

Franklin-Essex-Hamilton BOCES
Board of Cooperative Educational Services
2009-2010 Report Card

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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

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2008-09	2008-09	2009-10	2009-10
First-year students	172	62	203	53
Second-year students	97	38	156	46
Second-year students completing	90	35	146	38

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

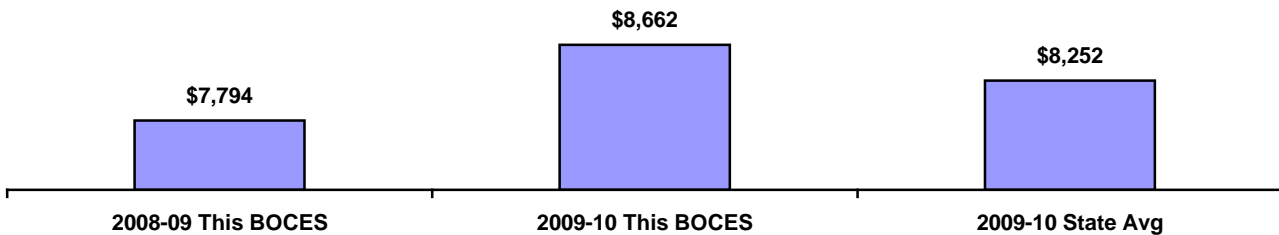
“New Vision”

Other one-year programs

“New Vision”	27	0	35	1
Other one-year programs	0	0	0	0

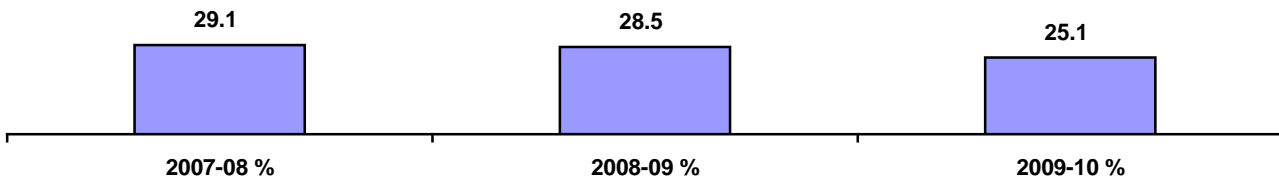
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

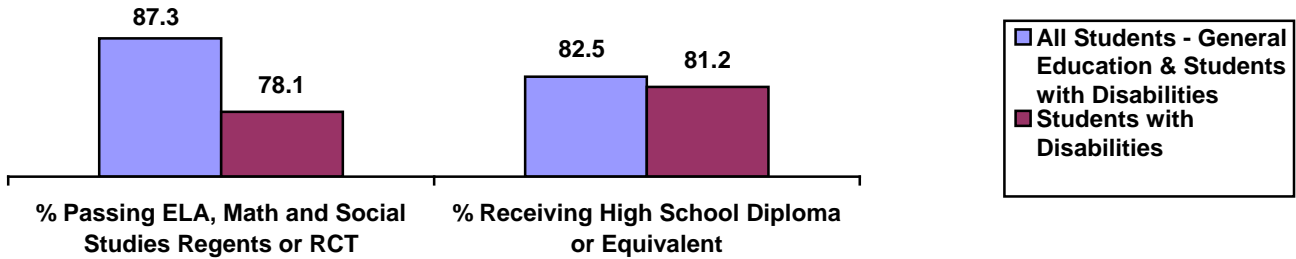
Data Source: Basic Education Data System



