BOARD OF COOPERATIVE EDUCATIONAL SERVICES
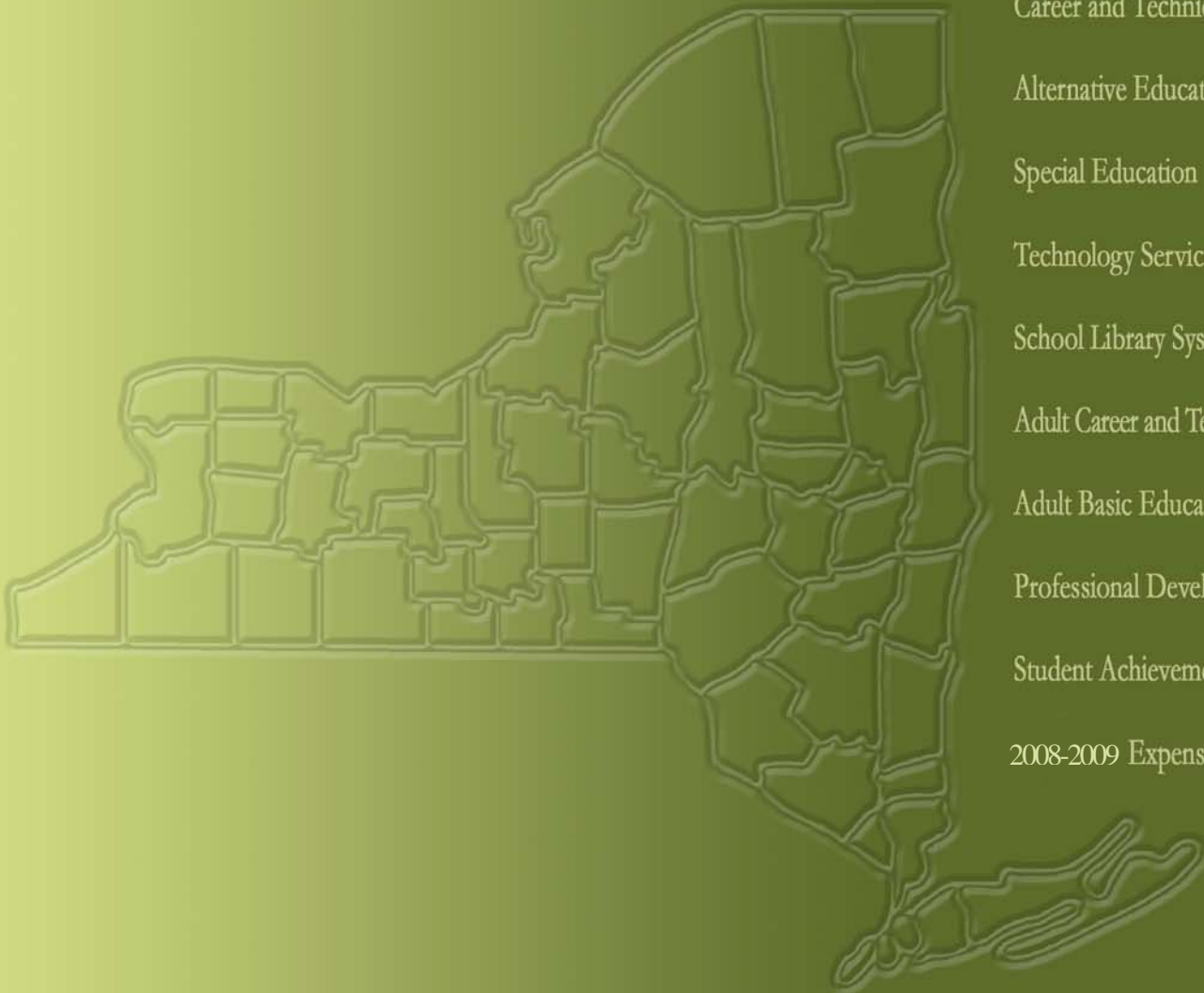
REPORT CARD

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

2008-2009 Expenses

2008-2009

Ulster BOCES

Ulster BOCES
Board of Cooperative Educational Services
2008-2009 Report Card

Table of Contents

Page

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 UFSD

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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2007-08**	**2007-08**	**2008-09**	**2008-09**
First-year students	271	166	349	228
Second-year students	208	103	190	112
Second-year students completing	176	86	171	98

