

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
- 2010-2011 Expenses

2010-2011

Herkimer-Fulton-Hamilton-Otsego BOCES

**Herkimer-Fulton-Hamilton-Otsego BOCES
Board of Cooperative Educational Services
2010-2011 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
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Component Districts

- Dolgeville Central School
- Frankfort-Schuyler Central School
- Herkimer Central School
- Ilion Central School
- Little Falls City School
- Mohawk Central School
- Mount Markham Central School
- Oppenheim-Ephratah 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 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
2009-10	2009-10	2010-11	2010-11
213	105	211	118
172	66	145	68
163	63	143	59
48	6	77	22

Other Career-Related Programs

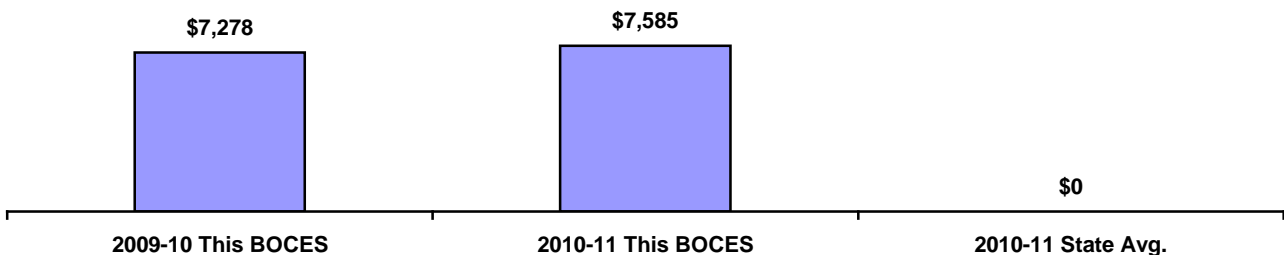
Number of 11th/12th grade students enrolled in one-year programs:

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

0	0	4	0
6	4	2	6
5	59	0	31

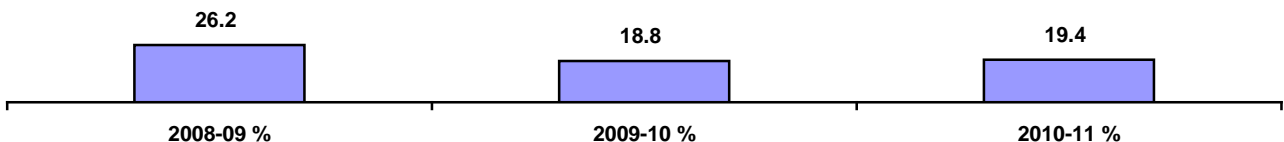
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

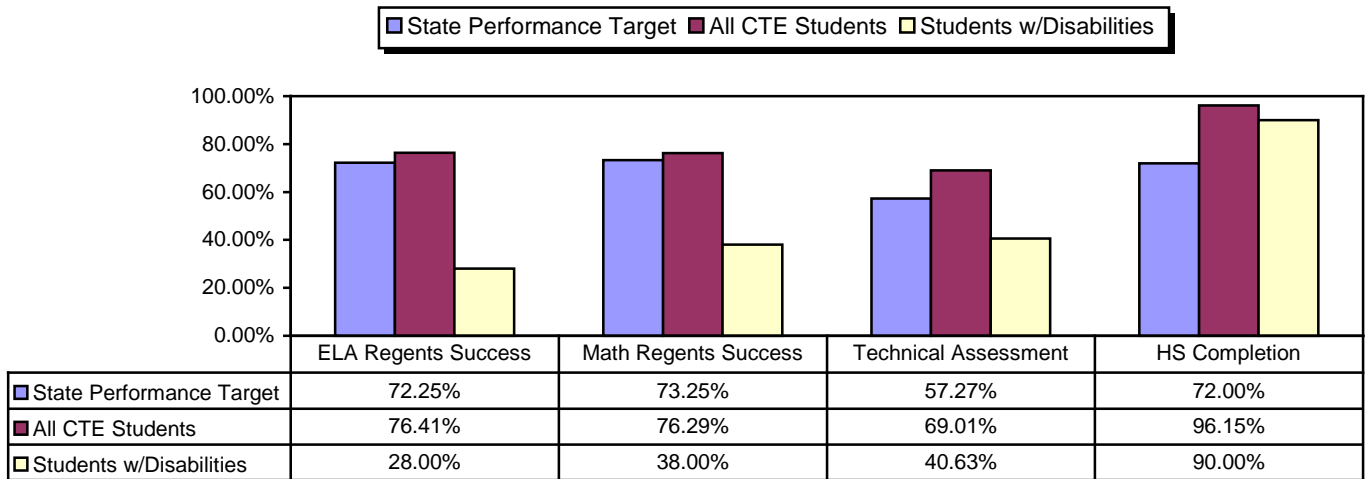
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2010

