

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
- 2011-2012 Expenses

2011-2012

Herkimer-Fulton-Hamilton-Otsego BOCES

**Herkimer-Fulton-Hamilton-Otsego BOCES
Board of Cooperative Educational Services
2011-2012 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

- Dolgeville Central School
- Frankfort-Schuyler Central School
- Herkimer Central School
- Ilion Central School
- Little Falls Central School
- Mohawk Central School
- Mount Markham Central School
- Oppenheim-Ephratah
- 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 11th/12th 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
2010-11	2010-11	2011-12	2011-12
211	118	277	88
145	68	225	77
143	59	216	77
77	22	97	26

Other Career-Related Programs

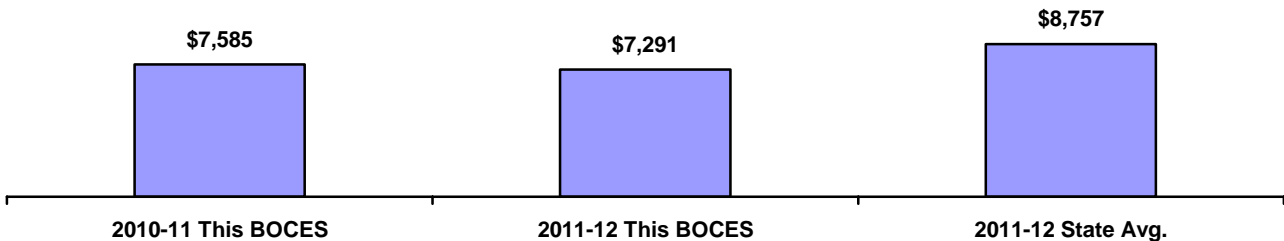
Number of 11th/12th grade students enrolled in one-year programs:

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

4	0	0	0
2	6	11	5
0	31	34	34

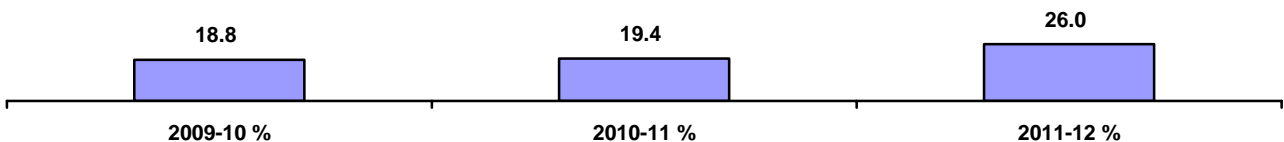
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

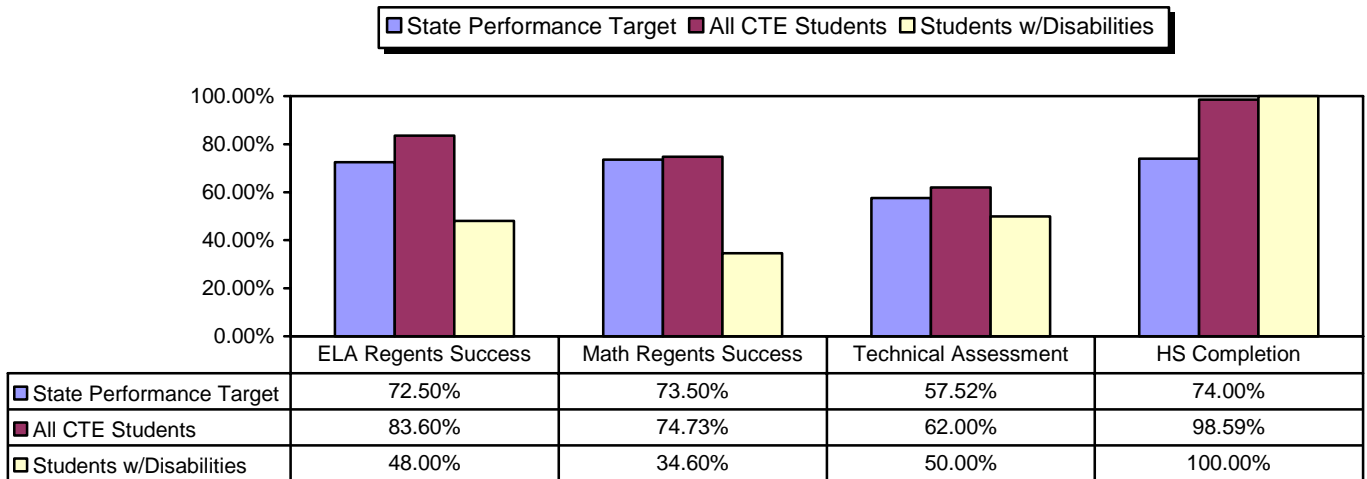
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2011