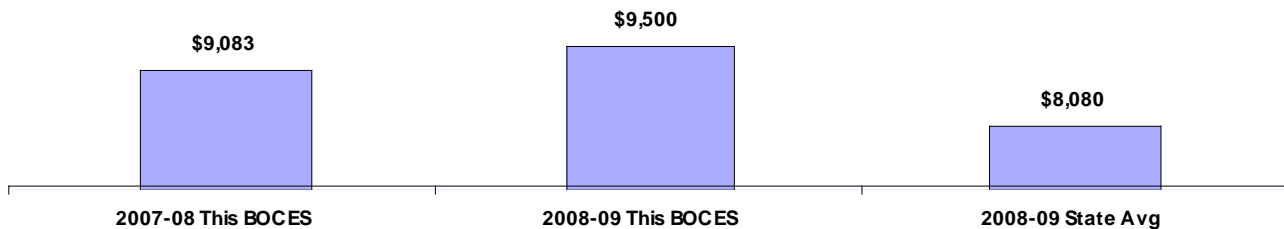**Number of 11th/12th grade students enrolled in one-year programs:**

"New Vision"	87	6	83	4
Other one-year programs	55	13	45	18

Tuition Per Student for CTE Programs
Data Source: 602 Report

$9,083	2007-08 This BOCES
$9,500	2008-09 This BOCES
$8,080	2008-09 State Avg

*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: Basic Education Data System
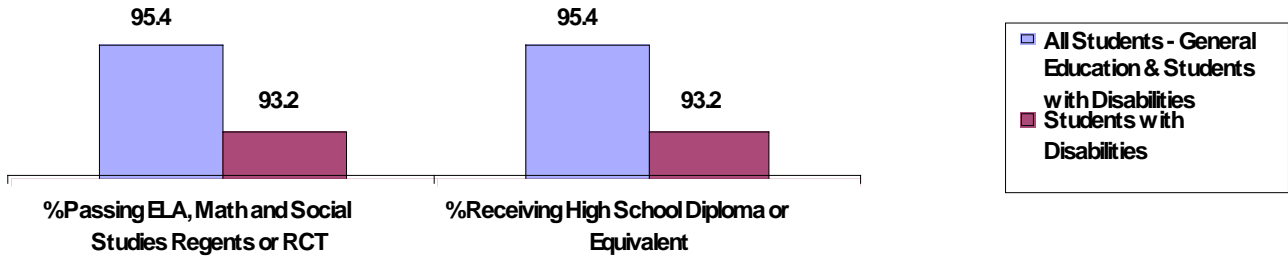
24.8	2006-07 %
23.7	2007-08 %
24.9	2008-09 %
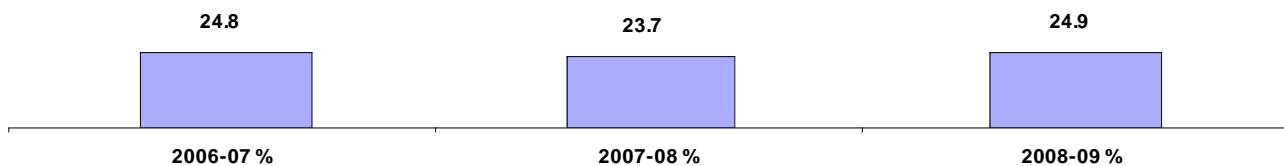
* Data Include General Education and Students with Disabilities. *Data Source: Basic Education Data System*

