

Education

K-12 Demographics & Environment

WHY THIS IS IMPORTANT

Our public schools are mandated to serve all children in grades K-12, and many local districts provide a Pre-K experience or send children to a BOCES Pre-K program. Studying the demographics and enrollment trends in our region is an important step in predicting staffing needs, program needs and school budgets. With the recent educational accountability standards set forth in the **No Child Left Behind Act**, there are even greater pressures on schools to account for the effectiveness of their curricular, instructional, and assessment practices. Data-driven decision making, therefore, becomes even more critical in our efforts to lead our schools and help our children be all that they can be. Understanding issues regarding poor attendance, attitudes towards school, safety concerns and completion rates is vital to identify at-risk behaviors that interfere with successfully completing an educational program. At-risk school aged behaviors impact all community agencies, and the community needs to work together to help students become productive, successful citizens.

WHERE WE STAND

Table 154

Enrollment by Grade Level All Herkimer County School Districts

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Pre-K	133	145	232	295	229	257
Kindergarten	744	746	753	731	743	740
Grade 1	803	786	802	768	726	781
Grade 2	751	749	715	730	756	700
Grade 3	844	753	746	715	711	752
Grade 4	795	863	769	735	727	718
Grade 5	855	797	854	772	855	746
Grade 6	924	880	793	859	782	769
Ungraded Elementary	50	52	87	57	42	29
Grade 7	952	982	921	846	906	832
Grade 8	878	915	993	882	834	926
Grade 9	921	904	964	1006	927	876
Grade 10	857	848	848	886	929	877
Grade 11	875	811	826	855	862	898
Grade 12	773	852	806	781	812	848
Ungraded Secondary	19	54	0	38	22	14
Total Enrollment PreK-12	11,174	11,137	11,109	10,956	10,863	10,763

Source: NYS Education Department: Accountability & Overview Report

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The table on the preceding page lists the number of students that are enrolled by grade level in Herkimer County school districts for 2002 through 2008. During this time period, pre-Kindergarten enrollment has increased by approximately 93%. During the 2004 school year, No Child Left Behind criteria changed regarding "ungraded students", thus the reason for the "0%" on the chart. By grade three, when the New York State assessments begin, all students must be aligned with a grade level and cohort group.

The table below reflects the enrollment for all Herkimer County School Districts for the 2002/2003, 2003/2004, 2004/2005, 2005/2006, 2006/2007 and 2007/2008 academic years. This chart does not include pre-Kindergarten students. School districts in Herkimer County have experienced slight fluctuations in enrollment. Overall, there has been a decline of 411 students enrolled between the 2002/2003 and 2007/2008 school years.

Table 155

Enrollment by District All Herkimer County Districts

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Dolgeville	891	945	937	946	936	912
Frankfort-Schuyler	1,145	1,166	1,162	1,161	1,142	1,217
Herkimer	1,281	1,302	1,265	1,249	1,227	1,229
Ilion	1,794	1,733	1,711	1,673	1,710	1,623
Little Falls	1,157	1,165	1,190	1,140	1,155	1,179
Mohawk	970	988	968	957	950	935
Mount Markham	1,459	1,448	1,418	1,369	1,342	1,335
Owen D. Young	233	231	231	206	222	213
Poland	722	703	707	706	716	697
West Canada Valley	924	934	913	899	867	849
Town of Webb	376	377	375	355	312	315

Source: NYS Education Department: Accountability and Overview Report

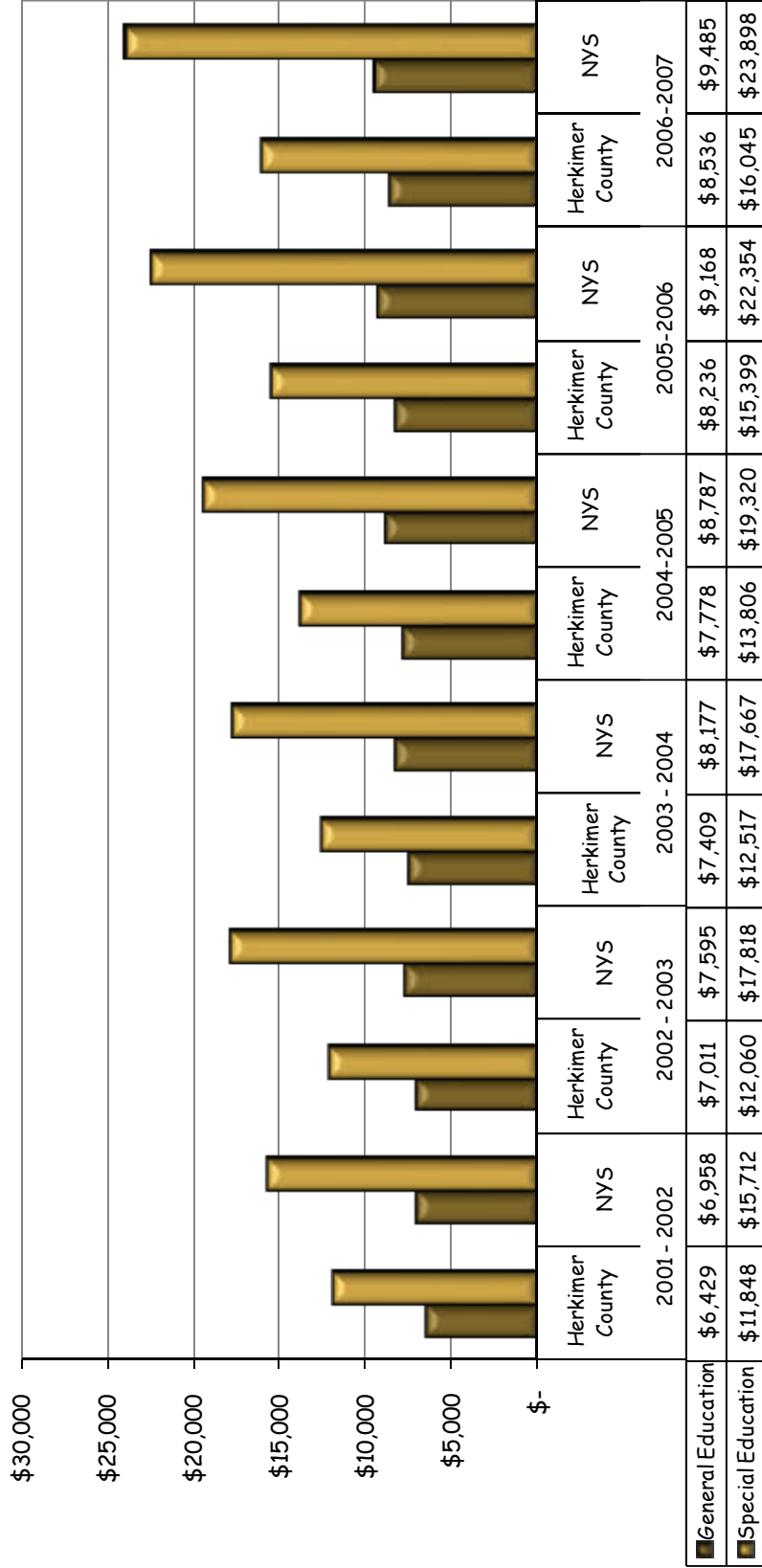
Education

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The chart below illustrates the average per-pupil expenditures for Herkimer County school districts and New York State for the academic years 2001/02 through 2006/07. The per-pupil expenditure is the ratio of instructional expenditures to pupils. District expenditures such as transportation and district-wide administration are not included in these values. Instructional expenditures for general education are K-12 expenditures for classroom instruction (excluding Special

Graph 140

Per-Pupil Expenditure



Source: NYS Education Department: Comprehensive Information Report

Education), plus a proration of building-level administration and instructional support services. Special Education expenditures are K-12 expenditures for students with disabilities (including summer Special Education expenditures) plus a proration of building-level administration and instructional support services. Per pupil expenditure figures do not include expenses related to Pre-K.

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Per Pupil Expenditure by District—Herkimer County

Table 156

	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007	
	General	Special	General	Special	General	Special	General	Special	General	Special	General	Special
Dolgeville	\$7,103	\$10,602	\$7,011	\$9,505	\$7,760	\$10,008	\$8,189	\$10,706	\$8,425	\$11,472	\$8,681	\$13,808
Frankfort	\$6,238	\$13,812	\$6,482	\$13,581	\$6,860	\$14,719	\$6,933	\$16,117	\$7,226	\$18,811	\$6,645	\$17,332
Herkimer	\$5,864	\$10,310	\$6,105	\$11,550	\$6,134	\$10,968	\$6,637	\$12,297	\$6,939	\$13,990	\$7,081	\$15,789
Ilion	\$5,683	\$9,739	\$5,732	\$8,962	\$6,038	\$9,373	\$7,310	\$10,623	\$6,943	\$12,919	\$6,662	\$11,218
Little Falls	\$6,256	\$12,236	\$7,299	\$15,330	\$7,606	\$14,187	\$8,038	\$14,726	\$7,663	\$19,515	\$8,437	\$19,513
Mohawk	\$5,734	\$10,407	\$6,176	\$11,310	\$6,364	\$11,966	\$6,650	\$12,208	\$7,166	\$12,351	\$7,946	\$13,442
Mount Markham	\$5,972	\$17,316	\$6,800	\$16,806	\$6,660	\$16,037	\$7,217	\$16,141	\$7,634	\$18,794	\$9,435	\$16,328
Owen D. Young	\$6,332	\$10,445	\$7,309	\$9,949	\$8,272	\$10,760	\$9,383	\$12,312	\$10,489	\$8,906	\$9,344	\$9,655
Poland	\$6,348	\$12,868	\$7,369	\$12,535	\$7,834	\$15,053	\$7,370	\$17,333	\$7,884	\$18,705	\$8,035	\$18,441
West Canada Valley	\$5,906	\$10,850	\$6,410	\$10,675	\$6,725	\$11,499	\$6,958	\$13,740	\$7,395	\$14,838	\$7,832	\$18,470
Town of Webb	\$9,283	\$11,743	\$10,428	\$12,462	\$11,243	\$13,122	\$10,876	\$15,668	\$12,837	\$19,090	\$13,795	\$22,496

Source: NYSED: Accountability and Overview Report

Herkimer County Schools, on average, have had a lower per-pupil expenditure rate during this time period for both general and special education than the average NYS school expenditures.

In 2001-2002: General Education expenditures in NYS were 8.24% higher than Herkimer County.

Special Education expenditures in NYS were 32.61% higher than Herkimer County.

In 2006-2007: General Education expenditures in NYS were 11.12% higher than Herkimer County.

Special Education expenditures in NYS were 48.94% higher than Herkimer County.

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School Environment

The Safe Schools Against Violence In Education (SAVE) Act enacted in November 2000 required a Uniform Violent Incident Reporting System. School districts are required to report annually to the New York State Education Department (NYSED) all alleged, violent and disruptive behavior through the Violent and Disruptive Incidents Reports (VADIR). VADIR data is used to identify schools considered "persistently dangerous", which is a federal requirement under the No Child Left Behind Act. Beyond the "persistently dangerous" identification, the VADIR does not characterize or rank order schools on the basis of violence. No comparative data, therefore, is presented here.

None of the schools within Herkimer County have been designated as persistently dangerous in any of the years of reporting. Of the 36 categories of violent and disruptive behaviors, there were no incidences reported across Herkimer County in the last audited year in 22 of those categories. Many of these categories are serious crimes, such as homicide, forcible sex offenses, and crimes committed with weapons. Below is the total number of reported incidences (not numbers of students) for each of the 14 remaining categories:

VADIR Summary 2006-2007 Herkimer County Schools

Table 157

Category	#	Definition
Other Disruptive Behaviors	567	Disruption to the educational process serious enough to lead to one or more disciplinary consequences.
Altercations	356	Minor altercations involving physical contact but no physical injury.
Harassment	229	Intimidation, harassment, menacing or bullying with no physical contact but intentionally placing another person in fear of imminent physical injury.
Criminal Mischief	25	Intentional or reckless damaging of school property or the property of another person, including but not limited to vandalism and the defacing of property with graffiti.
Endangerment	24	Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious injury but no actual physical injury.
Weapons Possession	23	A list of several weapons is provided, including not only guns and knives, but firecrackers, imitation guns and slingshots.
Other Theft	23	Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property. Permanently or unlawfully withholding property from another.
Physical Injury	21	Intentional or reckless act causing impairment of physical condition or substantial pain.
Drugs	15	Use, possession or sale.
Alcohol	11	Use, possession or sale.
Other Sex Offenses	8	Involving inappropriate sexual contact (no forcible compulsion.)
Burglary	5	Entering or remaining unlawfully on school property with intent to commit a crime.
Arson	1	Deliberately starting a fire with intent to damage or destroy property.
False Alarm	1	Falsely activating a fire alarm or other disaster alarm.

Source: Violent and Disruptive Incidents Reports 2006-07, New York State Education Department.

Education

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Negative Family, School and Community Integration

The Herkimer County Teen Assessment Project (TAP) obtains responses from 7th, 9th, and 11th graders in all the school districts in Herkimer County. Results from the TAP Survey for all school districts except West Winfield (Mt. Markham) are included in TAP results reported in this document.

