

# BOARD OF COOPERATIVE EDUCATIONAL SERVICES

# REPORT CARD

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Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

Professional Development

Technology Services

School Library System Services

2016-2017 Expenses

2016-2017

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Ulster BOCES

**Ulster BOCES  
Board of Cooperative Educational Services  
2016-2017 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>15</b>
<b>2016-2017 Expenses.....</b>	<b>16</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**  
**629000000**

**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
2015-16	2015-16	2016-17	2016-17
432	215	502	218
373	137	317	144
333	118	311	136
199	75	199	75

### Other Career-Related Programs

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

“New Vision”

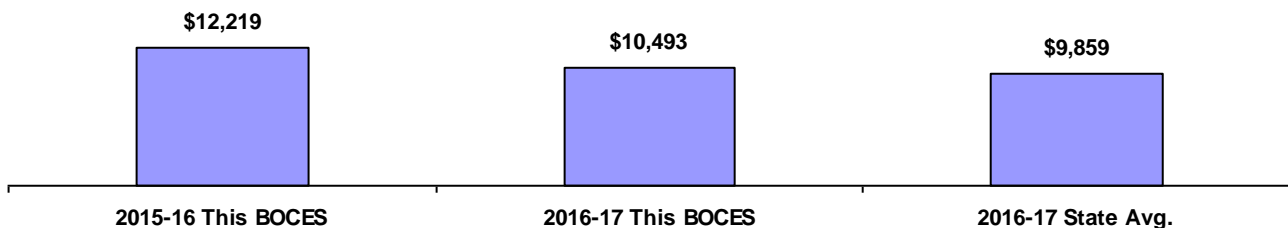
Participated 1 yr of a CTE Program

Other one-year programs

61	5	53	3
38	19	6	3
0	0	0	0

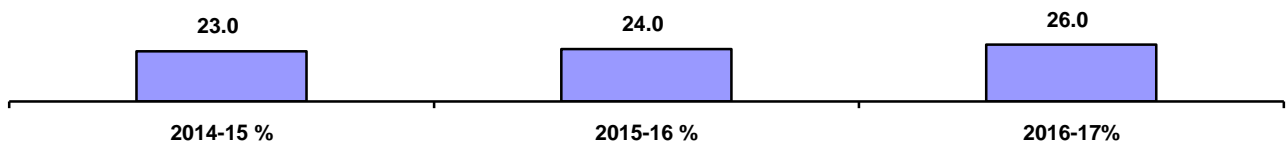
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

