

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

2013-2014

Herkimer-Fulton-Hamilton-Otsego BOCES

**Herkimer-Fulton-Hamilton-Otsego BOCES
Board of Cooperative Educational Services
2013-2014 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
219000000000

Component Districts

- Central Valley Central School
- Dolgeville Central School
- Frankfort 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 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
2012-13	2012-13	2013-14	2013-14
161	92	232	59
169	65	204	60
155	57	202	59
75	13	105	18

Other Career-Related Programs

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

"New Vision"

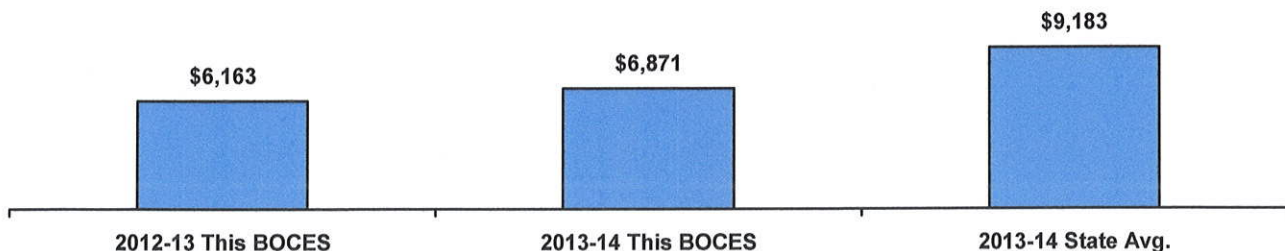
Participated 1 yr of a CTE Program

Other one-year programs

0	0	0	0
5	2	0	0
0	21	0	21

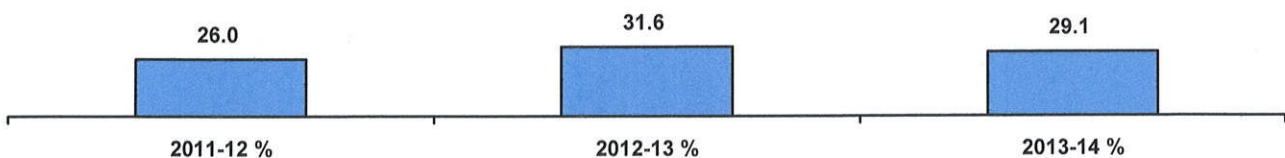
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

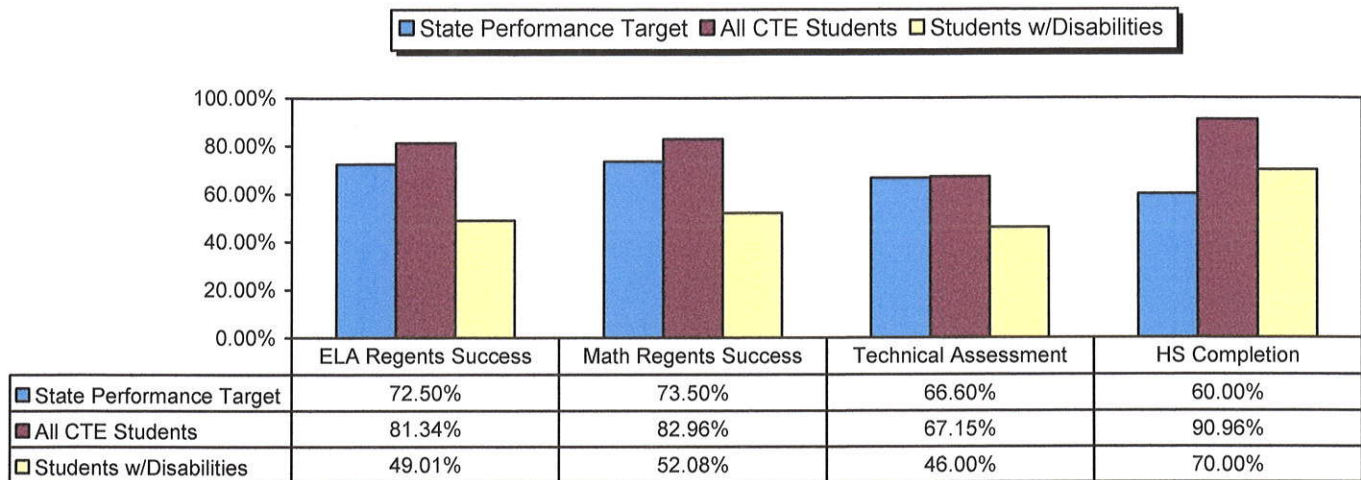
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS



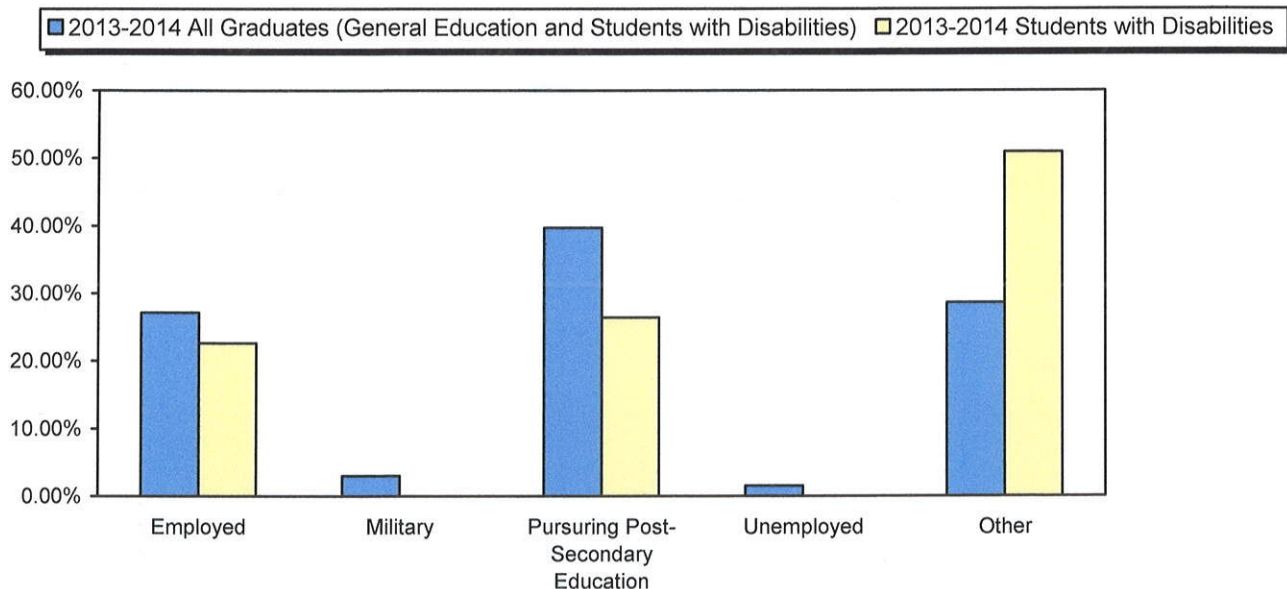
Status of Career and Technical Education (CTE) Students 2013-2014 Placement Outcomes

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/ReportCard13_14AppFinal041513.pdf
<http://www.p12.nysed.gov/cte/perkins4/datareporting.html>

Total Placement

This BOCES	State Target
68.85%	90.0 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014**

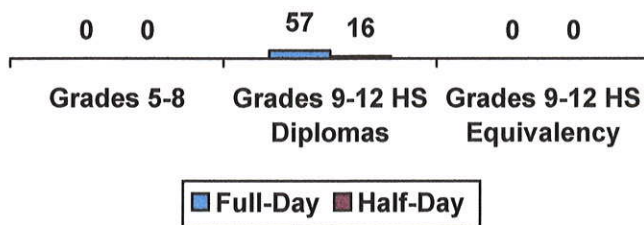
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	5	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	2	0
Returned to School District:	1	0

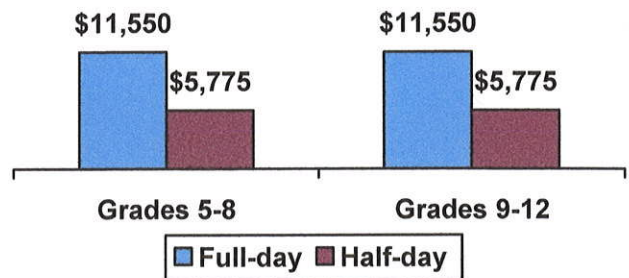
Alternative Education

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, 2014**



2013-2014 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:

Returned to a school district program

Remained in the BOCES program

Left the program and did not enter another district or BOCES program (dropouts)

Received high school diplomas

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
0	0	2	0	0	0
0	0	40	11	0	0
0	0	14	5	0	0
		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 2013-14	4	--	--
Continuing Enrollment after 2013-14	0	0.0%	14.64%
Completed or Left During 2013-14	0	0.0%	84.74%
Left Prior to Completion During 2013-14	0	0.0%	13.35%
Completed by the End of 2013-14	3	75%	87.70%
Completed or Left During 2013-14 and Status Known	0	0.0%	64.42%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	88.94%
Completed but Not seeking Employment	0	0.0%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2013-14	0	--	--
Under-Represented Gender Members Enrolled During 2013-14	0	--	--
Completed a Non-Traditional Program By the End of 2013-14	0	0.0%	81.52%
Under-Represented Gender Members Who Completed	0	0.0%	80.76%

