

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

2013-2014 Expenses

2013-2014

Ulster BOCES

**Ulster BOCES
Board of Cooperative Educational Services
2013-2014 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

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 11th/12th 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
2012-13	2012-13	2013-14	2013-14
485	215	502	211
370	101	348	136
321	90	338	121
242	50	229	67

Other Career-Related Programs

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

“New Vision”

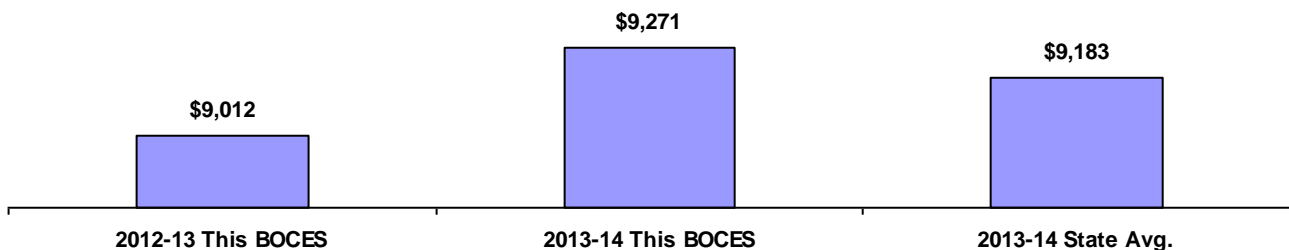
Participated 1 yr of a CTE Program

Other one-year programs

133	6	119	10
26	13	37	8
0	0	0	0

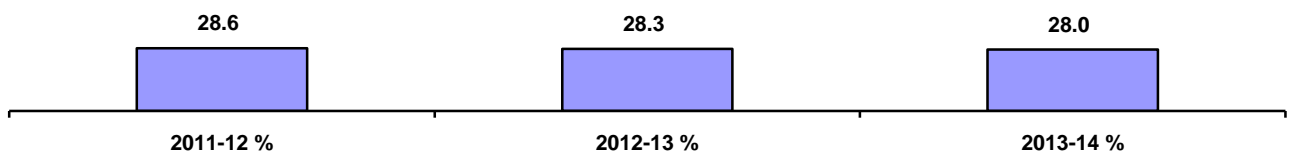
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

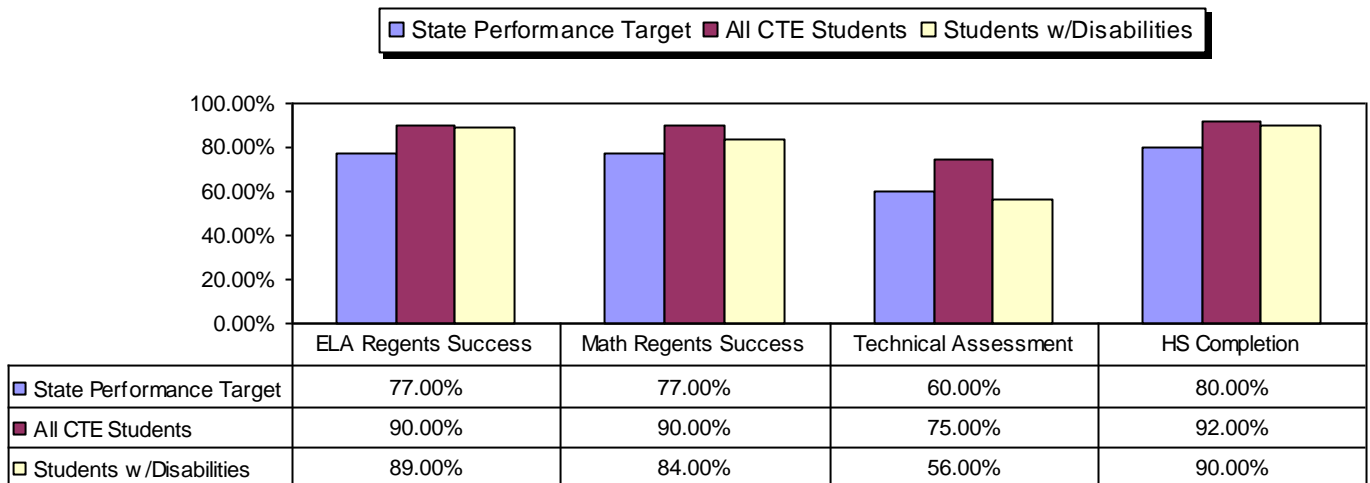
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2012-2013 Placement Outcomes