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

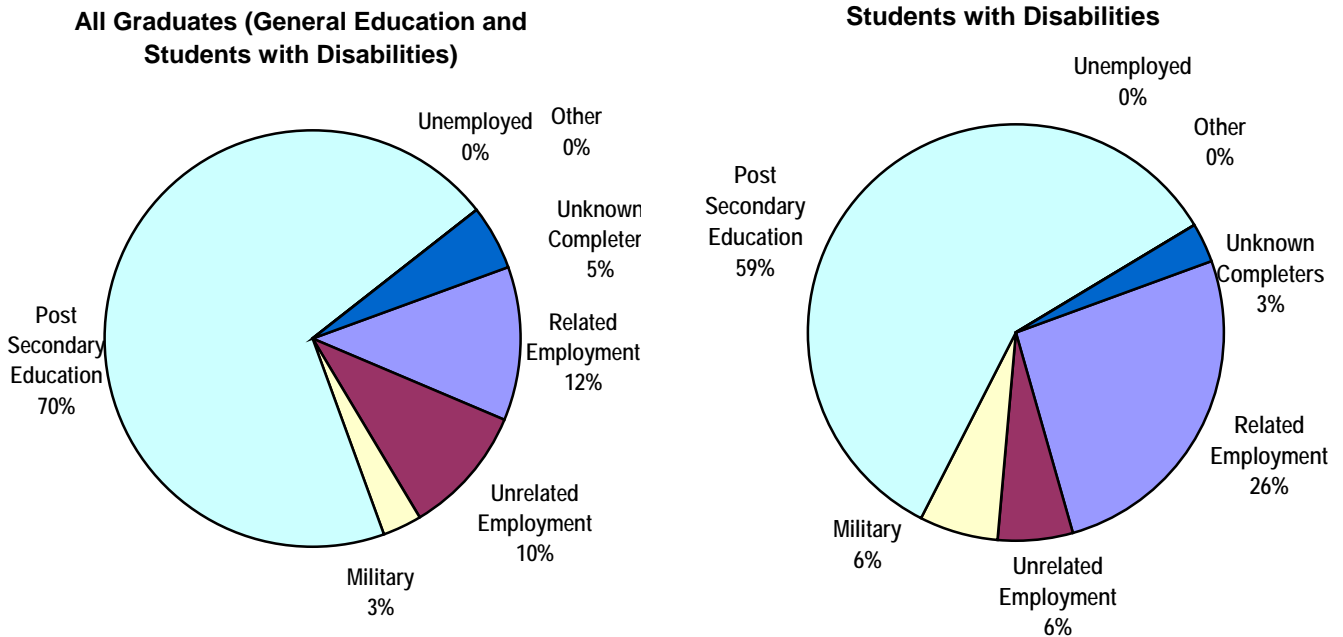
Performance of Career & Technical Education (CTE) Students Who Graduated in 2009

BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



Status of Career and Technical Education (CTE) Students Who Graduated in 2009

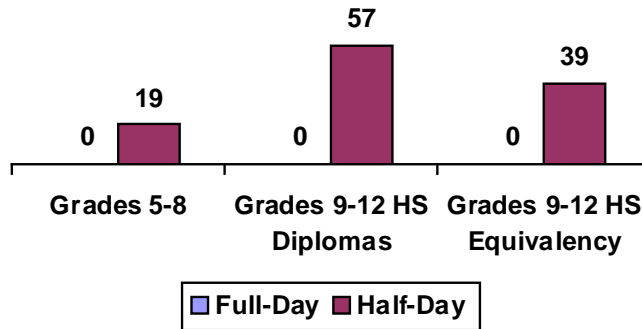
BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. *Data Source: CTEDS-2 Report*



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, 2010**



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:

returned to a school district program

remained in the BOCES program

left the program and did not enter another district or BOCES program (dropouts)

are waiting for GED exam results

received high school diplomas

received high school equivalency diplomas

	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	Full-day	Half-day
returned to a school district program	0	8	0	11	0	1
remained in the BOCES program	0	11	0	44	0	9
left the program and did not enter another district or BOCES program (dropouts)	0	0	0	2	0	21
are waiting for GED exam results					0	1
received high school diplomas			0	0		
received high school equivalency diplomas					0	7

