

# BOARD OF COOPERATIVE EDUCATIONAL SERVICES

# REPORT CARD

---



Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

Professional Development

Technology Services

School Library System Services

2012-2013 Expenses

## 2012-2013

---

## Ulster BOCES

**Ulster BOCES  
Board of Cooperative Educational Services  
2012-2013 Report Card**

**Table of Contents**

	<b>Page</b>
<b>Component/Non-Component District List.....</b>	<b>ii</b>
<b>Indicators of BOCES Performance</b>	
<b>Career &amp; Technical Education .....</b>	<b>1-3</b>
<b>Alternative Education .....</b>	<b>4-6</b>
<b>Adult Career &amp; Technical Education .....</b>	<b>7</b>
<b>Adult Basic Education .....</b>	<b>7</b>
<b>Special Education</b>	
<b>Special Education Enrollment and Tuition in BOCES Programs .....</b>	<b>8</b>
<b>State Testing Program .....</b>	<b>9-11</b>
<b>Professional Development .....</b>	<b>12</b>
<b>Technology Services.....</b>	<b>13</b>
<b>School Library System Services .....</b>	<b>14</b>
<b>2012-2013 Expenses.....</b>	<b>15</b>

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

**Ulster BOCES**  
**62900000**

**Component Districts**

Ellenville Central School District  
Highland Central School District  
Kingston City School District  
New Paltz Central School District  
Onteora Central School District  
Rondout Valley Central School District  
Saugerties Central School District  
Wallkill Central School District

# Indicators of BOCES Performance

## Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

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

First-year students

Second-year students

Second-year students completing

Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2011-12	2011-12	2012-13	2012-13
246	143	485	215
179	115	370	101
172	117	321	90
126	62	242	50

### Other Career-Related Programs

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

“New Vision”

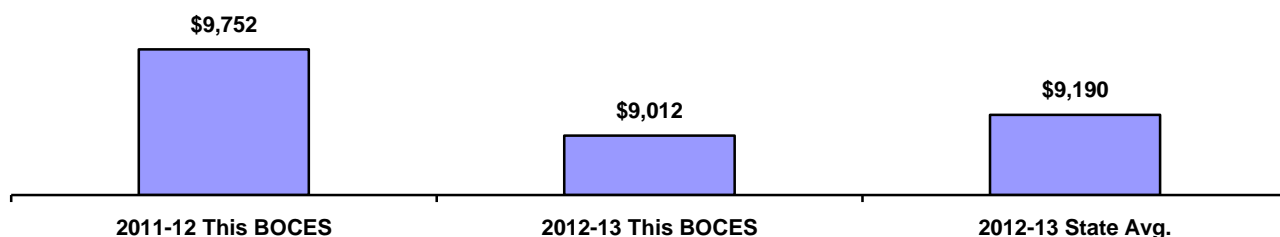
Participated 1 yr of a CTE Program

Other one-year programs

69	7	133	6
30	29	26	13
61	22	0	0

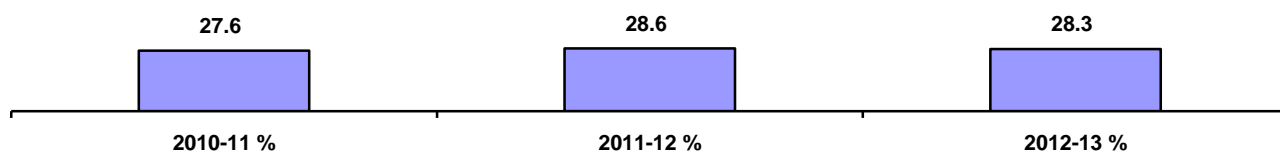
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