* 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 2013-2014 was 234.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/Intermediate	206	149	212	127	62%	0	71%	153	73%
Adult Secondary (Low)	24	19	22	13	54%	0	3%	16	95%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	71	32	78	47	66%	0	60%	48	62%
Retained employment	24	15	43	21	72%	0	0.0%	26	60%
Obtained secondary or HS equivalency diploma	0	0	89	0	0.0%	0	0.0%	75	84%
Entered post-secondary education or training	0	0	94	0	0.0%	0	0.0%	70	74 %

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)

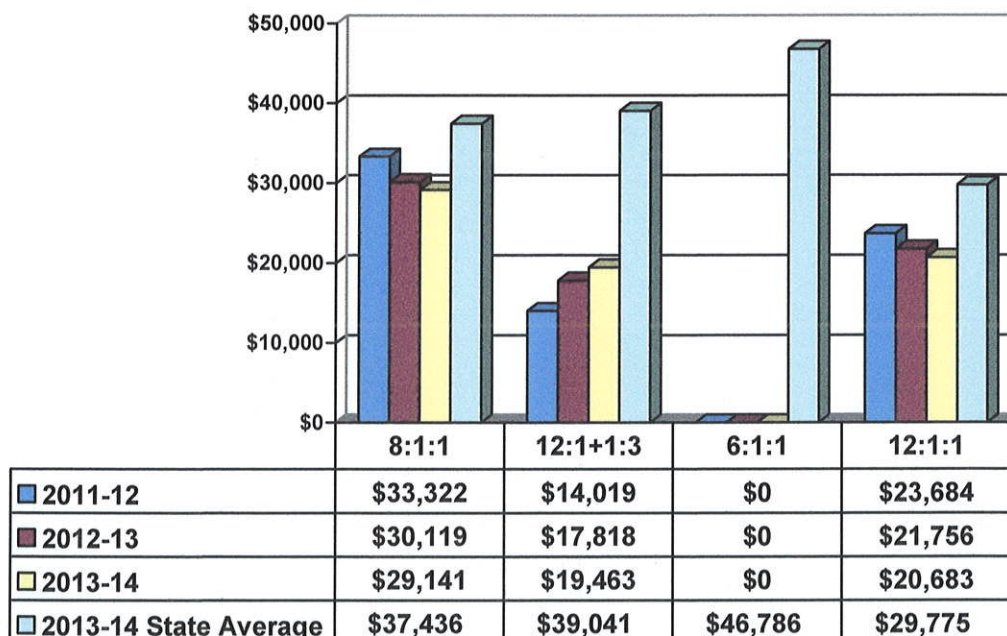
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2011-12	2012-13	2013-14
8:1:1	46.3	53.6	70
12:1+1:3	11.3	8	6.7
6:1:1	0	0	0
12:1:1	71.6	70.5	76.9

Tuition Rates Per Student 2011-12 through 2013-14

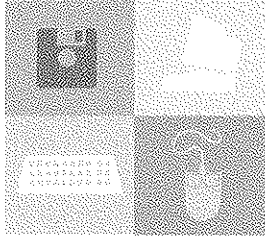




Professional Development 2013-2014 School Year

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	116	0	0	0	0	0	0	0
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	12	0	2	0	0	0	45	0	43	0
Principal Evaluator Training	11	0	0	0	0	0	0	0	10	0
Integrating Technology into Curricula & Instruction	0	0	0	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	0	0	0	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	10	10	332	230	18	2	15	23	42	26
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
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	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.)	10	0	116	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



Technology Services 2013-2014 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	0/0	2	35	X	
Instructional Computing	0/0	104	0	X	X
Computer/Audio Visual Repair	0/0	104		X	
Library Automation/Software	0/0	104	0	X	
LAN Installation/Support	0/0	104	0	X	X
Distributed Process Technicians	0/0	0	0		X
Guidance Information	0/0	0	0		
Administrative Computer Services	0/0	0		X	X
Administrative Training	0/0	0		X	X
Instructional Media Resources	0/0	104	0	X	
Model Schools	0/0	104	0		X
Other Student Instructional Support	0/0	0	0		

2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,537,668
Capital Expenses.....	\$ 1,766,398
Total Program Expenses.....	\$ 21,282,012
Total Expenses.....	\$ 25,586,078

