

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
- 2016-2017** Expenses

2016-2017

Hamilton-Fulton-Montgomery BOCES

**Hamilton-Fulton-Montgomery BOCES
Board of Cooperative Educational Services
2016-2017 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

Hamilton-Fulton-Montgomery BOCES
20900000000

Component Districts

- Greater Amsterdam School District
- Broadalbin-Perth Central School District
- Canajoharie Central School District
- Edinburg Common School
- Fonda-Fultonville Central School District
- Fort Plain Central School District
- Gloversville Enlarged School District
- Greater Johnstown School District
- Lake Pleasant Central School District
- Mayfield Central School District
- Northville Central School District
- Oppenheim-Ephratah-St. Johnsville Central School District
- Wells Central School District
- Wheelerville Union Free School District

Indicators of BOCES Performance

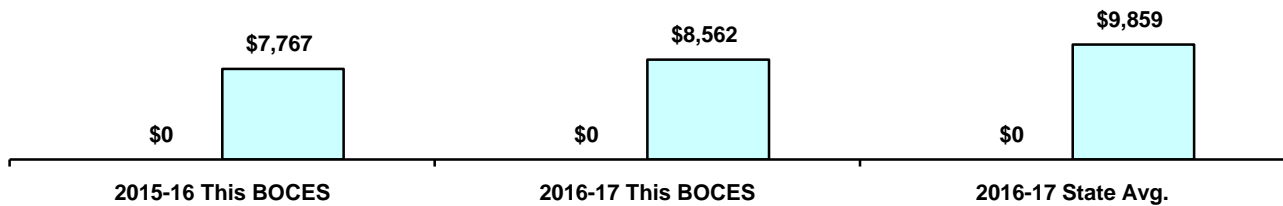
Career & Technical Education (CTE)

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 11 th /12 th grade students enrolled in a CTE two-year sequence:	General Education Students 2015-16	Students with Disabilities 2015-16	General Education Students 2016-17	Students with Disabilities 2016-17
First-year students	201	90	214	54
Second-year students	186	63	216	59
Second-year students completing	144	45	216	59
Completers with technical endorsement	114	12	109	17

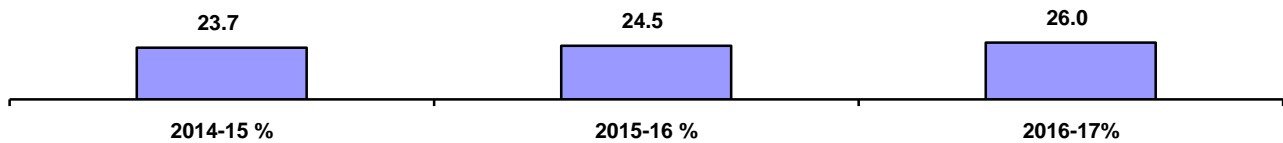
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

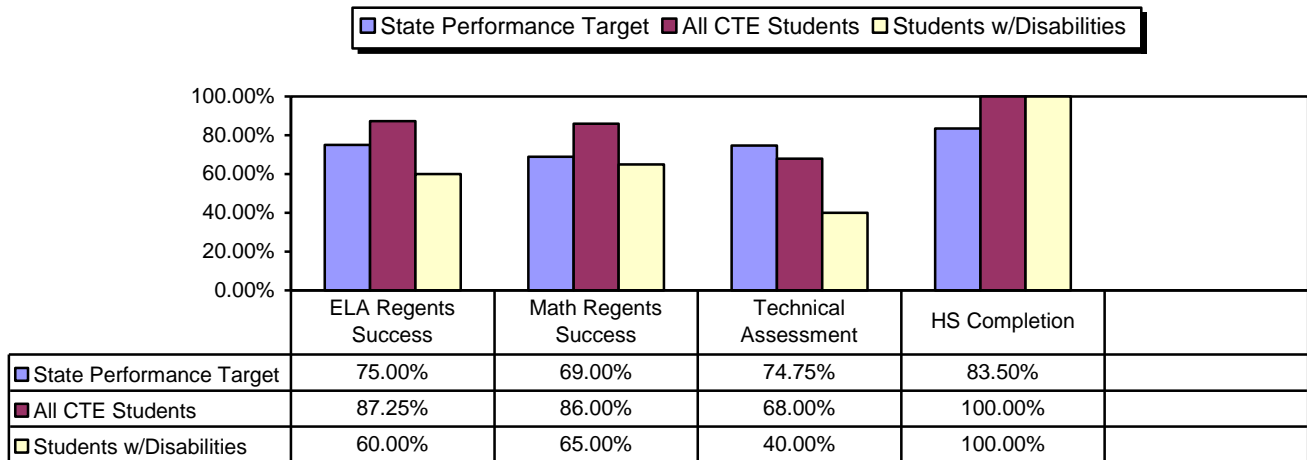
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2016

