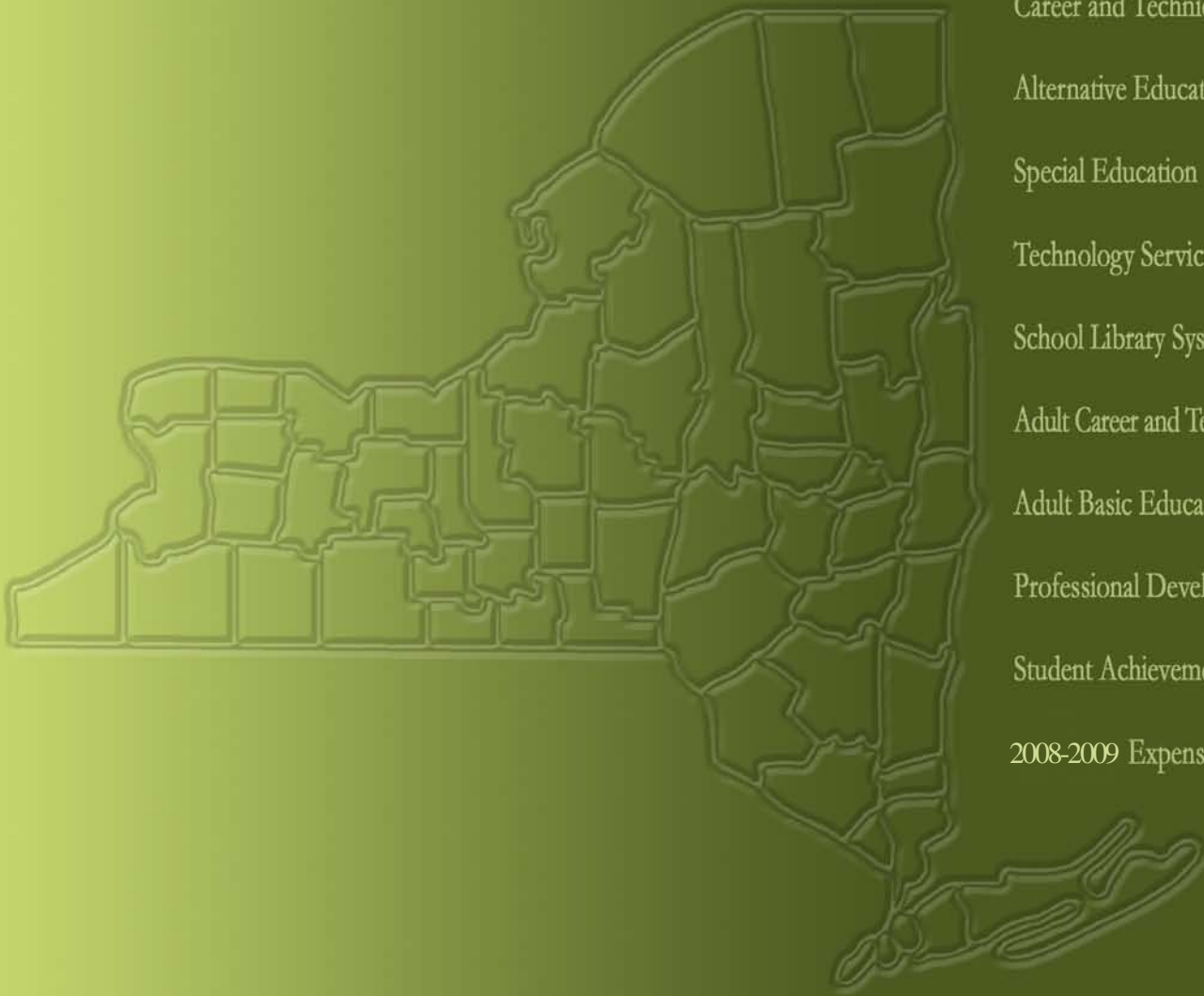


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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
- 2008-2009 Expenses

