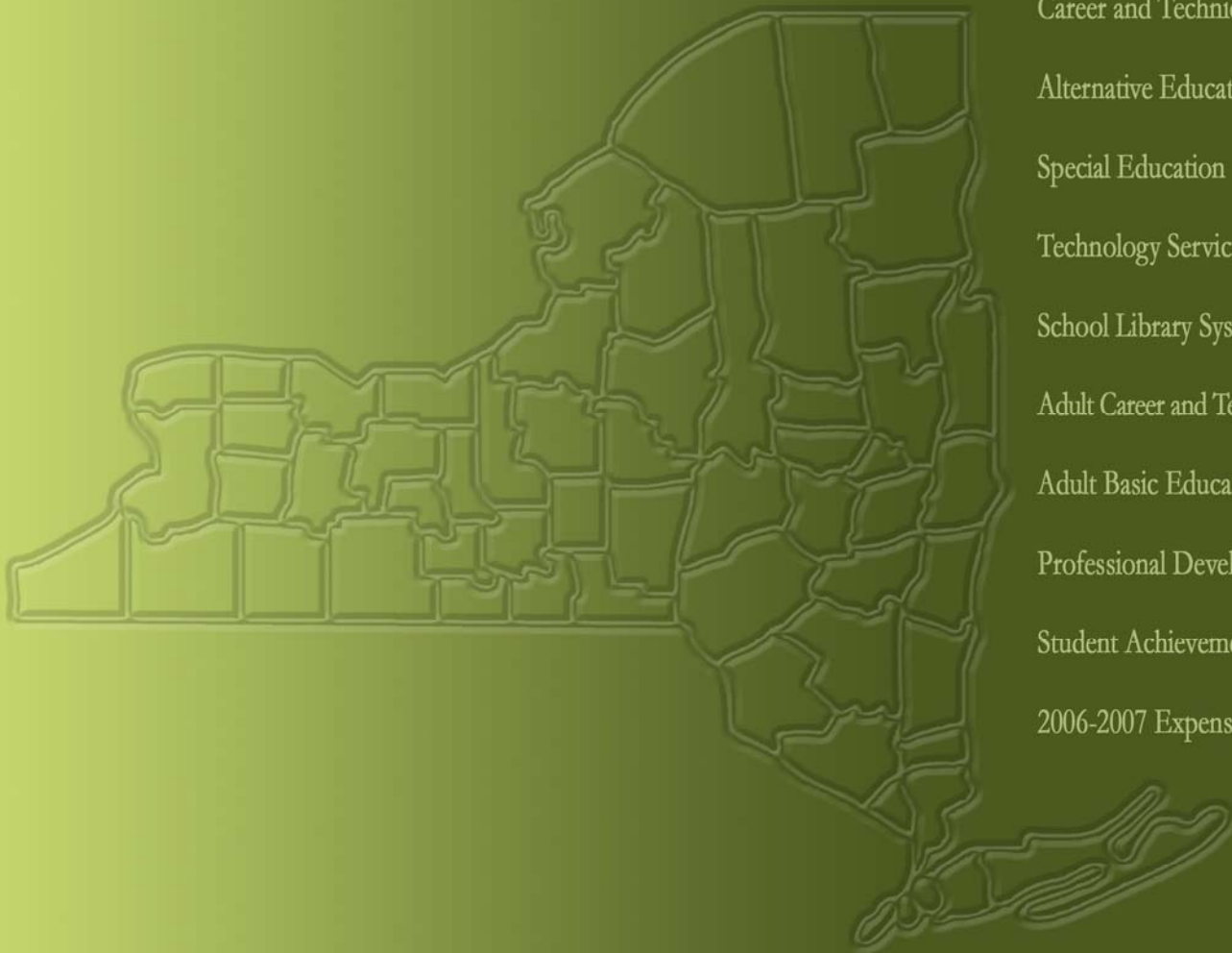


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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
- 2006-2007 Expenses

2006-2007

Franklin-Essex-Hamilton BOCES

**Franklin-Essex-Hamilton BOCES
Board of Cooperative Educational Services
2006-2007 Report Card**

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Franklin-Essex-Hamilton BOCES
169000

Component Districts

- [Brushton-Moira Central School District](#)
- [Chateaugay Central School District](#)
- [Lake Placid Central School District](#)
- [Long Lake Central School District](#)
- [Malone Central School District](#)
- [Raquette Lake Union Free School](#)
- [St. Regis Falls Central School District](#)
- [Salmon River Central School District](#)
- [Saranac Lake Central School District](#)
- [Tupper Lake Central School District](#)

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. *Data Source: BOCES Survey*

