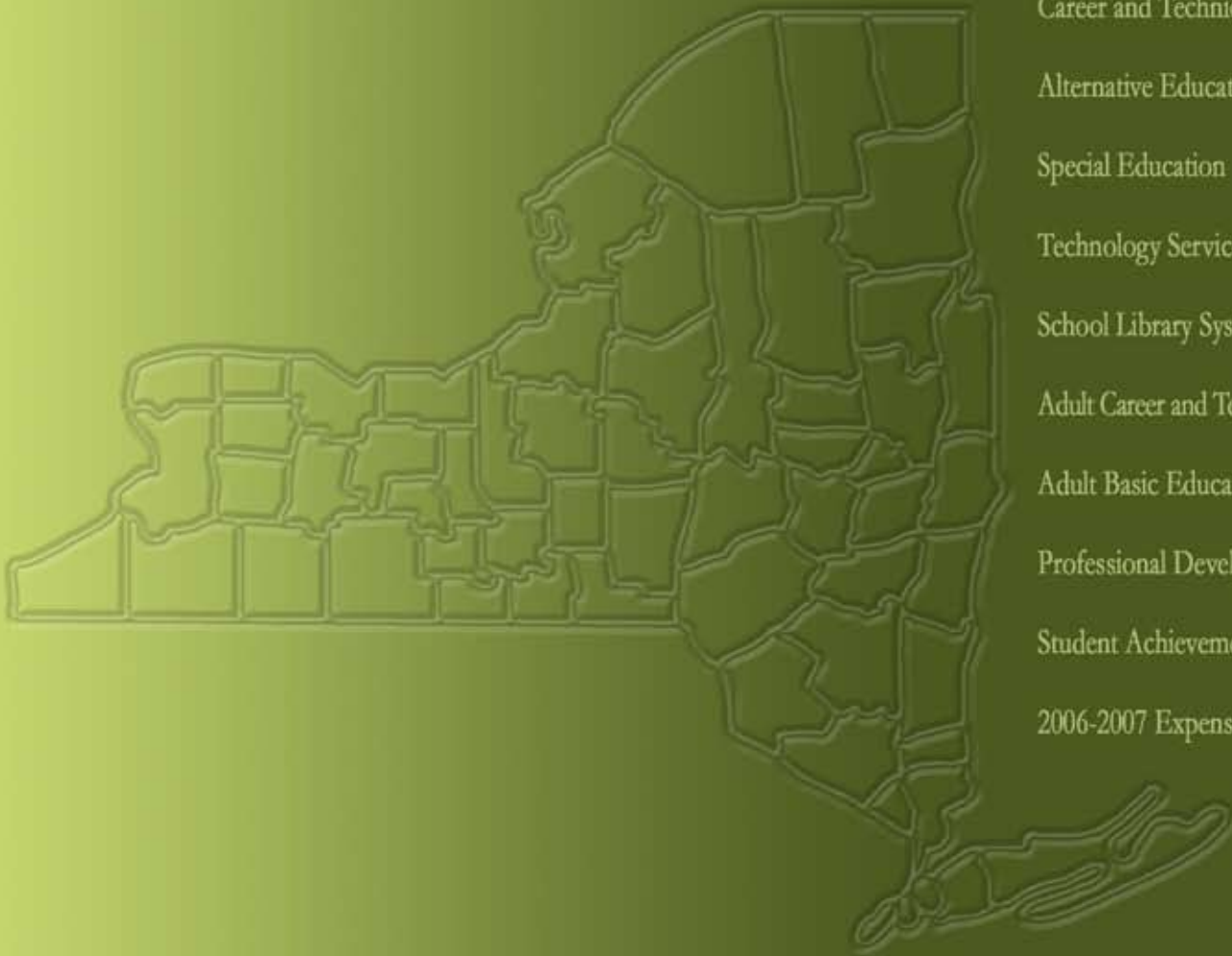


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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

Broome-Tioga BOCES

Broome-Tioga BOCES
Board of Cooperative Educational Services
2006-2007 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

**Broome-Tioga BOCES
2006-2007**

Component Districts

- Binghamton CSD
- Chenango Forks CSD
- Chenango Valley CSD
- Deposit CSD
- Harpursville CSD
- Johnson City CSD
- Maine Endwell CSD
- Newark Valley CSD
- Owego CSD
- Susquehanna Valley CSD
- Tioga CSD
- Union Endicott CSD
- Vestal CSD
- Whitney Point CSD
- Windsor CSD