Data Source: SIRS

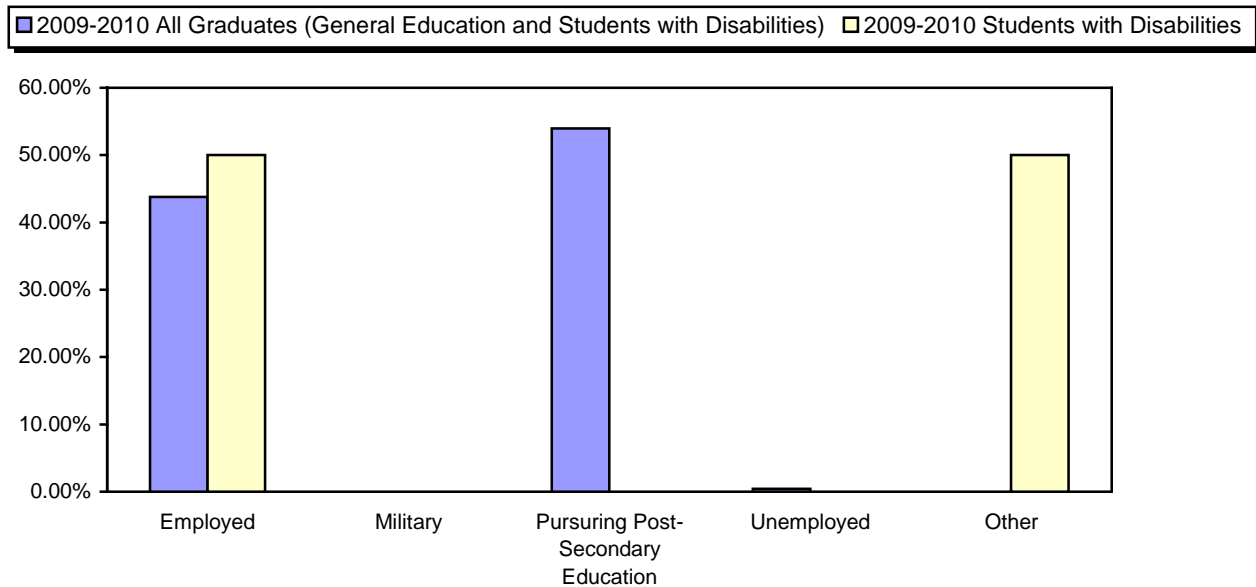


Status of Career and Technical Education (CTE) Students 2009 Placement Outcomes

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
79.8%	87.5 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2010-2011**

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	40	0
Passing Rate of Students Tested	21	0
Remained / Still Enrolled in the Program	20	0
Left the program and did not enter another district or BOCES program (dropouts)	13	0
Returned to School District:	1	0

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
All CTE Programs			
Enrolled during 2009-10	557	--	--
Continuing Enrollment after 2009-10	268	48.0%	0.0%
Completed or Left During 2009-10	289	52.0%	0.0%
Left Prior to Completion During 2009-10	11	0.02%	0.0%
Completed by the End of 2009-10	278	50.0%	0.0%
Completed or Left During 2009-10 and Status Known	226	41.0%	0.0%
Completed/Left/Status Known and Successfully Placed*	221	99.56%	0.0%
Completed but Not seeking Employment	5	.44%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2009-10	66	--	--
Under-Represented Gender Members Enrolled During 2009-10	0	--	--
Completed a Non-Traditional Program By the End of 2009-10	28	0.0%	0.0%
Under-Represented Gender Members Who Completed	0	0.0%	0.0%

* 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 2010-2011 was 341.