Following is a crosswalk of issues and their relationship to negative family integration, negative school integration, and negative community integration. The issues highlighted in Table 157 are all behaviors that impinge on the youths present/future health and well being. Youths who experience negative family, school, or community integration in every case have a higher prevalence of behavioral issues than youth not experiencing negative family, school and community integration.

Table 158 **Negative Family, School and Community Integration
Crosswalk of Behavioral Issues**

Issue	Negative Family Integration	Negative School Integration	Negative Community Integration
Ever Smoked	2X as likely	2X as likely	2X as likely
Ever Drank	1.5X as likely	1.5X as likely	1.5X as likely
Ever Used Marijuana	~2X as likely	2X as likely	~2X as likely
Cutting/Self Mutilate	3X as likely	2+X as likely	2+X as likely
Depression	3X as likely	2X as likely	2X as likely
Suicide Ideation	4X as likely	3X as likely	3X as likely
Suicide Planning	5X as likely	3X as likely	4X as likely
Suicide Attempt	5X as likely	4X as likely	4X as likely
Ever Sexually Active	1.5X as likely	1.5X as likely	1.5X as likely
Sexually Promiscuous	2.5X as likely	2.5X as likely	2.5X as likely
Feel Bullied	2X as likely	2.5X as likely	2.5X as likely
Bullied Others	2X as likely	2X as likely	2X as likely
Had Violent Relationship GF/BF	3X as likely	2.5X as likely	2X as likely
Bullied Online	2X as likely	2X as likely	2X as likely
Bullied Others Online	2.5X as likely	2.5X as likely	2.5X as likely

Source: Herkimer County TAP Survey 2009

Bullying

One behavior of concern for parents, youth and schools is bullying. The 2005 Herkimer County Teen Assessment Project (TAP) Survey reported that one in five youth felt constantly teased, threatened or harassed by other youth. An analysis of the TAP Survey responses found that those students who admit to having been bullied are more likely to experience unhealthy and anti-social behaviors.

- Among those that have ever drank alcohol, those that experienced bullying were more likely to use alcohol at least once a week (20% of teens who experienced bullying versus 13% of those that haven't felt bullied)
- Youth were more likely to have ever tried someone else's prescriptions (13% versus 8%)
- Were more likely to have ever misused over the counter drugs (25% versus 13%)
- Were more likely to feel unsafe at school (45% versus 20%)
- Were more likely to have missed school in the past year because they felt unsafe (23% versus 10%), and
- Were more likely to feel unsafe in their communities (35% versus 17%)
- Youth were also more likely to have attempted suicide in the past year (20% versus 9%)
- Among those that have tried to commit suicide in the past year, youth were more likely to have been injured during a suicide attempt to the point it required medical attention (26% versus 23%)

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K-12 Demographics & Environment

DATA SOURCES

Herkimer County Teen Assessment Project Survey 2005, 2009

Herkimer BOCES

NYS Department of Education

<http://www.emsc.nysed.gov/irts/reportcard/>



McCauley Mountain Scenic Overlook

Education

Attendance & Completion Rates

WHY THIS IS IMPORTANT

High School graduates earn substantially more than persons who leave high school without graduating. High School drop-outs have lower earnings, experience more unemployment, and are more likely to end up on welfare and/or in prison than their peers who complete high school or college. Women who drop out of high school are more likely to become pregnant and give birth at a young age, and are more likely to become single parents (Maine Marks, June 2003).

WHERE WE STAND

Table 159

Attendance & Suspension Rates

District	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Attend %	Susp. %	Attend %	Susp. %	Attend %	Susp. %	Attend %	Susp. %	Attend %	Susp. %	Attend %	Susp. %	Attend %	Susp. %
Dolgeville	92.8	4.4	95	5.1	95.6	4.5	95.6	3.1	95	4	95	5	96	5
Frankfort-Schuyler	94.4	2	93.6	1.2	93.7	3.8	93.6	4.5	93	5	94	3	94	5
Herkimer	94.2	2.2	94.5	1.9	94.4	5.2	95	7.3	94	8	94	8	94	7
Ilion	95.3	1.8	95.2	4	95.3	5.9	95.6	4.1	95	7	95	6	94	5
Little Falls	94.3	6.6	94.3	7.2	94.3	6.4	94	4.2	95	9	96	6	95	7
Mohawk	94.4	4	95	4	96.1	1.7	93.2	3.6	94	4	93	5	93	5
Mt. Markham	95.7	2.3	94.9	3.6	94.8	1.8	95.1	3.5	95	4	95	2	95	3
Owen D. Young	94.2	2.4	95	2.5	95.2	3.4	95.4	1.3	96	3	97	5	95	0
Poland	95.3	4.1	94.6	3.5	94.8	4.2	95	4.3	95	3	96	1	96	2
Town of Webb	94.3	3.6	95.3	4	94.8	2.7	94.6	5.3	95	0	95	7	95	3
West Canada Valley	96.3	3.1	95.8	2.2	96.1	2.4	96.4	3.3	96	4	96	3	95	3
Herkimer County Average	94.7	3.3	94.8	3.6	95	3.8	94.9	4	94.8	4.6	95.1	4.6	94.7	4.1
New York State AVerage	92.3	4.7	91.8	4.4	92.8	4.3	92.7	4.8	93	5	93	6	93	5

Source: NYS Department of Education-Accountability and Overview Report

The table above illustrates the Attendance and Suspension rates for all Herkimer County School Districts for the 2000/01 through 2006/07 academic years. Herkimer County's average attendance rate (and every individual school district rate) was above New York State's average

Education

Attendance & Completion Rates

attendance rate for each academic year during this time period. The average suspension rate for Herkimer County schools has also been consistently below that of the New York State rate for the same period, although some districts within the county have higher suspension rates in a given year when compared to the NYS average rate.

Table 160

For those youth not completing high school, having an opportunity to obtain a Generalized Equivalency Diploma (GED) is extremely important. Table 160 lists the number of GED classes that have been held by Herkimer BOCES and the number of Herkimer County youth between the ages of 16 and 21 that were enrolled for the academic years 1999/00 through 2008/09 .

GED Classes & Youth Per Year At Herkimer BOCES

School Year	Classes	Youth Per Year
1999-2000	4	60
2000-2001	4	98
2001-2002	4	92
2002-2003	4	83
2003-2004	4	120
2004-2005	4	94
2005-2006	4	69
2006-2007	2	61
2007-2008	2	60
2008-2009	2	50

In 2006, the funding that supported the GED programs for youth age 19 to 21 was discontinued; as a result, the classes held during the

Source: Herkimer BOCES

2006/07 academic year are for eligible school age students only (students between the ages of 16 to 18 and those enrolled in an Individualized Education Program - IEP).

Youth Enrolled in Project Connect by School Year

School Year	Number of Students
2001-2002	169
2002-2003	149
2003-2004	184
2004-2005	137
2005-2006	138
2006-2007	Program Discontinued
Total	777

Source: Herkimer BOCES

Table 161

Project Connect began in Herkimer County in June 2001 to work with youth who had dropped out of school and who are between the ages of 16 and 21, economically disadvantaged, deficient in basic skills and who were unemployed or underemployed. Its prime goal was to return students to their home high schools, where they could receive a Regents Diploma. Depending upon a student's age and circumstances, an array of other options were explored, from helping students to earn a GED to gaining work experience. Project Connect was discontinued in the fall of 2006 due to a lack of grant funding.

Education

Attendance & Completion Rates

Tables 162

Project ReConnect began in 2007 when funding, once again, became available. Like Project Connect, Project ReConnect is intended to be a single point of entry for youth who have dropped out of school and want to improve their education and job opportunities. Each person is tested, goals are set and an individual plan developed. Small stipends can be paid for predetermined milestones for WIA (Workforce Investment Act) eligible students.

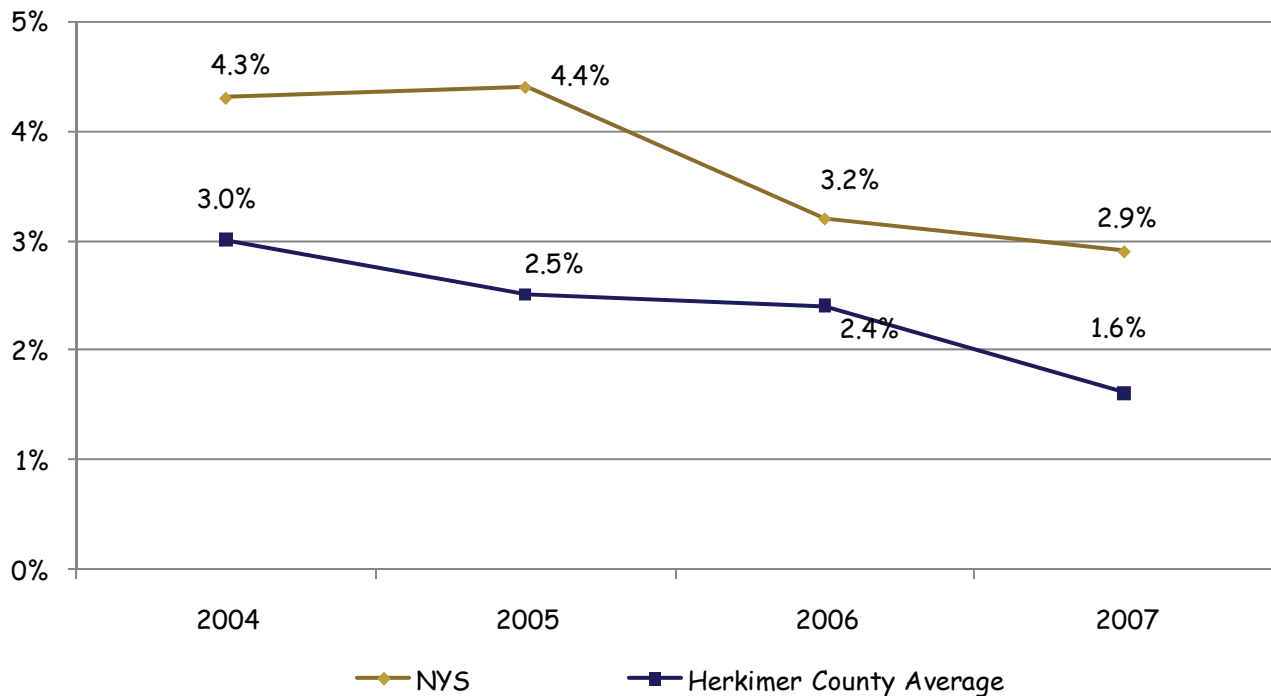
Youth Enrolled in Project ReConnect by School Year

School Year	Number of Students
2007-2008	77
2008-2009	86
Total	163

Source: Herkimer BOCES

Graph 141

Percentage of Annual High School Dropouts



Source: NYS Department of Education: Comprehensive Information Report

Herkimer County, on average, has a consistently better dropout rate than New York State. Individual school district dropout rates vary. Detailed information by school district is included in the table on the following page.

Education

Attendance & Completion Rates

Table 163

Percentage of High School Dropouts - Herkimer County & NYS

SCHOOL DISTRICT	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Dolgeville	3.3	1.3	2.4	2	2	2
Frankfort-Schuyler	4.7	3.3	1.6	2	2	4
Herkimer	8.1	6.5	4.5	7	4	4
Ilion	6.3	2.6	2.9	2	3	2
Little Falls	7.6	8.1	8.5	3	1	5
Mohawk	2.9	4.6	1.7	4	3	2
Mount Markham	3.9	1.4	0.8	2	1	3
Owen D. Young	1.3	0.0	1.3	1	1	2
Poland	6.8	3.8	2.4	1	0	1
Town of Webb	1.4	1.3	2.4	2	1	0
West Canada Valley	1.7	1.0	1.3	2	1	2
Herkimer County Average	4.4	3.1	2.7	2.5	1.7	2.5
NYS	4.6	4.3	4.5	4.4	3.2	2.9

Source: NYS Department of Education: Comprehensive Information Report

Data on dropout rates in cells bordered in bold (2004/2005 school year and forward) are based on a newly implemented system that measures high school students as a cohort starting in 9th grade and continuing through the completion of 12th grade. It is hoped that this system will more accurately reflect the dropout rate than the previous method (cells not bordered in bold). Prior to this new method only those students who began but did not complete their senior year were counted as dropouts. The new method still does not take into account how many of these dropouts may return to school to obtain their GED.

Education

Attendance & Completion Rates

DATA SOURCES

New York State Department of Education
<http://www.emsc.nysed.gov/irts/reportcard/>

Herkimer County Employment & Training Unit



General Herkimer Home Historic Site

Education

Academic Proficiency

WHY THIS IS IMPORTANT

Research overwhelmingly reveals that the early childhood years are the single most important period of time during which literacy development occurs in a person's life (National Association for the Education of Young Children, 1998; Slegers, 1996). Young children's literacy learning benefits greatly from adults who are responsive to their interests and sensitive to their current level of language development (Slegers, 1996). Young children also need adults to play with, talk with, sing to, and with whom to do finger plays and other learning games. This can be facilitated in preschool, as can positive and nurturing relationships with teachers who can model reading and writing behaviors, engage in responsive conversations, and foster children's interests in learning to read and write (NAEYC, 1998; Teale & Yokota, 2000).