Data Source: SIRS

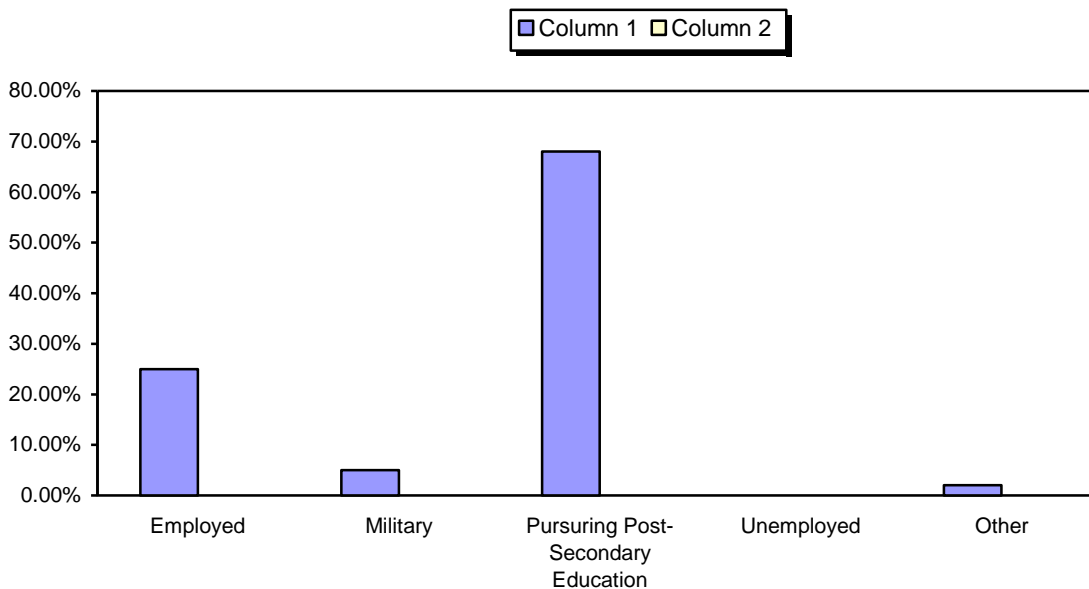


Status of Career and Technical Education (CTE) Students 2016 Placement Outcomes

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: 98% **State Target 91.5%**



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2016-2017**

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.

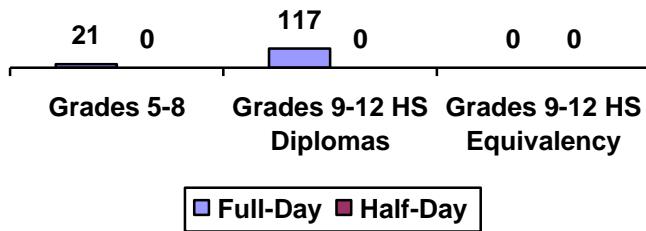
Grades 9-12 Programs Leading GED

Number of students who:	Half-day	Full-day
Enrolled	0	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)	0	0
Returned to School District:	0	0