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
364	232	348	275
157	115	155	152
143	85	128	126

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

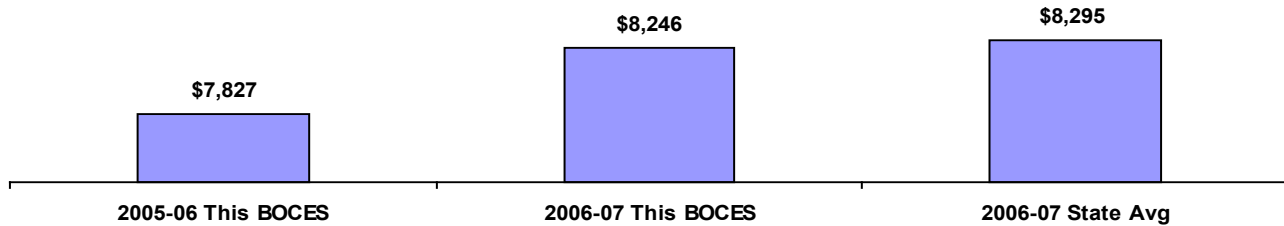
“New Vision”

Other one-year programs

22	0	2	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: BOCES Survey and Basic Education Data System

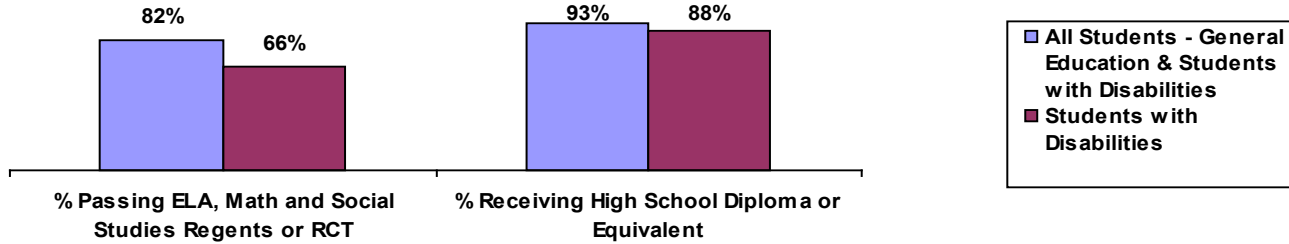


* Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

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.)

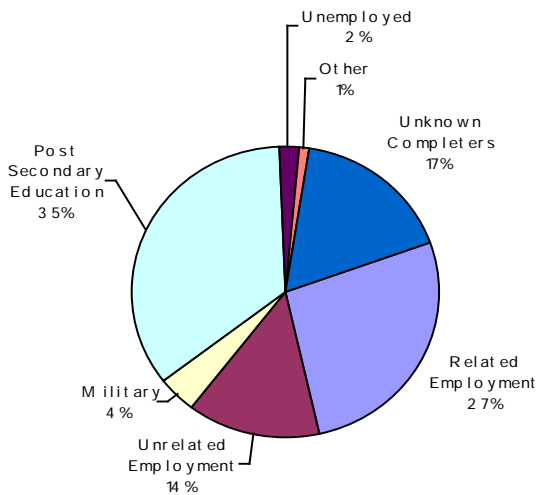
Data Source: CTEDS-2



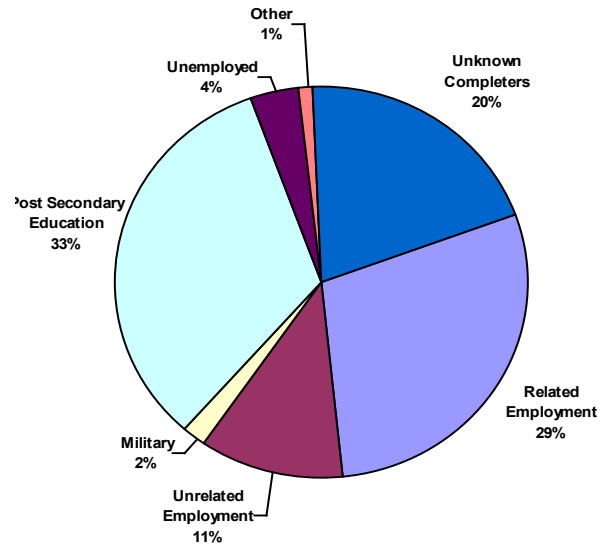
Status of Career and Technical Education (CTE) Students Who Graduated in 2006

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)

