



**Board of Cooperative
Educational Services**

Report Card

Career and Technical Education

Alternative Education

Special Education ♦ Technology Services

School Library System Services

Adult Career and Technical Education

Adult Basic Education ♦ Professional Development

Student Achievement ♦ 2005-2006 Expenses

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ULSTER BOCES

Ulster BOCES
Board of Cooperative Educational Services
2005-2006 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
- Regents Examinations

ULSTER BOCES
62900000

Component Districts

- Ellenville CSD
- Highland CSD
- Kingston CSD
- New Paltz CSD
- Onteora CSD
- Rondout Valley CSD
- Saugerties CSD
- Wallkill CSD
- West Park

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. *Data Source: BOCES Survey*

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

First-year students

Second-year students

Second-year students completing

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2004-05	2004-05	2005-06	2005-06
234	160	279	153
151	90	170	128
125	74	135	107

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

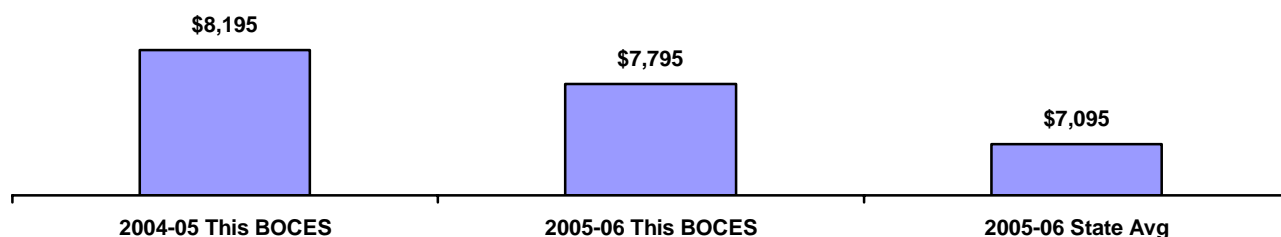
“New Vision”

Other one-year programs

68	3	75	1
31	13	38	13

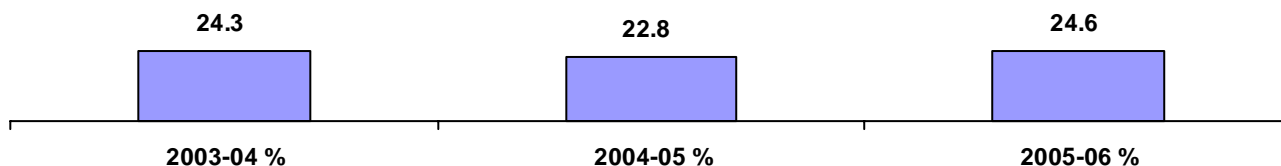
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

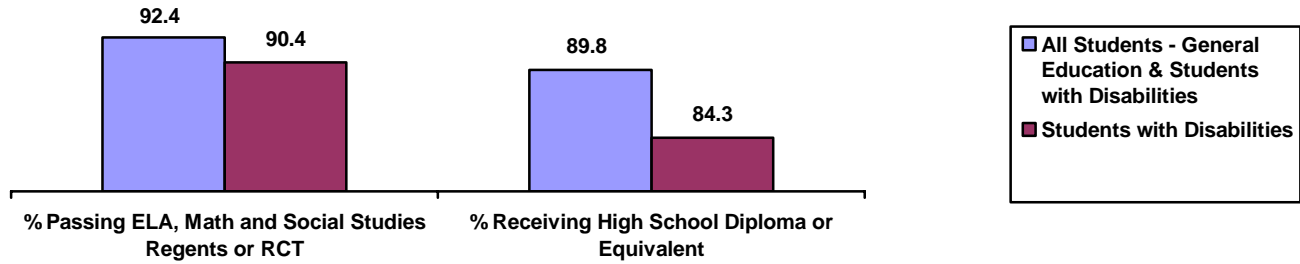
Data Source: BOCES Survey and Basic Education Data System



* Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2005

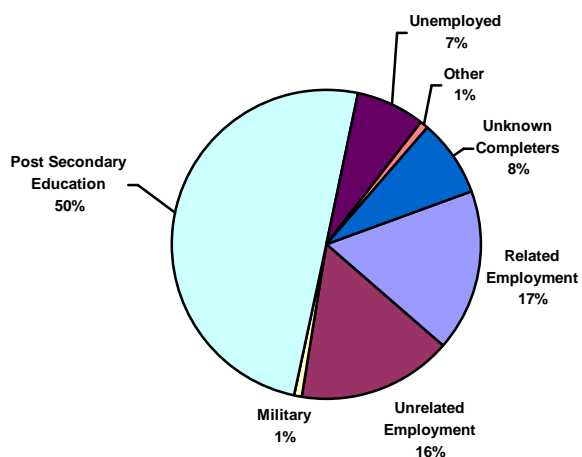
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