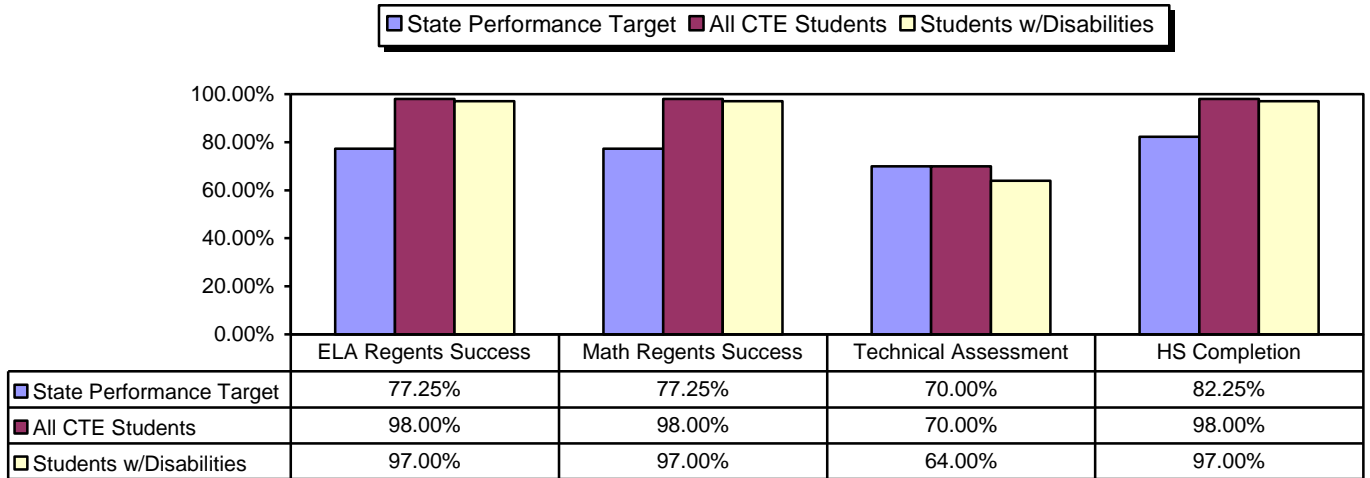
*Data Source: SIRS*



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

# CTE Student Performance on Perkins Indicators Who Left School in 2016

Data Source: SIRS



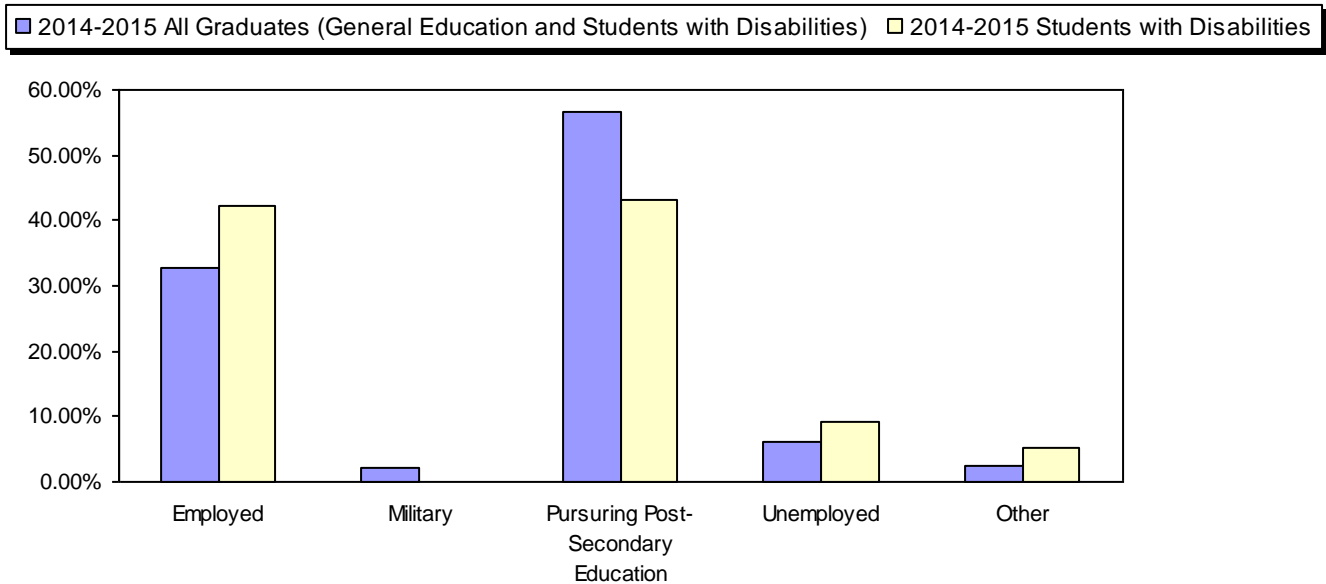
## Status of Career and Technical Education (CTE) Students 2016 Placement Outcomes

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/ReportCardfor17-18.pdf>

### Total Placement

This BOCES	State Target
97%	91.5 %



**General Education Development Leading to (GED)  
For CTE Students Age 16-18  
2016-2017**

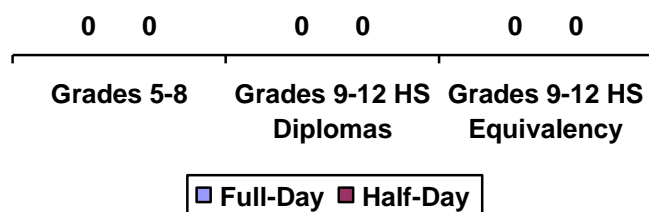
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	<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	11
<b>Passing Rate of Students Tested</b>	0	8
<b>Remained / Still Enrolled in the Program</b>	0	2
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	0	1
<b>Returned to School District:</b>	0	0