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Adult Beginning/Intermediate	273	247	237	168	62.0%	154	62.0%	133	56.0%
Adult Secondary (Low)	24	18	24	10	42.0%	11	61.0%	16	66.0%
ESOL	4	2	0	2	50.0%	0	0.0%	0	0.0%

Other Outcomes (2008-09 through 2010-11)

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Entered employment	63	67	45	42	66.0%	49	73.0%	30	66.0%
Retained employment	27	9	29	15	48.0%	6	66.0%	21	72.0%
Obtained secondary or HS equivalency diploma	116	88	114	103	88.0%	86	97.0%	108	94.0%
Entered post-secondary education or training	96	76	78	80	83.0%	62	62.0%	59	75.0%

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)

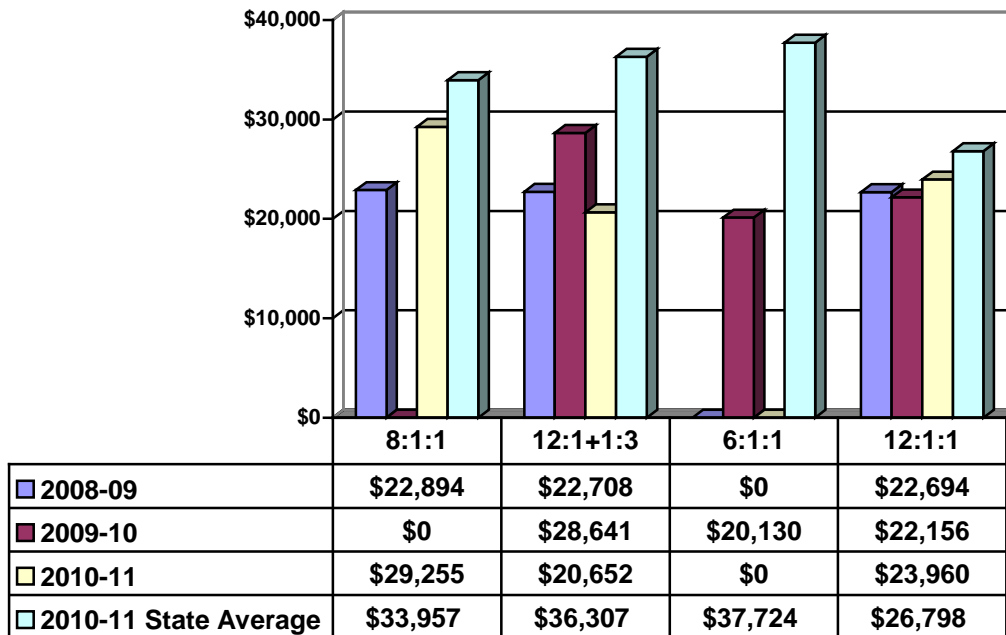
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2008-09	2009-10	2010-11
8:1:1	38	41	51
12:1+1:3	15	11	12
6:1:1	0	0	0
12:1:1	71	67	65

Tuition Rates Per Student 2008-09 through 2010-11





Professional Development 2010-2011 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	11	85	318	0	0	0	3	0	0
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	0	0	0	0	0	0	0	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	12	9	142	260	0	0	0	0	0	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	7	0	33	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	13	13	425	212	0	0	0	0	32	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	179	647	0	72	23	123	13	147
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	0	0	0	0	0	0	0	0	0
Culture/Climate	6	0	15	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.)	0	0	0	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	9	13	17	0	0	0	0	0	0	189

2010-2011 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 1,253,410.00
Capital Expenses.....	\$ 972,921.00
Total Program Expenses.....	\$ 1,893,538.00
Total Expenses.....	\$ 18,406,260.00

