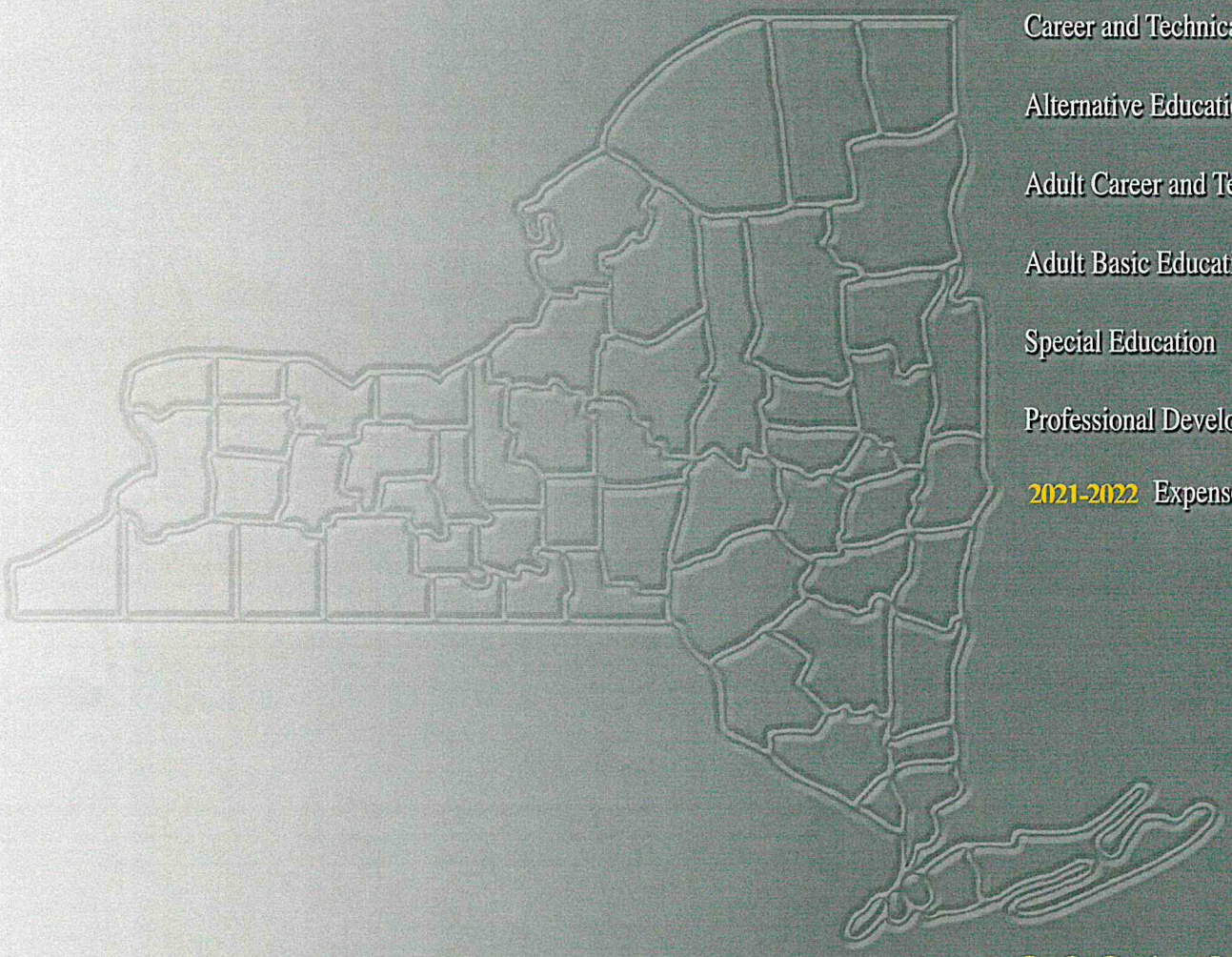
Board of Cooperative Educational Services

REPORT CARD



Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

Professional Development

2021-2022 Expenses

2021-2022

Herkimer-Fulton-Hamilton-Otsego BOCES

Herkimer-Fulton-Hamilton-Otsego BOCES
Board of Cooperative Educational Services
2020-2021 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

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement. More information can be found on the web at: http://www.nysed.gov/news/2022/state-education-department-releases-2021-22-final-state-assessment-results.