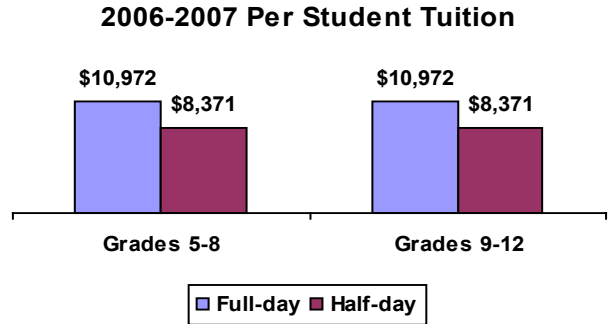
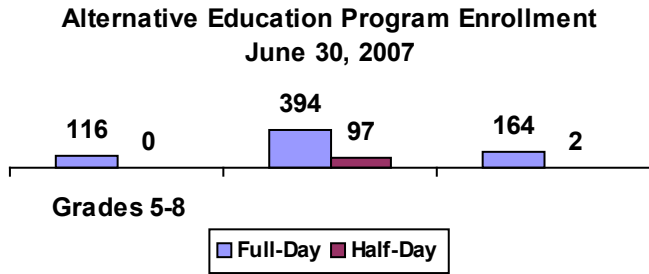


Students with Disabilities



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	59	0	94	28	0	46
remained in the BOCES program	51	0	205	57	1	30
left the program and did not enter another district or BOCES program (dropouts)	0	0	7	0	0	1
are waiting for GED exam results					0	0
received high school diplomas			72	12		
received high school equivalency diplomas ...					0	69

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	304		
Number who Left Prior to Completion	53	17.4%	
Number who Completed	184	60.5%	72.4%
Completed and Status Known	93	50.5%	80.6%
Completed and were Successfully Placed*	84	45.6%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	28	9.2%	10.1%
Under-Represented Gender Members Who Completed	19	10.3%	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 **491**.

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	464	561	350	120	25.9%	112	19.9%	89	25.5%
Adult Secondary (Low)	53	51	47	12	22.6%	5	9.8%	14	30%
ESOL	99	125	94	7	7.0%	36	28.8%	43	45.8%

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	5	98	139	0	0.0%	35	35.7%	71	51.1%
Retained employment	0	58	62	0	0.0%	16	27.6%	0	0.0%
Obtained a secondary or high school equivalency diploma	161	102	71	49	30.4%	94	92.2%	61	85.5%
Entered post-secondary education or training	26	269	64	11	42.3%	10	3.7%	18	28.2%

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:

- o 12 students per teacher plus one paraprofessional (12:1:1)
- o 6 students per teacher plus one paraprofessional (6:1:1)
- o 12 students per teacher plus four paraprofessionals (12:1+1:3)
- o 8 students per teacher plus 1 paraprofessional (8:1:1)

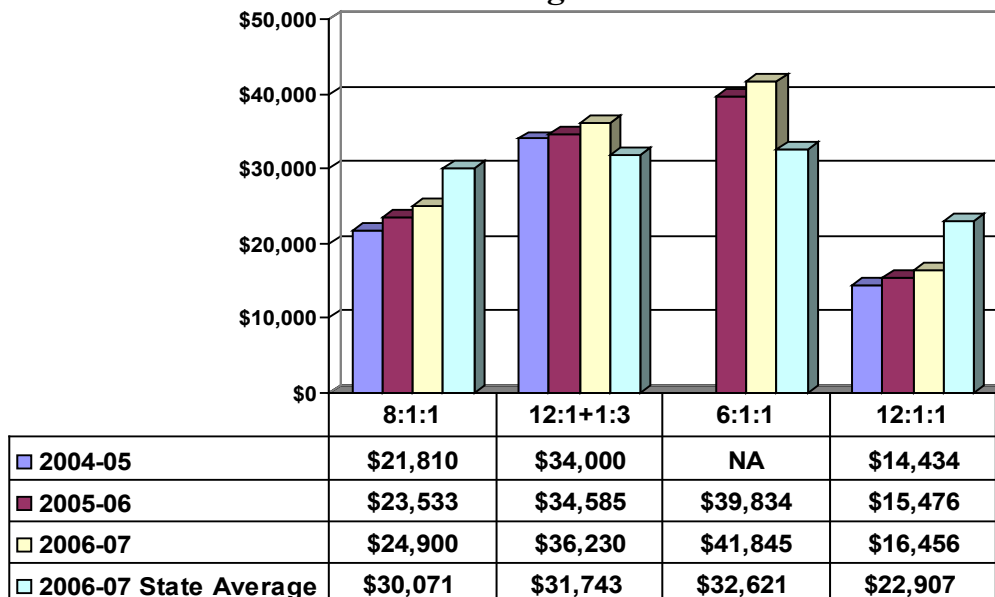
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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	399	420	423
12:1+1:3	46	42	49
6:1:1	NA	7	12
12:1:1	319	338	279