Beginning in the late elementary grades, academic failure increases the risk that youth will engage in problem behaviors. Children fail for many reasons, yet it seems that the experience of failure, not necessarily the lack of ability, increases risk.

WHERE WE STAND

The table below identifies the number of pre-Kindergarten students that were enrolled in a Pre-K program operated by Herkimer BOCES. Full Day enrollment is every other day, M/W or T/TH plus every other Friday. Half Day enrollment is every day (M–F).

Pre-K Students for Herkimer BOCES

Table 164

	Full Day	Half Day
2003 - 2004	137	94
2004 - 2005	153	95
2005 - 2006	159	92
2006-2007	145	104
2007-2008	92	64
2008-2009	86	72

Source: Herkimer BOCES

Schools are meant to provide educational opportunities for all children, to enhance their chances to succeed and learn, regardless of a child's needs for support. For children with special learning-related needs, being ready to enter school and to succeed in school partly depends upon having had early intervention and perhaps having ongoing supports in place at the time of school entry for the child and family (Maine Marks, June 2003).

Education

Academic Proficiency

Children Receiving Preschool Special Education Programs 2003-2009

	Total Children	Half Day BOCES	Full Day BOCES	Half Day out of County	Full Day out of County	Promise	1-1 Aide	EIP Referral	Out of County Referral
2008-09	91	16	48	3	20	4	13	24	
2007-08	84	16	30	1	32	5	7	25	
2006-07	74	13	26	8	23	4	10	27	
2005-06	46	11	16	4	12	3	8	25	3
2004-05	55	12	18	4	17	4	9	41	1
2003-04	80	16	25	9	30	0	10	N/A	N/A

Source: Herkimer County Public Health

Table 165

The table above illustrates the number of Herkimer County children that have received preschool special education services from 2003 - 2008. Preschool Special Education Services are provided to children ages 3 and 4 that are found to be qualified to receive these services after a multidisciplinary evaluation. Services range from in-home therapies to intensive facility-based programs. Costs for these services may be as high as \$42,000 per child per year.

Testing Proficiency

The New York State Department of Education requires that every 4th, 5th, 6th, 7th and 8th grade student be tested in English Language Arts (ELA), Mathematics and Science. The tests' results are broken down into the following categories:

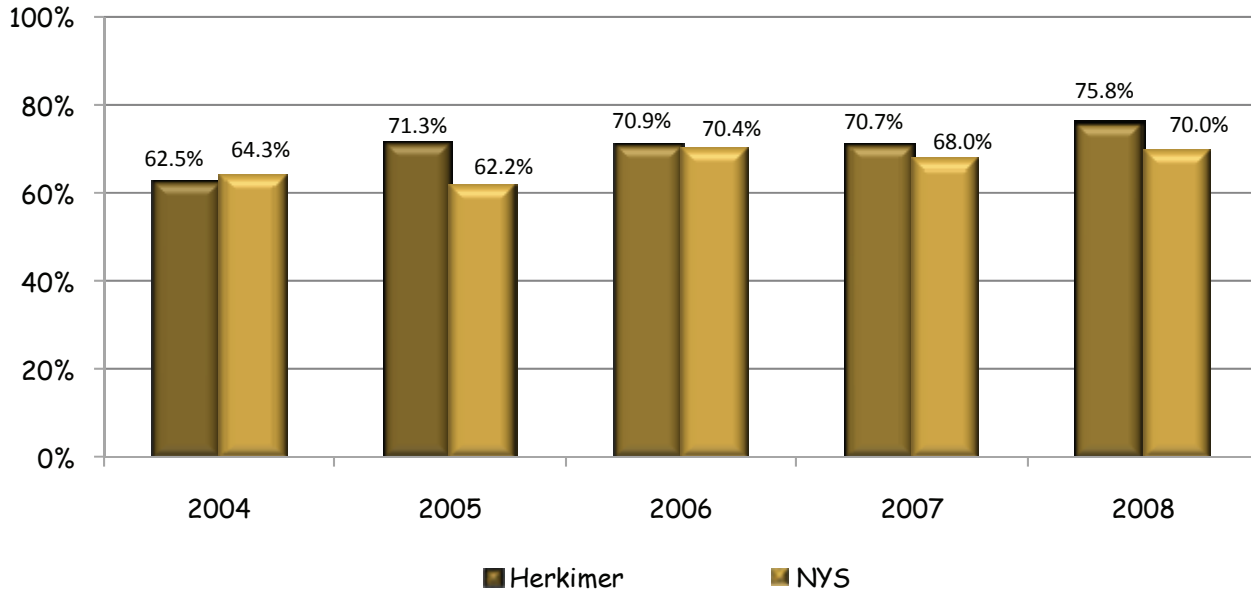
- Level 1:** These students have serious academic deficiencies.
- Level 2:** These students need extra help to meet the standards and pass the Regents exam.
- Level 3:** These students meet the standards and, with continued steady growth, should pass the Regents exam.
- Level 4:** These students exceed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

A student is deemed to have proficiency in the subject area if they score at Level 3 or Level 4. The charts on the next few pages describe the results of the 4th and 8th grade tests for students in Herkimer County School Districts and New York State.

Education

Academic Proficiency

Percent Proficient in English Language Arts Grade 4



Source: NYSED: Accountability and Overview Report

Graph 142

	2004	2005	2006	2007	2008
Dolgeville	53%	57%	60%	53%	65%
Frankfort	75%	76%	80%	69%	70%
Herkimer	70%	82%	68%	78%	82%
Ilion	52%	65%	69%	67%	69%
Little Falls	58%	71%	73%	71%	76%
Mohawk	55%	69%	66%	74%	78%
Mount Markham	56%	71%	61%	69%	65%
Owen D. Young	91%	75%	75%	88%	92%
Poland	47%	75%	72%	59%	81%
West Canada Valley	60%	74%	67%	67%	69%
Town of Webb	70%	74%	89%	83%	87%

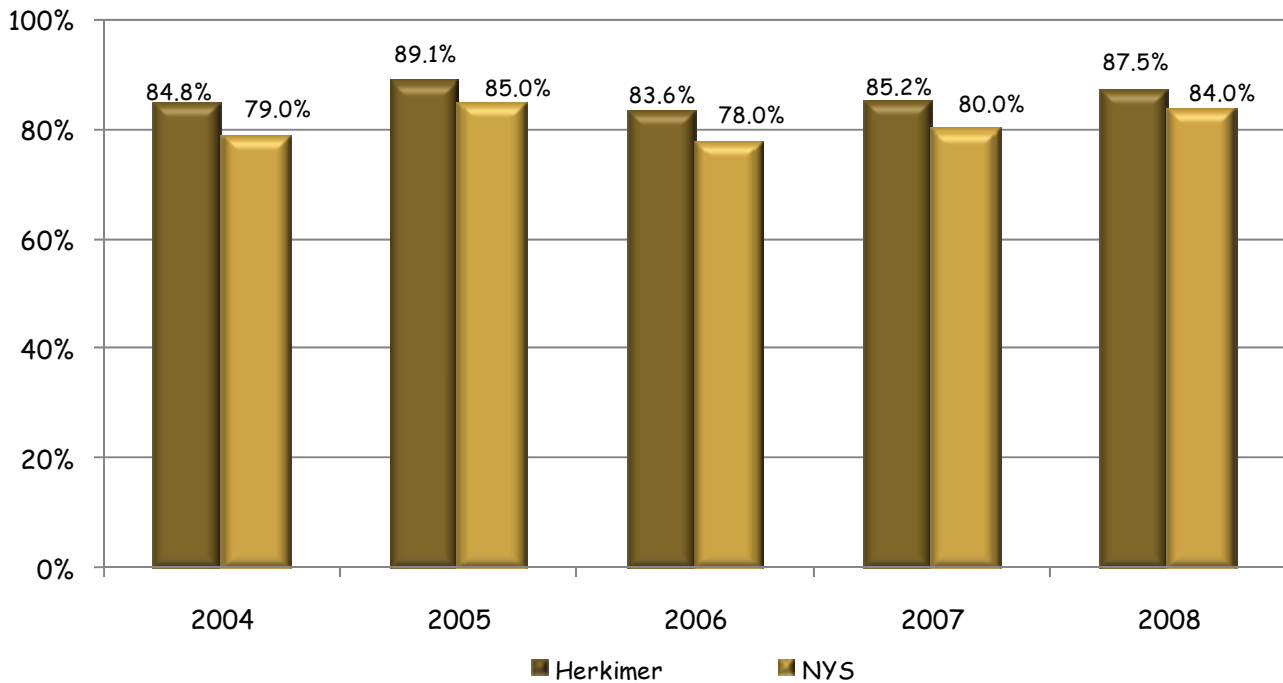
Source: NYSED: Accountability and Overview Report

Table 166

Education

Academic Proficiency

Percentage Proficient in Math Grade 4



Source: NYSED: Accountability and Overview Report

Graph 143

Table 167

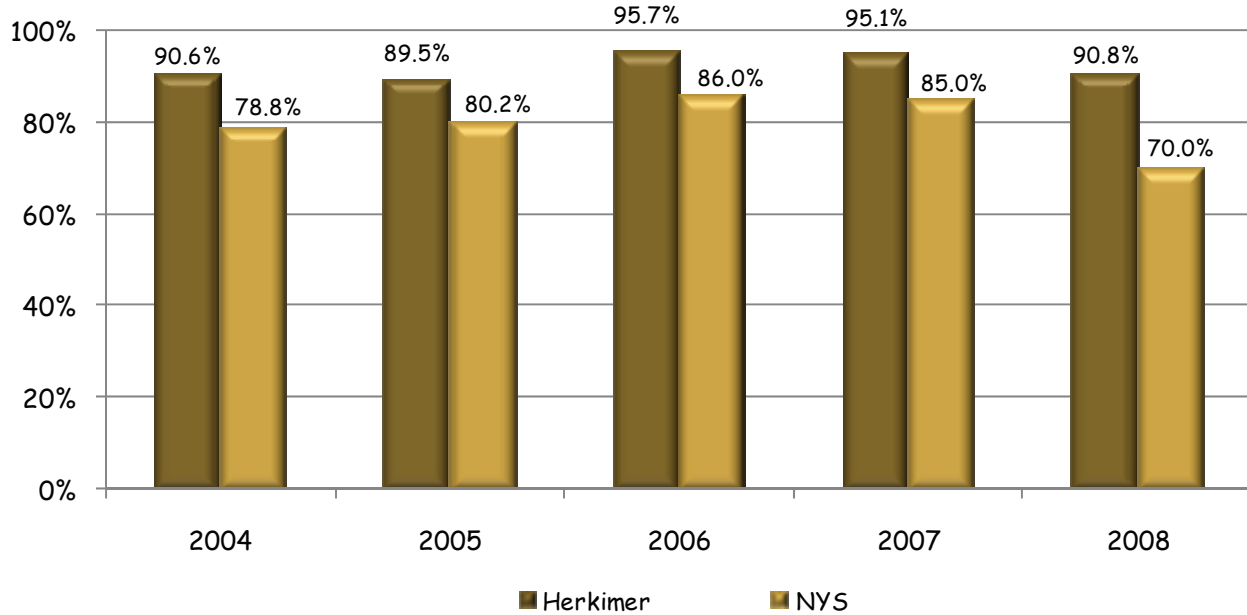
	2004	2005	2006	2007	2008
Dolgeville	80%	86%	89%	79%	89%
Frankfort	90%	86%	80%	86%	87%
Herkimer	87%	90%	86%	89%	91%
Ilion	73%	83%	74%	71%	82%
Little Falls	79%	85%	78%	82%	81%
Mohawk	74%	87%	82%	90%	88%
Mount Markham	73%	89%	76%	88%	80%
Owen D. Young	100%	100%	75%	100%	92%
Poland	91%	89%	92%	80%	94%
West Canada Valley	86%	93%	93%	80%	82%
Town of Webb	100%	92%	95%	92%	97%

Source: NYSED: Accountability and Overview Report

Education

Academic Proficiency

Percentage Proficient in Science Grade 4



Source: NYSED: Accountability and Overview Report

Graph 144

	2004	2005	2006	2007	2008
Dolgeville	85%	84%	98%	95%	93%
Frankfort	93%	83%	98%	98%	92%
Herkimer	92%	90%	96%	96%	91%
Ilion	79%	79%	88%	83%	86%
Little Falls	93%	94%	94%	96%	87%
Mohawk	86%	94%	93%	98%	93%
Mount Markham	82%	89%	91%	91%	84%
Owen D. Young	10%0	94%	100%	10%0	93%
Poland	96%	89%	96%	94%	96%
West Canada Valley	94%	91%	99%	96%	84%
Town of Webb	97%	97%	100%	100%	100%

Source: NYSED: Accountability and Overview Report

At the Grade 4 level:

- For English Language Arts, Herkimer County students performed better, on average, than all the students in NYS commencing in 2005 and each year thereafter.
- For Math, Herkimer County students performed better, on average, than all the students in NYS for 2004 and each year thereafter.
- For Science, Herkimer County students performed better, on average, than all the students in NYS for 2004 and each year thereafter.

