



FEH BOCES Staff News and Notes February 12, 2016

*“The Mission of the Franklin-Essex-Hamilton
Board of Cooperative Educational Services
is to provide shared services to its component
school districts”*

Enjoy the Time Off

I hope the long weekend with Presidents’ Day and the lengthier upcoming breaks for 10 month staff afford everyone a chance to enjoy some extra time with family and friends. Whether you are staying local or getting away enjoy the mid-winter break!

Adult Education Report Card Rating is “Highly Proficient”

The FEH BOCES Adult Career & Continuing Education Services program recently received the 2014-15 program report card from the NYSED. The program achieved an overall ranking of “Highly Proficient.” The program with a 2015 enrollment of 283, receives funding from multiple sources including:

- WIOA (Workforce Investment Opportunity Act)
- WIOA Corrections
- EPE (Employment Preparation Education)
- Literacy Zone

Congratulations to Rick Swanston, Joe Campbell, Marian McGarvey, Laura Montgomery, Crista Hermann and Deborah McGill for the continued strong performance of this program! A copy of the report card can be found [here](#).

Graduation Rate Measures

This week we conclude the third in our three part series on Diploma/Credential Requirements, Graduation Pathways and Graduation Rate Measures. Before wading into the data it is important to think about the goal. Every student should leave high school with a “value added” diploma. For a very small number of students (in the 1% range) a commencement credential without a diploma may be the appropriate goal. The term “value added” simply means having some enhancement beyond the bare minimum high school diploma. A diploma with a CTE endorsement would be an example of a value added diploma. Without a value add the bare minimum high school diploma is likely to leave the graduate unprepared for the economic landscape they will be facing. Note that “value added” can be achieved in many different ways, not just the example provided above.

Now some data on the FEH BOCES region.

Graduation Rate for the 2009 Cohort (Entered Grade 9 in September 2009)	79%
Graduation Rate for the 2010 Cohort	83%
Graduation Rate for the 2011 Cohort	82%

2009 Cohort Rate for Reaching the Aspirational Performance Measure	24%
2010 Cohort Rate for Reaching the Aspirational Performance Measure	29%
2011 Cohort Rate for Reaching the Aspirational Performance Measure	27%

To achieve the Aspirational Performance Measure (APM) the graduate needed to score 80 or higher on a math Regents Exam and 75 or higher on an ELA Regents Exam. NYSED has determined through research that students scoring below these levels are likely to need remediation at college.

A wide variety of information on Graduation Rates and other data sets can be found at NYSEd.data.gov