Performance of Career & Technical Education (CTE) Students
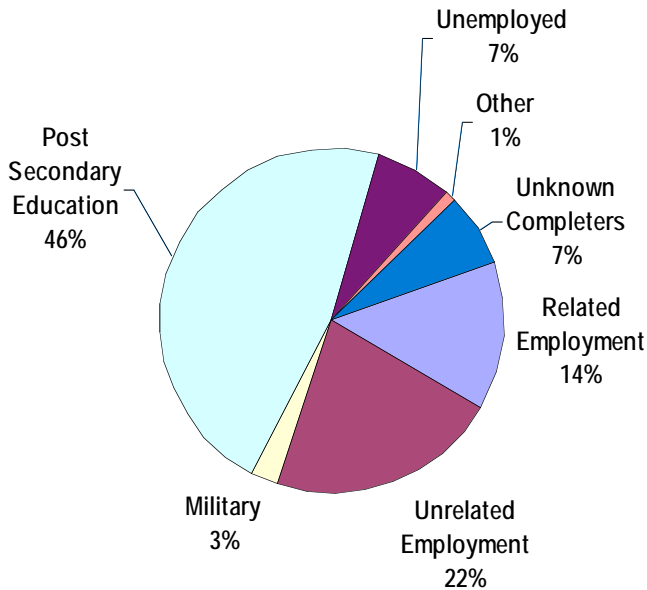# Who Graduated in 2008

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*
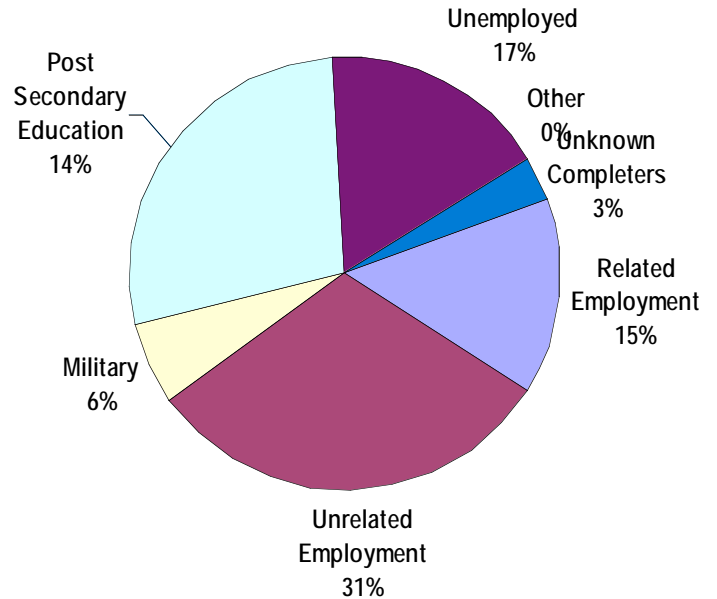
	95.4		95.4	
	93.2		93.2	

% Passing ELA, Math and Social Studies Regents or RCT **% Receiving High School Diploma or Equivalent**

- ◼ **All Students - General Education & Students with Disabilities**
- ◼ **Students with Disabilities**

Status of Career and Technical Education (CTE) Students
Who Graduated in 2008

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)

- Unemployed 7%
- Other 1%
- Unknown Completers 7%
- Related Employment 14%
- Unrelated Employment 22%
- Military 3%
- Post Secondary Education 46%