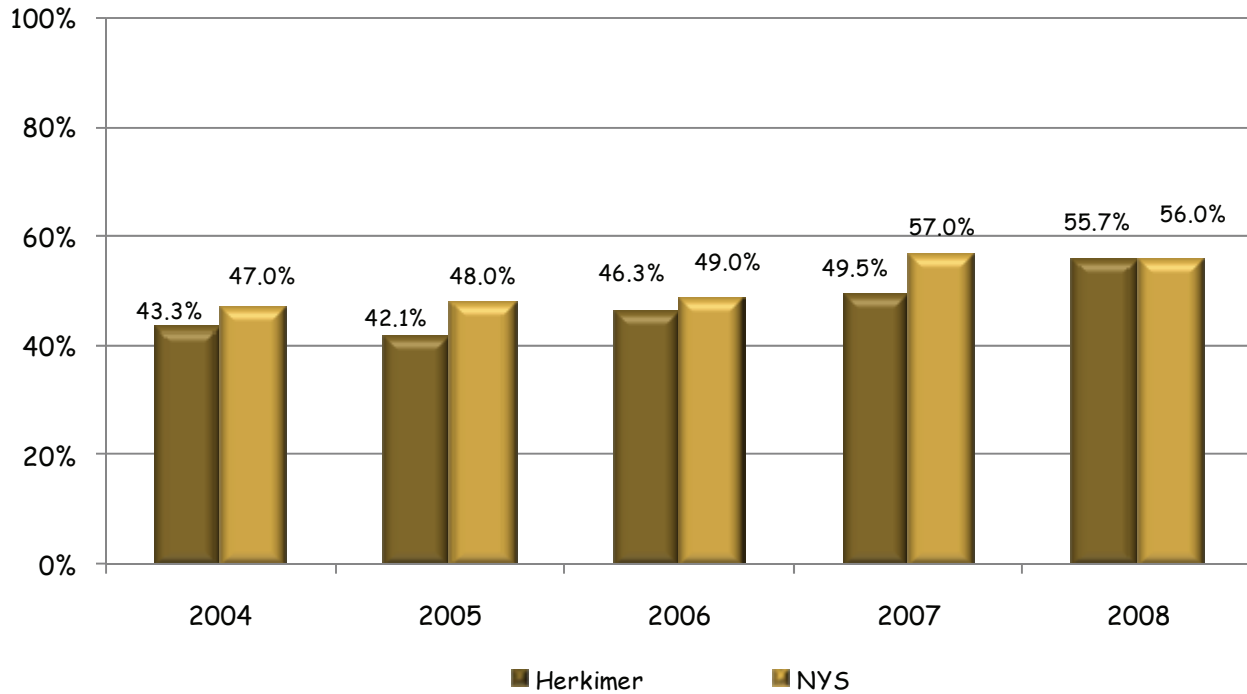
At Grade 8 Level:

- For English and Math, Herkimer County students, on average, did worse than the NYS rate except for 2008 when rates were about the same.
- For Science, Herkimer County students, on average, were consistently better than the NYS rate in every year.

Education

Academic Proficiency

Percentage Proficient in English Language Arts Grade 8



Source: NYSED: Accountability and Overview Report

Graph 145

Table 169

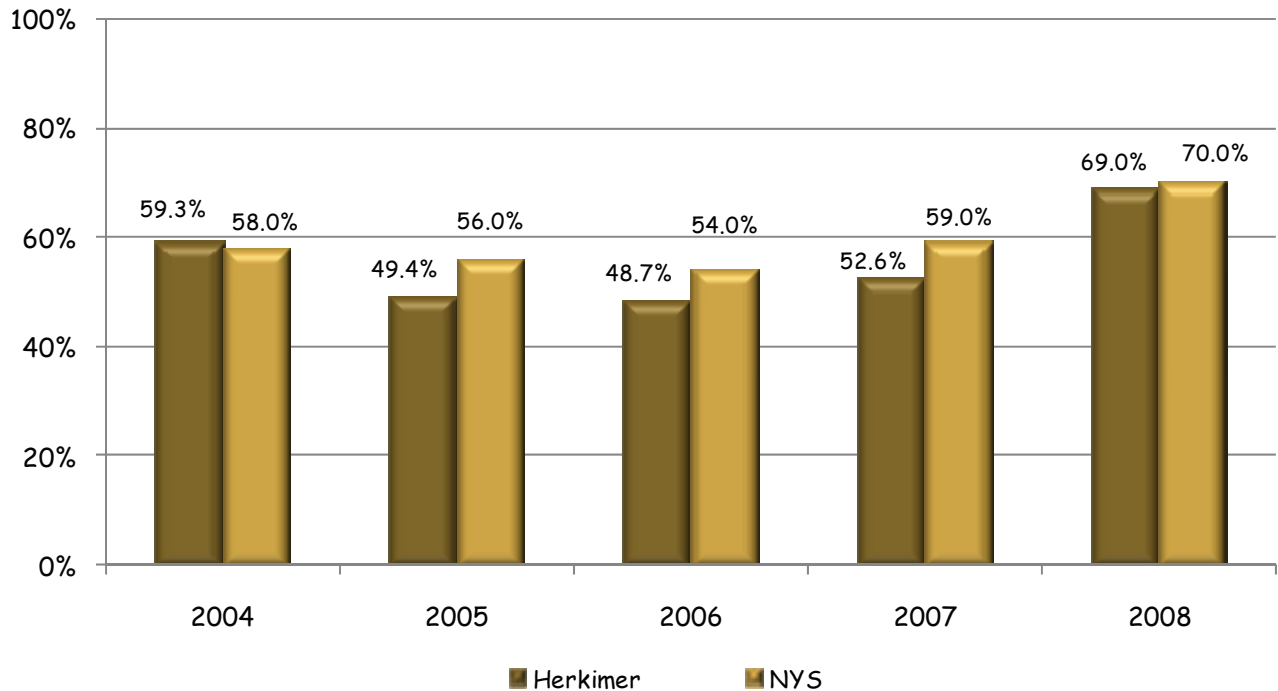
	2004	2005	2006	2007	2008
Dolgeville	47%	34%	42%	42%	58%
Frankfort	47%	51%	55%	63%	57%
Herkimer	45%	47%	33%	44%	60%
Ilion	36%	47%	33%	48%	46%
Little Falls	50%	40%	51%	51%	48%
Mohawk	41%	45%	46%	54%	53%
Mount Markham	41%	52%	66%	58%	56%
Owen D. Young	46%	44%	25%	30%	80%
Poland	34%	36%	39%	57%	50%
West Canada Valley	48%	51%	57%	54%	44%
Town of Webb	41%	52%	63%	43%	61%

Source: NYSED: Accountability and Overview Report

Education

Academic Proficiency

Percent Proficient in Math Grade 8



Source: NYSED: Accountability and Overview Report

Graph 146

Table 170

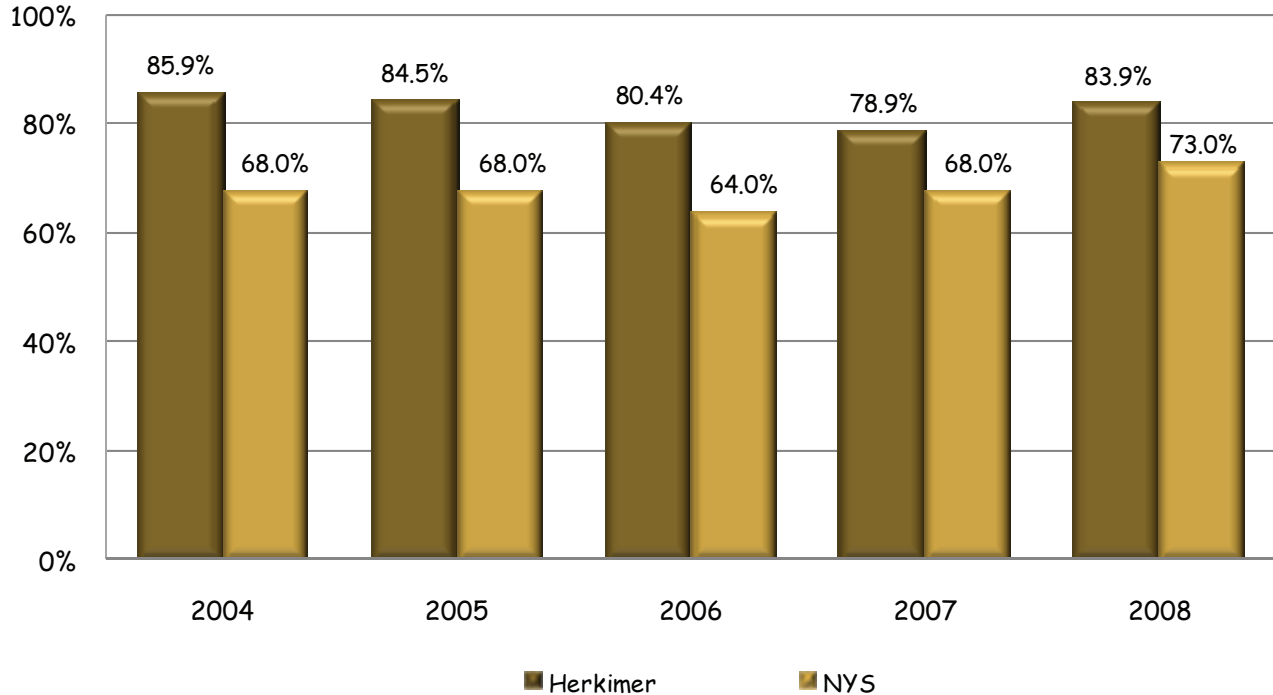
	2004	2005	2006	2007	2008
Dolgeville	71%	40%	54%	46%	76%
Frankfort	46%	48%	52%	66%	70%
Herkimer	60%	54%	25%	43%	70%
Ilion	57%	52%	61%	64%	70%
Little Falls	69%	56%	70%	59%	68%
Mohawk	52%	35%	30%	49%	53%
Mount Markham	54%	45%	57%	50%	64%
Owen D. Young	46%	20%	20%	25%	80%
Poland	61%	60%	40%	52%	62%
West Canada Valley	64%	60%	63%	82%	85%
Town of Webb	72%	73%	64%	43%	61%

Source: NYSED: Accountability and Overview Report

Education

Academic Proficiency

Percent Proficient in Science Grade 8



Source: NYSED: Accountability and Overview Report

Graph 147

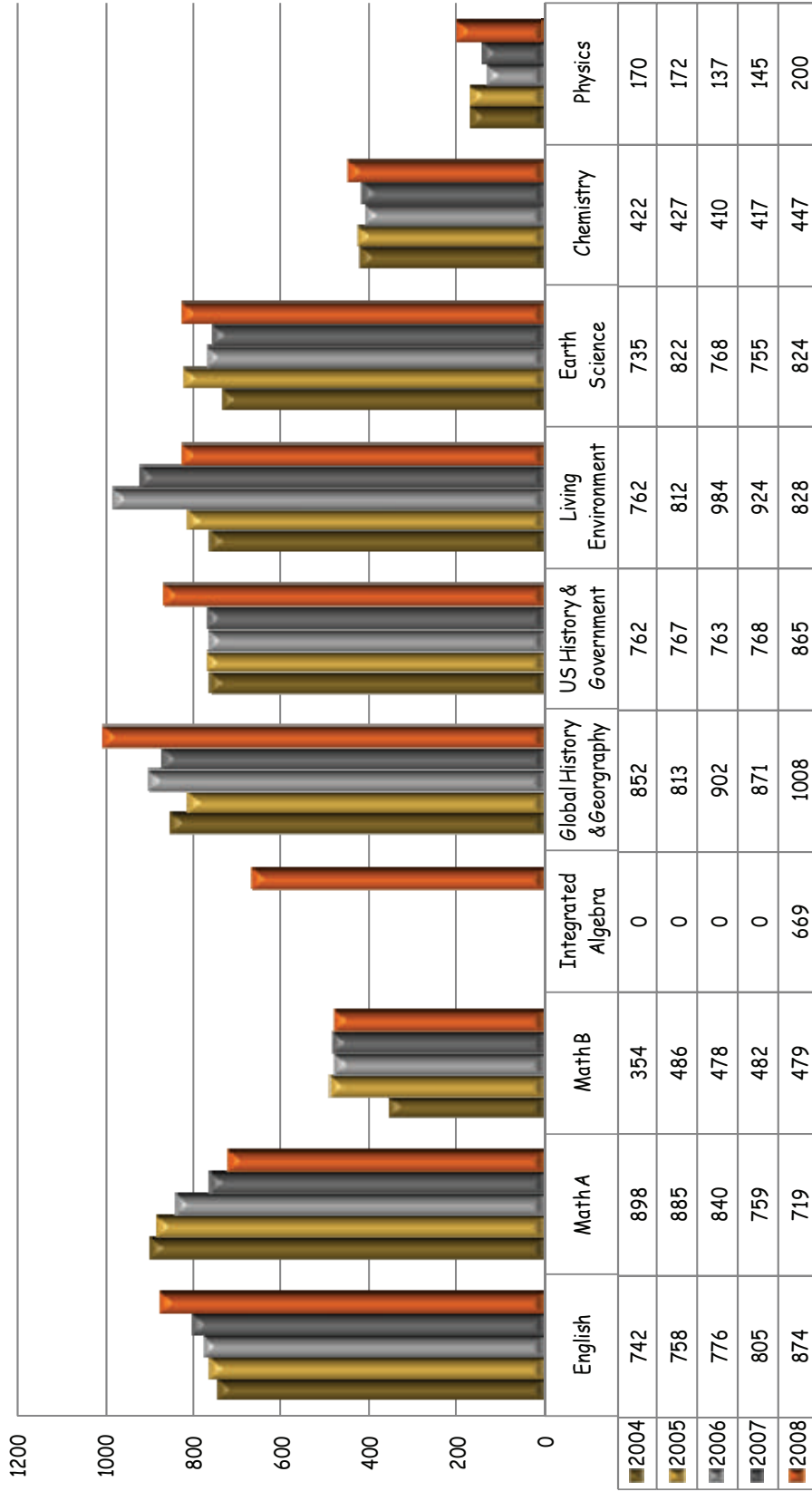
Table 171

	2004	2005	2006	2007	2008
Dolgeville	80%	81%	81%	59%	74%
Frankfort	78%	84%	80%	78%	90%
Herkimer	77%	86%	70%	69%	81%
Ilion	77%	79%	80%	67%	71%
Little Falls	89%	89%	90%	95%	88%
Mohawk	74%	76%	73%	70%	80%
Mount Markham	83%	78%	82%	72%	80%
Owen D. Young	100%	87%	70%	90%	100%
Poland	91%	87%	84%	92%	96%
West Canada Valley	96%	88%	82%	84%	81%
Town of Webb	100%	94%	92%	92%	82%