BOCES
2190000000000

Component Districts

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

*note here if one of the Big 5 School Districts or another district who is not a component is served by this BOCES through contractual agreements

Herkimer BOCES encompasses 1200 square miles

Joint Management Team

- Jefferson Lewis BOCES
- Oneida-Herkimer-Madison BOCES
- Oneida Madison BOCES
- Herkimer-Fulton-Hamilton-Otsego BOCES

Regional Information Center

- Mohawk Regional Information Center

To learn more about the comprehensive nature of BOCES in NYS, go to: https://www.boces.org/

Indicators of BOCES Performance

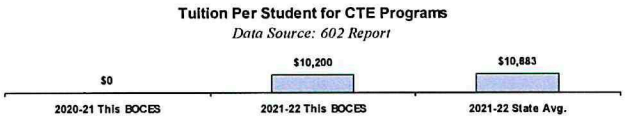
Career & Technical Education (CTE)

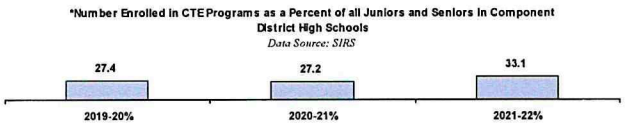
BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

Number of 11th/12th grade students enrolled in a CTE two-year sequence:	General Education Students 2020-21	Students with Disabilities 2020-21	General Education Students 2021-22	Students with Disabilities 2021-22
First-year students	145	77	146	81
Second-year students	122	68	131	59
Second-year students completing	119	62	125	58
Completers with technical endorsement	99	44	0	35

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	0	0	0	0
Participated 1 yr of a CTE Program	14	18	0	0
Other one-year programs	0	0	0	0

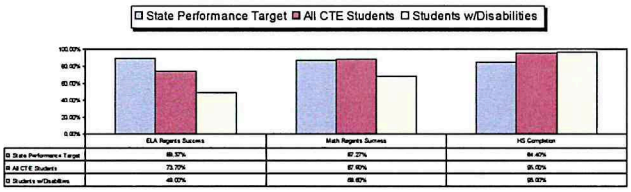




*** Data Include General Education and Students with Disabilities.** *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2020-21

Data Source: SIRS

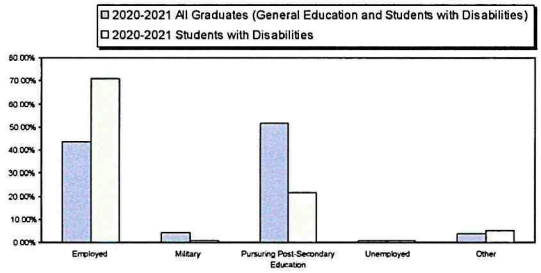


Status of Career and Technical Education (CTE) Students
2020-21 Placement Outcomes

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
99.4%	97.74 %



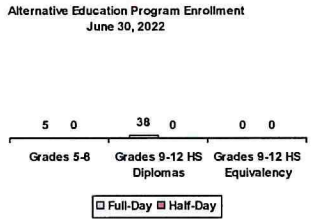
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2021-2022

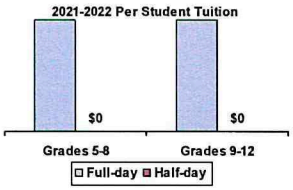
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
Number of students who:	**Half-day**	**Full-day**
Enrolled	5	0
Passing Rate of Students Tested	3	0
Remained / Still Enrolled in the Program	1	0
Left the program and did not enter another district or BOCES program (dropouts)	1	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 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	
Number of students who:	Full-day	Half- day	Full-day	Half-day	Half- day	Full-day
Returned to a school district program	2	0	0	0	0	0
Remained in the BOCES program	4	0	30	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	3	0	0	0
Received high school diplomas			7	0		