2008-2009

Franklin-Essex-Hamilton BOCES

Franklin-Essex-Hamilton BOCES
Board of Cooperative Educational Services
2008-2009 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
- Regents Examinations

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

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 |
|---------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 2007-08 | 2007-08 | 2008-09 | 2008-09 |
| First-year students | 140 | 62 | 172 | 62 |
| Second-year students | 132 | 49 | 97 | 38 |
| Second-year students completing | 126 | 47 | 90 | 35 |

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

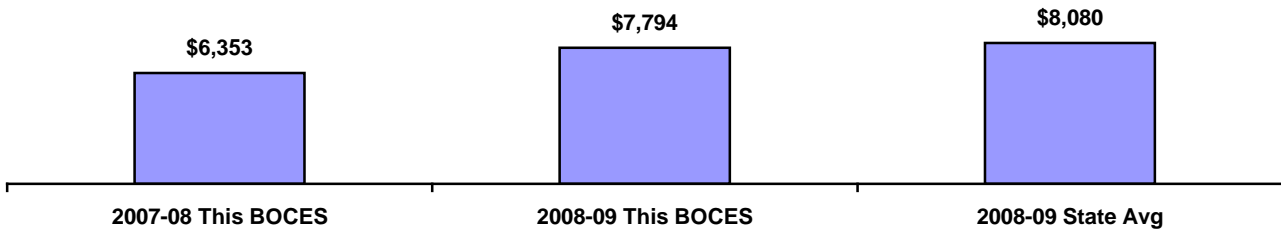
“New Vision”

Other one-year programs

| | | | | |
|-------------------------|----|---|----|---|
| “New Vision” | 25 | 0 | 27 | 0 |
| Other one-year programs | 0 | 0 | 0 | 0 |

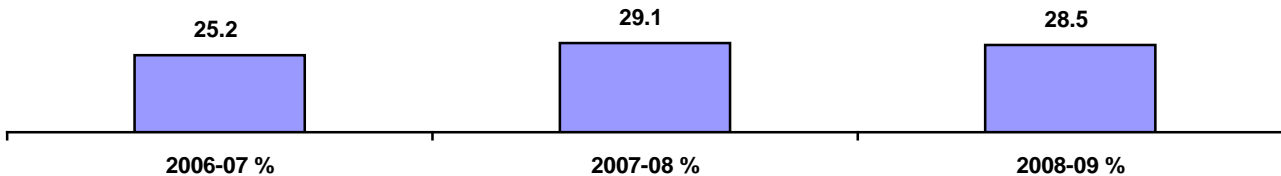
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

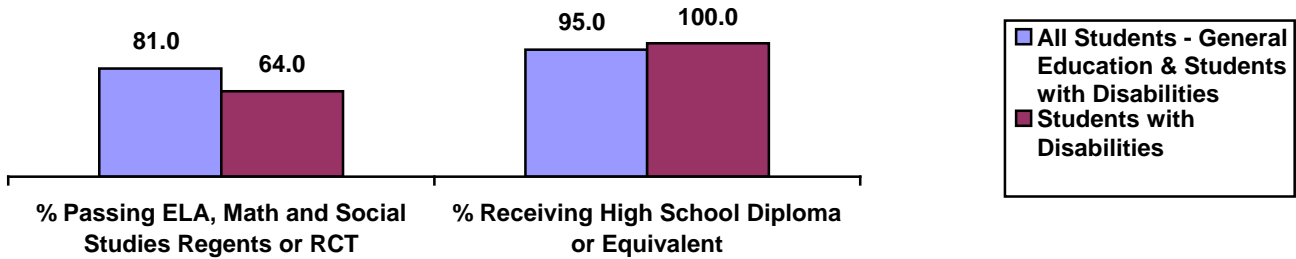
Data Source: Basic Education Data System