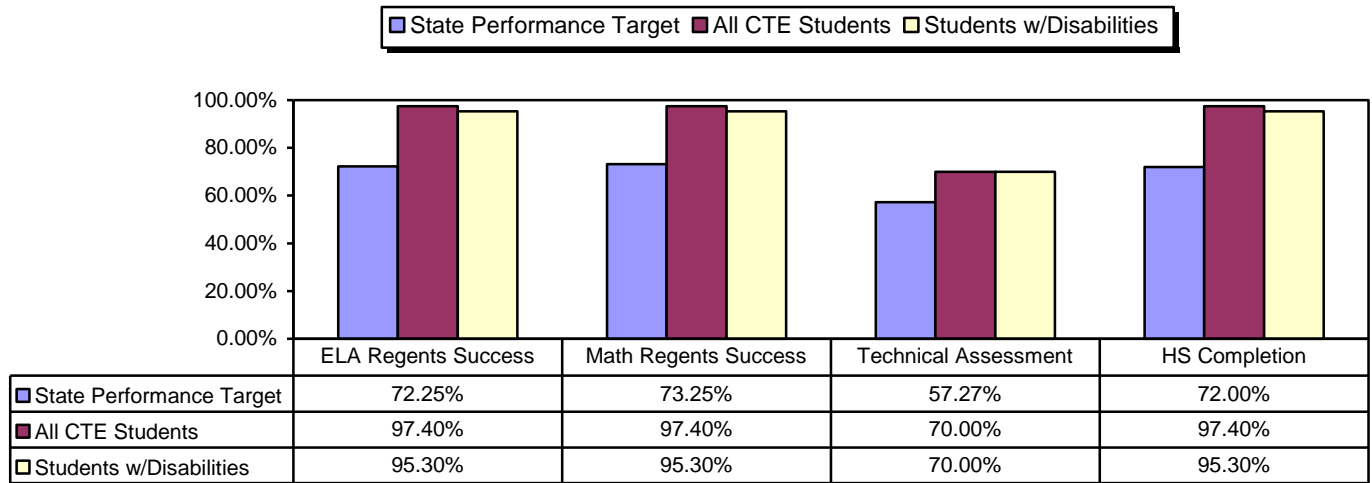
*Data Source: SIRS*



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

# CTE Student Performance on Perkins Indicators Who Left School in 2012

Data Source: SIRS

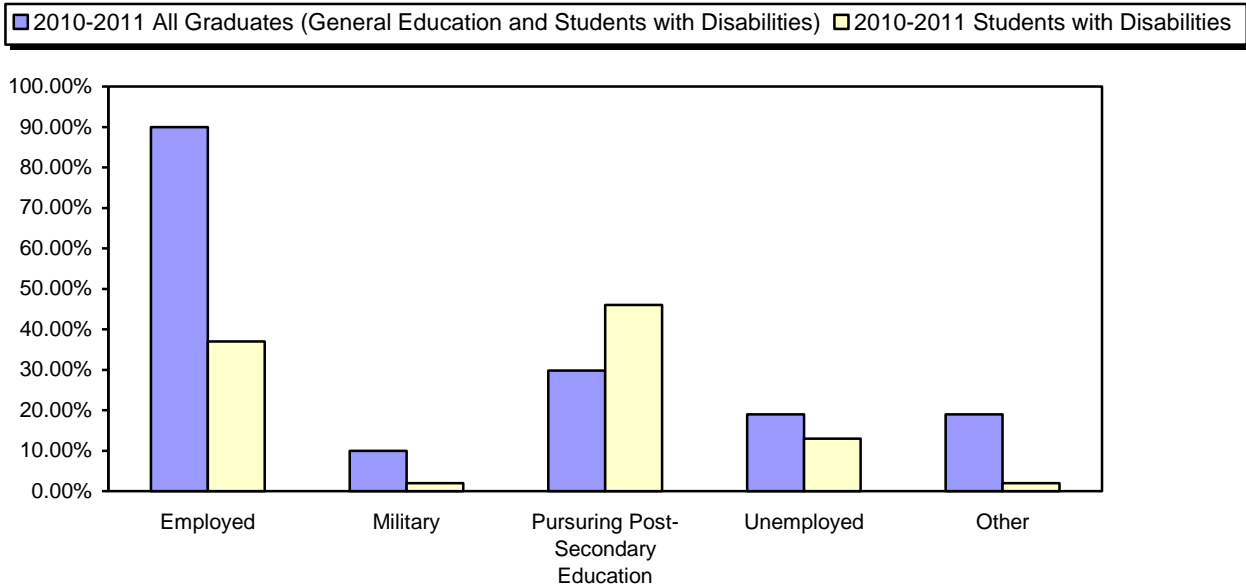


## Status of Career and Technical Education (CTE) Students 2011 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

### Total Placement

This BOCES	State Target
<b>90.61%</b>	<b>87.5 %</b>



**General Education Development Leading to (GED)  
For CTE Students Age 16-18  
2012-2013**

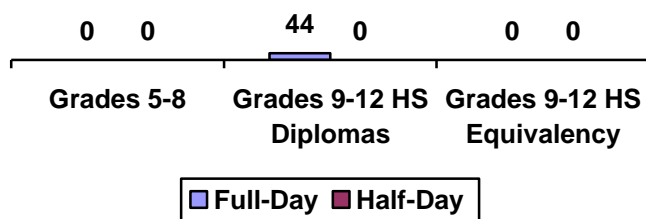
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	<b>Grades 9-12 Programs Leading GED</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	0	26
<b>Passing Rate of Students Tested</b>	0	83%
<b>Remained / Still Enrolled in the Program</b>	0	4
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	0	2
<b>Returned to School District:</b>	0	0

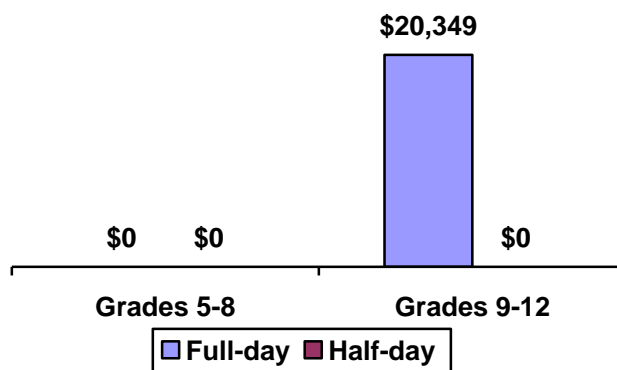
## Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

**Alternative Education Program Enrollment  
June 30, 2013**



**2012-2013 Per Student Tuition**



## Alternative Education Outcomes

The objective of the alternative education program is to retain students until they graduate or return to a regular school setting. Students counted as leaving programs may have done so for a variety of reasons including relocation, medical problems, childcare, incarceration or entering other education programs.

**Number of students who:**

**Returned to a school district program**

**Remained in the BOCES program**

**Left the program and did not enter another district or BOCES program (dropouts)**

**Received high school 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	Half-day	Full-day
Returned to a school district program	0	0	4	0	0	0
Remained in the BOCES program	0	0	30	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	25	0	0	0
Received high school diplomas			10	0		

**Alternative Education State Testing Program**  
**2012-2013 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	5	5	2	12	42.0%	42.0%	16.0%
Geometry	1	1	0	2	50.0%	50.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	3	6	9	0.0%	33.0%	67.0%