Alternative Education State Testing Program
2021-2022 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	4	2	0	0	0.0%	0.0%	0.0%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	0	0	1	0	0.0%	0.0%	0.0%	
Living Environment	2	1	2	0	0.0%	0.0%	0.0%	
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	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%	
Global History and Geography II (New Framework)	4	3	0	0	0.0%	0.0%	0.0%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%	

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 Count	Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2020-21	2	--	--
Continuing Enrollment after 2020-21	0	0.0%	0%
Completed or Left During 2020-21	2	0.0%	0%
Left Prior to Completion During 2020-21	0	0.0%	0%
Completed by the End of 2020-21	2	0.0%	0%
Completed or Left During 2020-21 and Status Known	0	0.0%	0%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	0%
Completed but Not seeking Employment	0	0.0%	0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2020-21	0		
Completed a Non-Traditional Program By the End of 2020-21	0	0.0%	0%
Under-Represented Gender Members Enrolled during 2020-21	0	0.0%	0%
Under-Represented Gender Members Who Completed during 2020-21	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 2021-2022 was 69.

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					
	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	57	61	59	26	41%	26	43%	25	42%
Adult Secondary (Low)	2	2	4	1	0.5%	1	5%	0	0.0%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2019-20 through 2021-22)

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					
	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					Percent		Percent		Percent
Entered employment	10	15	39	10	64%	10	71%	18	46%
Retained employment	8	16	20	11	61%	11	69%	10	50%
Obtained secondary or HS equivalency diploma	10	20	33	13	22%	13	65%	16	48%
Entered post-secondary education or training	0	0	13	6	46%	3	60%	6	46%

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 six 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)

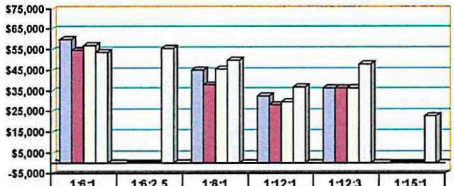
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2019-20	2020-21	2021-22
8:1:1	0	0	34
12:1+1:3	0	0	0
6:1:1	0	0	37
12:1:1	0	0	123
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2019-20 through 2021-22



	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2019-20	$59,872	$0	$44,813	$32,533	$36,397	$0
2020-21	$54,390	$0	$37,500	$28,000	$36,397	$0
2021-22	$56,950	$0	$45,300	$29,400	$36,397	$0
2021-22 State Average	$53,400	$55,656	$49,918	$36,897	$47,722	$22,864

Special Education State Testing Program

2021-2022 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: Data Warehouse

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	6	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	14	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	7	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	10	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	7	0	0	0	0	0.0%	0.0%	0
Grade 8 English Language Arts	8	1	0	0	0	0.0%	0.0%	0
Grade 3 Mathematics	8	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	14	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	8	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	10	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	8	0	0	0	0	0.0%	0.0%	0
Grade 8 Mathematics	10	0	0	0	0	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.)
2021-2022 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	4	1	0	0	0.0%	0.0%	0.0%	
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Living Environment	6	2	1	0	0.0%	0.0%	0.0%	
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	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%	
English Language Arts (CC)	7	4	1	0	0.0%	0.0%	0.0%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	4	1	1	0	0.0%	0.0%	0.0%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	