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: Adult Allies*

	This BOCES		Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2008-09	4		
Continuing Enrollment after 2008-09	1	25.0%	N/A
Completed or Left During 2008-09	3	75.0%	N/A
Left Prior to Completion During 2008-09	1	25.0%	N/A
Completed by the End of 2008-09	2	100.0%	N/A
Completed or Left During 2008-09 and Status Known	2	100.0%	N/A
Completed/Left/Status Known and Successfully Placed*	2	100.0%	N/A
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2008-09	0	0.0%	N/A
Under-Represented Gender Members Enrolled During 2008-09	0	0.0%	N/A
Completed a Non-Traditional Program By the End of 2008-09	0	0.0%	N/A
Under-Represented Gender Members Who Completed	0	0.0%	N/A

* 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 2009-2010 was 233.

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Adult Beginning/Intermediate	205	226	185	93	45.4%	93	45.4%	94	50.8%
Adult Secondary (Low)	23	13	17	12	52.1%	12	52.1%	9	52.9%
ESOL	1	0	1	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2007-08 through 2009-10)

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Entered employment	42	53	35	31	73.8%	31	73.8%	28	80.0%
Retained employment	N/A	N/A	6	N/A	N/A	N/A	N/A	5	83.3%
Obtained a secondary or high school equivalency diploma	54	59	55	53	98.1%	53	98.1%	55	100.0%
Entered post-secondary education or training	59	59	55	32	54.2%	32	54.2%	32	58.2%

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)

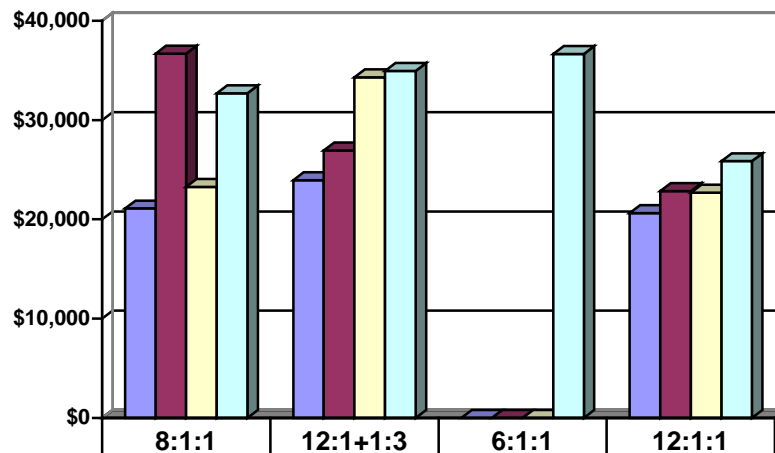
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2007-08	2008-09	2009-10
8:1:1	23	29	13
12:1+1:3	12	12	12
6:1:1	0	0	0
12:1:1	123	117	106

Tuition Rates Per Student 2007-08 through 2009-10



	8:1:1	12:1+1:3	6:1:1	12:1:1
2007-08	\$21,095	\$23,940	\$0	\$20,636
2008-09	\$36,679	\$26,943	\$0	\$22,850
2009-10	\$23,260	\$34,305	\$0	\$22,678
2009-10 State Average	\$32,703	\$34,946	\$36,644	\$25,855

State Testing Program 2009-2010 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	100%	0	0	0	1	0	0	0
Grade 4 English Language Arts	100%	0	0	0	1	0	0	0
Grade 5 English Language Arts	100%	0	0	0	5	0	0	0
Grade 6 English Language Arts	100%	0	0	0	6	0	0	0
Grade 7 English Language Arts	100%	0	0	0	5	0	0	0
Grade 8 English Language Arts	83%	17%	0	0	6	17%	0	0
Grade 3 Mathematics	100%	0	0	0	1	0	0	0
Grade 4 Mathematics	0	100%	0	0	1	100%	0	0
Grade 5 Mathematics	60%	40%	0	0	5	40%	0	0
Grade 6 Mathematics	80%	20%	0	0	5	20%	0	0
Grade 7 Mathematics	80%	20%	0	0	5	20%	0	0
Grade 8 Mathematics	100%	0	0	0	6	0	0	0