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

Performance of Career & Technical Education (CTE) Students Who Graduated in 2008

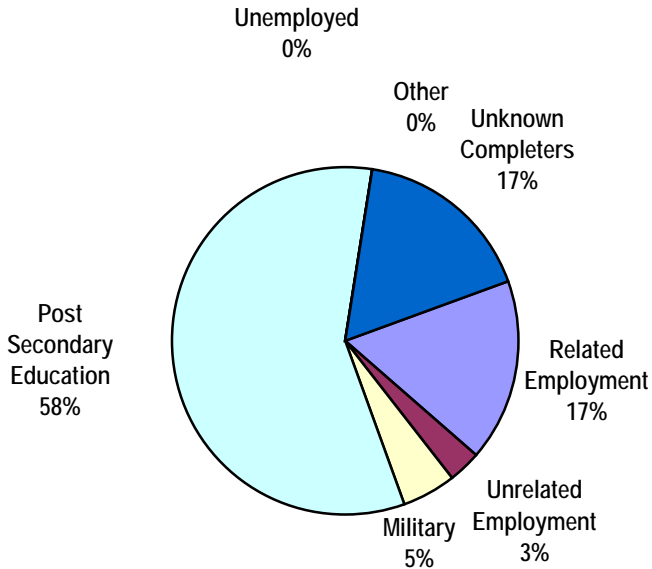
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



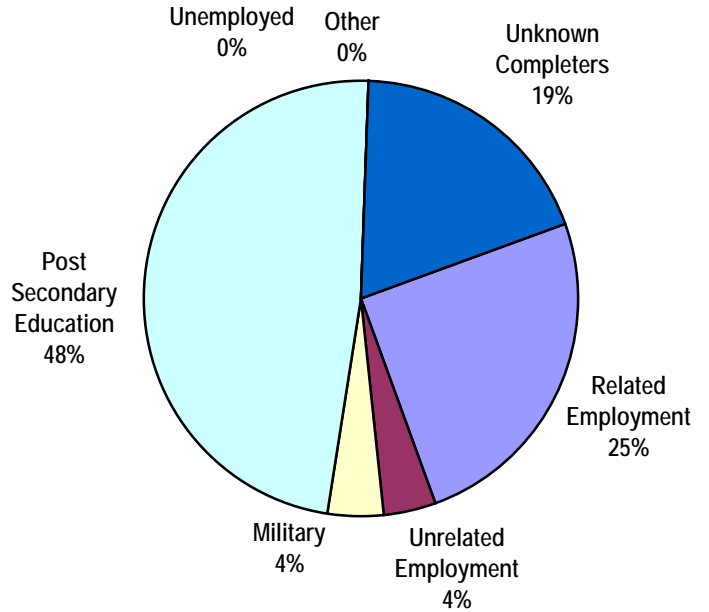
Status of Career and Technical Education (CTE) Students Who Graduated in 2008

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)



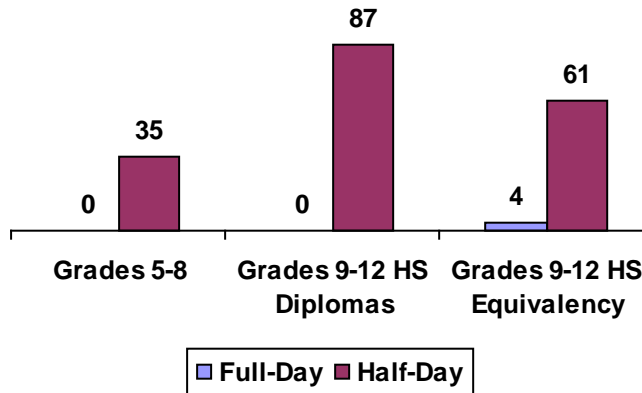
Students with Disabilities



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.