Students with Disabilities

- Unemployed 17%
- Other 0%
- Unknown Completers 3%
- Related Employment 15%
- Unrelated Employment 31%
- Military 6%
- Post Secondary Education 14%
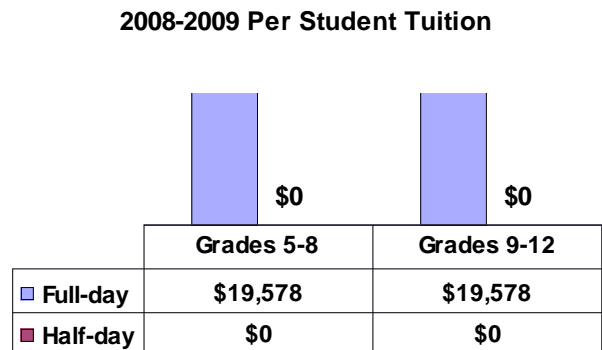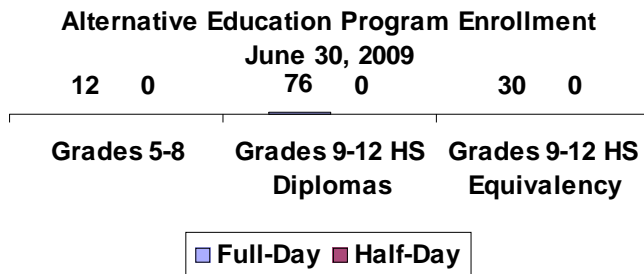
Alternative Education

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, 2009

12	0	76	0	30	0
Grades 5-8		Grades 9-12 HS Diplomas		Grades 9-12 HS Equivalency	

☐ Full-Day ☐ Half-Day

2008-2009 Per Student Tuition

	Grades 5-8	Grades 9-12
☐ Full-day	$19,578	$19,578
☐ Half-day	$0	$0

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		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	1	0	13	0	0	0
remained in the BOCES program	11	0	53	0	1	0
left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	2	0
are waiting for GED exam results					6	0
received high school diplomas			9	0		
received high school equivalency diplomas					21	0

Adult Career and Technical Education (CTE)

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement.

	This BOCES		Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2007-08 (a)	648		--
Continuing Enrollment after 2007-08 (b)	146	22.50%	11.90%
Completed or Left during 2007-08 (c)	465	71.80%	87.90%
Left Prior to Completion during 2007-08 (d)	146	31.40%	19.30%
Completed by the end of 2007-08 (e)	319	68.60%	80.70%
Completed or Left during 2007-08 and Status Known (f)	219	47.10%	67.80%
Completed/Left/Status Known And Successfully Placed* (g)	203	92.70%	84.20%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs during 2007-08 (h)	41		
Under-Represented Gender Members Enrolled during 2007-08 (i)	0		
Completed a NonTraditional Program by the end of 2007-08 (j)	23	56.10%	72.20%
Under-Represented Gender Members Who Completed (k)	0	0.00%	67.60%

* Successfully Placed means placed, after leaving these programs, 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 2008-2009 was 1209.

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	732	838	933	291	39.7%	385	45.9%	429	46.0%
Adult Secondary (Low)	83	59	60	29	34.9%	24	40.1%	24	40.0%
ESOL	175	194	216	81	46.2%	108	55.6%	134	62.0%

Other Outcomes (2006-07 through 2008-09)

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Entered employment	93	59	70	61	65.6%	53	89.8%	54	77.0%
Retained employment	70	2	40	39	55.7%	1	50.0%	30	75.0%
Obtained a secondary or high school equivalency diploma	29	55	328	28	96.6%	52	94.5%	288	76.0%
Entered post-secondary education or training	164	196	84	116	70.7%	179	91.3%	80	95.0%

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:

- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
- o   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

	2006-07	2007-08	2008-09
8:1:1	43	43	72
12:1+1:3	0	0	0
6:1:1	66	77	85
12:1:1	34	29	13