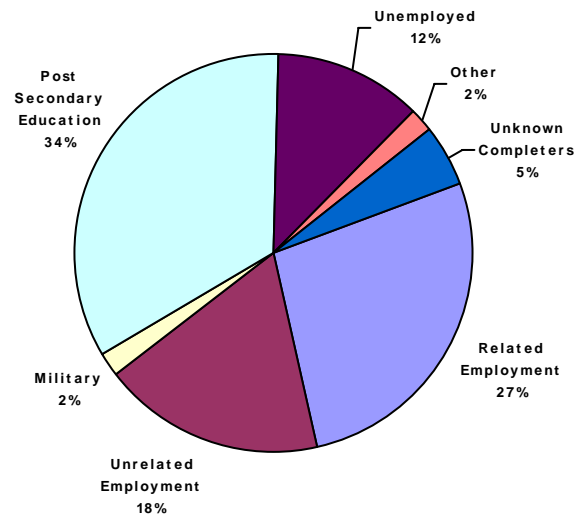
Status of Career and Technical Education (CTE) Students Who Graduated in 2005

BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. *Data Source: CTEDS-2 Report*

All Graduates (General Education and Students with Disabilities)



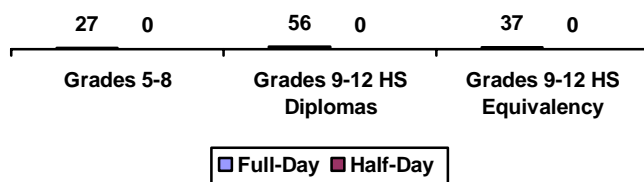
Students with Disabilities



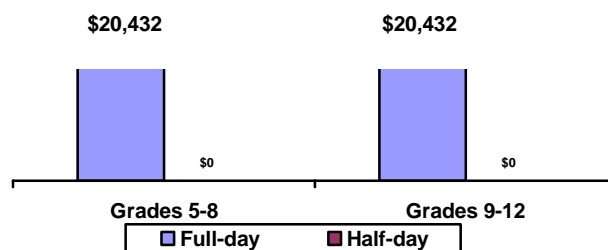
Alternative Education

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. *Data Source: BOCES Survey*

**Alternative Education Program
Enrollment June 30, 2006**



2005-2006 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. *Data Source: BOCES Survey*

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)

are waiting for GED exam results

received high school diplomas

received high school equivalency 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	Full-day	Half-day
returned to a school district program	6	0	12	0	0	0
remained in the BOCES program	21	0	41	0	3	0
left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	2	0
are waiting for GED exam results					14	0
received high school diplomas			3	0		
received high school equivalency diplomas ...					18	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: Adult Allies*

	This BOCES		Statewide Average
2004-05 Adult CTE Program Results	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	554		
Number who Left Prior to Completion	90	16.2%	16.8%
Number who Completed	286	51.6%	72.4%
Completed and Status Known	262	91.6%	80.6%
Completed and were Successfully Placed*	224	85.5%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	53	10.4%	10.1%
Under-Represented Gender Members Who Completed	24	45.0%	9.3%

* 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 2005-2006 was 1,019.

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Adult Beginning/Intermediate	655	720	757	221	34.0%	216	30.0%	295	39.0%
Adult Secondary (Low)	81	78	59	28	35.0%	23	29.5%	25	42.4%
ESOL	179	256	203	68	38.0%	64	25.0%	101	49.8%

Other Outcomes (2003-04 through 2005-06)

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Entered employment	38	19	86	10	26.0%	7	27.1%	54	62.0%
Retained employment	5	5	28	0	0.0%	1	20.0%	17	60.7%
Obtained a secondary or high school equivalency diploma	406	76	87	34	8.0%	39	51.3%	66	75.9%
Entered post-secondary education or training	92	180	174	6	7.0%	90	50.0%	122	70.1%

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)