**Alternative Education Program Enrollment
June 30, 2009**



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 | 21 | 0 | 27 | 1 | 0 |
| remained in the BOCES program | 0 | 13 | 0 | 54 | 3 | 19 |
| left the program and did not enter another district or BOCES program (dropouts) | 0 | 1 | 0 | 6 | 0 | 26 |
| are waiting for GED exam results | | | | | 0 | 0 |
| received high school diplomas | | | 0 | 0 | | |
| received high school equivalency diplomas | | | | | 0 | 16 |

Adult Career and Technical Education (CTE)

Franklin-Essex-Hamilton BOCES

Adult Career Technical Education programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: Adult Allies*

| 2007-08 Adult CTE Program Results | This BOCES | | Statewide Average |
|---|------------|------------|-------------------|
| | Count | Percentage | Percentage |
| All CTE Programs | | | |
| Enrolled during 2007-08 | 6 | | |
| Continuing Enrollment after 2007-08 | 2 | 33.3% | 11.90% |
| Completed or Left during 2007-08 | 4 | 67.7% | 87.90% |
| Left Prior to Completion during 2007-08 | 0 | 0% | 19.30% |
| Completed by the end of 2007-08 | 4 | 67.7% | 80.70% |
| Completed or Left during 2007-08 and Status Known | 4 | 67.7% | 67.80% |
| Completed/Left/Status Known And Successfully Placed* | 4 | 67.7% | 84.2% |
| Non-Traditional Programs | | | |
| Enrolled in Non-Traditional Programs during 2007-08 | 0 | 0.0% | |
| Under-Represented Gender Members Enrolled during 2007-08 | 0 | 0.0% | |
| Completed a Non-Traditional Program by the end of 2007-08 | 0 | 0.0% | 72.2% |
| Under-Represented Gender Members Who Completed | 0 | 0.0% | 67.6% |

* 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 2008-2009 was 239.

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 | | | | | |
|-------------------------------------|------------|---------|---------|------------------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | | 2007-08 | | 2008-09 | |
| | | | | | Percent | | Percent | | Percent |
| Adult Beginning/Intermediate | 198 | 205 | 226 | 90 | 45.5% | 93 | 45.4% | 92 | 40.7% |
| Adult Secondary (Low) | 27 | 23 | 13 | 14 | 51.9% | 12 | 52.1% | 6 | 46.1% |
| ESOL | 1 | 1 | 0 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |

Other Outcomes (2006-07 through 2008-09)

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 | | | | | |
|--|--------------------|---------|---------|-------------------------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | | 2007-08 | | 2008-09 | |
| | | | | | Percent | | Percent | | Percent |
| Entered employment | 42 | 42 | 53 | 24 | 57.1% | 31 | 73.8% | 40 | 75.4% |
| Retained employment | 11 | N/A | N/A | 6 | 54.5% | N/A | N/A | N/A | N/A |
| Obtained a secondary or high school equivalency diploma | 75 | 54 | 59 | 66 | 88.0% | 53 | 98.1% | 54 | 98.1% |
| Entered post-secondary education or training | 51 | 59 | 59 | 30 | 58.0% | 32 | 54.2% | 39 | 66.1% |

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)

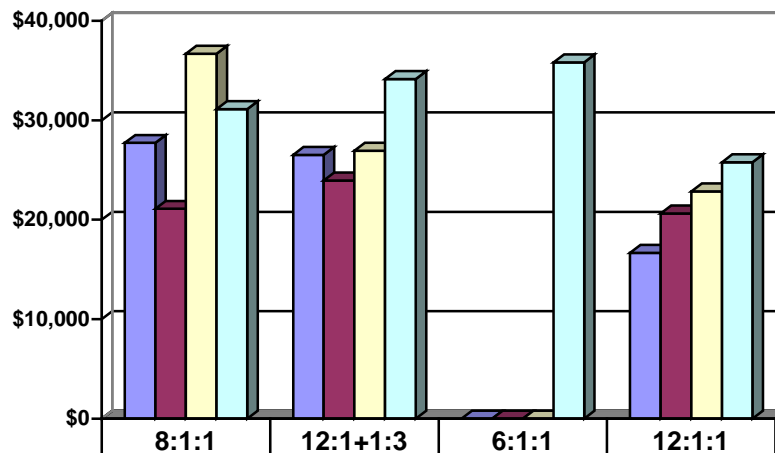
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

| | 2006-07 | 2007-08 | 2008-09 |
|-----------------|---------|---------|---------|
| 8:1:1 | 29 | 23 | 29 |
| 12:1+1:3 | 12 | 12 | 12 |
| 6:1:1 | 0 | 0 | 0 |
| 12:1:1 | 145 | 123 | 117 |