Data Source: SIRS

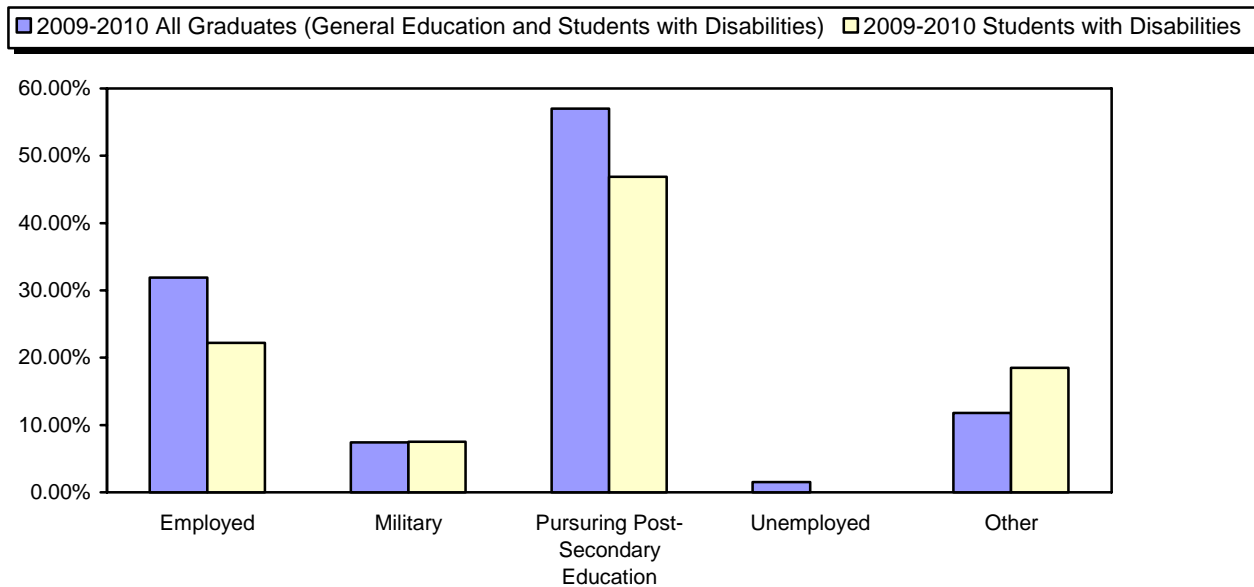


Status of Career and Technical Education (CTE) Students 2010 Placement Outcomes

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*

Total Placement

This BOCES	State Target
90%	0.0 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2011-2012**

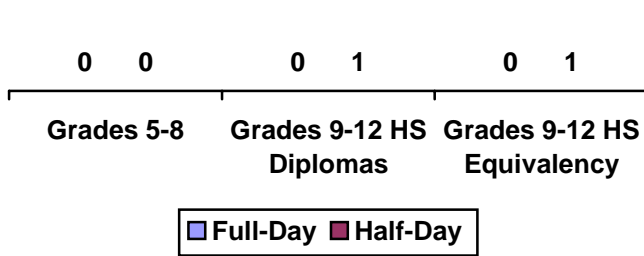
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	24	0
Passing Rate of Students Tested	8	0
Remained / Still Enrolled in the Program	4	0
Left the program and did not enter another district or BOCES program (dropouts)	7	0
Returned to School District:	0	0

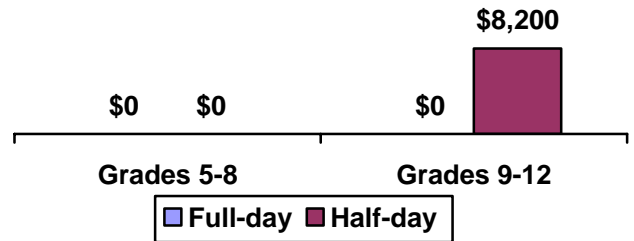
Alternative Education

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, 2012**



2011-2012 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.