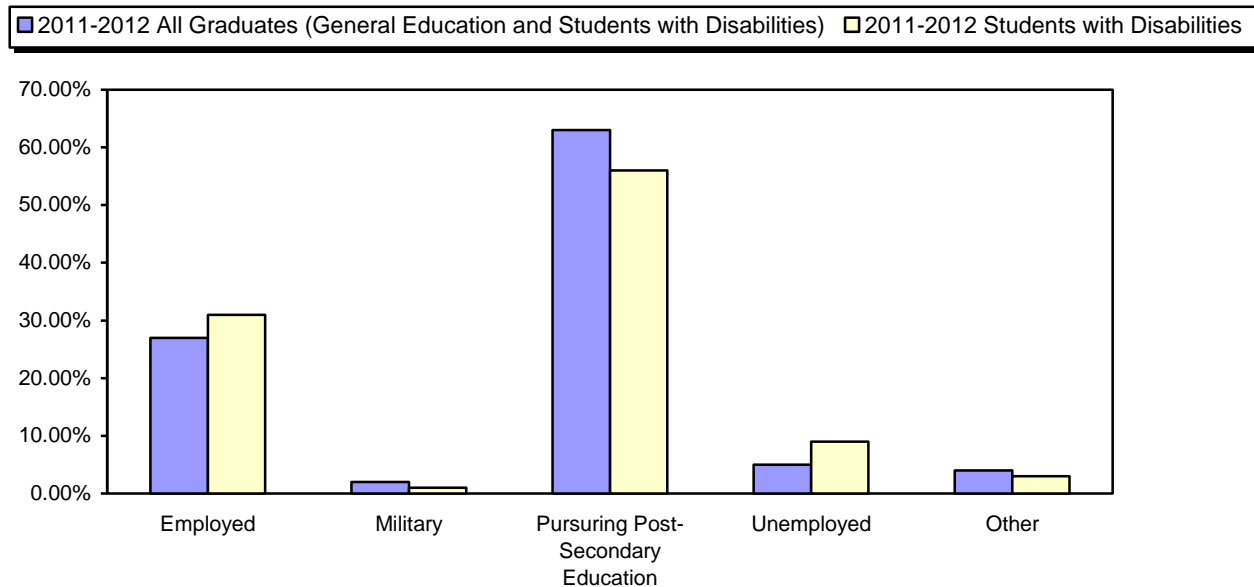
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

<http://www.p12.nysed.gov/cte/perkins4/docs/ReportCardsFor2014-15App052314.pdf>

<http://www.p12.nysed.gov/cte/perkins4/datareporting.html>

Total Placement

This BOCES	State Target
81.29%	88.0 %



Sample BOCES

**General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014**

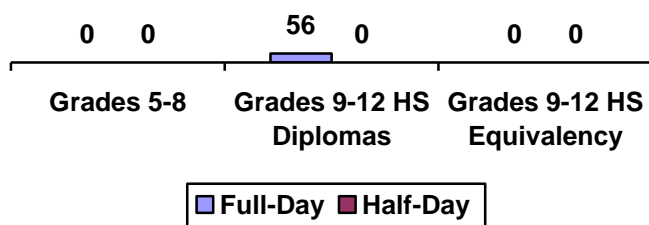
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	16
Passing Rate of Students Tested	0	81
Remained / Still Enrolled in the Program	0	1
Left the program and did not enter another district or BOCES program (dropouts)	0	2
Returned to School District:	0	0