Students with Severe Disabilities Performance on the New York State Alternate Assessments 2021-2022 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	1	0	0	0	1	0.0%	0.0%	0.0%
Grade 5 English Language Arts	0	1	3	0	4	100%	75%	0.0%
Grade 6 English Language Arts	1	2	2	0	5	80%	20%	0.0%
Grade 7 English Language Arts	0	0	6	0	6	100%	100%	0.0%
Grade 8 English Language Arts	0	3	2	1	6	100%	50%	0.0%
High School English Language Arts	0	1	7	1	9	100%	89%	0.0%
Grade 3 Mathematics	1	0	0	0	1	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	1	0	0	1	100%	0.0%	0.0%
Grade 5 Mathematics	0	1	3	0	4	100%	75%	0.0%
Grade 6 Mathematics	0	4	1	0	5	100%	20%	0.0%
Grade 7 Mathematics	0	0	5	0	6	83%	83%	17%
Grade 8 Mathematics	0	3	2	1	6	100%	50%	0.0%
High School Mathematics	1	2	3	3	0	89%	67%	0.0%

Data Source: Data Warehouse

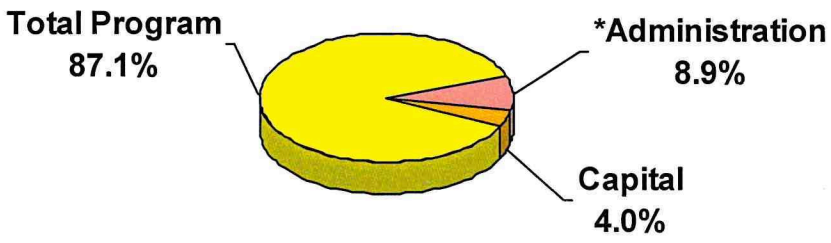
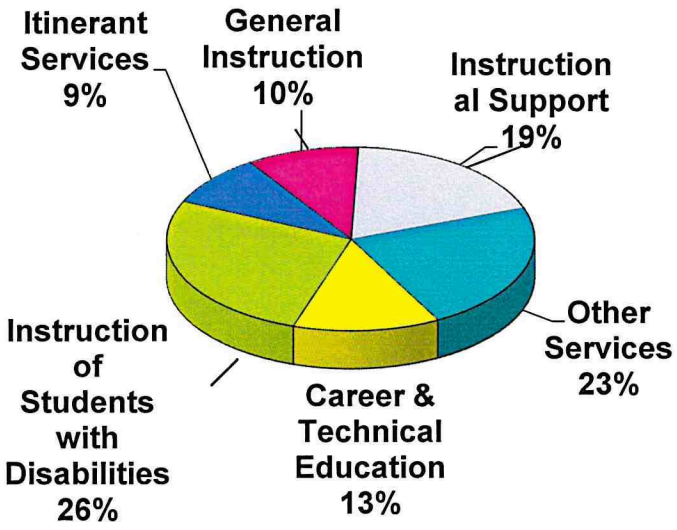
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious** academic deficiencies.

Professional Development 2021-22 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 Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	0		4	1	36	81	0		3	12
Instructional Strategies	37	2	72	11	123	166	16	9	12	1
Data-Driven Instruction	3	1	6	2	32	35	3	1	12	4
Effective Use of Technology	0		0		39	89	5	3	4	3
Project Based Learning	0		5	1	10	11	0		5	1
Parent Engagement	0		0		0		0		0	
RBE-RN	0		0		0		0		0	
College, Career & Civic Readiness	0		0		0		0		0	
Response to Intervention	0		0		0		0		0	
Early Childhood Education	0		36	6	48	42	36	2	0	
Career and Technical Education	0		0		0		0		0	
Middle Level Education	0		0		0		0		0	
Special Education Strategies	0		0		7	24	2	7	3	1
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	1	7	6	37	32	11	0		0	
Leadership Development	36	3	28	5	0		0		0	
District & School Strategic Planning	30	5	0		0		0		30	2
Using Data	0		0		0		0		0	
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	49	9	51	35	59	60	5	6	30	21
Social – Emotional Learning	1	2	1	6	10	58	4	36	1	24
Other culture/climate	3	2	8	4	35	43	8	2	11	7
Safety	3	2	4	11	32	72	11	11	20	32
Other	0		0		0		0		0	

2021-2022 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses	$	3,285,151
Capital Expenses	$	1,338,917
Total Program Expenses	$	32,836,531
Total Expenses	$	37,460,599