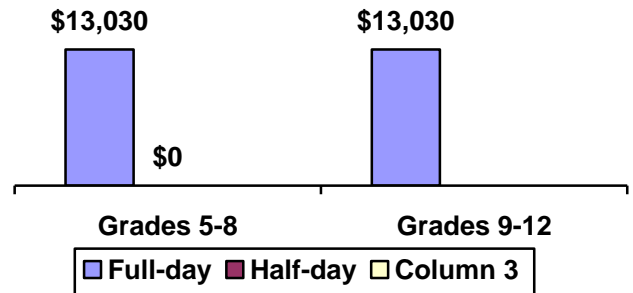
Alternative Education

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, 2017**



2016-2017 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:	Grades 5-8 Full-Day	Grades 5-8 Half-Day	Grades 9-12 Programs Leading to HS Diploma Full-Day	Grades 9-12 Programs Leading to HS Diploma Half-Day	Grades 9-12 Programs Leading to HS Equivalency Diplomas Half-Day	Grades 9-12 Programs Leading to HS Equivalency Diplomas Full-Day
Returned to a school district program	11	0	19	0	0	0
Remained in the BOCES program	11	0	62	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	14	0	0	0
Received high school diplomas			8	0		

Alternative Education State Testing Program
2016-2017 School Year

State Assessment-Regents Exams	Counts of Students Tested Below 55	Counts of Students Tested 55-64	Counts of Students Tested 65 and Above	Counts of Students Tested Total	Percentage of Students Tested Below 55 Percent	Percentage of Students Tested 55-64 Percent	Percentage of Students Tested 65 and Above
Integrated Algebra	30	14	9	53	56.6%	26.4	16.98
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	11	16	4	31	35.48%	51.61%	13.0%
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%
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	12	8	7	27	44.44%	29.63%	25.93%
Global History and Geography	37	6	2	45	82.22%	13.33%	4.44%
United States History and Government	6	9	11	26	23.08%	34.62%	42.30%

**Alternative Education Performance of Students
2016-2017 School Year**

State Assessment- RCT Exams	Counts of Students Tested Below 55	Counts of Students Tested 55-64	Counts of Students Tested 65 and above	Counts of Students Tested Total	Percentage of Students Tested Below 55 Percent	Percenta ge of Students Tested 55-64 Percent	Percenta ge of Students Tested 65 and Above Percent
RCT – Grade 10 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	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*

All CTE Programs	This BOCES Count	This BOCES Percentage	BOCES Statewide Average
Enrolled during 2015-16	69	--	--
Continuing Enrollment after 2015-16	25	36.2%	16.10%
Completed or Left During 2015-16	44	63.8%	84.89%
Left Prior to Completion During 2015-16	8	11.6	13.48%
Completed by the End of 2015-16	36	52.2%	87.31%
Completed or Left During 2015-16 and Status Known	36	52.2%	71.30%
Completed/Left/Status Known and Successfully Placed*	36	52.2%	77.06%
Completed but Not seeking Employment	8	11.6%	3.15%

Non-Traditional CTE Programs	This BOCES Count	This BOCES Percentage	BOCES Statewide Average
Enrolled in Non-Traditional Programs During 2015-16	0	--	--
Under-Represented Gender Members Enrolled During 2015-16	0	--	--
Completed a Non-Traditional Program By the End of 2015-16	0	0.0%	77.98%
Under-Represented Gender Members Who Completed	0	0.0%	78.22%

* 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 2016-2017 was 299.

