

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

2013-2014 Expenses

2015-2016

Herkimer-Fulton-Hamilton-Otsego BOCES

**Herkimer-Fulton-Hamilton-Otsego BOCES
Board of Cooperative Educational Services
2015-2016 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-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 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
2014-15	2014-15	2015-16	2015-16
249	58	194	67
198	58	180	41
188	51	177	38
112	16	96	10

Other Career-Related Programs

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

"New Vision"

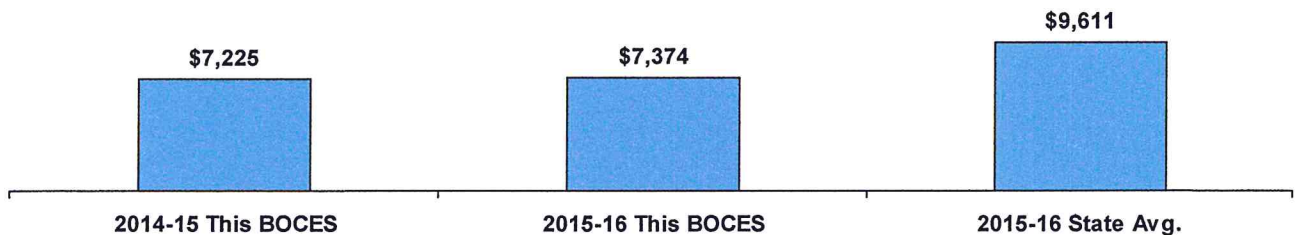
Participated 1 yr of a CTE Program

Other one-year programs

0	0	0	0
0	0	16	17
0	39	0	15

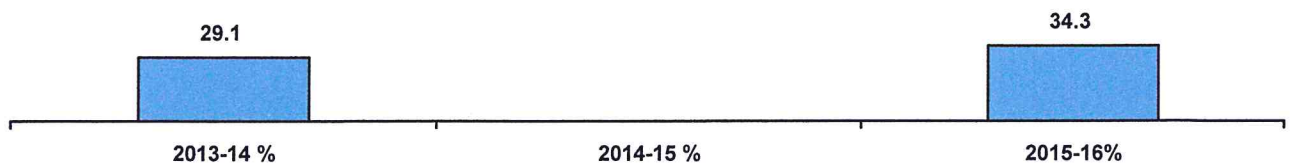
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

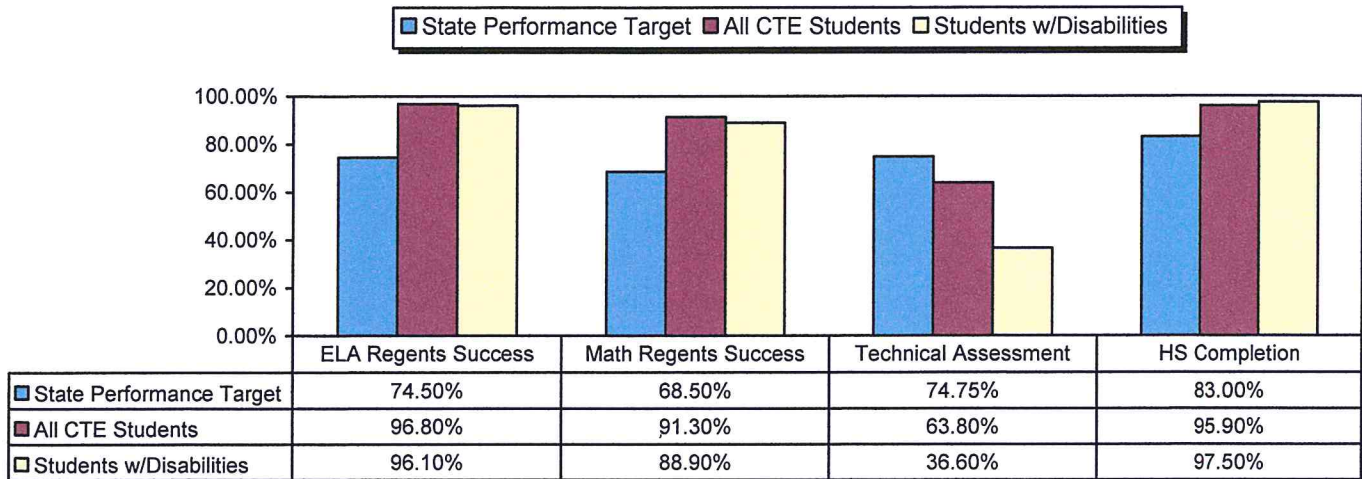
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2015