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
	2005-06	2005-06	2006-07	2006-07
First-year students	157	60	182	57
Second-year students	123	51	109	35
Second-year students completing	112	48	98	33

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

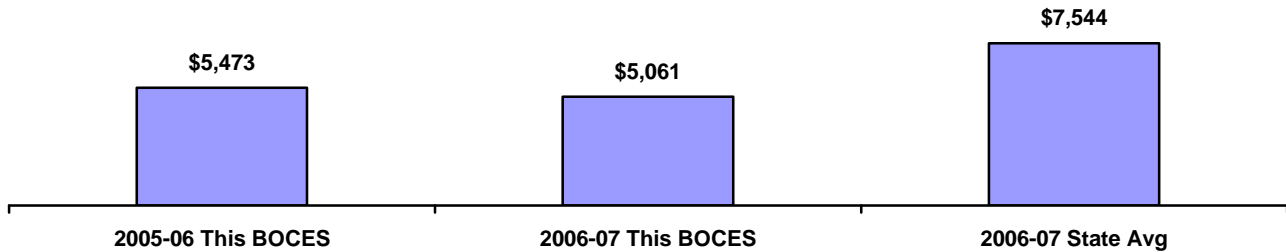
“New Vision”

Other one-year programs

“New Vision”	24	1	21	2
Other one-year programs	0	0	0	0

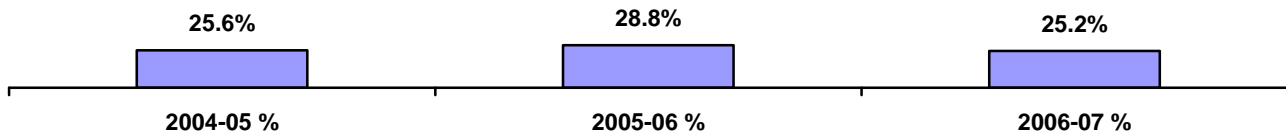
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

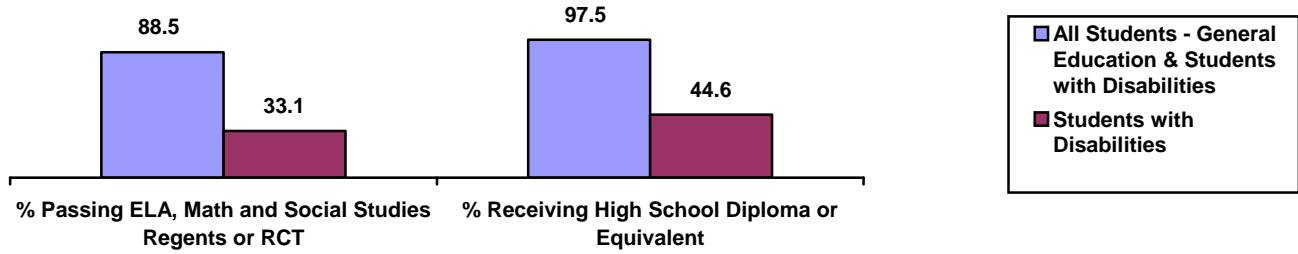
Data Source: BOCES Survey and Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2006

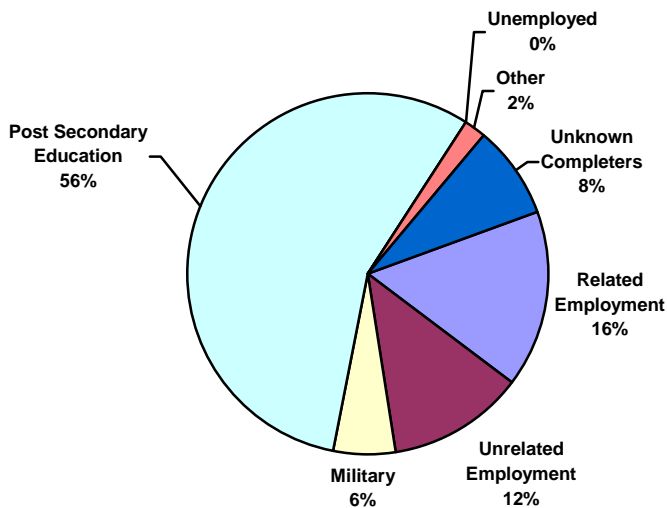
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