Source: NYSED: Accountability and Overview Report

Regents Participation

Graph 148



Source: Comprehensive Information Report

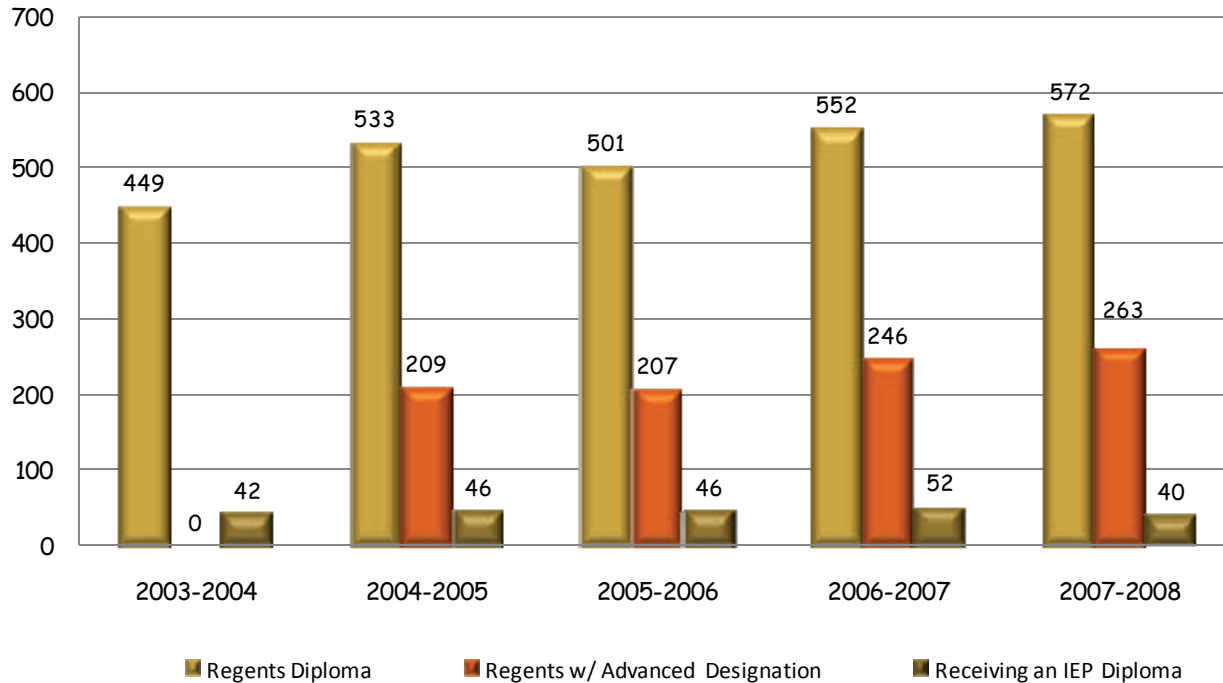
As a result of state mandates more students are taking regents exams to fulfill graduation requirements. The above graph reflects the increased numbers of students participating in regents exams by each subject over a five year period 2004-2008. The exception is Math A, which has seen a decline in numbers. Integrated Algebra was added in 2008.

Education

Academic Proficiency

Regents and Local Diplomas

Graph 149



Source: Comprehensive Information Report

* Graduates with IEP Diplomas were not required to be included until the 2004/2005 school year

According to the United States Department of Education, each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

Vocational Education

The primary goal of vocational education is to prepare youth and adults for employment. Changing demographics in combination with technological developments have placed the education and training of the work force on the national agenda.

Given their changing expectations for employees, it is significant to note that both national and state studies of employers' perceptions of vocational education that were conducted prior to 1985 revealed that, on the whole, employers were satisfied with vocational graduates. Results of studies conducted since 1985 found that when respondents hired high school graduates for entry-level positions, over 60 percent had a strong preference for vocationally trained individuals. Respondents reported that vocational education graduates are more enthusiastic, require less training, and are preferred over college- or military-trained persons as well as individuals with several years' work experience. (ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH, ED312454)

Education

Academic Proficiency

Number of Herkimer County High School Students in Vocational Education At BOCES by School District

Table 172

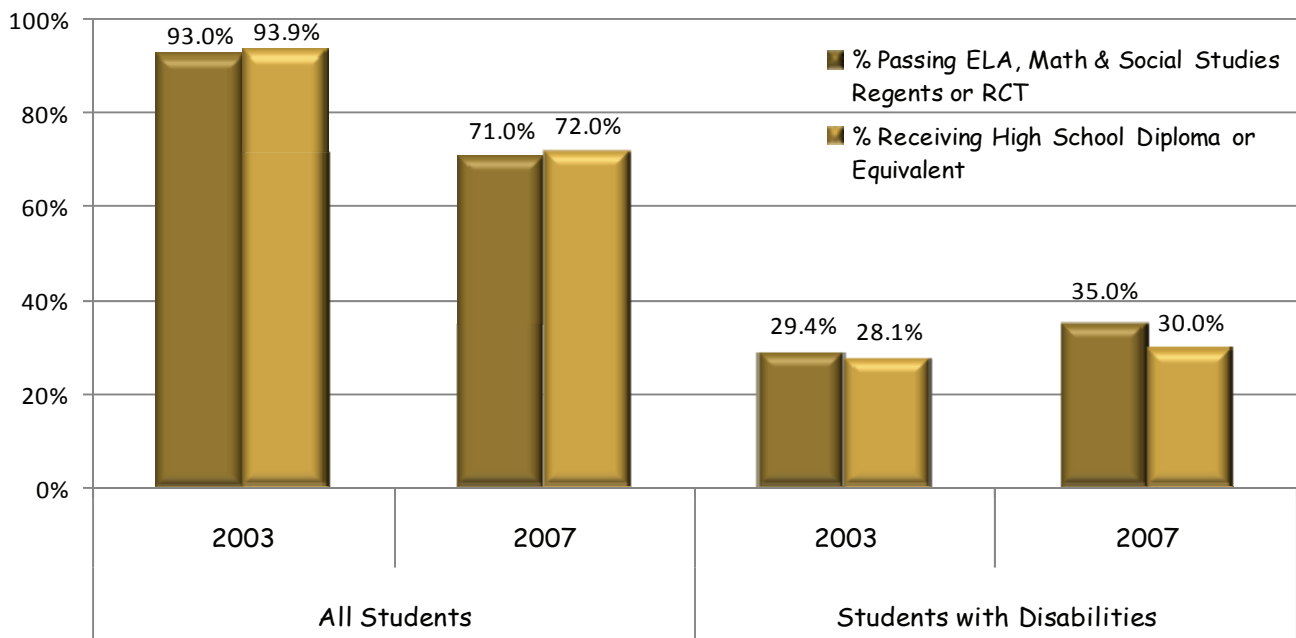
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Dolgeville	62	55	53	51	46	56
Frankfort-Schuyler	54	48	61	54	54	52
Herkimer	68	74	61	56	69	74
Ilion	110	90	101	102	96	92
Little Falls	54	52	56	56	55	55
Mohawk	60	67	55	50	54	42
Mt. Markham	56	69	74	88	71	43
Owen D. Young	19	15	12	10	14	18
Poland	29	23	35	40	30	34
Town of Webb	13	12	16	18	9	5
West Canada Valley	34	44	57	47	40	36
Total	559	549	581	572	538	507

The table to the left illustrates the number of high school students that were enrolled in Vocational Education at Herkimer or Jefferson-Lewis BOCES by individual school district for the years 2003/04 to 2008/09. Enrollment peaked in 2005/06 and has declined each year since.

Source: Herkimer & Jefferson-Lewis BOCES

Performance of Career & Technical Education Students Graduating in 2003 & 2007

Graph 150



Source: Herkimer BOCES CTEDS-2 Report

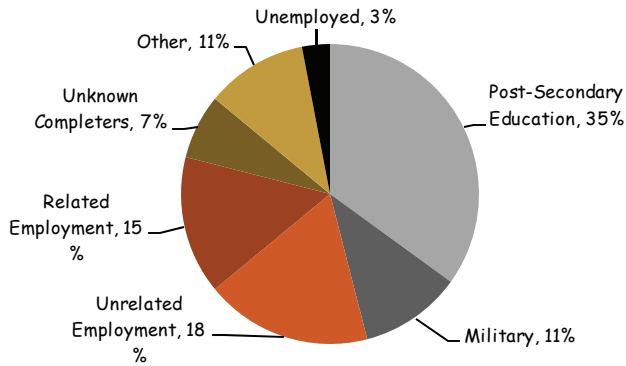
* Program completers

Education

Academic Proficiency

Herkimer BOCES Survey of Career & Technical Education Graduates Status One Year Post-Program Completion (2008)

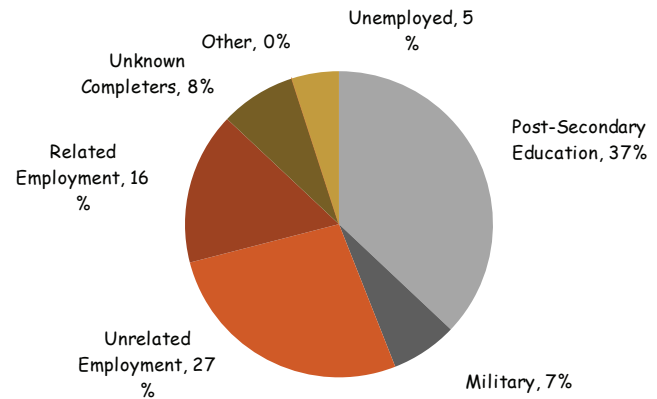
All Graduates
(General Education & Students with Disabilities)



Graph 151

Source: Herkimer BOCES CTEDS-2 Report

Students with Disabilities



Graph 152

Herkimer BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. As the information in the table illustrates, the majority of graduates go on to postsecondary education or obtain employment in a field related to their training.

DATA SOURCES

Herkimer BOCES

NYS Department of Education School Report Cards

<http://www.emsc.nysed.gov/irts/reportcard/>

ERIC Clearinghouse on Adult Career and Vocational Education
Columbus OH, ED312454

NAEYC, 1998; Teale & Yokota, 2000

Communities That Care, Developmental Research and Programs, Inc.