Tuition Rates Per Student 2006-07 through 2008-09



| | 8:1:1 | 12:1+1:3 | 6:1:1 | 12:1:1 |
|-----------------------|----------|----------|----------|----------|
| 2006-07 | \$27,720 | \$26,519 | \$0 | \$16,672 |
| 2007-08 | \$21,095 | \$23,940 | \$0 | \$20,636 |
| 2008-09 | \$36,679 | \$26,943 | \$0 | \$22,850 |
| 2008-09 State Average | \$31,117 | \$34,153 | \$35,809 | \$25,787 |

State Testing Program 2008-2009 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 | 1 | 0 | 0 | 0 | 1 | 0.0% | 0.0% | 0 |
| Grade 4 English Language Arts | 2 | 0 | 0 | 0 | 2 | 0.0% | 0.0% | 0 |
| Grade 5 English Language Arts | 0 | 3 | 0 | 0 | 3 | 100.0% | 0.0% | 0 |
| Grade 6 English Language Arts | 2 | 2 | 0 | 0 | 4 | 50.0% | 0.0% | 0 |
| Grade 7 English Language Arts | 2 | 4 | 0 | 0 | 6 | 67.0% | 0.0% | 0 |
| Grade 8 English Language Arts | 2 | 5 | 1 | 0 | 8 | 75.0% | 13.0% | 0 |
| | | | | | | | | |
| Grade 3 Mathematics | 1 | 0 | 0 | 0 | 1 | 0.0% | 0.0% | 0 |
| Grade 4 Mathematics | 3 | 0 | 0 | 0 | 3 | 0.0% | 0.0% | 0 |
| Grade 5 Mathematics | 2 | 1 | 0 | 0 | 3 | 33.0% | 0.0% | 0 |
| Grade 6 Mathematics | 1 | 1 | 2 | 0 | 4 | 75.0% | 50.0% | 0 |
| Grade 7 Mathematics | 2 | 3 | 1 | 0 | 6 | 67.0% | 17.0% | 0 |
| Grade 8 Mathematics | 5 | 1 | 1 | 0 | 7 | 28.0% | 14.0% | 0 |

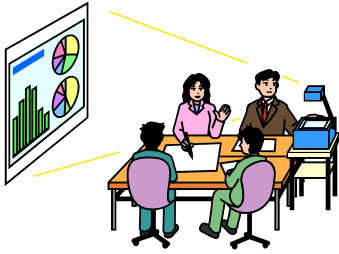
| | |
|---------|--|
| Level 4 | These students exceed the standards and are moving toward high performance on the Regents examination. |
| Level 3 | These students meet the standards and, with continued steady growth, should pass the Regents examination. |
| Level 2 | These students need extra help 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)
2008-2009 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 | 1 | 0 | 0 | 0 | 1 | 0.0% | 0.0% | 0 |
| Grade 4 English Language Arts | 0 | 1 | 2 | 0 | 3 | 100.0% | 67.0% | 0 |
| Grade 5 English Language Arts | 1 | 0 | 0 | 0 | 1 | 0.0% | 0.0% | 0 |
| Grade 6 English Language Arts | 0 | 0 | 1 | 0 | 1 | 100.0% | 100.0% | 0 |
| Grade 7 English Language Arts | 0 | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 |
| Grade 8 English Language Arts | 0 | 0 | 0 | 2 | 2 | 100.0% | 100.0% | 0 |
| High School English Language Arts | 0 | 0 | 0 | 2 | 2 | 100.0% | 100.0% | 0 |
| | | | | | | | | |
| Grade 3 Mathematics | 0 | 0 | 1 | 0 | 1 | 100.0% | 100.0% | 0 |
| Grade 4 Mathematics | 0 | 0 | 1 | 2 | 3 | 100.0% | 67.0% | 0 |
| Grade 5 Mathematics | 0 | 1 | 0 | 0 | 1 | 100.0% | 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 | 2 | 2 | 100.0% | 100.0% | 0 |
| High School Mathematics | 0 | 0 | 0 | 2 | 2 | 100.0% | 100.0% | 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