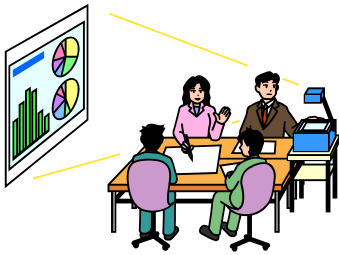
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2009-2010 School Year**

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	0	0	25%	75%	4	100%	100%	0
Grade 4 English Language Arts	0	25%	0	75%	4	100%	75%	0
Grade 5 English Language Arts	0	25%	50%	25%	4	100%	75%	0
Grade 6 English Language Arts	0	50%	0	50%	2	100%	50%	0
Grade 7 English Language Arts	25%	0	0	75%	4	75%	75%	0
Grade 8 English Language Arts	0	25%	0	75%	4	100%	75%	0
High School English Language Arts	9%	9%	9%	73%	11	91%	82%	0
Grade 3 Mathematics	0	0	0	100%	4	100%	100%	0
Grade 4 Mathematics	0	20%	20%	60%	5	100%	80%	0
Grade 5 Mathematics	0	0	50%	50%	4	100%	100%	0
Grade 6 Mathematics	50%	0	0	50%	2	50%	50%	0
Grade 7 Mathematics	25%	0	50%	25%	4	75%	75%	0
Grade 8 Mathematics	0	0	50%	50%	4	100%	100%	0
High School Mathematics	0	18%	36%	45%	11	99%	81%	0

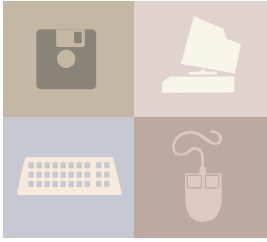
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development

2009-2010 School Year

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	5	29	0	4	0
District Based Educational Planning	7	185	12	24	5
High School Graduation Requirements	9	0	33	0	5
Learning Standards (ELA, MST, etc.)	8	105	0	2	2
Data Management and Analysis	5	35	5	6	0
Integrating Technology into Curricula & Instruction	9	200	7	42	26
Interdisciplinary Teaching (including integration of career technology & academics)	7	70	2	165	8
Middle Level Education Academic and Youth Development	3	15	2	0	0
Career and Technical Education	3	15	0	2	0
Instructional Strategies	8	386	13	150	16
Parent Training	2	9	0	0	0
Special Education Issues	8	8	0	48	0
Leadership Training	9	44	0	0	47
Special Education Training Resource Center (SETRC)	9	387	49	37	262
Other	6	44	3	30	12



Technology Services 2009-2010 School Year

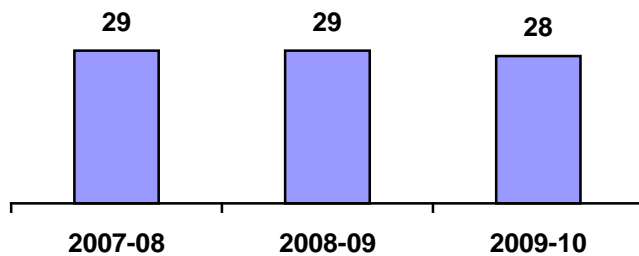
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	3	17	170
Instructional Computing	9	1387	8805
Computer/Audio Visual Repair	9	1387	
Library Automation/Software	9	1387	8805
LAN Installation/Support	8	1114	7415
Distributed Process Technicians	8	1114	7415
Guidance Information	3	417	2334
Administrative Computer Services	9	1387	
Administrative Training	9	1387	



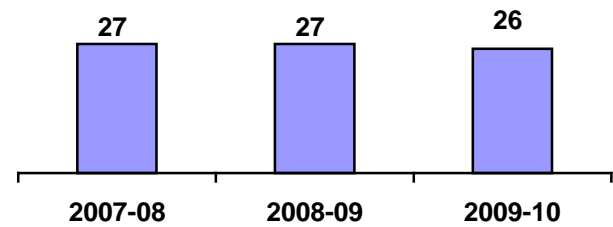
School Library Systems (SLS)