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	5	1	1	1	8	38%	25%	0
Grade 4 English Language Arts	12	8	2	0	22	45%	9%	0
Grade 5 English Language Arts	5	3	3	0	11	55%	27%	0
Grade 6 English Language Arts	2	12	4	0	18	89%	22%	0
Grade 7 English Language Arts	15	25	6	0	46	67%	13%	0
Grade 8 English Language Arts	54	78	14	0	151	61%	9%	5
Grade 3 Mathematics	2	3	5	0	10	80%	50%	0
Grade 4 Mathematics	4	3	4	0	11	64%	36%	0
Grade 5 Mathematics	5	8	1	0	14	64%	7%	0
Grade 6 Mathematics	7	8	5	0	20	65%	25%	0
Grade 7 Mathematics	26	24	1	0	51	49%	2%	0
Grade 8 Mathematics	24	14	6	0	74	27%	8%	0

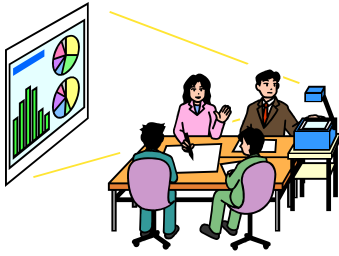
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents 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	1	5	14	20	100%	95%	0
Grade 4 English Language Arts	0	4	9	24	37	100%	89%	0
Grade 5 English Language Arts	0	2	4	33	39	100%	95%	0
Grade 6 English Language Arts	1	3	4	31	39	97%	90%	0
Grade 7 English Language Arts	0	1	4	26	31	100%	97%	0
Grade 8 English Language Arts	0	4	11	38	53	100%	92%	1
High School English Language Arts	0	1	12	63	76	100%	99%	0
Grade 3 Mathematics	1	1	4	14	20	95%	90%	0
Grade 4 Mathematics	0	1	13	23	37	100%	97%	0
Grade 5 Mathematics	0	4	2	33	39	100%	90%	0
Grade 6 Mathematics	1	4	5	29	39	97%	87%	0
Grade 7 Mathematics	0	3	7	21	31	100%	90%	0
Grade 8 Mathematics	0	5	14	34	53	100%	61%	1
High School Mathematics	0	11	6	59	76	100%	86%	0

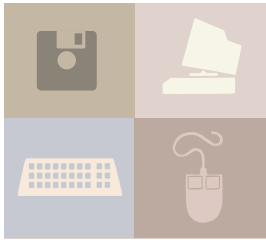
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents 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	15	99	70	0	0
District Based Educational Planning	15	169	125	0	0
High School Graduation Requirements	15	3	14	0	2
Learning Standards (ELA, MST, etc.)	15	930	101	0	28
Data Management and Analysis	15	472	115	0	1480
Integrating Technology into Curricula & Instruction	26	1242	64	5	158
Interdisciplinary Teaching (including integration of career technology & academics)	15	27	11	0	18
Middle Level Education Academic and Youth Development	13	46	12	0	1
Career and Technical Education	18	1150	16	0	323
Instructional Strategies	15	1675	456	0	101
Parent Training	4	0	0	0	31
Special Education Issues	14	177	9	0	9
Leadership Training	18	215	1322	0	29
Special Education Training Resource Center (SETRC)	14	1009	411	3	110
Other	12	950	1	0	196



Technology Services 2006-2007 School Year

Data Source: BOCES Survey

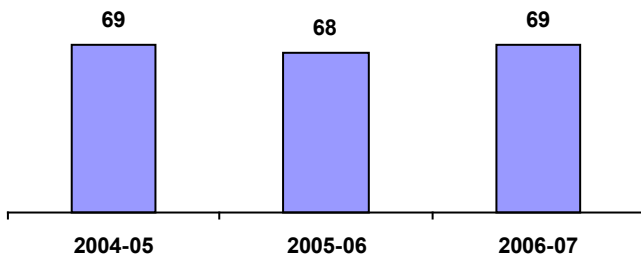
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	15	30	528
Instructional Computing	31	1689	0
Computer/Audio Visual Repair	14	0	
Library Automation/Software	11	44	22092
LAN Installation/Support	32	0	0
Distributed Process Technicians	60	0	0
Guidance Information	17	44	0
Administrative Computer Services	70	0	
Administrative Training	70	13958	