Education

Perceptions & Attitudes Towards School

WHY THIS IS IMPORTANT

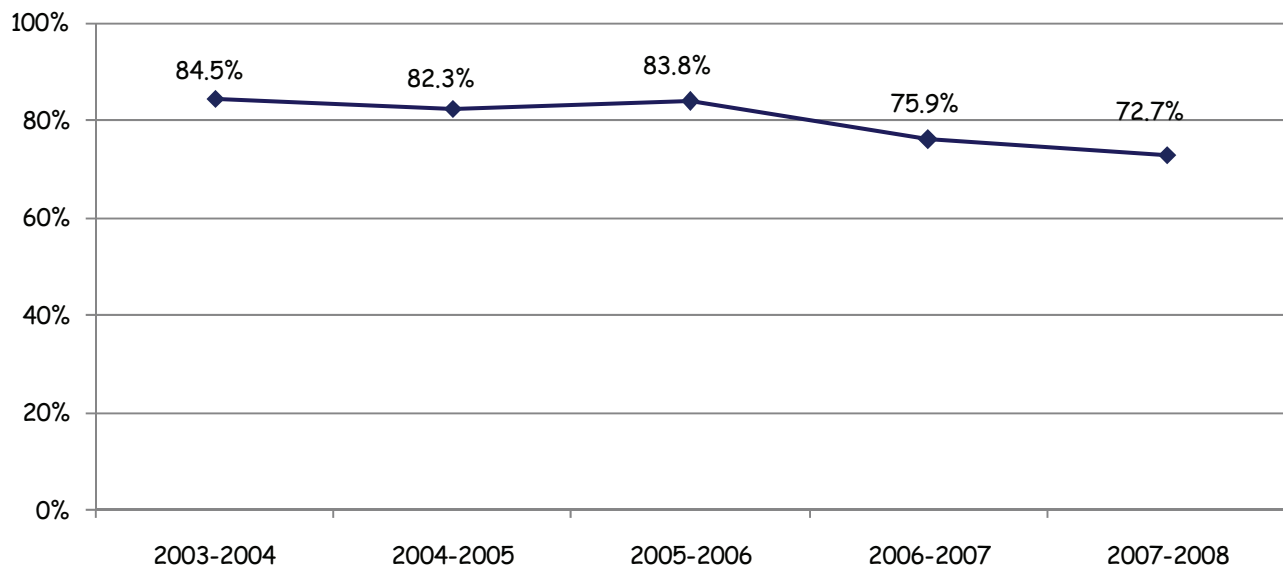
Students' perceptions of and experiences in the school influence the development of their self-esteem, self-perception and health behaviors. Although the school is not the only formative influence on children and adolescents, it provides direct access to young people for educational programs and is in itself an environment which is amenable to intervention—with or without reference to other major influences on health status such as families, peers and the media. The school can be both a risk and a resource for the development of students' health behaviors and general health. The risk is most obvious when examining students with negative perceptions of school. Those students who dislike school are also those most likely to be failing academically, and those at greatest risk of adopting unhealthy behaviors, exhibiting psychosomatic problems and experiencing reduced quality of life (Epstein, 1981a; Calabrese, 1987a; Kasen et al., 1990; Nordlohne and Hurrelmann, 1990; Jessor, 1991; Nutbeam and Aaro, 1991; Nutbeam et al., 1993). (O. Samdal, D. Nutbeam, B. Wold and L. Kannas)

WHERE WE STAND

The percent of Herkimer County High School Students that go on to college increased fairly steadily from 1996 until 2004. Since then the rate has decreased from 84.5% to 72.7%. This does not take into account preparedness for college or the percent that go on to complete college.

Graph 153

Percent Attending 2 or 4 Year College Post Graduation



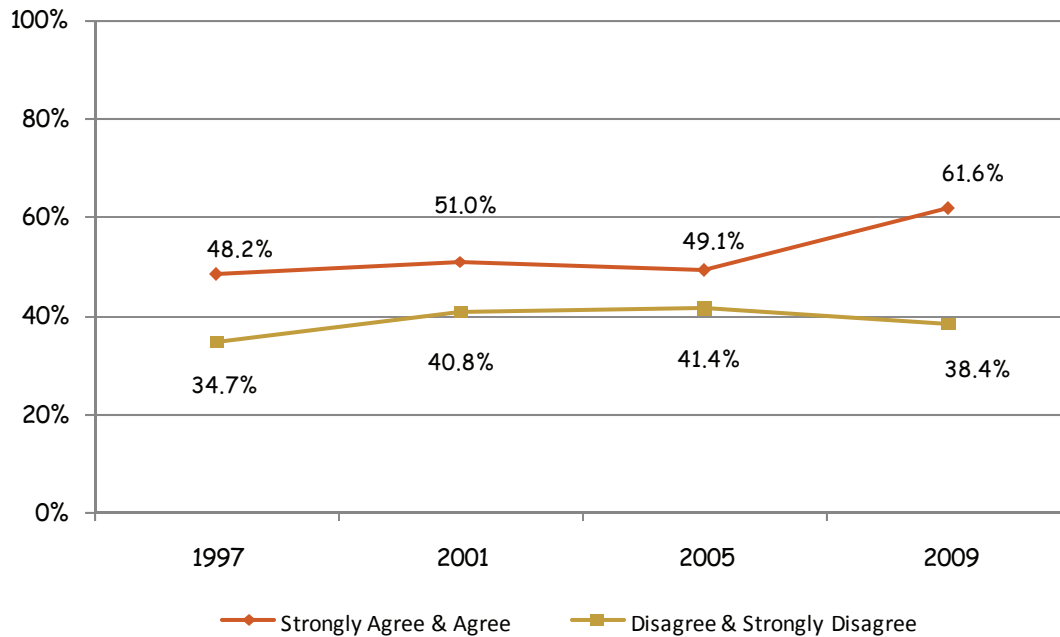
Source: NYS Department of Education: Comprehensive Information Report

Education

Perceptions & Attitudes Towards School

Students Who Enjoy Going to School

Graph 154

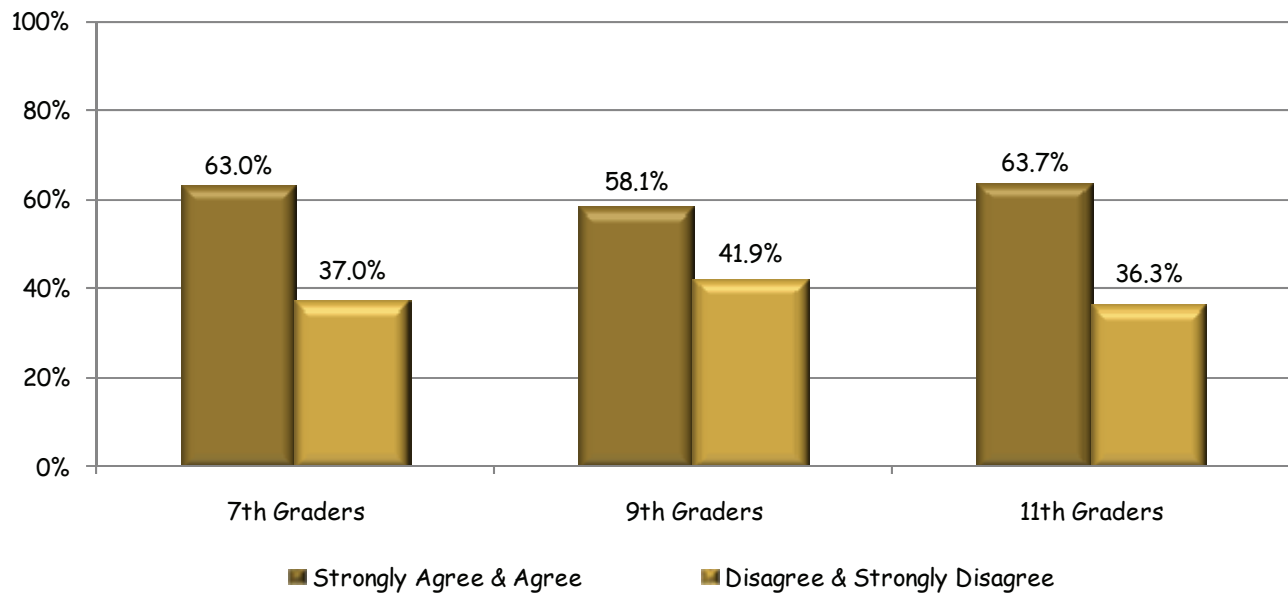


High school students who enjoy going to school has increased from 1997 to 2009. In 2009, 61.6% of 7th, 9th, and 11th grade students reported strongly agreeing or agreeing they enjoy going

Source: Herkimer County TAP Survey 2009

Herkimer County Students Who Enjoy Going to School by Grade - 2009

Graph 155



Source: Herkimer County TAP Survey 2009

to school. How much they enjoy going to school varies from 7th to 9th and 11th grades.

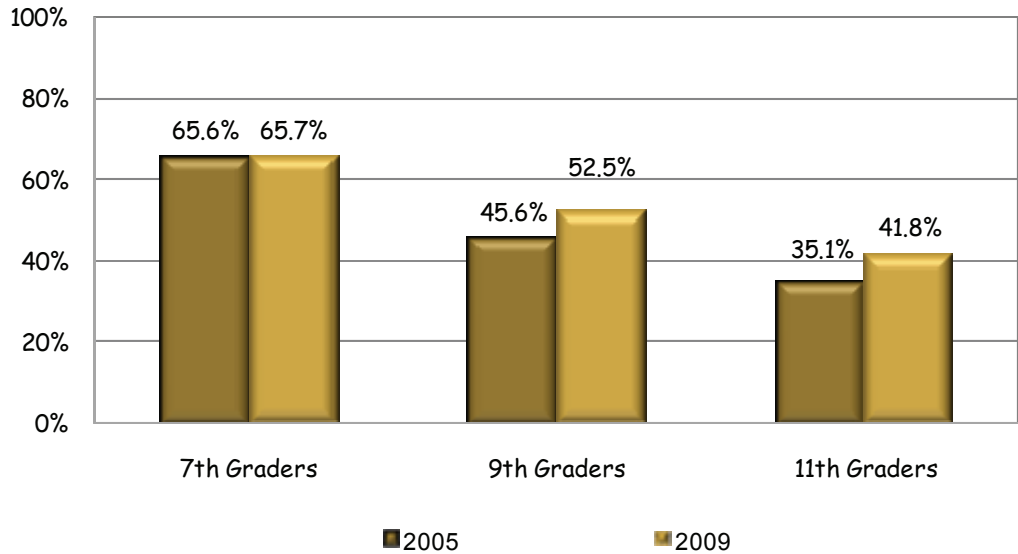
Education

Perceptions & Attitudes Towards School

When asked if the rules in their school are the same for everyone, as the students progress through 7th, 9th, and 11th grades the percentage agreeing rules are the same for everyone decreases.

When comparing 2005 with 2009, the results for 2009 show more students feel the rules are the same for everyone than they did in 2005 in each grade.

Herkimer County Students Who Agree Rules in Their Schools Are The Same For Everyone By Grade

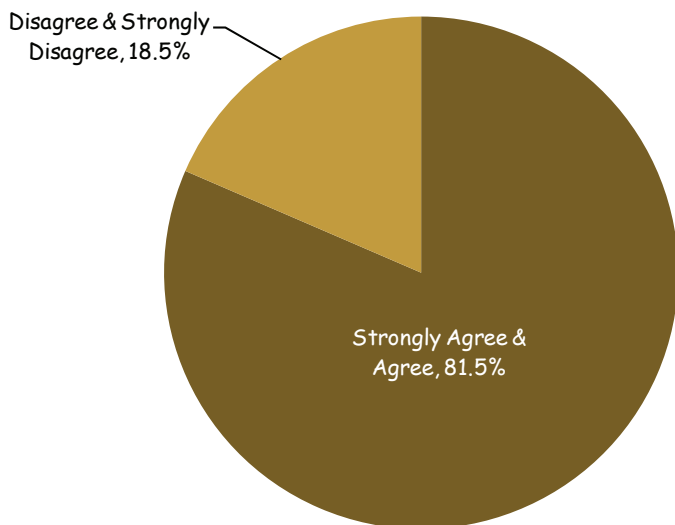


Source Herkimer County TAP Survey 2009

Graph 156

Teachers Generally Have High Expectation of Me, Care About Me, and How Well I Do

Graph 157



81% of students in Herkimer County generally believe that their teachers care about them, care about how well they do in school, and have high expectations of the students.

Source: Herkimer County TAP Survey 2009

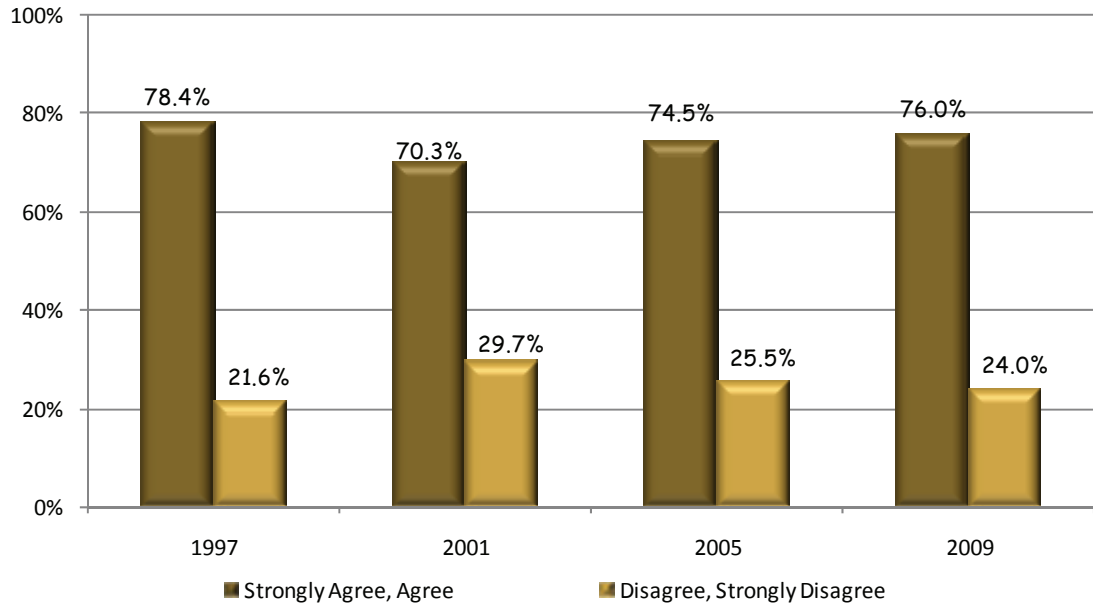
Education

Perceptions & Attitudes Towards School

76% of Herkimer County students feel safe in their schools. This is an increase over 2001 and 2005 results, but not as high as 1997 when 78.4% of students reported feeling safe in their schools.