Tuition Rates Per Student
2006-07 through 2008-09
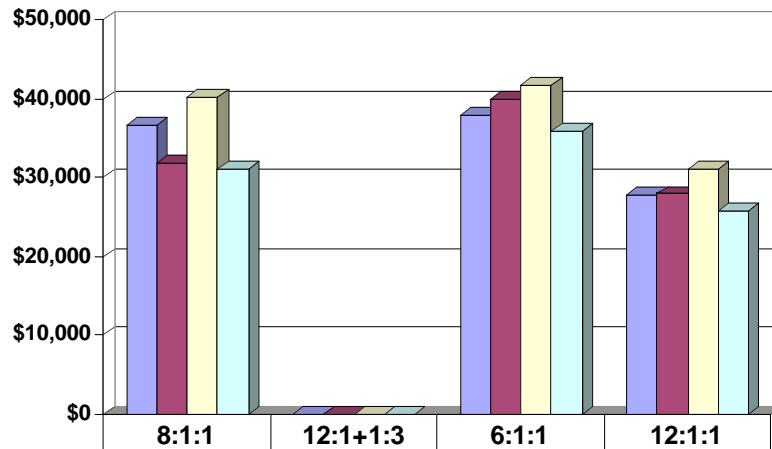
	8:1:1	12:1+1:3	6:1:1	12:1:1
■ **2006-07**	$36,704	$0	$37,972	$27,888
■ **2007-08**	$31,827	$0	$39,907	$27,926
□ **2008-09**	$40,324	$0	$41,833	$30,998
□ **2008-09 State Average**	$31,117	$0	$35,809	$25,787

State Testing Program
2008-2009 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: nySTART

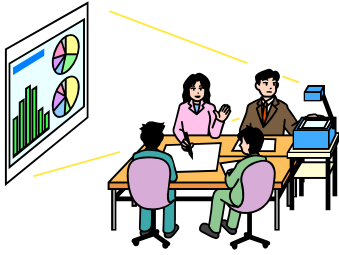| State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	3	1	0	0	4	25.0%	0.0%	0
Grade 4 English Language Arts	2	1	1	0	4	25.0%	25.0%	0
Grade 5 English Language Arts	1	0	1	0	2	0.0%	50.0%	0
Grade 6 English Language Arts	1	4	3	0	8	50.0%	37.5%	0
Grade 7 English Language Arts	1	10	1	0	12	83.3%	8.3%	0
Grade 8 English Language Arts	2	11	1	0	14	78.6%	7.1%	0
Grade 3 Mathematics	0	2	2	0	4	50.0%	50.0%	0
Grade 4 Mathematics	0	3	1	0	4	75.0%	25.0%	0
Grade 5 Mathematics	2	1	0	0	3	33.3%	0.0%	0
Grade 6 Mathematics	2	4	1	0	7	57.1%	14.3%	0
Grade 7 Mathematics	5	7	2	0	14	50.0%	14.3%	0
Grade 8 Mathematics	7	4	1	0	12	33.3%	8.3%	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.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) 2008-2009 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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	3	1	0	0	4	25.0%	0.0%	0
Grade 4 English Language Arts	2	1	1	0	4	25.0%	25.0%	0
Grade 5 English Language Arts	1	0	1	0	2	0.0%	50.0%	0
Grade 6 English Language Arts	1	4	3	0	8	50.0%	37.5%	0
Grade 7 English Language Arts	1	9	1	0	11	81.8%	9.1%	0
Grade 8 English Language Arts	2	7	1	0	10	70.0%	10.0%	0
High School English Language Arts	0	0	0	1	1	100.0%	100.0%	0
Grade 3 Mathematics	0	2	2	0	4	50.0%	50.0%	0
Grade 4 Mathematics	0	3	1	0	4	75.0%	25.0%	0
Grade 5 Mathematics	2	1	0	0	3	33.3%	0.0%	0
Grade 6 Mathematics	2	4	1	0	7	57.1%	14.3%	0
Grade 7 Mathematics	4	7	2	0	13	53.8%	15.4%	0
Grade 8 Mathematics	7	2	1	0	10	20.0%	10.0%	0
High School Mathematics	0	0	0	1	1	100.0%	100.0%	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