	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
Number of students who:						
Returned to a school district program	0	0	0	0	0	0
Remained in the BOCES program	0	0	0	16	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	1	0
Received high school diplomas			0	1		

Alternative Education State Testing Program 2011-2012 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	6	4	2	12	50%	33%	17%
Geometry	0	1	0	1	0.0%	100%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	1	0	3	4	25%	0.0%	75%
Physical Setting/ Earth Science	1	1	0	2	50%	50%	0.0%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	3	1	4	8	38%	13%	50%
Global History and Geography	4	3	4	11	36%	27%	36%
United States History and Government	2	1	5	8	25%	13%	63%

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 Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2010-11	10	--	--
Continuing Enrollment after 2010-11	0	0.0%	N/A
Completed or Left During 2010-11	10	100.00%	N/A
Left Prior to Completion During 2010-11	6	60.00%	N/A
Completed by the End of 2010-11	4	40.00%	N/A
Completed or Left During 2010-11 and Status Known	4	40.00%	N/A
Completed/Left/Status Known and Successfully Placed*	4	100.00%	N/A
Completed but Not seeking Employment	0	0.0%	N/A
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2010-11	0	--	--
Under-Represented Gender Members Enrolled During 2010-11	0	--	--
Completed a Non-Traditional Program By the End of 2010-11	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 2011-2012 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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Adult Beginning/Intermediate	247	237	206	154	62%	133	56%	127	62%
Adult Secondary (Low)	18	24	24	11	61%	16	66%	13	54%
ESOL	2	0	3	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2009-10 through 2011-12)

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Entered employment	67	45	71	49	73%	30	66%	47	66%
Retained employment	9	29	24	6	66%	21	72%	17	70%
Obtained secondary or HS equivalency diploma	88	114	93	86	97%	108	94%	87	93%
Entered post-secondary education or training	76	78	71	62	62%	59	75%	57	80%

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)

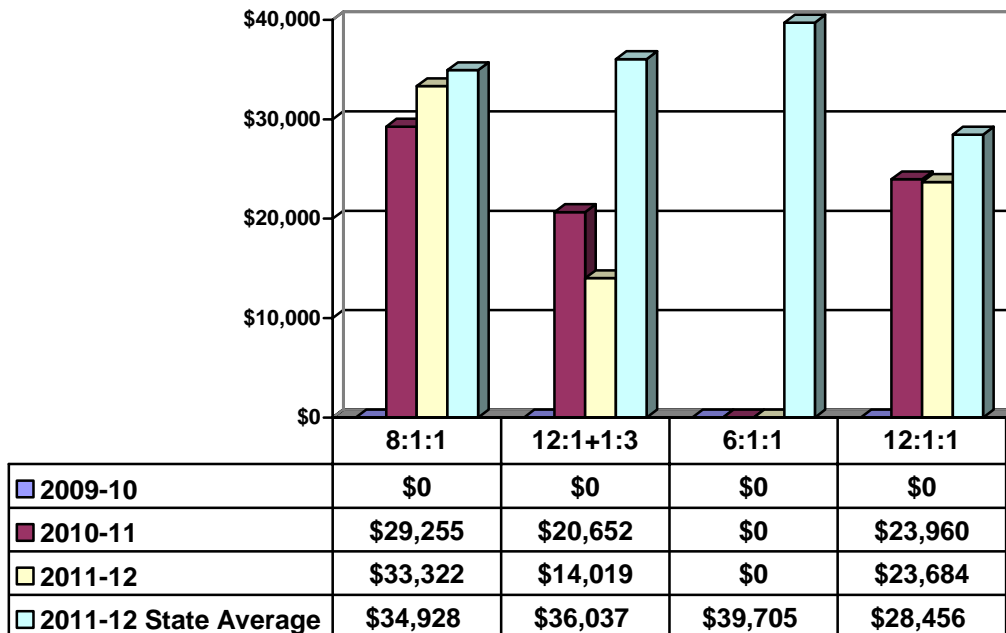
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2009-10	2010-11	2011-12
8:1:1	41	51	46
12:1+1:3	11	12	11
6:1:1	0	0	0
12:1:1	67	65	72