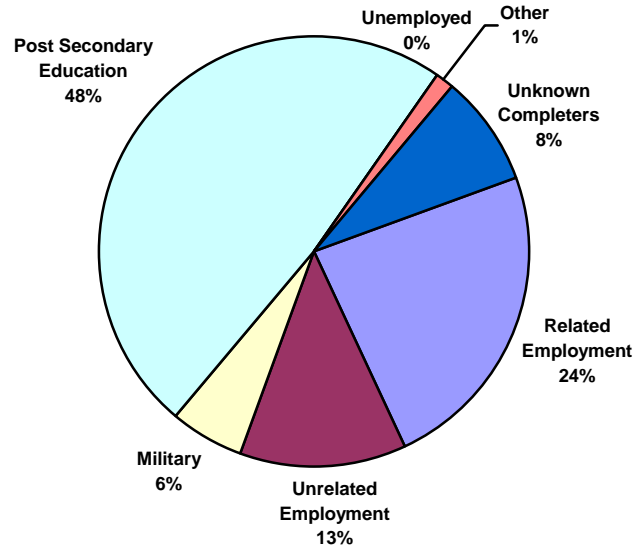
Status of Career and Technical Education (CTE) Students Who Graduated in 2006

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*

All Graduates (General Education and Students with Disabilities)

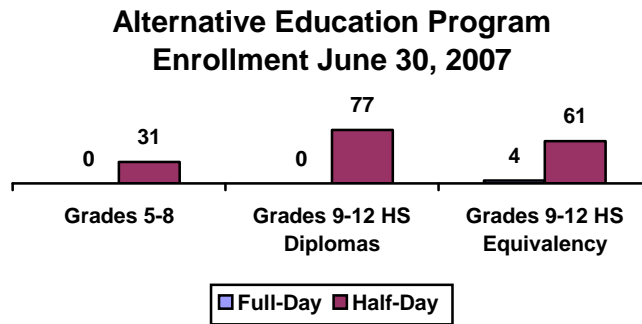


Students with Disabilities



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. *Data Source: BOCES Survey*



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. *Data Source: BOCES Survey*

	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
Number of students who:.....						
returned to a school district program	0	4	0	39	0	5
remained in the BOCES program	0	27	0	34	4	18
left the program and did not enter another district or BOCES program (dropouts)	0	0	0	3	0	19
are waiting for GED exam results					0	10
received high school diplomas			0	1		
received high school equivalency diplomas ...					0	9

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*

2005-06 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	8		
Number who Left Prior to Completion	5	62.5%	16.8%
Number who Completed	3	37.5%	72.4%
Completed and Status Known	3	37.5%	80.6%
Completed and were Successfully Placed*	3	37.5%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	0	0.0%	10.1%
Under-Represented Gender Members Who Completed	0	0.0%	9.3%

* 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 2006-2007 was 264.

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					
	2004-05	2005-06	2006-07	2004-05		2005-06		2006-07	
					Percent		Percent		Percent
Adult Beginning/Intermediate	194	201	198	66	34.0%	76	37.8%	90	45.5%
Adult Secondary (Low)	27	25	27	17	63.0%	18	72.0%	14	51.9%
ESOL	3	4	1	2	67.0%	1	25.0%	1	100.0%

Other Outcomes (2003-04 through 2006-07)

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					
	2004-05	2005-06	2006-07	2004-05		2005-06		2006-07	
					Percent		Percent		Percent
Entered employment	42	66	42	24	57.1%	30	45.4%	24	57.1%
Retained employment	14	15	11	13	92.9%	15	100.0%	6	54.5%
Obtained a secondary or high school equivalency diploma	42	47	75	23	54.5%	41	87.2%	66	88.0%
Entered post-secondary education or training	25	27	51	10	40.0%	10	37.0%	30	58.0%

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)

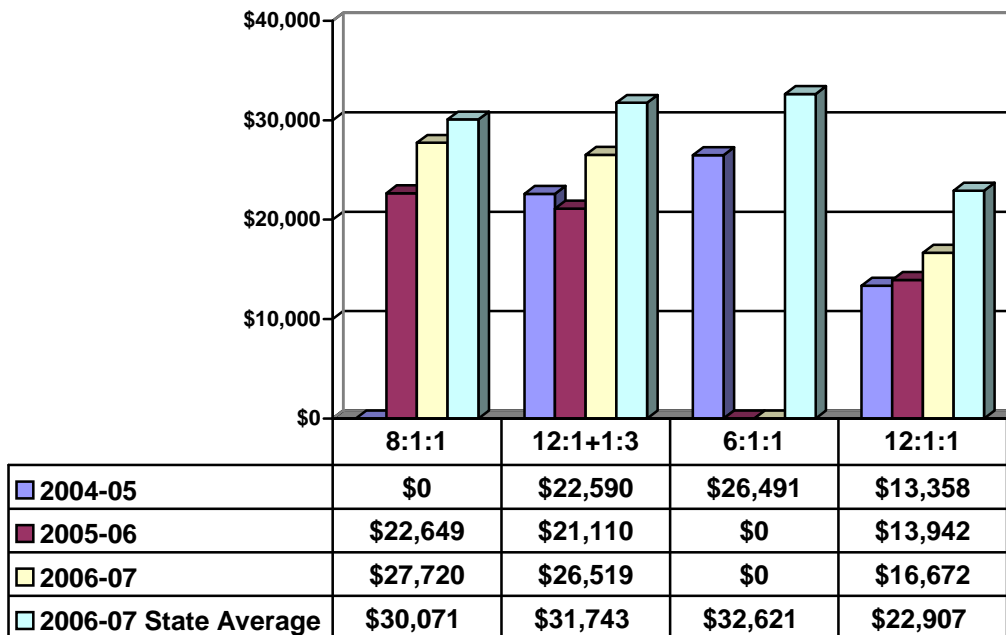
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2004-05	2005-06	2006-07
8:1:1	0	95	29
12:1+1:3	21	29	12
6:1:1	133	0	0
12:1:1	83	174	145