2008-2009 School Year

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	9	978	157	23	825
District Based Educational Planning	9	433	161	0	51
High School Graduation Requirements	9	220	63	0	201
Learning Standards (ELA, MST, etc.)	9	2406	69	58	306
Data Management and Analysis	9	108	64	0	70
Integrating Technology into Curricula & Instruction	9	2584	115	144	2805
Interdisciplinary Teaching (including integration of career technology & academics)	9	284	30	15	66
Middle Level Education Academic and Youth Development	9	262	52	0	164
Career and Technical Education	9	233	0	0	0
Instructional Strategies	9	2020	487	69	1666
Parent Training	9	26	0	0	128
Special Education Issues	9	100	9	2	25
Leadership Training	9	27	758	0	70
Special Education Training Resource Center (SETRC)	9	294	25	90	11
LEP/ELL	9	439	101	24	346
Other	9	377	121	6	171

Technology Services
2008-2009 School Year

| BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	9	2265	26270
Instructional Computing	9	2265	26270
Computer/Audio Visual Repair	8	5236	
Library Automation/Software	6*	1598	17987
LAN Installation/Support	8	2214	24232
Distributed Process Technicians	8	2214	24232
Guidance Information	5	10	0
Administrative Computer Services	9	107	
Administrative Training	9	985	

*Highland, Kingston, Onteora, Rondout Valley, Saugerties, Ulster BOCES (school districts)

School Library Systems (SLS)

School Library Systems (SLA) are state-aided programs set forth in Education Law and Regulations of the Commissioner of Education. Each BOCES and the Big 5 Cities (NYC, Yonkers, Buffalo, Rochester, and Syracuse) sponsor the program, which provides vital library and information resources to public and non-public schools. Each system operates under an approved five-year 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 training; facilitate resource-sharing among its participating school libraries; interlibrary loan activity for 2008-2009 amounted to a ½ million items statewide; facilitate access to electronic databases through NOVELNY (New York On-Line Virtual Electronic Library) for over 3,900 schools statewide; promote advances in technology for information storage, retrieval and access to school library collections; focus on cooperative collection development of participating school libraries; address the information needs of special client groups; and participate in regional library initiatives with the public, academic, special and other school libraries. Students, teachers and administrators in each SLS service area benefit from the programs and services of the School Library System.
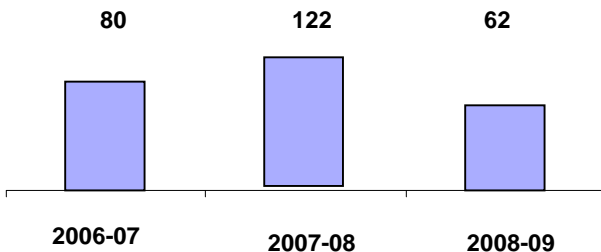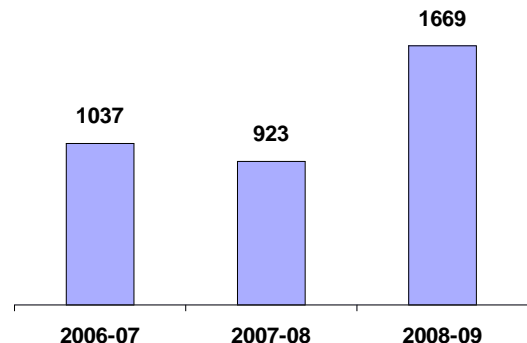
Number of Library Media Centers