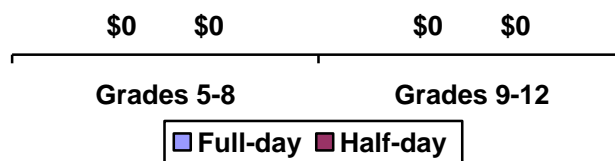
## Alternative Education

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, 2017



### 2016-2017 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	0	0	0	0
Remained in the BOCES program	0	0	0	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
Received high school diplomas			0	0		

**Alternative Education State Testing Program**  
**2016-2017 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	0	0	0	0	0.0%	0.0%	0.0%
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	0	0	0	0	0.0%	0.0%	0.0%
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	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography	0	0	0	0	0.0%	0.0%	0.0%
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%



**Alternative Education Performance of Students  
2016-2017 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	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
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.	0	0	0	0	0.0%	0.0%	0.0%

## 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
<b>All CTE Programs</b>			
Enrolled during 2015-16	402	--	--
Continuing Enrollment after 2015-16	52	12.9%	16.10%
Completed or Left During 2015-16	350	87.1%	84.89%
Left Prior to Completion During 2015-16	98	24.4%	13.48%
Completed by the End of 2015-16	252	62.7%	87.31%
Completed or Left During 2015-16 and Status Known	277	68.9%	71.30%
Completed/Left/Status Known and Successfully Placed*	276	68.7%	77.06%
Completed but Not seeking Employment	5	1.2%	3.15%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2015-16	44	--	--
Under-Represented Gender Members Enrolled During 2015-16	0	--	--
Completed a Non-Traditional Program By the End of 2015-16	29	65.9%	77.98%
Under-Represented Gender Members Who Completed	0	0.0%	78.22%

\* 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 2016-2017 was 927.

### 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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Adult Beginning/Intermediate	705	661	635	419	59.4%	398	60.2%	429	67.6%
Adult Secondary (Low)	54	37	61	31	57.4%	22	59.5%	41	67.2%
ESOL	225	229	227	145	64.5%	161	70.3%	157	69.2%

### Other Outcomes (2014-15 through 2016-17)

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					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Entered employment	14	12	n/a	12	85.7%	10	83.3%	*n/a	*n/a
Retained employment	11	13	n/a	9	81.9%	12	92.3%	*n/a	*n/a
Obtained secondary or HS equivalency diploma	62	47	37	53	85.5%	40	85.1%	37	100%
Entered post-secondary education or training	94	66	45	80	85.1%	53	80.3%	30	66.7%

Years 2014-15 & 2015-16 goals based on samples

\*2016-17 employment goals not required to track.

# 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)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

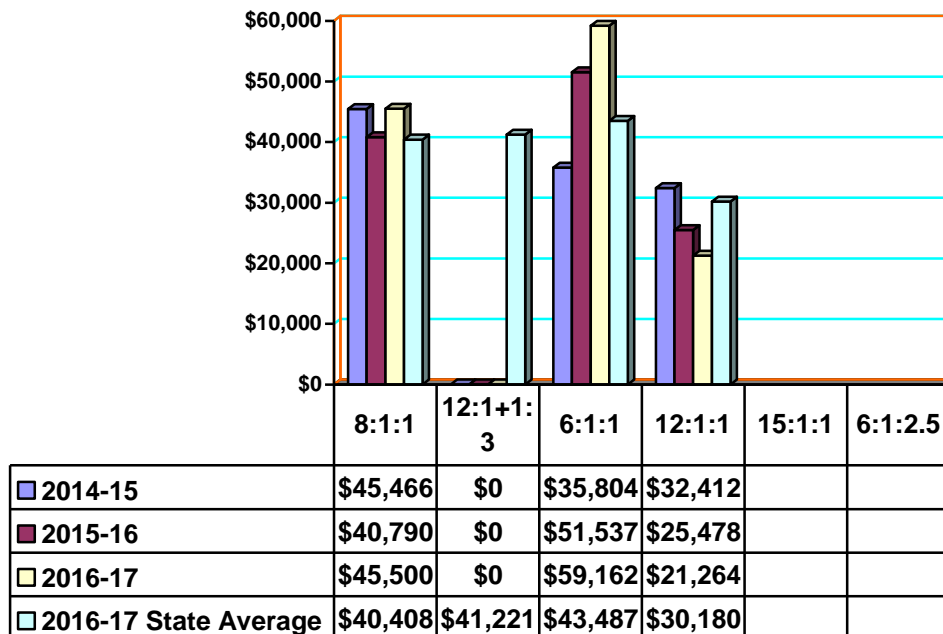
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2014-15	2015-16	2016-17
<b>8:1:1</b>	116	114	102
<b>12:1+1:3</b>	0	0	0
<b>6:1:1</b>	11	7	17
<b>12:1:1</b>	16	15	18
<b>15:1:1</b>	0	0	0
<b>6:1:2.5</b>	0	0	0