2008-2009 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 | 6 | 26 | 0 | 3 | 0 |
| District Based Educational Planning | 8 | 176 | 10 | 26 | 2 |
| High School Graduation Requirements | 9 | 0 | 30 | 0 | 3 |
| Learning Standards (ELA, MST, etc.) | 7 | 95 | 0 | 0 | 4 |
| Data Management and Analysis | 4 | 20 | 3 | 8 | 2 |
| Integrating Technology into Curricula & Instruction | 9 | 202 | 8 | 41 | 28 |
| Interdisciplinary Teaching (including integration of career technology & academics) | 6 | 75 | 3 | 161 | 5 |
| Middle Level Education Academic and Youth Development | 4 | 13 | 3 | 0 | 0 |
| Career and Technical Education | 2 | 6 | 0 | 5 | 0 |
| Instructional Strategies | 9 | 387 | 12 | 148 | 17 |
| Parent Training | 3 | 10 | 0 | 0 | 0 |
| Special Education Issues | 7 | 5 | 0 | 46 | 0 |
| Leadership Training | 10 | 42 | 0 | 0 | 51 |
| Regional Special Education Technical Assistance Support Center (RSE-TASC) | 9 | 385 | 50 | 35 | 260 |
| Other | 5 | 43 | 2 | 27 | 10 |



Technology Services 2008-2009 School Year

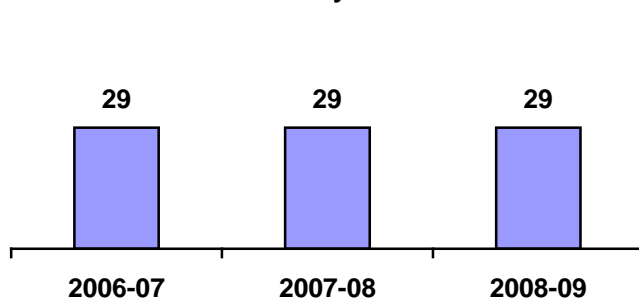
| BOCES provides technology services to district and BOCES staff and students. | Districts | Professionals Teachers Administrators | Students |
|--|-----------|---|----------|
| Distance Learning | 3 | 15 | 168 |
| Instructional Computing | 9 | 1385 | 8903 |
| Computer/Audio Visual Repair | 9 | 1385 | |
| Library Automation/Software | 9 | 1385 | 8903 |
| LAN Installation/Support | 7 | 1115 | 7387 |
| Distributed Process Technicians | 7 | 1115 | 7387 |
| Guidance Information | 3 | 414 | 2409 |
| Administrative Computer Services | 9 | 1385 | |
| Administrative Training | 9 | 1385 | |



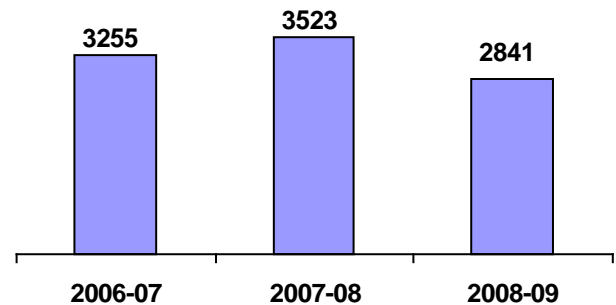
School Library Systems (SLS)