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	2	1	5	8	25.0%	12.5%	62.5%
Global History and Geography	4	3	3	10	40.0%	30.0%	30.0%
United States History and Government	5	1	2	8	62.5%	12.5%	25.0%



**Alternative Education Performance of Students  
2012-2013 School Year**

State Assessment- RCT Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
RCT – Grade 10 Mathematics	0	1	0	1	0.0%	100.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	1	0	0	1	100.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	1	1	0.0%	0.0%	100.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	1	0	1	0.0%	100.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	1	0	1	2	50.0%	0.0%	50.0%
RCT – Grade 12 Global Studies	1	0	1	2	50.0%	0.0%	50.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	2	0	0	2	100.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	3	3	0.0%	0.0%	100.0%
RCT – Grade 11 United States History & Gov't.	0	1	0	1	0.0%	100.0%	0.0%
RCT – Grade 12 United States History & Gov't.	1	1	1	3	33.3%	33.3%	33.3%

## Adult Career and Technical Education (CTE)

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: ASISTS*

	This BOCES		BOCES Statewide
	Count	Percentage	Average
<b>All CTE Programs</b>			
Enrolled during 2011-12	755	--	--
Continuing Enrollment after 2011-12	176	23.31%	16.49%
Completed or Left During 2011-12	579	76.69%	81.39%
Left Prior to Completion During 2011-12	136	23.49%	14.76%
Completed by the End of 2011-12	443	76.51%	86.18%
Completed or Left During 2011-12 and Status Known	364	62.87%	63.11%
Completed/Left/Status Known and Successfully Placed*	349	95.88%	95.42%
Completed but Not seeking Employment	15	3.39%	3.76%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2011-12	77	--	--
Under-Represented Gender Members Enrolled During 2011-12	0	--	--
Completed a Non-Traditional Program By the End of 2011-12	55	71.43%	73.62%
Under-Represented Gender Members Who Completed	NA	NA	76.00%

\* 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 2012-2013 was 1074.