51	51	51
2006-07	2007-08	2008-09
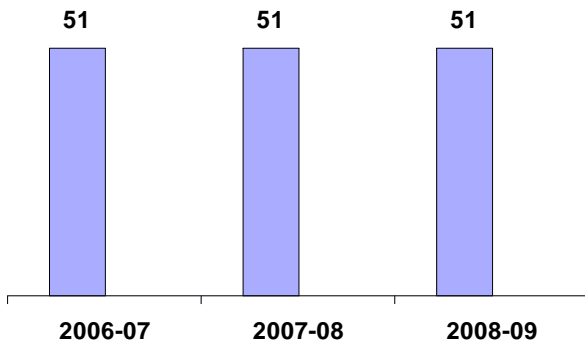
Consulting and Technical Assistance Services Plus Reference by SLS Staff

5556	5573	5389
2006-2007	2007-08	2008-09
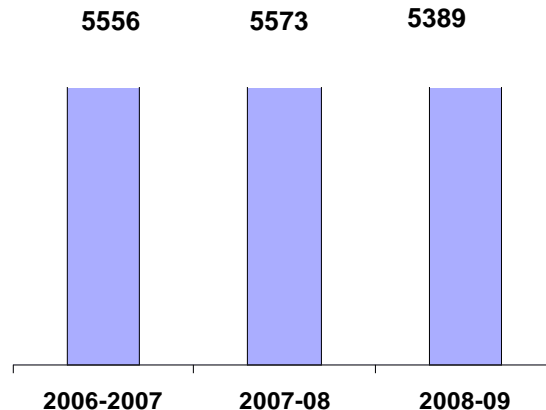
Number of Professional Development Workshops

80	122	62
2006-07	2007-08	2008-09

Number of Participants at Professional Development Workshops

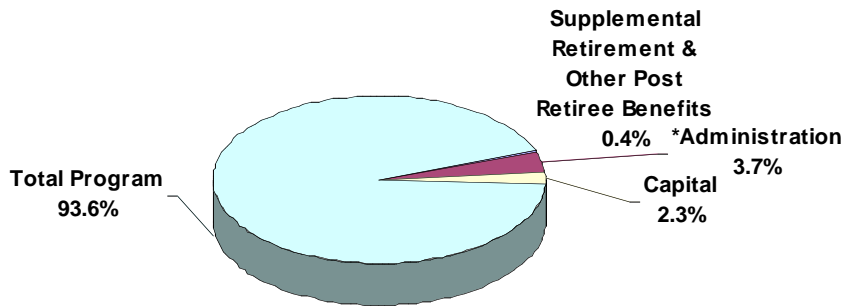| 1037	923	1669
2006-07	2007-08	2008-09

2008-2009 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement
& Other Post Retirement Benefits) ……………………………………………….$ 1,708,432.51

Supplemental Retirement & Other Post Retirement Benefits…………..……………$ 196,816.56

Capital Expenses…………………………………………………….…….$ 1,058,295.00

Total Program Expenses……………………………………………….…….$43,694,357.36
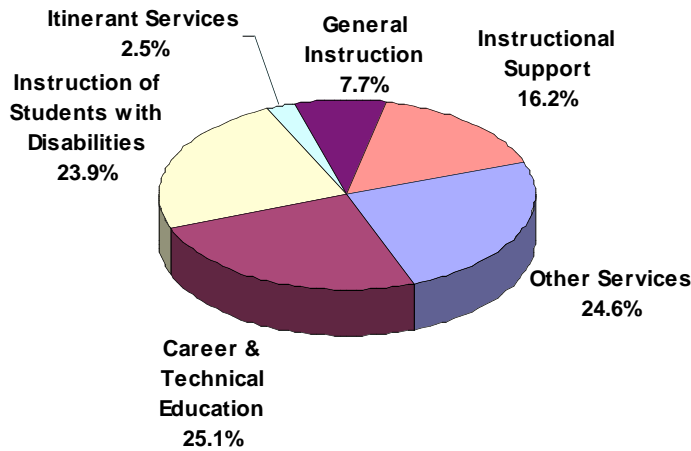
Total Expenses…………….…………………………………………………….$46,657,901.43

*Excludes Supplemental & Other Post Retirement Benefits