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 2014-15	Enrollment 2015-16	Enrollment 2016-17
Adult Beginning/Intermediate	227	212	194
Adult Secondary (Low)	41	28	27
ESOL	72	88	67

Educational Program	Educational Gain 2014-15	Educational Gain 2014-15 Percent	Educational Gain 2015-16	Educational Gain 2015-16 Percent	Educational Gain 2016-17	Educational Gain 2016-17 Percent
Adult Beginning/Intermediate	120	53.0%	134	63.0%	121	62.0%
Adult Secondary (Low)	41	76.0%	18	64.0%	14	52.0%
ESOL	72	63.0%	39	44.0%	37	55.0%

Other Outcomes (2014-15 through 2016-17)

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 2014-15	Students with Goal 2014-15	Students with Goal 2016-17
Entered employment	82	86	*
Retained employment	134	111	*
Obtained secondary or HS equivalency diploma	68	38	63
Entered post-secondary education or training	108	57	15

*No Data Available

Other Outcomes	Students Achieving Goal 2014-15	Students Achieving Goal 2014-15 Percent	Students Achieving Goal 2015-16	Students Achieving Goal 2015-16 Percent	Students Achieving Goal 2015-16	Students Achieving Goal 2015-16 Percent
Entered employment	53	65.0%	66	77.0%	*	*
Retained employment	87	65.0%	37	33.0%	*	*
Obtained secondary or HS equivalency diploma	47	69.0%	30	78%	45	71.0%
Entered post-secondary education or training	82	76.0%	49	85.0%	7	46.0%

*No Data Available

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:

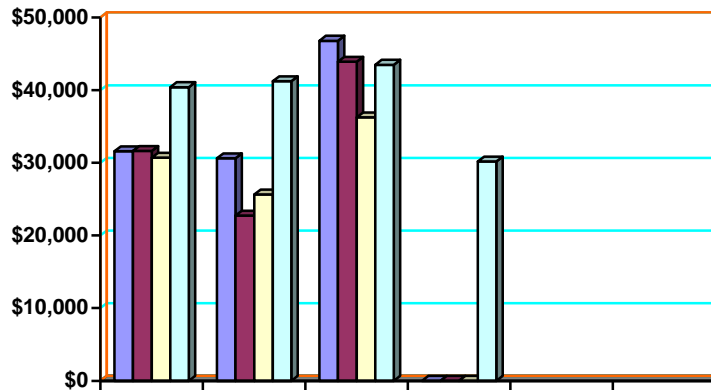
- ❖ 12 students per teacher plus one paraprofessional (12:1:1)
- ❖ 6 students per teacher plus one paraprofessional (6:1:1)
- ❖ 12 students per teacher plus four paraprofessionals (12:1+1:3)
- ❖ 8 students per teacher plus 1 paraprofessional (8:1:1)
- ❖ 15 students per teacher plus 1 paraprofessional (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	2014-15	2015-16	2016-17
8:1:1	75	66	68
12:1+1:3	79	81	77
6:1:1	79	99	112
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2014-15 through 2016-17



	8:1:1	12:1+1: 3	6:1:1	12:1:1	15:1:1	6:1:2.5
2014-15	\$31,571	\$30,608	\$46,789	\$0		
2015-16	\$31,645	\$22,752	\$43,919	\$0		
2016-17	\$30,685	\$25,624	\$36,245	\$0		
2016-17 State Average	\$40,408	\$41,221	\$43,487	\$30,180		

Special Education State Testing Program 2016-2017 School Year

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: *nySTART*

State Assessment	Counts of Students Tested Level 1	Counts of Students Tested Level 2	Counts of Students Tested Level 3	Counts of Students Tested Level 4	Counts of Students Tested Total	Percentage of Students Tested Level 2-4	Percentage of Students Tested Level 3-4	Not Valid Score
Grade 3 English Language Arts	9	1	0	0	10	10.0%	0.0%	0
Grade 4 English Language Arts	6	2	1	0	9	33.3%	11.1	0
Grade 5 English Language Arts	9	2	0	0	11	18.2%	0.0%	2
Grade 6 English Language Arts	7	1	0	0	8	12.5%	0.0%	5
Grade 7 English Language Arts	5	1	0	0	6	16.6%	0.0%	0
Grade 8 English Language Arts	6	1	0	0	7	14.3%	0.0%	3
Grade 3 Mathematics	9	1	0	0	10	10.0%	0.0%	1
Grade 4 Mathematics	7	1	0	0	8	12.5%	0.0%	1
Grade 5 Mathematics	8	1	0	0	9	11.1%	0.0%	6
Grade 6 Mathematics	9	0	0	0	9	0.0%	0.0%	5
Grade 7 Mathematics	3	1	0	0	4	25.0%	0.0%	4
Grade 8 Mathematics	7	1	0	0	8	12.5%	0.0%	3