### 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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Adult Beginning/Intermediate	767	727	699	411	53.6%	344	47%	383	54.7%
Adult Secondary (Low)	73	53	80	39	53.4%	27	51%	46	57.5%
ESOL	150	222	269	96	64.0%	155	70%	169	62.8%

### Other Outcomes (2010-11 through 2012-13)

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Entered employment	171	154	151	155	90.6%	138	89%	132	87.4%
Retained employment	180	150	41	164	91.1%	125	83%	37	90.2%
Obtained secondary or HS equivalency diploma	91	49	104	90	98.9%	48	97%	103	99.0%
Entered post-secondary education or training	161	187	178	160	99.4%	183	97%	123	69.1%

# Special Education

## Special Education Enrollment and Tuition

When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are four of the alternatives:

- 12 students per teacher plus one paraprofessional (12:1:1)
- 6 students per teacher plus one paraprofessional (6:1:1)
- 12 students per teacher plus four paraprofessionals (12:1+1:3)
- 8 students per teacher plus 1 paraprofessional (8:1:1)

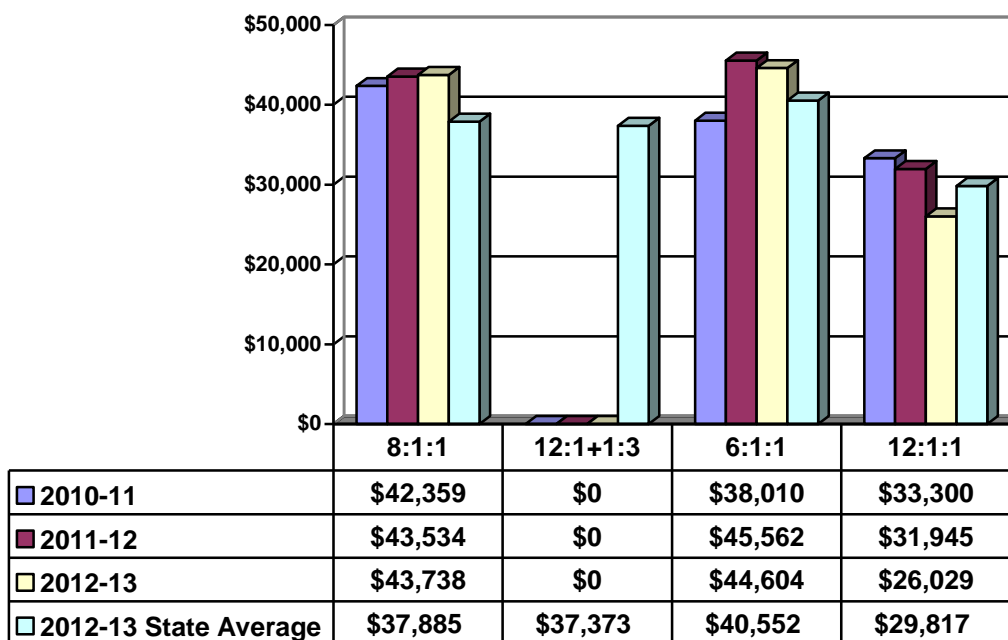
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2010-11	2011-12	2012-13
<b>8:1:1</b>	68	93	111
<b>12:1+1:3</b>	0	0	0
<b>6:1:1</b>	54	13	12
<b>12:1:1</b>	11	2	10

### Tuition Rates Per Student 2010-11 through 2012-13



# Special Education State Testing Program

## 2012-2013 School Year

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

*Data Source: Enrollment and score files for ELA and Math, and enrollment and Regents records as reported by the home districts.*