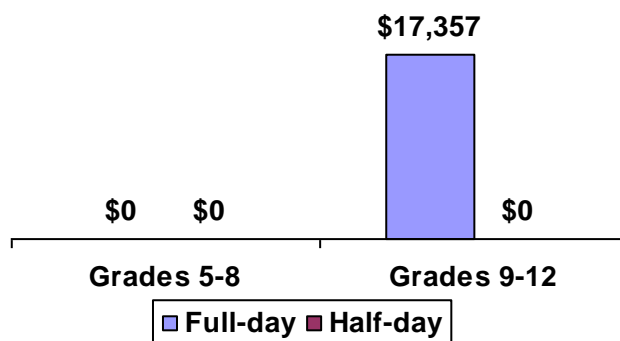
Alternative Education

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, 2014**



2013-2014 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:

11 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
0	0	0	0	0	0
0	0	50	0	0	0
0	0	12	0	0	0
		9	0		

Alternative Education State Testing Program
2013-2014 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	14	8	4	26	54.0%	31.0%	15.0%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	1	1	3	5	20.0%	20.0%	60.0%
Physical Setting/ Earth Science	0	1	0	1	0.0%	100.0%	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	8	1	3	12	67.0%	8.0%	25.0%
Global History and Geography	15	4	2	21	71.0%	19.0%	10.0%
United States History and Government	4	3	6	13	31.0%	23.0%	46.0%

**Alternative Education Performance of Students
2013-2014 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	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	1	1	0	2	50.0%	50.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	1	0	1	2	50.0%	0.0%	50.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	1	1	0.0%	0.0%	100.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	2	0	2	4	50.0%	0.0%	50.0%

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: ASISTS*

	This BOCES		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2012-13	665	--	--
Continuing Enrollment after 2012-13	180	27.07%	14.64%
Completed or Left During 2012-13	485	72.93%	84.74%
Left Prior to Completion During 2012-13	180	37.11%	13.35%
Completed by the End of 2012-13	305	62.89%	87.70%
Completed or Left During 2012-13 and Status Known	122	25.15%	64.42%
Completed/Left/Status Known and Successfully Placed*	106	86.89%	88.95%
Completed but Not seeking Employment	7	2.30%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	82	--	--
Under-Represented Gender Members Enrolled During 2012-13	0	--	--
Completed a Non-Traditional Program By the End of 2012-13	50	60.98%	81.52%
Under-Represented Gender Members Who Completed	0	0.0%	80.76%

* 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 2013-2014 was 1061.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/Intermediate	727	699	689	344	47.0%	383	54.7%	403	58.0%
Adult Secondary (Low)	53	80	46	27	51.0%	46	57.5%	25	54.0%
ESOL	222	269	307	155	70.0%	169	62.8%	215	70.0%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	154	151	15	138	89.0%	132	87.4%	12	80.0%
Retained employment	150	41	77	125	83.0%	37	90.2%	70	91.0%
Obtained secondary or HS equivalency diploma	49	104	92	48	97.0%	103	99.0%	87	94.0%
Entered post-secondary education or training	187	178	145	183	97.0%	123	69.1%	118	81.0%

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:

- 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)

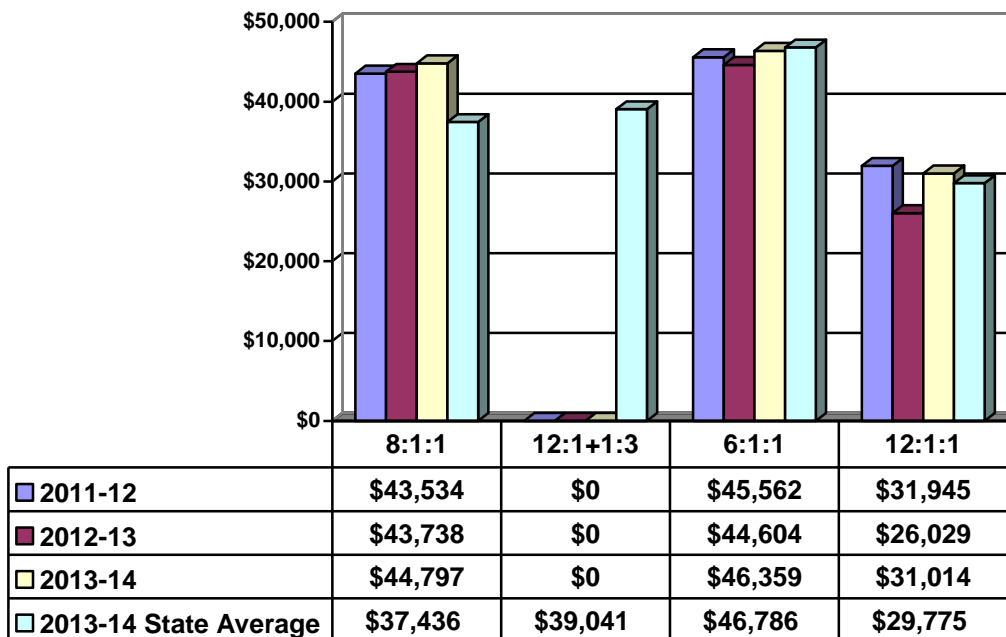
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2011-12	2012-13	2013-14
8:1:1	93	111	121
12:1+1:3	0	0	0
6:1:1	13	12	9
12:1:1	2	10	14