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*

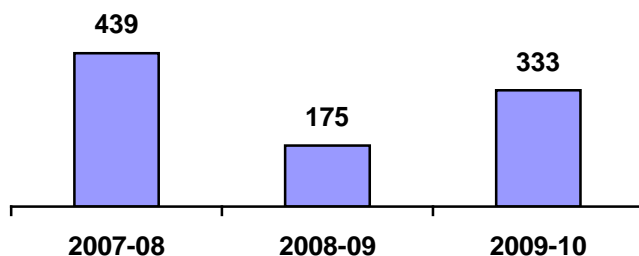
Number of Library Media Centers



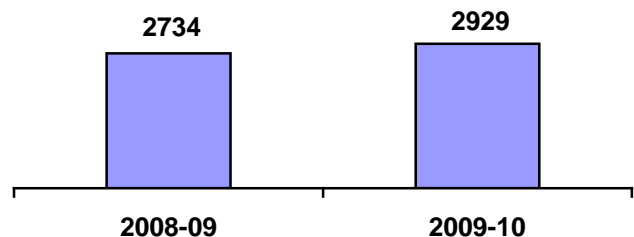
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



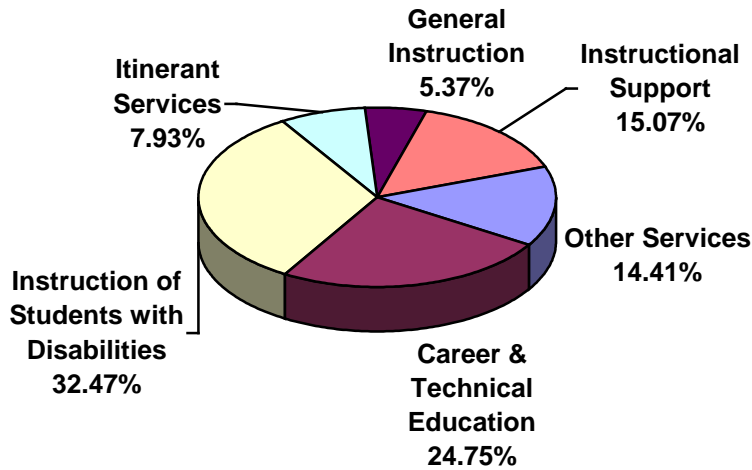
Consulting Reference and Technical Assistance Services by SLS Staff



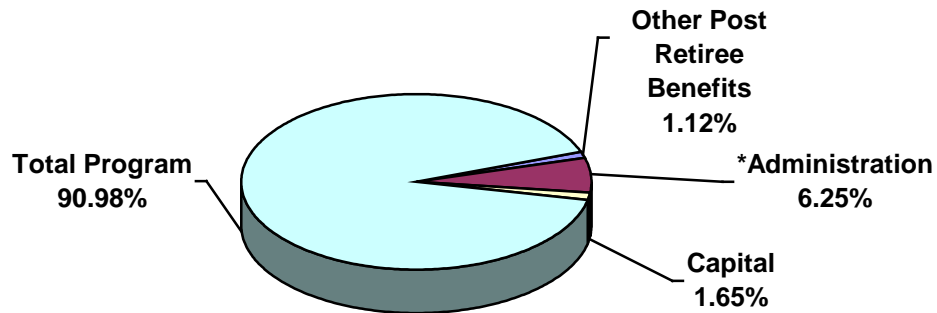
2009-2010 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	1,146,976
Supplemental Retirement & Other Post Retirement Benefits.....	\$	205,552
Capital Expenses.....	\$	303,377
Total Program Expenses.....	\$	16,691,785



Total Expenses.....	\$	18,347,690
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*Excludes Supplemental & Other Post Retirement Benefits