This could result from events on 9/11/2001 and all that has ensued since that time.

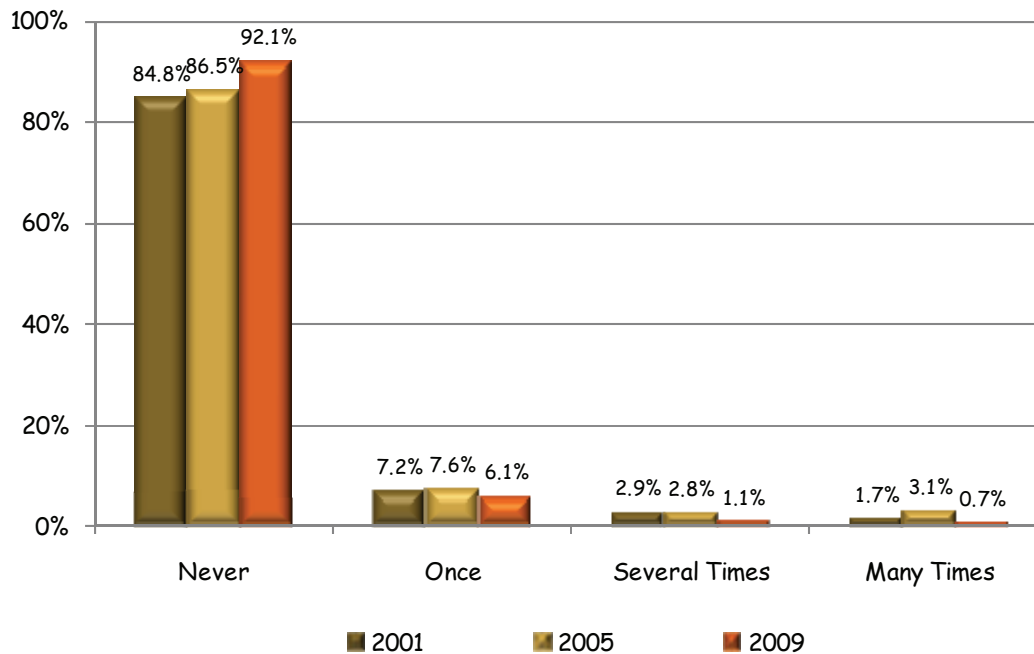
Students Who Feel Safe in Their School



Source: Herkimer County TAP Survey 2009

Graph 158

Students Who Missed School Because They Felt: Unsafe at School or Unsafe Traveling To and From School



Graph 159

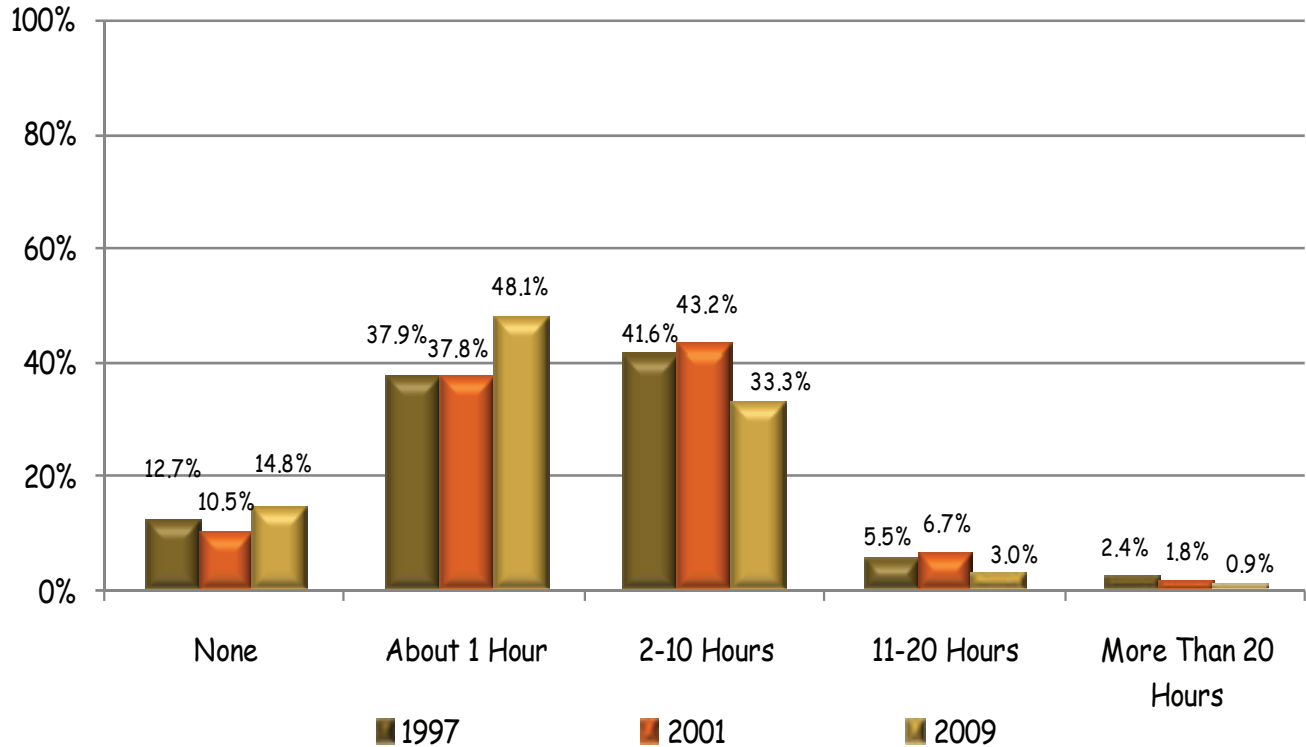
The results in this graph indicate students are not missing school, for the most part, because they felt unsafe at school or while traveling to and from school. 2009 results show an improvement over 2005, which was an improvement over 2001.

Source: Herkimer County TAP Survey 2009

Education

Perceptions & Attitudes Towards School

How Much Time Do You Spend Doing Homework Or Studying After School Or On Weekends



Source: TAP Survey 2009

Graph 160

About half of the teens in both 1997 and 2001 admitted they did one hour or less of homework or studying per week. In 2009, even more (63%) reported they spent just one hour or less on homework.

DATA SOURCES

Herkimer County's Teen Assessment Project (TAP) Survey: 1997, 2001, 2005 & 2009

NYS Department of Education

<http://www.emsc.nysed.gov/irts/reportcard/>

Education

Continuing & Adult Education

WHY THIS IS IMPORTANT

Adult illiteracy is a growing problem despite efforts to curb it. Each year, an estimated 2.3 million persons join the pool of those 23 million adults considered to be functionally illiterate. This number includes high school dropouts and "push-outs," legal and illegal immigrants, and refugees (United States Department of Education). The cost of illiteracy in increased participation in welfare programs and unemployment compensation is estimated to be \$6 billion a year (Wellborn 1982). ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH, ED259210.

WHERE WE STAND

The table below illustrates the number of adults enrolled in continuing education programs through **Herkimer BOCES** between the 2003/04 and 2008/09 academic years. There has been a decrease in the number of adults enrolled in these programs, particularly due to the lack of funding to support those below the age of 21 to receive these services. Funding to support that age group was discontinued as of 12/31/06.

Table 173

Adults Enrolled in Continuing Education Programs by Year

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
ABE	215	212	167	236	214	265
GED	133 (77)*	148 (76)	150 (81)	111 (61)	97 (56)	90 (61)
EDP	95 (43)	85 (35)	95 (55)	104 (42)	92 (49)	83 (48)
ESL	23	24	22	23	14	4
Total	466	469	427	377	324	359

ABE—Adult Basic Education GED—General Educational EDP— External Diploma ESL— English As A Second Language

* The numbers in parenthesis represent graduates.

Source: NYS Department of Education: CTEDS-2

Those enrolled reflect students that entered a program after assessment. Upon entry, students are assessed in reading and math. Often students come in with a goal of getting their diploma, but they lack the skills to enter a diploma program.

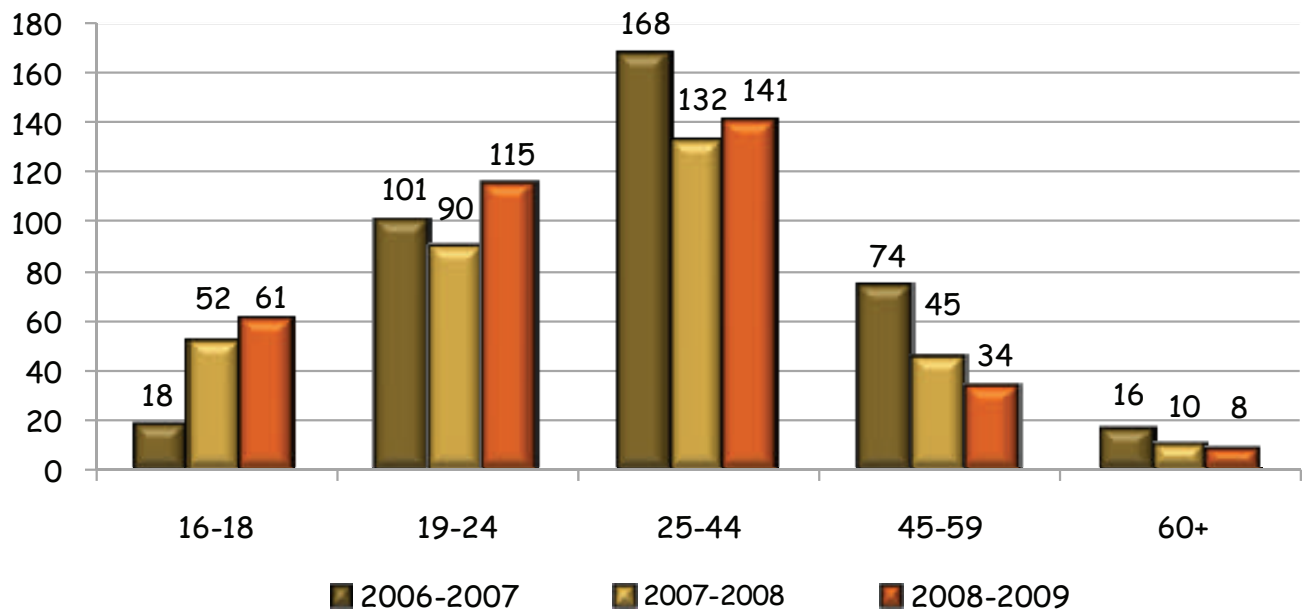
Adult Basis Education (ABE) programs are for students who score at an 8.9 grade equivalent or below. Diploma programs, the General Educational Diploma (GED) or External Diploma Program (EDP), have an entry requirement of a 9th grade equivalent. After a time of instruction on their individual needs, the student is post-tested. When a student reaches a 9th grade skill level, they may choose a diploma program. For an EDP, the student must be over 21 years old.

Education

Continuing & Adult Education

The chart below identifies **BOCES Adult Literacy Students** by age cohort. Beginning with the 2006-2007 school year the age brackets were changed which precludes comparing data prior to that school year.

Herkimer BOCES Adult Literacy Students by Age Cohort



Source: Herkimer BOCES

DATA SOURCES

Herkimer BOCES

NYS Department of Education

<http://www.emsc.nysed.gov/irts/reportcard/>

ERIC Clearinghouse on Adult Career and Vocational Education
Columbus OH, ED259210.