### Tuition Rates Per Student 2014-15 through 2016-17



## Special Education State Testing Program

### 2016-2017 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	0	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	0	1	0	0	1	100.0%	0.0%	0
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	2	0	0	0	2	0.0%	0.0%	0
Grade 7 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 8 English Language Arts	3	2	0	0	5	40.0%	0.0%	0
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	0	1	0	0	1	100.0%	0.0%	0
Grade 5 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 6 Mathematics	2	0	0	0	2	0.0%	0.0%	0
Grade 7 Mathematics	5	0	0	0	5	0.0%	0.0%	0
Grade 8 Mathematics	2	0	0	0	2	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.)**  
**2016-2017 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	0	0	0	0	0.0%	0.0%	0.0%
Algebra 1	31	18	10	59	52.5%	30.5%	16.9%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2	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	13	7	6	26	50.0%	26.9%	23.1%
Physical Setting/ Earth Science	0	1	0	1	0.0%	100%	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	19	1	9	29	65.5%	3.4%	31%
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography	37	4	3	44	84.1%	9.1%	6.8%
United States History and Government	15	6	4	25	60.0%	24.0%	16.0%

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2016-2017 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	0	0	0.0%	0.0%	0.0%
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 English Language Arts	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	1	0	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	0	0	0	0.0%	0.0%	0.0%
High School English Language Arts	0	0	4	0	4	100.0%	100.0%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 Mathematics	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 6 Mathematics	0	0	0	1	1	100.0%	100.0%	0.0%
Grade 7 Mathematics	0	0	1	1	2	100.0%	100.0%	0.0%
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
High School Mathematics	0	0	4	0	4	100.0%	100.0%	0.0%

Data Source: nySTART

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 2016-2017 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	40	34	600	398	5	10	70	3	20	24
Data-Driven Instruction	22	41	927	136	54	0	130	114	18	33
Lead Evaluator Training	0	11	2	14	0	0	0	32	0	7
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	43	45	1511	891	137	43	197	45	19	152
Project Based Learning	4	20	32	39	3	0	1	34	0	4
College & Career Readiness	25	32	903	253	67	3	99	2	14	9
Career and Technical Education	8	3	793	0	97	0	64	0	7	0
Middle Level Education	11	9	286	398	102	10	40	3	36	24
Positive Youth Development	18	25	322	15	213	0	122	20	122	5
Instructional Strategies	42	49	3541	1145	309	40	342	90	38	142
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	30	32	376	178	68	17	50	0	40	30
(RSE-TASC ) Regional Special Education Technical Assistance Support	7	2	91	4	8	0	22	0	12	1
(SE-SIS) Special Education School Improvement Specialist	7	2	103	0	8	0	29	0	12	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	35	35	246	95	8	0	131	133	20	22
ECE Training (Early Childhood)	2	0	4	0	0	0	1	0	0	0
Professional Practice (APPR)	0	14	2	54	0	0	0	28	0	13
Culture/Climate	25	32	529	150	245	4	161	95	139	23
School & District Planning	38	35	1335	42	264	0	283	88	135	14
Response to Intervention	6	8	45	19	9	0	26	28	0	30
Data Management and Analysis	7	22	53	99	0	2	4	61	4	23
Learning Standards (ELA, MST, etc.)	47	36	1666	431	38	10	208	4	23	33
Interdisciplinary Teaching (including integration of career technology & academics)	15	17	65	31	13	0	11	33	8	3
Other	11	14	24	58	0	1	1	9	0	2



