

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
- Technology Services
- School Library System Services
- 2016-2017** Expenses

**2016-2017**

**Herkimer-Fulton-Hamilton-Otsego BOCES**

**Herkimer-Fulton-Hamilton-Otsego BOCES  
Board of Cooperative Educational Services  
2016-2017 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

**Herkimer-Fulton-Hamilton-Otsego BOCES**  
**21900000000**

**Component Districts**

- Central Valley Central School
- Dolgeville Central School
- Frankfort-Schuyler Central School
- Herkimer Central School
- Little Falls Central School
- Mount Markham Central School
- Owen D. Young Central School
- Poland Central School
- Richfield Springs Central School
- West Canada Valley Central School

# 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
2015-16	2015-16	2016-17	2016-17
194	67	151	80
180	41	135	75
177	38	133	74
96	10	89	19

### Other Career-Related Programs

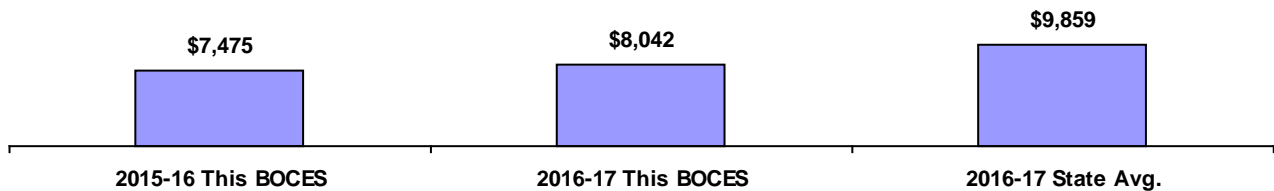
Number of 11<sup>th</sup>/12<sup>th</sup> grade students enrolled in one-year programs:

“New Vision”  
 Participated 1 yr of a CTE Program  
 Other one-year programs

0	0	20	0
16	17	16	14
0	15	0	27

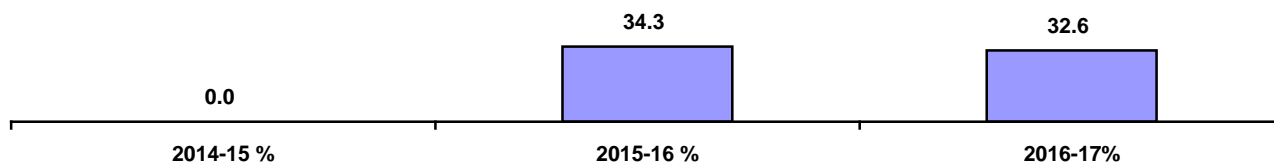
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