Level	Explanation
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.)
2016-2017 School Year

State Assessment- Regents Exams	Counts of Students Tested Below 55	Counts of Students Tested 55-64	Counts of Students Tested 65 and Above	Total	Percentage of Students Tested Below 55 - Percent	Percentage of Students Tested 55-64 - Percent	Percentage of Students Tested 65 and Above - Percent
Integrated Algebra	0	0	0	0	0.0%	0.0%	0.0%
Algebra 1	21	11	1	33	63.6%	33.3%	3.0%
Geometry	9	1	0	10	90%	10.0%	0.0%
Algebra 2	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	9	4	4	17	52.9%	23.5%	23.5%
Physical Setting/ Earth Science	2	0	3	5	40.0%	0.0%	60.0%
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	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	8	1	3	12	66.6%	8.3%	25.%
Global History and Geography	13	4	2	19	68.4%	21.1%	10.5%
United States History and Government	3	3	4	10	30.0%	30.0%	40.0%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2016-2017 School Year**

State Assessment	Counts of Students Tested Level 1	Counts of Students Tested Level 2	Counts of Students Tested Level 3	Counts of Students Tested Level 4	Total	Percentage of Students Tested Level 2-4 Percent	Percentage of Students Tested Level 3-4 Percent	No Valid Score
Grade 3 English Language Arts	0	2	8	1	11	100.0%	81.8%	0.0%
Grade 4 English Language Arts	1	0	2	0	3	66.6.0%	66.6%	0.0%
Grade 5 English Language Arts	0	0	4	0	4	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	5	0	5	100.0%	100.0%	0.0%
Grade 7 English Language Arts	1	0	5	2	8	87.5%	87.5%	0.0%
Grade 8 English Language Arts	0	0	5	1	6	100.0%	100.0%	0.0%
High School English Language Arts	0	0	2	5	7	100.0%	100.0%	0.0%
Grade 3 Mathematics	0	2	9	0	11	100.0%	81.8%	0.0%
Grade 4 Mathematics	1	0	2	0	3	66.6%	66.6%	0.0%
Grade 5 Mathematics	0	1	3	0	4	100.0%	75.0%	0.0%
Grade 6 Mathematics	0	1	4	0	5	100.0%	80.0%	0.0%
Grade 7 Mathematics	0	2	6	0	8	100.0%	75.0%	0.0%
Grade 8 Mathematics	0	0	6	0	6	100.0%	100.0%	0.0%
High School Mathematics	0	0	1	6	7	100.0%	100.0%	0.0%

Data Source: nySTART

Level	Explanation
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 2016-2017 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	Districts Full Day Participants	Districts Half Day Participants	Teachers Full Day Participants	Teachers Half Day Participants	Districts Full Day Participants	Districts Full Day Participants	Principals Full Day Participants	Principals Half Day Participants	Other Full Day Participants	Other Half Day Participants
Common Core Learning Standards	0	0	0	0	0	0	0	0	0	0
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	0	0	0	0	0	0	91	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	0	0	40	0	0	0	19	0	0	0
Project Based Learning	0	0	79	0	0	0	1	0	0	0
College & Career Readiness	0	0	3	0	0	0	0	0	0	0
Career and Technical Education	0	0	21	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	84	0	0	0	0	0	0	0
Instructional Strategies	0	0	65	0	0	0	0	0	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	35	0	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support (SE-SIS) Special Education School Improvement Specialist	99	96	1053	352	64	10	150	85	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	0	0	0	0	0	0	13	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	19	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	92	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	0	0	3	0	0	0	0	15	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