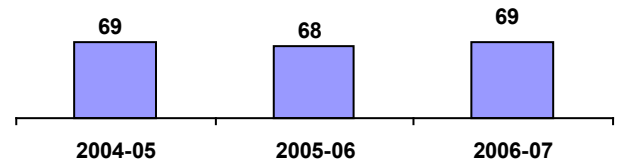
School Library Systems (SLS)

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*

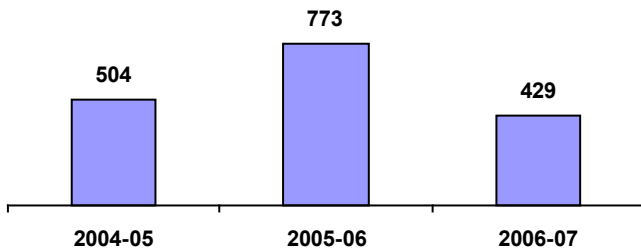
Number of Library Media Centers



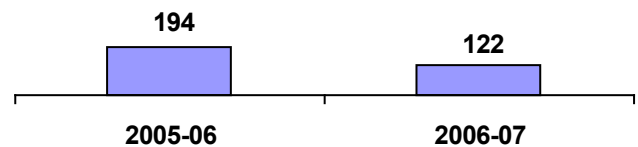
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



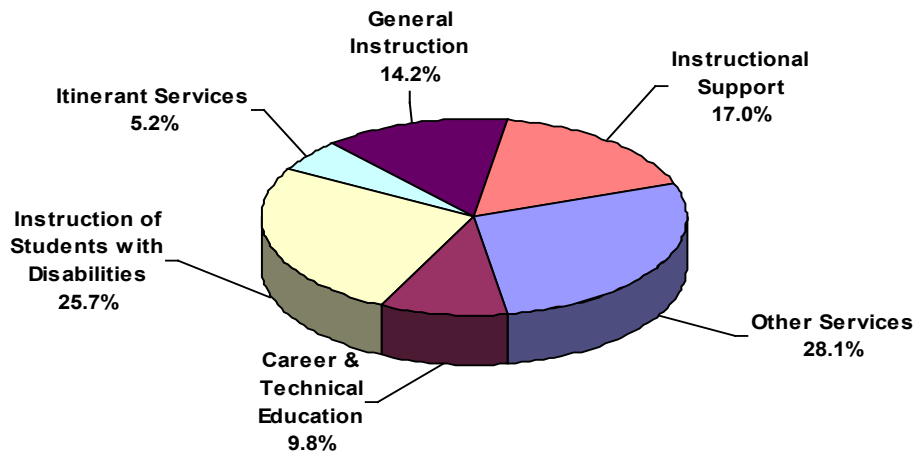
Consulting Reference and Technical Assistance Services by SLS Staff



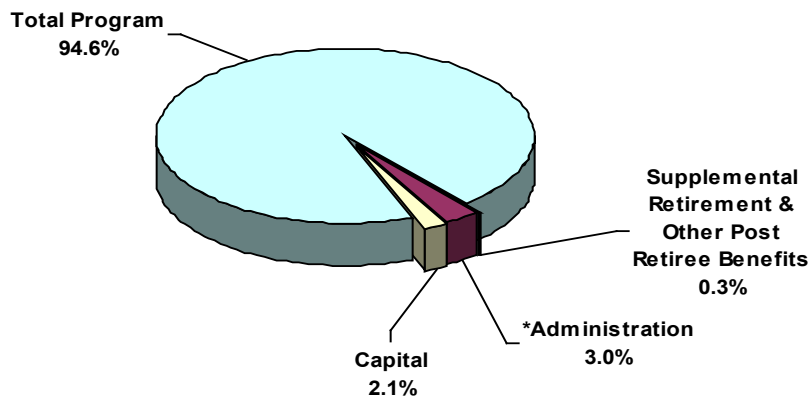
2006-2007 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	2,141,406
Supplemental Retirement & Other Post Retirement Benefits.....	\$	226,845
Capital Expenses.....	\$	1,452,644
Total Program Expenses.....	\$	66,524,521



Total Expenses.....	\$	76,345,416
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*Excludes Supplemental & Other Post Retirement Benefits