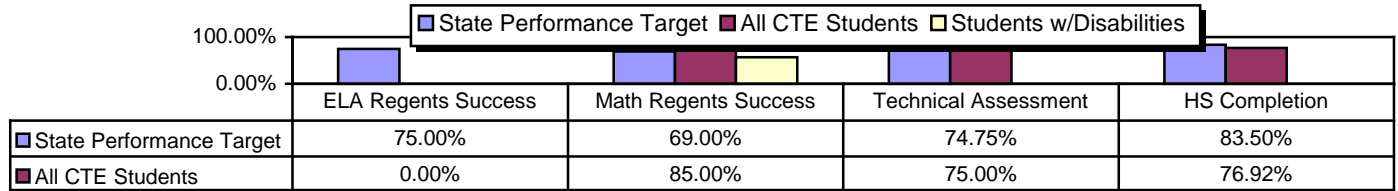
*Data Source: SIRS*



\* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

# CTE Student Performance on Perkins Indicators Who Left School in 2016

Data Source: SIRS



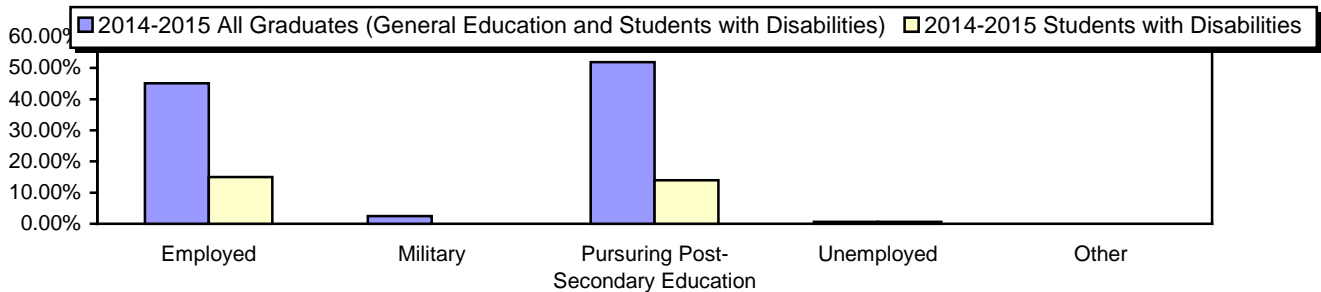
## Status of Career and Technical Education (CTE) Students 2016 Placement Outcomes

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

<http://www.p12.nysed.gov/cte/perkins4/docs/ReportCardfor17-18.pdf>

### Total Placement

This BOCES	State Target
<b>99.37%</b>	<b>91.50 %</b>



**General Education Development Leading to (GED)  
For CTE Students Age 16-18  
2016-2017**

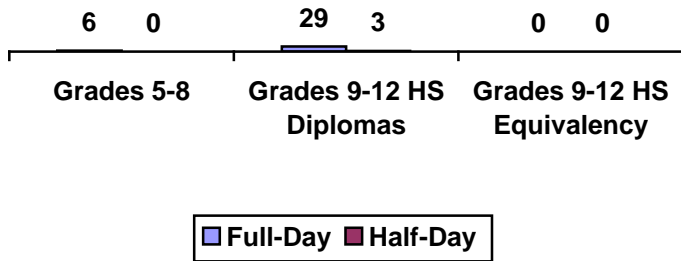
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	<b>Grades 9-12 Programs Leading GED</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	4	1
<b>Passing Rate of Students Tested</b>	3	0
<b>Remained / Still Enrolled in the Program</b>	0	1
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	1	0
<b>Returned to School District:</b>	0	0

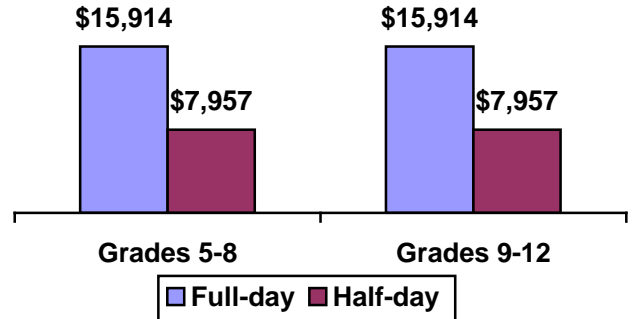
## Alternative Education

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, 2017**



**2016-2017 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.

Number of students who:	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
Returned to a school district program	4	0	15	2	0	0
Remained in the BOCES program	3	0	18	1	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	13	0	0	0
Received high school diplomas			3	2		

## 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 Statewide
	Count	Percentage	Average
<b>All CTE Programs</b>			
Enrolled during 2015-16		--	--
Continuing Enrollment after 2015-16	0	0.0%	16.10%
Completed or Left During 2015-16	0	0.0%	84.89%
Left Prior to Completion During 2015-16	0	0.0%	13.48%
Completed by the End of 2015-16	0	0.0%	87.31%
Completed or Left During 2015-16 and Status Known	0	0.0%	71.30%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	77.06%
Completed but Not seeking Employment	0	0.0%	3.15%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2015-16	0	--	--
Under-Represented Gender Members Enrolled During 2015-16	0	--	--
Completed a Non-Traditional Program By the End of 2015-16	0	0.0%	77.98%
Under-Represented Gender Members Who Completed	0	0.0%	78.22%

\* 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 2016-2017 was 0.