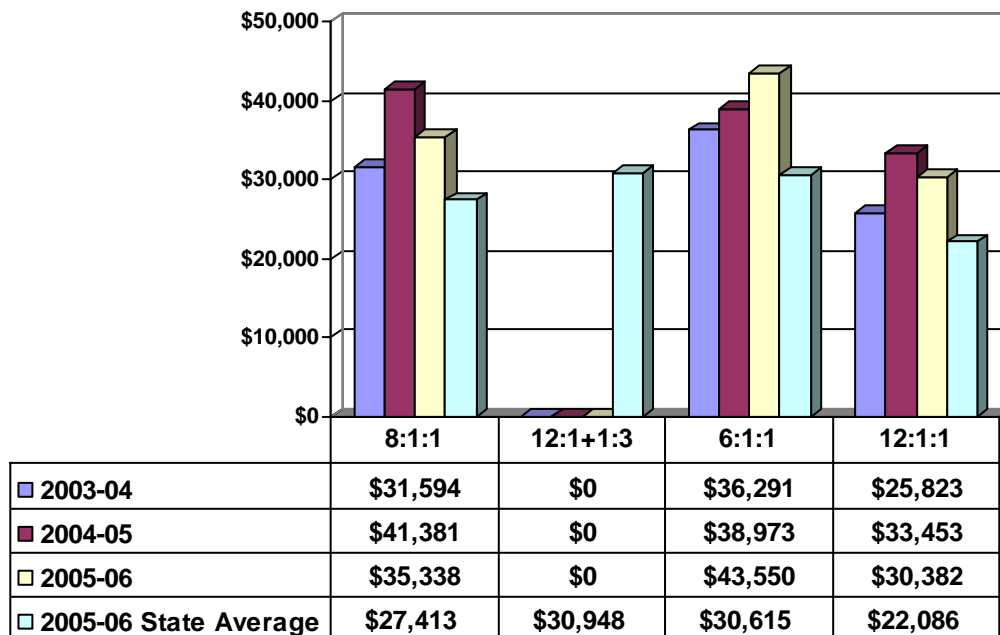
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2003-04	2004-05	2005-06
8:1:1	36	26	46
12:1+1:3	0	0	0
6:1:1	93	94	75
12:1:1	50	41	37

Tuition Rates Per Student 2003-04 through 2005-06



State Testing Program 2005-2006 School Year

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

Data Source: nySTART

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	6	1	1	0	8	25.0%	12.5%	0
Grade 4 English Language Arts	0	1	0	0	1	100.0%	0.0%	0
Grade 5 English Language Arts	3	2	1	0	6	50.0%	16.6%	0
Grade 6 English Language Arts	1	1	0	0	2	50.0%	0.0%	0
Grade 7 English Language Arts	1	5	2	0	8	87.5%	25.0%	0
Grade 8 English Language Arts	6	9	0	0	15	59.9%	0.0%	4
Grade 3 Mathematics	5	2	1	0	8	37.5%	12.5%	0
Grade 4 Mathematics	3	0	0	0	3	0.0%	0.0%	0
Grade 5 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 6 Mathematics	2	1	0	0	3	33.3%	0.0%	0
Grade 7 Mathematics	4	4	0	0	8	50.0%	0.0%	1
Grade 8 Mathematics	15	6	0	0	21	28.6%	0.0%	1

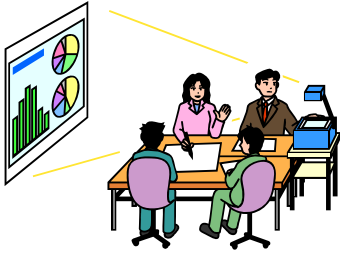
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2005-2006 School Year**

Data Source: nySTART

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	0	0	0	1	1	100%	100%	0
Grade 4 English Language Arts	0	0	0	1	1	100%	100%	0
Grade 5 English Language Arts	0	1	0	1	2	100%	50%	0
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	0	0	0	2	2	100%	100%	0
Grade 8 English Language Arts	0	0	0	2	2	100%	100%	0
High School English Language Arts	0	0	0	2	2	100%	100%	0
Grade 3 Mathematics	0	0	0	1	1	100%	100%	0
Grade 4 Mathematics	0	0	0	1	1	100%	100%	0
Grade 5 Mathematics	1	0	0	1	2	50%	50%	0
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	0	0	1	1	2	100%	100%	0
Grade 8 Mathematics	0	1	0	1	2	100%	50%	0
High School Mathematics	0	0	0	2	2	100%	100%	0

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 2005-2006 School Year

Data Source: BOCES Survey

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	10	520	310	100	500
District Based Educational Planning	10	840	490	100	500
High School Graduation Requirements	10	1430	140	-	250
Learning Standards (ELA, MST, etc.)	10	5780	475	150	500
Data Management and Analysis	10	1100	460	-	250
Integrating Technology into Curricula & Instruction	10	1875	375	50	750
Interdisciplinary Teaching (including integration of career technology & academics)	10	1950	360	-	250
Middle Level Education Academic and Youth Development	10	320	112	-	-
Career and Technical Education	10	412	75	200	125
Instructional Strategies	10	3650	325	200	250
Parent Training	10	225	85	-	350
Special Education Issues	10	1115	240	150	300
Leadership Training	10	1415	1450	-	275
Special Education Training Resource Center (SETRC)	10	890	220	100	275
Other (BETAC)	10	320	140	50	125