Data Source: SIRS



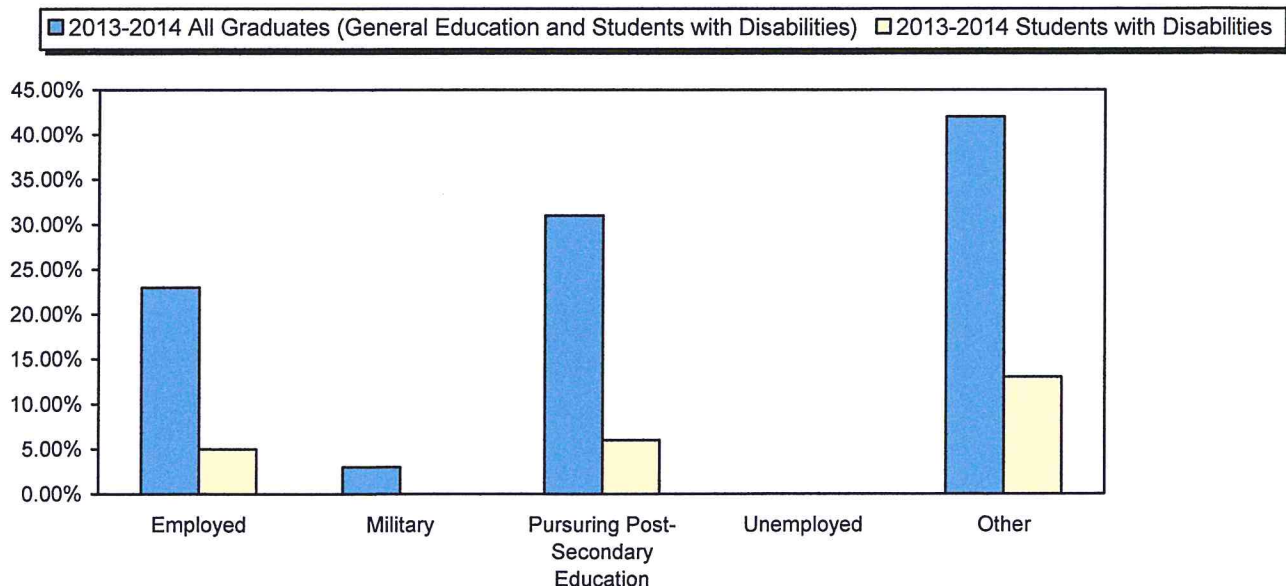
Status of Career and Technical Education (CTE) Students 2015 Placement Outcomes

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/RptCardsFinal16-170412116.pdf>

Total Placement

This BOCES	State Target
84.13%	91 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2015-2016**

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.

Number of students who:

Enrolled

Passing Rate of Students Tested

Remained / Still Enrolled in the Program

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

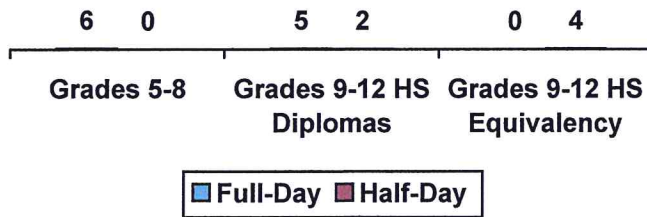
Returned to School District:

Grades 9-12 Programs Leading GED	
Half- day	Full- day
4	0
1	0
2	0
1	0
0	0

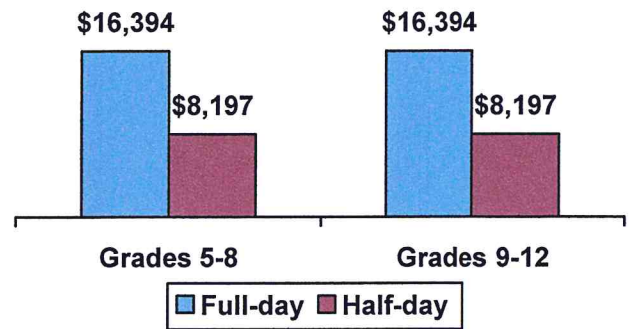
Alternative Education

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, 2016**



2015-2016 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
1	0	20	6	0	0
5	0	22	2	3	0
0	0	5	3	1	0
		5	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
All CTE Programs			
Enrolled during 2014-15	125	--	--
Continuing Enrollment after 2014-15	50	40%	16.77%
Completed or Left During 2014-15	75	60%	78.30%
Left Prior to Completion During 2014-15	21	28%	16.40%
Completed by the End of 2014-15	54	72%	87.55%
Completed or Left During 2014-15 and Status Known	53	70.67%	66.73%
Completed/Left/Status Known and Successfully Placed*	45	84.91%	83.68%
Completed but Not seeking Employment	0	0.0%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	0	--	--
Under-Represented Gender Members Enrolled During 2014-15	0	--	--
Completed a Non-Traditional Program By the End of 2014-15	0	0.0%	79.23%
Under-Represented Gender Members Who Completed	0	0.0%	80.79%

* 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 2015-2016 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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Adult Beginning/Intermediate	212	187	188	145	78%	123	66%	111	59%
Adult Secondary (Low)	22	29	21	19	72%	16	72%	53	71%
ESOL	0	0	0	0	0.0%	0	0.0%	0	0.0%

Other Outcomes (2013-14 through 2015-16)

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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Entered employment	6	5	6	4	67%	2	40%	5	83%
Retained employment	26	2	2	20	77%	2	100%	2	50%
Obtained secondary or HS equivalency diploma	89	44	46	20	77%	33	75%	31	70%
Entered post-secondary education or training	89	44	44	75	84%	33	75%	31	70%

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)

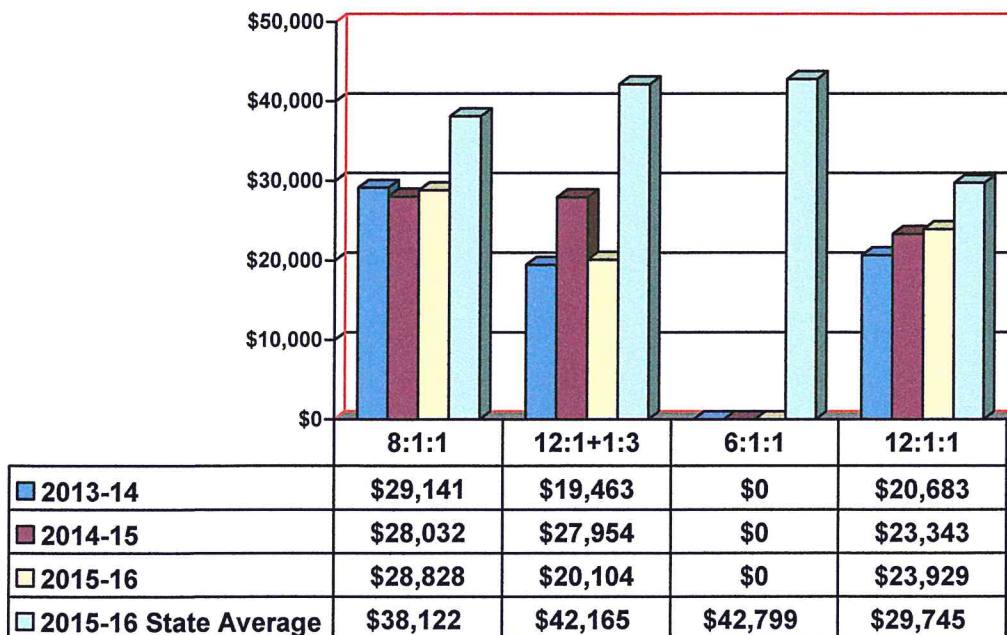
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2013-14	2014-15	2015-16
8:1:1	70	67	99
12:1+1:3	6.7	32	21
6:1:1	0	38	28
12:1:1	76.9	93	95

Tuition Rates Per Student 2013-14 through 2015-16





Technology Services 2015-2016 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	10/10	2	110	x	
Instructional Computing	0/0	0	0		X
Computer/Audio Visual Repair	0/0	0			X
Library Automation/Software	0/0	0	0		X
LAN Installation/Support	0/0	0	0		X
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	0/0	0	0		X

2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,706,805
Capital Expenses.....	\$ 1,761,955
Total Program Expenses.....	\$ 26,417,662
Total Expenses.....	\$ 30,886,422