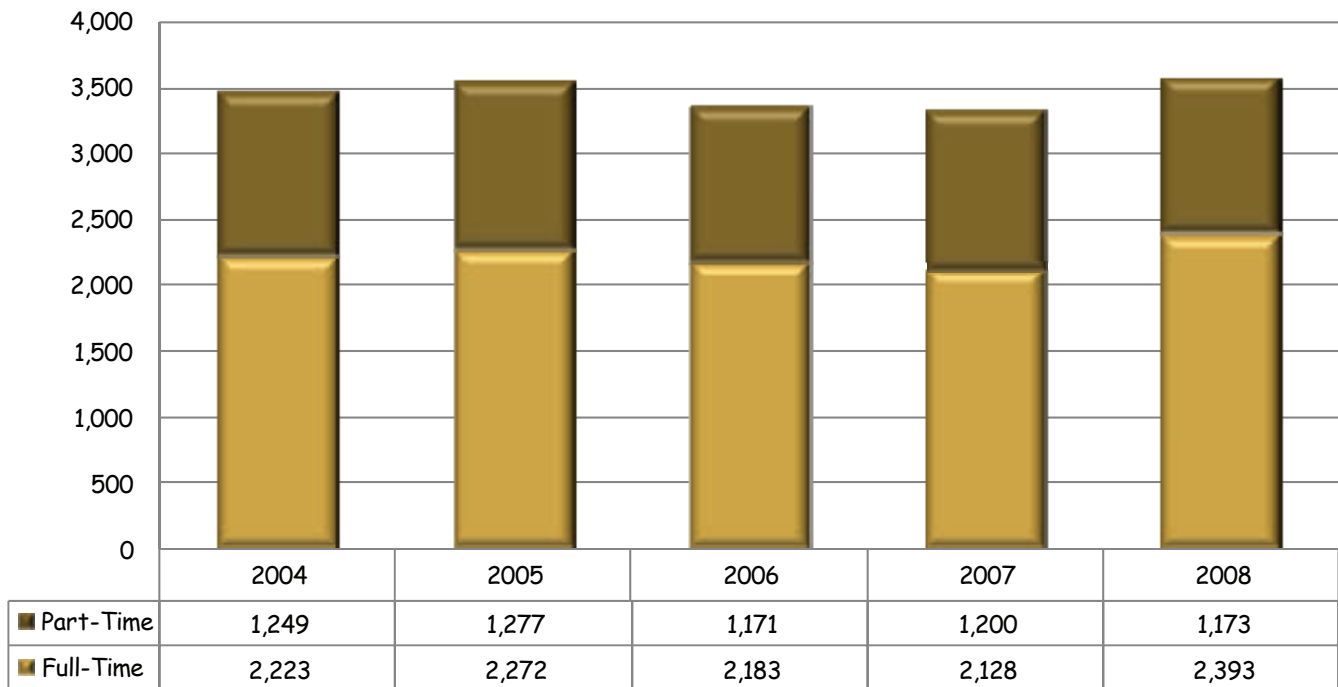
Education

Continuing & Adult Education: Community College

Herkimer County Community College, founded in 1966, plays a vital role in providing accessible and affordable higher education and training through its credit and non-credit programs. With an enrollment of approximately 3,600 students, the college is a vital contributor to the economy of Herkimer County. In 2005, the college generated a \$51 million economic impact in the county.

Herkimer County Community College Enrollment

Graph 162



Source: NYSED Office of Research and Information Systems

Total enrollment is comprised of full and part-time students, as reflected in the above graph. There was a slight dip in enrollments in 2006 and 2007 but enrollment numbers recovered in 2008.

HCCC offers more than 40 degree programs. Through their Internet Academy, there are one-year certificate programs and 18 full degree programs that are offered completely on line. HCCC continues to develop new academic programs to meet the changing needs of the workplace, (most recently, Music Industry and Medical Coding/Transcriptionist) and continues to attract students to programs in Cybersecurity, Business Administration, Radio-TV Broadcasting, EMT/Paramedic, Physical Therapist Assistant and more.



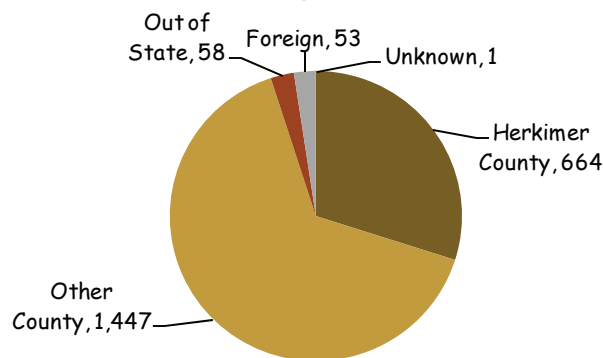
Herkimr County Community College Campus

Education

Continuing & Adult Education: Community College

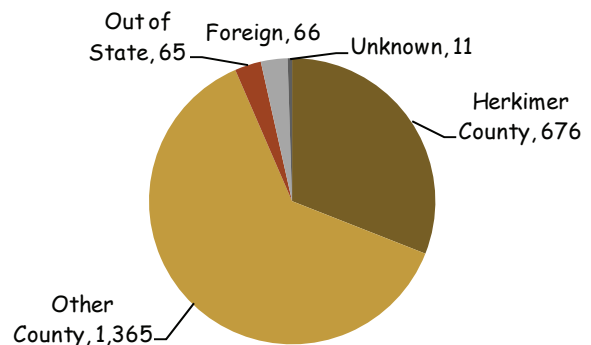
Approximately 60% of the student body hails from outside Herkimer County, including all areas of New York State, other states and several foreign countries. The following graph demonstrates the origin of full-time students at HCCC in both 2004 and 2006. The student origin for full-time students at HCCC is quite different from that of other community colleges across the state, which have a higher percentage from the home county and contiguous counties.

HCCC Full-Time Enrollment by Student Origin, 2004



Graph 163

HCCC Full-Time Enrollment by Student Origin, 2006



Graph 164

Source: NYSED Office of Higher Education Research and Information Systems

As a result, HCCC offered on-campus housing to 620 students in the 2009-2010 academic year, making HCCC one of the largest residential community colleges in the state. Another 350 students reside in off-campus housing in the area and approximately 1,880 commute to the campus daily.

Internet Academy

The College recently celebrated the 10th anniversary of its Internet Academy. Current enrollment for the Fall 2009 semester stands at 702 (mostly part-time students). The College's Internet Academy currently offers 19 degrees and four certificate programs completely online.

College Now

The College's concurrent enrollment program, **College Now**, has grown considerably with 13 school districts participating (including all the districts in Herkimer County) and 504 high school students enrolled with the Fall 2009 semester. College Now allows high school seniors to take college courses and receive college credit.

Professional Development

HCCC offers a variety of non-credit courses and professional development workshops, as well as contract courses and programs for businesses. Additionally, the Hummel Corporate and Professional Education Center provides a venue for businesses and organizations to hold events, conferences and meetings. The Executive Breakfast Series continued this year, with innovative community leaders sharing expertise with members of the local business community.

Transfer to Four Year Educational Institutions

Sixty percent of students transfer to baccalaureate-level programs following graduation. HCCC has established transfer agreements with four-year colleges and universities to provide a seamless transfer of credits. The State University of New York has established a transfer policy which guarantees all holders of the A.A. and A. S. degree admission to a four-year unit of the university. Entrance within a particular institution is not guaranteed.

Remediation

Incoming freshmen are evaluated for Math and English proficiency utilizing a tool entitled ASSET. Freshmen scoring poorly on the evaluation receive remedial Math and English instruction to correct deficits and improve their chances for success in the community college. Forty-four percent of all freshmen require such remediation each year. This statistic holds true for all incoming community college freshmen across the state.

Cohort Completion Percentages

Table 174

Cohort Completion in Three Years or Less at Herkimer County Community College

	# in Cohort	2 Years	3 Years	Still Enrolled
2003	772	18.9%	31.9%	4.9%
2004	783	19.3%	31.9%	4.9%
2005	826	19.1%	30.5%	5%
2006	805	19.8%	32%	5.7%
2007	817	19.2%	30.2%	4.4%
2008	918	20.7%	32.0%	4.4%

Tables 173 and 174 show Graduation Rates for First-Time Full-Time Students entering a less than Baccalaureate level program and earning a degree from the same institution through the spring of Year Two or Year Three from date of original enrollment. Students not completing their program within three years of admission are not included in the cohort. When comparing HCCC and MVCC cohort completion percentages, it should be noted that Mohawk Valley Community College, unlike Herkimer County Community College, offers practicum courses which extend the time to graduation for some degree programs and may skew its two and three year completion data.

Table 175

Cohort Completion in Three Years or Less at Mohawk Valley Community College

	# in Cohort	2 Years	3 Years	Still Enrolled
2003	1,079	12.3%	22.2%	10.7%
2004	1,187	11.4%	23.5%	11.1%
2005	1,362	13.3%	24.4%	8.7%
2006	1,401	11.1%	21.3%	10.1%
2007	1,394	10.4%	10.4%	*
2008	1,361	12.1%	21.8%	11.5%

Source Table ?? & ??: NYSED Office of Research and Information Systems

Education

Continuing & Adult Education: Community College

DATA SOURCES

Herkimer County Community College

<http://www.herkimer.edu>

New York State Education Department, Office of Higher Education, Research and Information System

<http://www.highered.nysed.gov/oris/>



Lock 17 Erie Canal—Little Falls

Education

Key Findings & Commentary

- Overall enrollment in Herkimer County Schools has decreased steadily from the 2002-2003 to 2007-2008 academic years from 11,174 to 10,763.
- Per pupil expenditure for the average of all school districts in Herkimer County has been less than the NYS average for every academic year from 2001-2002 through 2006-2007. This is true for both general education and special education. In fact, the gap between per pupil expenditures for Herkimer County students compared to New York State has continued to increase over this time period. The differential for general education increased by 76% and the differential for special education increased by over 100%.
- According to the 2006-2007 Violent and Disruptive Incidents Reports (VADIR), none of the schools within Herkimer County have been designated as persistently dangerous in any of the years of reporting. Of the 36 categories of violent and disruptive behaviors, there were no incidences reported across Herkimer County in the last audited year in 22 of those categories. Many of these categories are serious crimes, such as homicide, forcible sex offenses, and crimes committed with weapons.
- Youths who experience negative family, school, or community integration in every case have a higher prevalence of behavioral issues (smoking, marijuana use, self mutilation, depression, suicide ideation and attempts, sexual promiscuity, bullied someone or felt bullied, violent BF/GF relationship) than youth not experiencing negative family, school and community integration.
- Herkimer County's average attendance rate (and every individual school district rate) was above New York State's average attendance rate for each academic year during the period 2000-2001 to 2006-2007. The average Suspension rate for Herkimer County schools has also been consistently below that of the New York State rate for the same period, although some districts within the county have higher suspension rates in a given year when compared to the NYS average rate.
- The average drop out rate for Herkimer County school districts was below the NYS rate for each academic year from 2004-2005 to 2007-2008.
- Academic proficiency for English, Math and Science based on uniform state tests, from 2004 through 2008, indicate in Grade 4 that:
 - Herkimer County students, on average, performed better than the NYS rate in all areas tested.
- Academic proficiency for English, Math and Science based on uniform state tests, from 2004 through 2008, indicate in Grade 8 that:
 - For English and Math, Herkimer County students, on average, did worse than the NYS rate except for 2008 when rates were about the same,
 - For Science, Herkimer County students, on average, were consistently better than the NYS rate in every year.

Education

Key Findings & Commentary

- As a result of state mandates beginning in 2004, more students are taking regents exams to fulfill graduation requirements over the five year period 2004-2008.
- Conversely, fewer students have been taking vocational education. In 2004 there were 559 Herkimer County vocational education students and 507 in 2008.
- The percent of Herkimer County High School Students that go on to college increased fairly steadily from 1996 until 2004. Since then the rate has decreased from 84.5% to 72.7%. This does not take into account preparedness for college or the percent that go on to complete college.
- High school students who enjoy going to school has increased from 1997 to 2009. In 2009, 61.6% of 7th, 9th, and 11th grade students reported strongly agreeing or agreeing they enjoy going to school.
- The 2009 TAP survey reveals that when comparing 2005 with 2009, the results for 2009 show more students feel the rules are the same for everyone in school than they did in 2005 in each grade.
- According to the 2009 TAP Survey, 76% of Herkimer County students feel safe in their schools. This is an increase over 2001 and 2005 results, but not as high as 1997 when 78.4% of students reported feeling safe in their schools.
- About half of the teens in both 1997 and 2001 admitted they did one hour or less of homework or studying per week. In 2009, even more (63%) reported they spent just one hour or less on homework.
- Adults enrolled in continuing education programs for the period 2003-2004 through 2008-2009 has decreased from 466 to 359. This figure is the total of adults in adult basic education, general education, external diploma, and English as a second language.
- The largest component of Herkimer BOCES adult literacy students by age cohort is the 25-44 age group followed by the 19-24 age group, then the 45-59 age group, the 16-18 age group and finally the 60 + age group.
- Approximately 60% of the Herkimer County Community College student body hails from outside Herkimer County, including all areas of New York State, other states and several foreign countries.
- The HCCC Internet Academy enrollment for the Fall 2009 semester stands at 702 (mostly part-time students). The College's Internet Academy currently offers 19 degrees and four certificate programs completely online.
- Forty-four percent of all incoming freshmen at HCCC require remediation each year in Math and English. This statistic holds true for all incoming community college freshmen across the state.

Education

Key Findings & Commentary

- Sixty percent of HCCC students transfer to baccalaureate-level programs following graduation.

Over 80 students from 11 different schools attended the 2009 Herkimer County Youth Summit. The students examined the "Ten Important Attributes of Successful Communities/Schools." Students rated as follows:

- Overall, school connectedness and pride could be better.
- Most local schools are doing poorly in regard to strong belief in and support for education. They feel parents, teachers, and other residents value good education and believe in the high quality of their schools. Funding schools based on property taxes may be a contributing factor.



Historic Fort Herkimer Church