Technology Services 2005-2006 School Year

Data Source: BOCES Survey

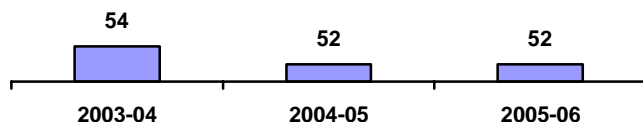
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	9	2983	27592
Instructional Computing	9	2983	27592
Computer/Audio Visual Repair	3	661	
Library Automation/Software	5	1729	17423
LAN Installation/Support	9	2983	27943
Distributed Process Technicians	9	2983	27943
Guidance Information	4	6	0
Administrative Computer Services	9	108	
Administrative Training	9	804	



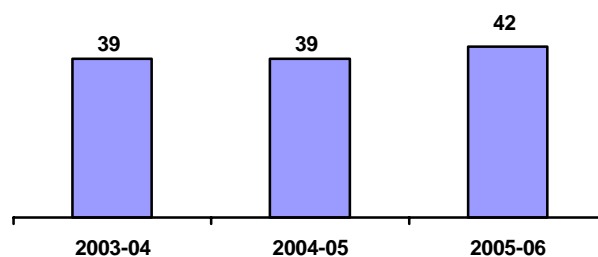
School Library Systems (SLS)

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*

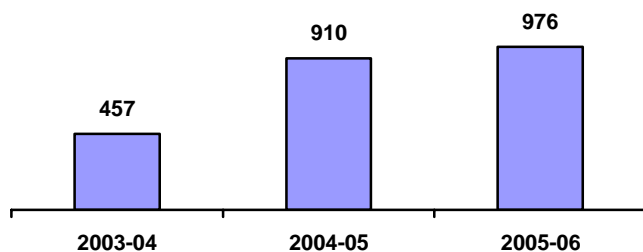
Number of Library Media Centers



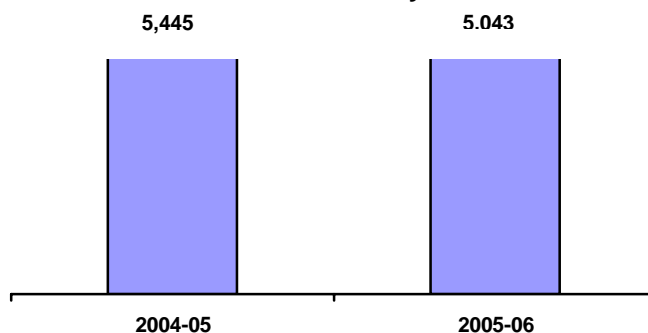
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



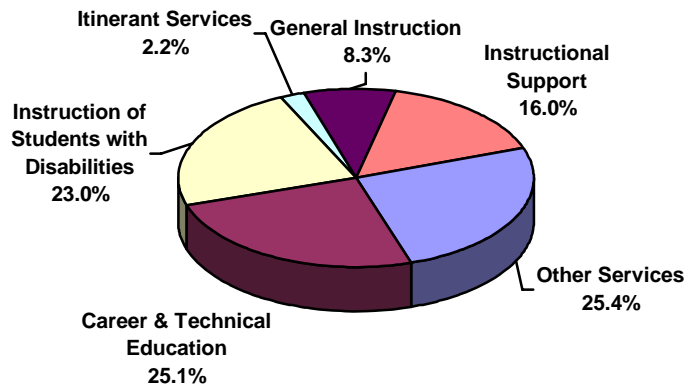
Consulting Reference and Technical Assistance Services by SLS Staff



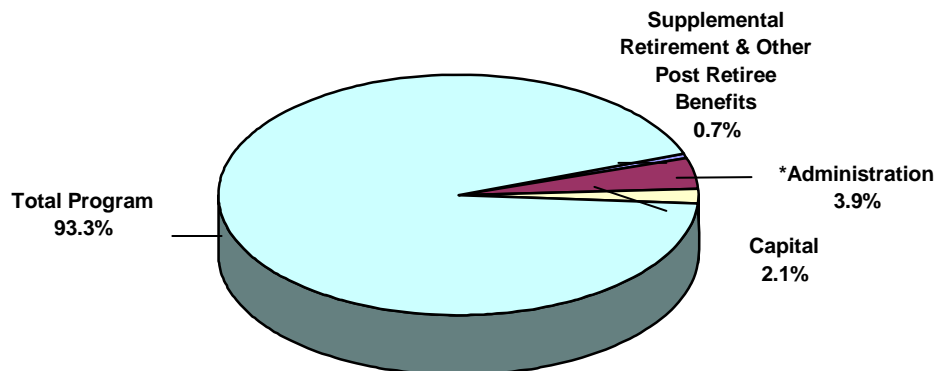
2005-2006 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement . & Other Post Retirement Benefits)	\$ 1,580,995
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 274,576
Capital Expenses.....	\$ 834,373
Total Program Expenses.....	\$ 37,599,851



Total Expenses.....	\$ 40,289,755
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*Excludes Supplemental & Other Post Retirement Benefits