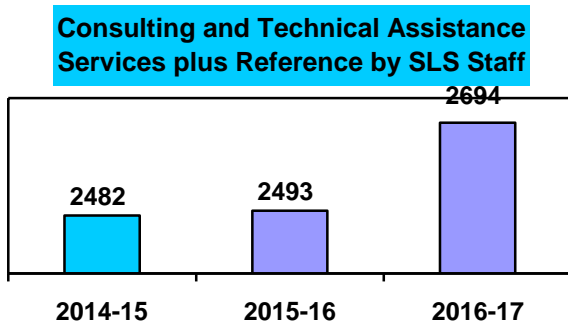
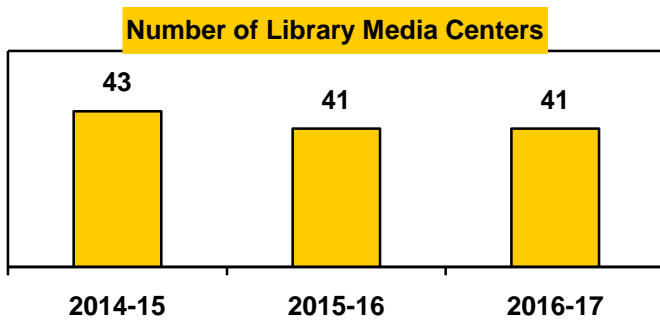
Technology Services 2016-2017 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

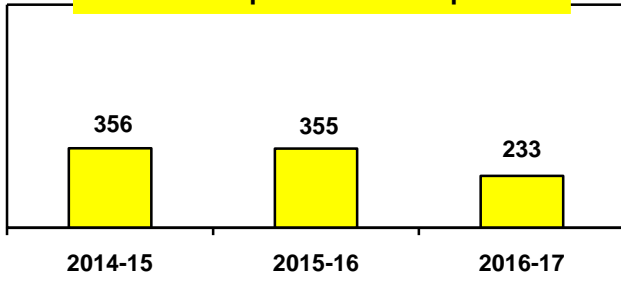
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	8/25	1	235	X	X
Instructional Computing	0/0	0	0		
Computer/Audio Visual Repair	0/0	1		X	
Library Automation/Software	13/1471.5	3	15,597	X	
LAN Installation/Support	0/0	0	0		
Distributed Process Technicians	0/0	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	14/1493.5	3	15,684	X	
Model Schools	0/0	0	0		
Other Student Instructional Support	0/0	0	0		

School Library Systems (SLS)

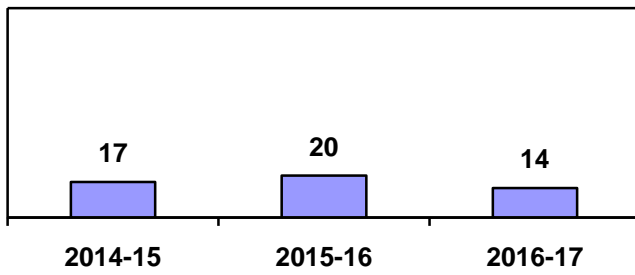
School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under an approved long range plan of service. Some of the key functions of SLS are: to provide leadership and training through professional development activities; enrich the NYS Learning Standards by providing information literacy awareness and skills; facilitate resource-sharing among its member school libraries; promote advances in technology for information storage and retrieval; focus on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*



Number of Participants at Professional Development Workshops



Number of Professional Workshops



2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	2,644,838.19
Capital Expenses.....	\$	2,339,408.30
Total Program Expenses.....	\$	40,274,068.94
Total Expenses.....	\$	45,258,315.43