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	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	6	1	0	0	7	14.0%	0.0%	0
Grade 7 English Language Arts	5	0	0	0	5	0.0%	0.0%	0
Grade 8 English Language Arts	6	2	0	0	8	25.0%	0.0%	0
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 6 Mathematics	5	1	0	0	6	17.0%	0.0%	0
Grade 7 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 8 Mathematics	8	0	0	0	8	0.0%	0.0%	0

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

# Special Education State Testing Program (cont'd.)

2012-2013 School Year

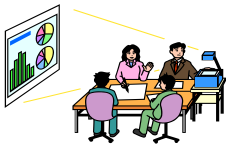
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	18	9	12	39	46.0%	23.0%	31.0%
Geometry	1	1	1	3	33.0%	33.0%	33.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	8	7	16	31	26.0%	23.0%	51.0%
Physical Setting/ Earth Science	2	3	1	6	33.0%	50.0%	17.0%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Italian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Spanish	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Exam in English	11	8	11	30	37.0%	26.0%	37.0%
Global History and Geography	15	4	11	30	50.0%	13.0%	37.0%
United States History and Government	14	6	6	26	54.0%	23.0%	23.0%

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2012-2013 School Year**

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	0	0	0	1	1	100.0%	100.0%	0.0%
Grade 4 English Language Arts	0	0	1	1	2	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	0	0	2	2	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	0	2	2	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	1	0	1	2	100.0%	50.0%	0.0%
Grade 8 English Language Arts	0	0	0	2	2	100.0%	100.0%	0.0%
High School English Language Arts	0	0	0	1	1	100.0%	100.0%	0.0%
Grade 3 Mathematics	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 4 Mathematics	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 5 Mathematics	1	0	1	0	2	50.0%	50.0%	0.0%
Grade 6 Mathematics	0	0	0	2	2	100.0%	100.0%	0.0%
Grade 7 Mathematics	0	0	0	2	2	100.0%	100.0%	0.0%
Grade 8 Mathematics	0	0	0	2	2	100.0%	100.0%	0.0%
High School Mathematics	0	0	0	1	1	100.0%	100.0%	0.0%

*Data Source: Enrollment and score files for ELA and Math, and enrollment and Regents records as reported by the home districts.*

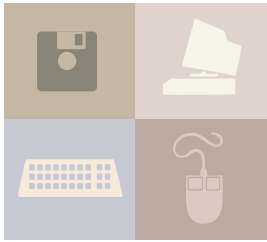
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards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



## Professional Development 2012-2013 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	43	20	271	478	0	0	0	79	0	0
Data-Driven Instruction	9	3	0	0	0	0	43	0	0	0
Lead Evaluator Training	0	2	0	0	0	0	0	34	0	0
Principal Evaluator Training	3	7	0	0	0	0	13	0	0	0
Integrating Technology into Curricula & Instruction	7	35	1,994	771	65	18	1,203	69	258	74
Project Based Learning	7	4	0	78	0	0	18	4	0	0
College & Career Readiness	6	0	865	281	0	0	455	0	0	0
Career and Technical Education	0	4	713	132	48	15	357	29	190	62
Middle Level Education	19	14	1,586	137	84	3	616	44	338	11
Positive Youth Development	7	6	1,412	36	199	0	449	18	796	0
Instructional Strategies	10	11	3,551	1,423	76	16	1,202	141	305	62
Parent Training	0	9	605	248	41	5	317	13	162	21
Special Education Issues	0	12	1,015	521	47	2	875	74	186	7
(RSE-TASC ) Regional Special Education Technical Assistance Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	9	9	0	98	0	0	36	28	0	0
RBE-RN	66	100	605	100	3	2	441	37	14	7
Leadership Training	21	0	1,567	336	69	4	1,725	397	274	15
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	5	12	40	0	0	0	83	51	0	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	13	39	1,098	370	62	13	399	149	248	51
Response to Intervention	5	2	17	0	2	0	72	0	7	0
Data Management and Analysis	7	8	2,995	568	57	9	1,475	290	230	36
Learning Standards (ELA, MST, etc.)	131	131	4,485	1,294	85	4	1,708	261	340	17
Interdisciplinary Teaching (including integration of career technology & academics)	4	2	698	132	47	15	341	26	190	62
Other	131	0	1,752	1,093	95	36	1,315	313	308	142