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*

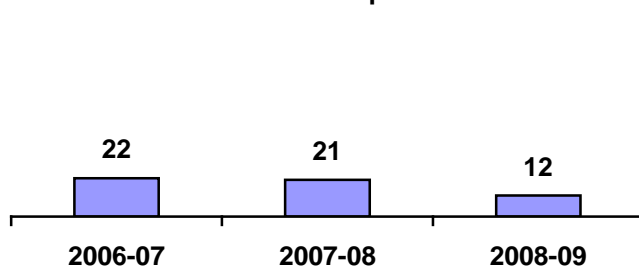
Number of Library Media Centers



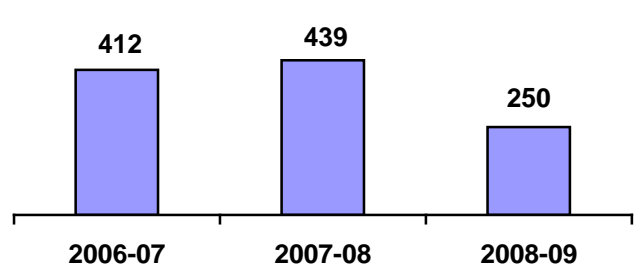
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Development Workshops



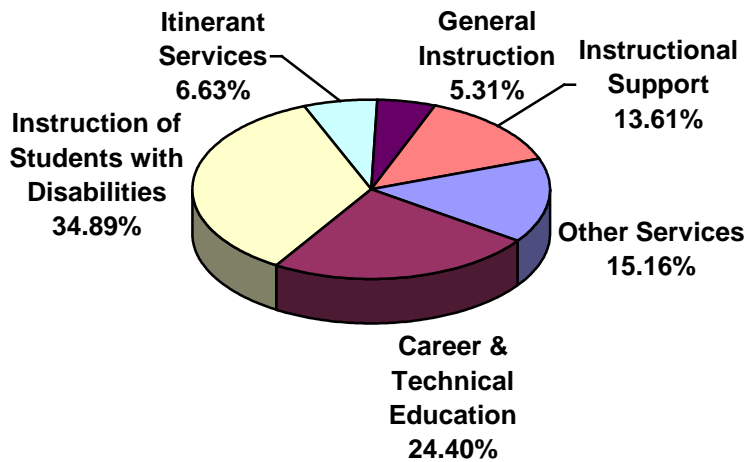
Number of Participants at Professional Development Workshops



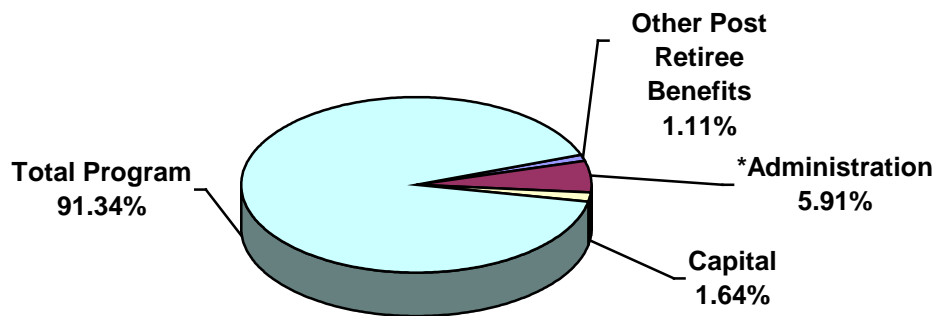
2008-2009 Expenses

Data Source: SA111, schedule 2A

| | | |
|--|-----------|----------------------|
| Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) | \$ | 1,095,016.00 |
| Supplemental Retirement & Other Post Retirement Benefits..... | \$ | 205,552.00 |
| Capital Expenses..... | \$ | 302,863.00 |
| Total Program Expenses..... | \$ | 16,910,996.00 |



| | | |
|---------------------|----|---------------|
| Total Expenses..... | \$ | 18,514,427.00 |
|---------------------|----|---------------|



*Excludes Supplemental & Other Post Retirement Benefits