Tuition Rates Per Student 2011-12 through 2013-14



Special Education State Testing Program

2013-2014 School Year

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

Data Source: L2 Data Files

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	1	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	2	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	1	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	3	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	8	1	0	0	0	11.0%	0.0%	0
Grade 8 English Language Arts	5	0	1	0	0	16.0%	16.0%	0
Grade 3 Mathematics	1	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	1	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	2	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	4	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	7	2	0	0	0	22.0%	0.0%	0
Grade 8 Mathematics	6	1	0	0	0	14.0%	0.0%	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.

Special Education State Testing Program (cont'd.)

2013-2014 School Year

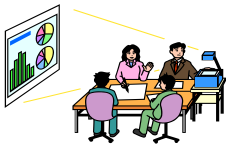
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	14	4	3	21	67.0%	19.0%	14.0%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	3	4	4	11	27.0%	36.0%	36.0%
Physical Setting/ Earth Science	1	0	0	1	100.0%	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	3	1	5	9	33.0%	11.0%	56.0%
Global History and Geography	12	3	5	20	60.0%	15.0%	25.0%
United States History and Government	5	0	6	11	45.0%	0.0%	55.0%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	2	0	2	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	0	1	1	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 8 English Language Arts	0	0	2	0	2	100.0%	100.0%	0.0%
High School English Language Arts	0	0	7	0	7	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	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 6 Mathematics	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 7 Mathematics	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 8 Mathematics	0	1	1	0	2	100.0%	50.0%	0.0%
High School Mathematics	0	1	6	0	7	100.0%	86.0%	0.0%

Data Source: L2 Data Files

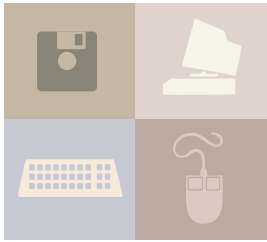
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2013-2014 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	89	51	482	513	0	0	169	63	111	18
Data-Driven Instruction	77	19	46	35	0	0	51	0	0	0
Lead Evaluator Training	0	24	0	0	0	0	0	133	0	0
Principal Evaluator Training	0	22	0	0	0	0	0	111	0	0
Integrating Technology into Curricula & Instruction	155	33	1333	488	88	22	895	45	132	63
Project Based Learning	5	10	0	76	0	0	13	3	0	0
College & Career Readiness	53	0	457	284	0	0	304	5	0	0
Career and Technical Education	143	13	615	180	53	12	269	32	205	63
Middle Level Education	76	9	1265	139	0	0	475	43	1545	0
Positive Youth Development	70	12	1321	284	189	0	389	67	2113	0
Instructional Strategies	185	36	4401	2201	24	25	1066	241	463	0
Parent Training	0	43	0	302	0	0	0	202	0	1290
Special Education Issues	67	9	673	487	31	3	807	56	153	0
(RSE-TASC) Regional Special Education Technical Assistance Support	12	5	86	34	0	0	42	0	0	0
(SE-SIS) Special Education School Improvement Specialist	18	0	129	122	0	0	87	0	30	0
RBE-RN	65	7	447	87	17	4	19	2	0	0
Leadership Training	96	19	1429	321	54	6	3111	502	46	0
ECE Training (Early Childhood)	0	34	0	0	2	0	0	0	0	0
Professional Practice (APPR)	33	9	40	0	0	0	0	49	0	0
Culture/Climate	8	26	0	0	0	0	0	0	0	0
School & District Planning	123	32	1201	389	56	14	403	123	256	0
Response to Intervention	4	142	12	0	0	0	26	49	0	0
Data Management and Analysis	76	24	2059	702	36	12	1521	230	209	0
Learning Standards (ELA, MST, etc.)	262	87	4930	1473	87	12	2443	195	380	63
Interdisciplinary Teaching (including integration of career technology & academics)	79	9	601	178	61	13	259	31	274	52
Other	224	30	1800	1139	139	43	1433	278	419	183