### 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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Adult Beginning/Intermediate	187	188	188	123	66%	111	59%	111	59%
Adult Secondary (Low)	29	21	20	16	72%	53	71%	14	70%
ESOL	0	0	2	0	0.0%	0	0.0%	0	0.0%

### Other Outcomes (2014-15 through 2016-17)

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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Entered employment	5	6	6	2	40%	5	83%	5	83%
Retained employment	2	2	2	2	100%	2	50%	1	50%
Obtained secondary or HS equivalency diploma	44	46	46	33	75%	31	70%	34	74%
Entered post-secondary education or training	44	44	43	33	75%	31	70%	31	72%



# 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)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

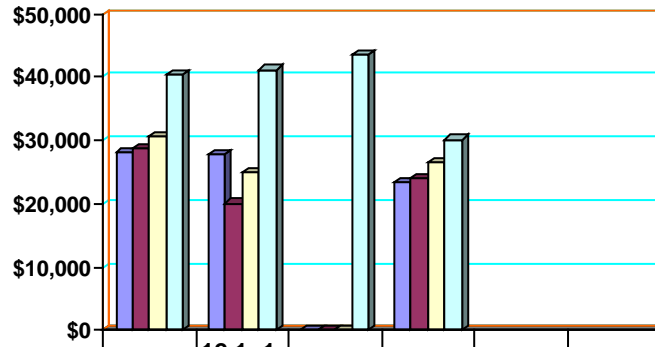
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2014-15	2015-16	2016-17
<b>8:1:1</b>	85	84	93
<b>12:1+1:3</b>	14	27	24
<b>6:1:1</b>	0	0	0
<b>12:1:1</b>	68	65	79
<b>15:1:1</b>	0	0	0
<b>6:1:2.5</b>	0	0	0

### Tuition Rates Per Student 2014-15 through 2016-17



	8:1:1	12:1+1: 3	6:1:1	12:1:1	15:1:1	6:1:2.5
■ 2014-15	\$28,032	\$27,954	\$0	\$23,342		
■ 2015-16	\$28,828	\$20,104	\$0	\$23,929		
■ 2016-17	\$30,625	\$25,111	\$0	\$26,644		
■ 2016-17 State Average	\$40,408	\$41,221	\$43,487	\$30,180		



## Professional Development 2016-2017 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 Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	10	0	179	0	0	0	0	0	3	0
Data-Driven Instruction	0	1	0	23	0	0	0	0	0	0
Lead Evaluator Training	14	0	0	0	0	0	55	0	0	0
Principal Evaluator Training	0	13	0	0	0	0	0	17	0	0
Integrating Technology into Curricula & Instruction	0	6	0	139	0	3	0	2	0	5
Project Based Learning	1	0	7	0	0	0	0	0	0	0
College & Career Readiness	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	1	0	31	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	1	0	5	0	0	0	0	0	0
Instructional Strategies	1	0	67	0	30	0	0	0	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	1	0	0	12	0	0	0	0	0	0
(RSE-TASC ) Regional Special Education Technical Assistance Support	10	10	312	150	0	0	20	84	0	0
(SE-SIS) Special Education School Improvement Specialist	3	3	10	10	0	0	10	10	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	0	11	0	1	0	0	0	133	0	229
ECE Training (Early Childhood)	0	10	0	150	0	0	0	0	0	30
Professional Practice (APPR)	0	1	0	30	0	0	0	37	0	0
Culture/Climate	0	5	0	37	0	0	0	0	0	0
School & District Planning	0	12	0	30	0	0	0	70	0	25
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	1	0	77	0	0	0	1	0	0

<b>Learning Standards (ELA, MST, etc.)</b>	24	0	707	30	0	50	117	0	37	0
<b>Interdisciplinary Teaching (including integration of career technology &amp; academics)</b>	1	0	7	0	0	0	0	0	0	0
<b>Other</b>	1	5	0	118	0	30	0	0	0	24



## Technology Services 2016-2017 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	1/4	6	10	X	
Instructional Computing	0/0	0	0		
Computer/Audio Visual Repair	1/0	2		X	
Library Automation/Software	0/0	0	0		X
LAN Installation/Support	0/0	0	0		
Distributed Process Technicians	0/0	0	0		X
Guidance Information	0/0	0	0		X
Administrative Computer Services	0/0	0			X
Administrative Training	0/0	0			X
Instructional Media Resources	0/0	0	0		
Model Schools	0/0	0	0		X
Other Student Instructional Support	11/0	1	74	X	

## 2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,714,589
Capital Expenses.....	\$ 1,786,167
Total Program Expenses.....	\$ 27,007,649
Total Expenses.....	\$ 31,508,705