Tuition Rates Per Student 2004-05 through 2006-07



State Testing Program 2006-2007 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	2	0	0	0	2	0.0%	0.0%	0
Grade 4 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 5 English Language Arts	6	1	0	0	7	14.0%	0.0%	0
Grade 6 English Language Arts	5	6	0	0	11	55.0%	0.0%	0
Grade 7 English Language Arts	10	2	0	0	12	17.0%	0.0%	0
Grade 8 English Language Arts	7	4	0	0	11	36.0%	0.0%	0
Grade 3 Mathematics	1	1	0	0	2	50.0%	0.0%	0
Grade 4 Mathematics	1	3	0	0	4	75.0%	0.0%	0
Grade 5 Mathematics	6	2	0	0	8	25.0%	0.0%	0
Grade 6 Mathematics	10	0	1	0	11	9.0%	9.0%	0
Grade 7 Mathematics	11	1	0	0	12	8.0%	0.0%	0
Grade 8 Mathematics	10	0	0	0	10	0.0%	0.0%	0

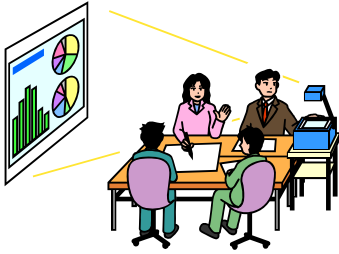
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2006-2007 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	0	1	1	100.0%	100.0%	0
Grade 4 English Language Arts	0	0	1	3	4	100.0%	100.0%	0
Grade 5 English Language Arts	0	0	0	2	2	100.0%	100.0%	0
Grade 6 English Language Arts	1	0	0	4	5	80.0%	80.0%	0
Grade 7 English Language Arts	0	1	0	4	5	100.0%	80.0%	0
Grade 8 English Language Arts	0	0	1	1	2	100.0%	100.0%	0
High School English Language Arts	0	1	0	6	7	100.0%	86.0%	0
Grade 3 Mathematics	0	0	0	1	1	100.0%	100.0%	0
Grade 4 Mathematics	0	2	0	2	4	100.0%	50.0%	0
Grade 5 Mathematics	0	0	1	1	2	100.0%	100.0%	0
Grade 6 Mathematics	0	1	0	4	5	100.0%	80.0%	0
Grade 7 Mathematics	0	0	0	4	4	100.0%	100.0%	0
Grade 8 Mathematics	0	0	1	1	2	100.0%	100.0%	0
High School Mathematics	1	0	0	6	7	86.0%	86.0%	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.



Professional Development 2006-2007 School Year

Data Source: BOCES Survey

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	10	0	1	0
District Based Educational Planning	9	135	14	31	87
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	4	99	0	3	9
Data Management and Analysis	4	0	3	12	3
Integrating Technology into Curricula & Instruction	9	266	8	33	39
Interdisciplinary Teaching (including integration of career technology & academics)	4	63	0	109	62
Middle Level Education Academic and Youth Development	3	4	0	0	0
Career and Technical Education	3	4	0	0	1
Instructional Strategies	9	479	16	128	27
Parent Training	3	13	0	0	0
Special Education Issues	9	44	0	42	10
Leadership Training	10	7	27	0	50
Special Education Training Resource Center (SETRC)	9	293	44	23	98
Other	3	35	0	27	28