Technology Services 2013-2014 School Year

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

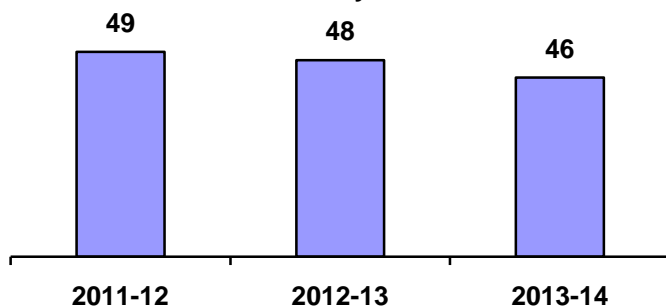
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	9/2,675	7	23,512	X	
Instructional Computing	9/2,675	5	23,512	X	
Computer/Audio Visual Repair	3/368	3		X	
Library Automation/Software	9/2,675	21	23,512	X	
LAN Installation/Support	4/1,541	21	14,167	X	
Distributed Process Technicians	9/2,675	21	23,512	X	
Guidance Information	0/0	0	0		X
Administrative Computer Services	8/60	0			X
Administrative Training	8/982	9			X
Instructional Media Resources	9/2,675	3	23,512	X	
Model Schools	9/2,675	2.6	23,512	X	
Other Student Instructional Support	0/0	5	23,512	X	



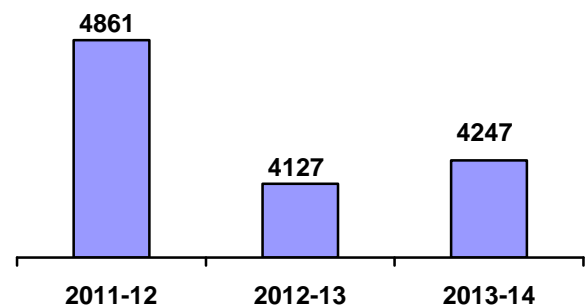
School Library Systems (SLS)

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*

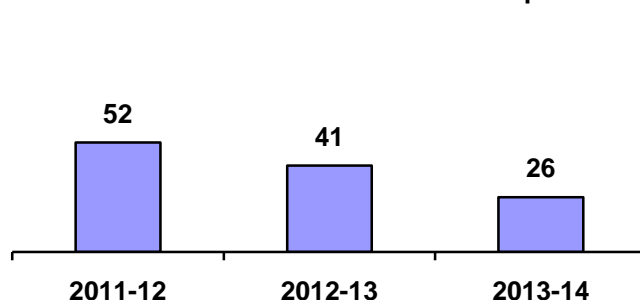
Number of Library Media Centers



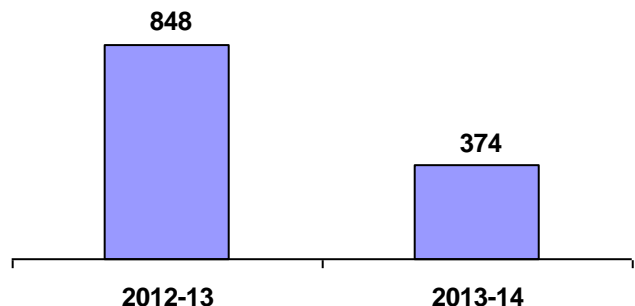
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 2,112,342.59
Capital Expenses	\$ 1,052,229.00
Total Program Expenses	\$ 48,508,879.42
Total Expenses	\$ 51,673,451.01