## Technology Services 2012-2013 School Year

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

BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	9/0	7	22,906	X	
Instructional Computing	9/0	5	22,906	X	
Computer/Audio Visual Repair	3/0	3		X	
Library Automation/Software	9/0	21	22,906	X	
LAN Installation/Support	4/0	21	12,250	X	
Distributed Process Technicians	9/0	21	22,906	x	
Guidance Information	8/65	0	0		X
Administrative Computer Services	8/972	12			X
Administrative Training	0/0	0			X
Instructional Media Resources	9/0	3	22,906	X	
Model Schools	10/0	6.5	34,764	X	
Other Student Instructional Support	9/0	5	22,906	X	

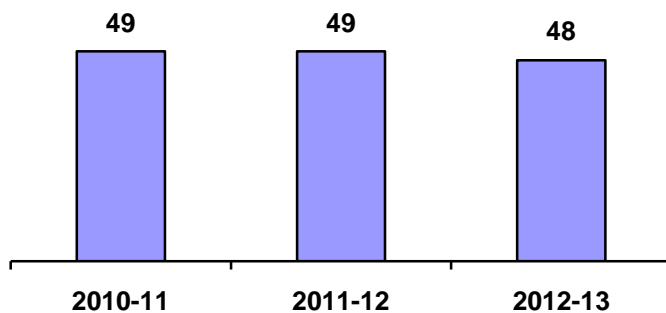




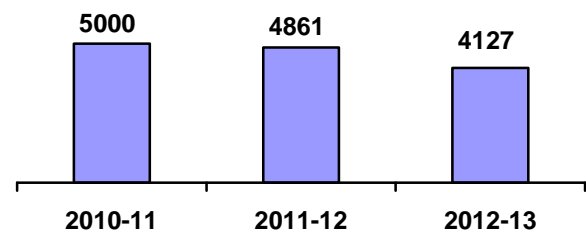
## School Library Systems (SLS)

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*

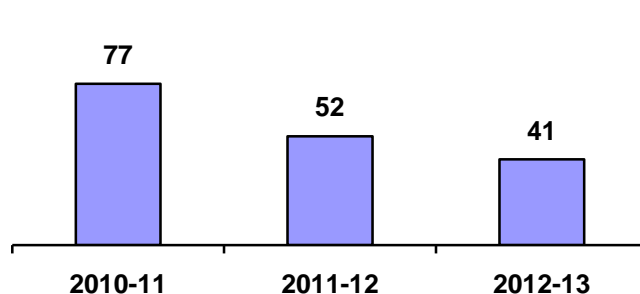
**Number of Library Media Centers**



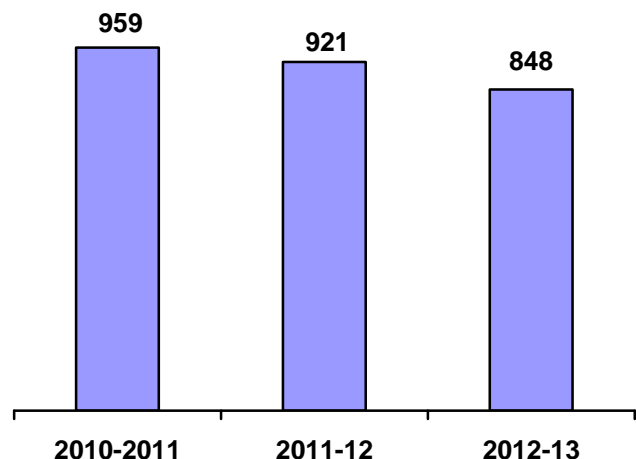
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Workshops**



**Number of Participants at Professional Development Workshops**



## 2012-2013 Expenses

*Data Source: SA111, schedule 2A*

Administrative Expenses.....	\$	2,069,505.75
Capital Expenses .....	\$	1,666,936.00
Total Program Expenses .....	\$	44,955,287.08
Total Expenses .....	\$	48,691,728.83