## Technology Services 2016-2017 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	9/2,209	7	22,230	X	
Instructional Computing	9/2,209	5	22,230	X	
Computer/Audio Visual Repair	3/455	3		X	
Library Automation/Software	9/2,209	21	22,230	X	
LAN Installation/Support	4/826	21	8,574	X	
Distributed Process Technicians	8/1936	21	19,005	X	
Guidance Information	0/0	0	0		
Administrative Computer Services	8/228	10			X
Administrative Training	8/103	16			X
Instructional Media Resources	9/2,209	3	22,230	X	
Model Schools	10/2,209	4	33,957	X	
Other Student Instructional Support	9/2,209	5	22,230	X	

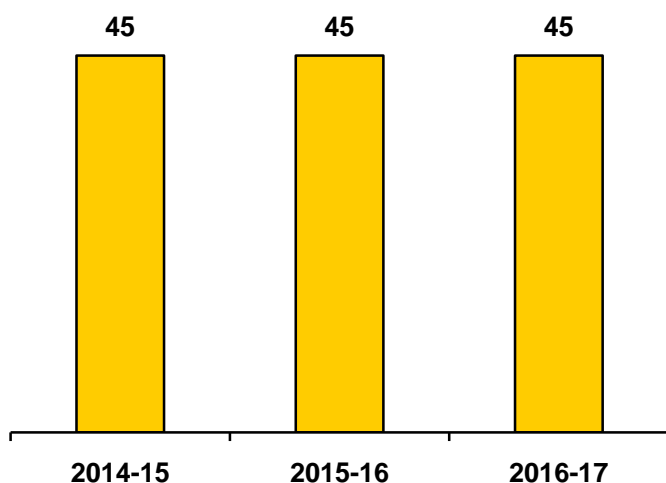




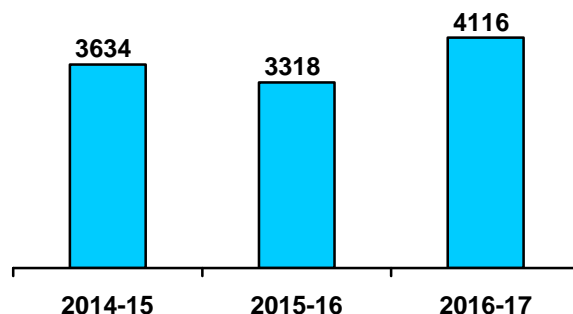
## School Library Systems (SLS)

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*

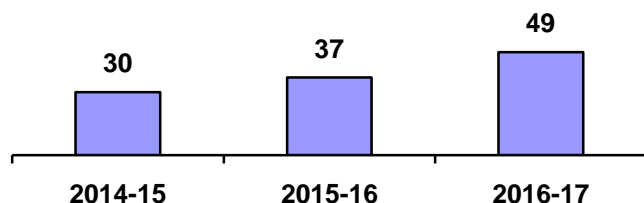
**Number of Library Media Centers**



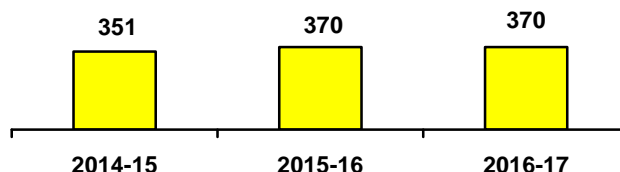
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Workshops**



**Number of Participants at Professional Development Workshops**



# 2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses -----	\$1,995,265.89
Capital Expenses -----	\$1,030,728.00
Total Program Expenses -----	\$51,026,697.12
Total Expenses -----	\$54,052,691.01