Tuition Rates Per Student 2009-10 through 2011-12



Special Education State Testing Program 2011-2012 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 Percent	Level 3-4 Percent	
	Grade 3 English Language Arts	7	2	0	0	9	22%	
Grade 4 English Language Arts	2	4	0	0	6	67%	0.0%	0
Grade 5 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 6 English Language Arts	1	4	0	0	5	80%	0.0%	0
Grade 7 English Language Arts	7	3	0	0	10	30%	0.0%	0
Grade 8 English Language Arts	1	0	0	0	1	0.0%	0.0%	0
Grade 3 Mathematics	4	3	1	0	8	50%	12.5%	0
Grade 4 Mathematics	1	5	0	0	6	83%	0.0%	0
Grade 5 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 6 Mathematics	2	2	0	0	4	50%	0.0%	0
Grade 7 Mathematics	6	3	0	0	9	33%	0.0%	0
Grade 8 Mathematics	1	0	0	0	1	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.

Special Education State Testing Program (cont'd.)
2011-2012 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	7	2	0	9	78%	22%	0.0%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Earth Science	3	1	1	5	60%	20%	20%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	2	0	0	2	100%	0.0%	0.0%
Global History and Geography	7	2	0	9	78%	22%	0.0%
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2011-2012 School Year**

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	1	0	0	1	100%	0.0%	0.0%
Grade 4 English Language Arts	0	0	0	1	1	100%	100%	0.0%
Grade 5 English Language Arts	0	1	1	0	2	100%	50%	0.0%
Grade 6 English Language Arts	0	3	1	0	4	100%	25%	0.0%
Grade 7 English Language Arts	0	1	0	0	1	100%	0.0%	0.0%
Grade 8 English Language Arts	0	2	1	2	5	100%	60%	0.0%
High School English Language Arts	0	0	2	2	4	100%	1000.0%	0.0%
Grade 3 Mathematics	0	0	1	0	1	100%	100%	0.0%
Grade 4 Mathematics	0	0	0	1	1	100%	100%	0.0%
Grade 5 Mathematics	0	0	2	0	2	100%	100%	0.0%
Grade 6 Mathematics	0	0	3	1	4	100%	25%	0.0%
Grade 7 Mathematics	0	0	0	1	1	100%	100%	0.0%
Grade 8 Mathematics	1	2	1	1	5	80%	40%	0.0%
High School Mathematics	0	0	3	1	4	100%	25%	0.0%

Data Source: nySTART

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 2011-2012 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	13	13	727	509	0	0	0	11	0	6
Data-Driven Instruction	13	0	70	0	7	0	22	0	3	0
Lead Evaluator Training	13	0	0	0	0	0	270	0	0	0
Principal Evaluator Training	13	0	0	0	0	0	0	0	27	0
Integrating Technology into Curricula & Instruction	5	0	13	0	0	0	0	0	0	0
Project Based Learning	0	0	0	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	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	12	0	34	0	0	0	0	0	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	0	0	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	13	13	244	147	0	19	13	20	15	23
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	0	0	0	0	0	0	0	0	0	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	1	0	52	0	0	0	0	0	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	0	0	0	0	0	0	0	0	0	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	12	0	206	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

2011-2012 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	2,179,800.00
Capital Expenses.....	\$	1,676,015.00
Total Program Expenses.....	\$	19,347,642.00
Total Expenses.....	\$	12,203,457.00