Technology Services 2006-2007 School Year

Data Source: BOCES Survey

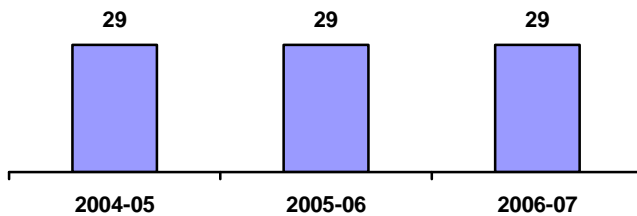
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	3	14	125
Instructional Computing	9	998	9171
Computer/Audio Visual Repair	9	998	
Library Automation/Software	9	998	8,417
LAN Installation/Support	7	793	7563
Distributed Process Technicians	7	793	7563
Guidance Information	4	462	4166
Administrative Computer Services	9	998	
Administrative Training	9	998	



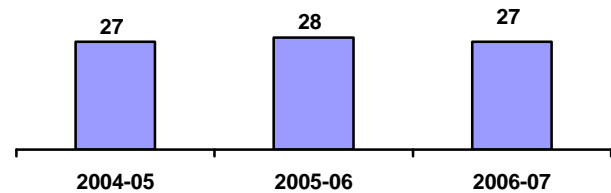
School Library Systems (SLS)

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*

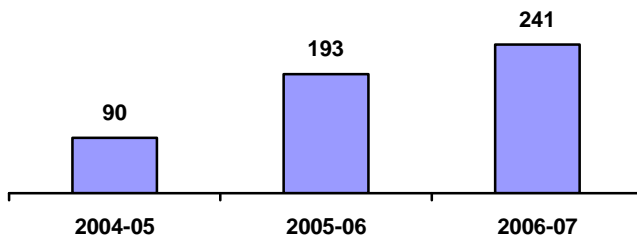
Number of Library Media Centers



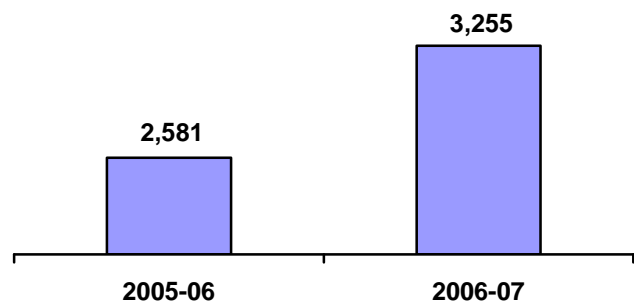
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



Consulting Reference and Technical Assistance Services by SLS Staff

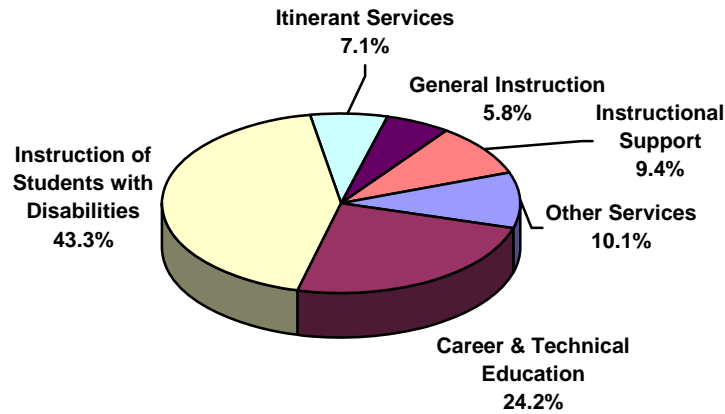


2006-2007 Expenses

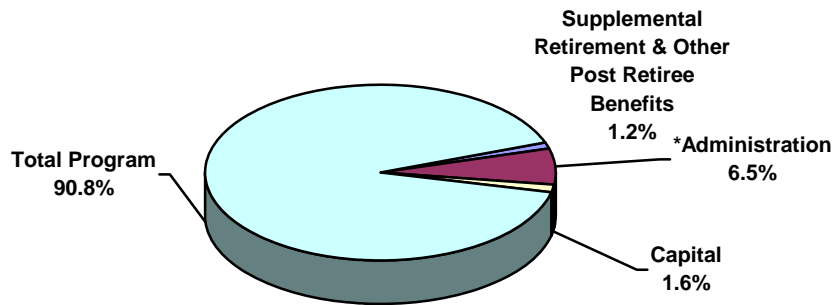
Franklin-Essex-Hamilton BOCES

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	1,092,477.77
Supplemental Retirement & Other Post Retirement Benefits.....	\$	205,552.00
Capital Expenses.....	\$	266,359.68
Total Program Expenses.....	\$	15,348,728.94



Total Expenses.....	\$	15,348,728.94
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*Excludes Supplemental & Other Post Retirement Benefits