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

2018-2019 Expenses

2018-2019

Ulster BOCES

Ulster BOCES
Board of Cooperative Educational Services
2018-2019 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
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.

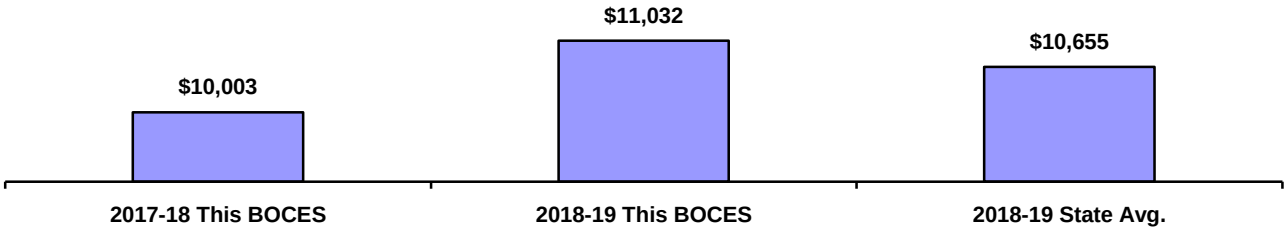
	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2017-18**	**2017-18**	**2018-19**	**2018-19**
First-year students	533	208	456	195
Second-year students	333	144	362	159
Second-year students completing	421	152	425	169
Completers with technical endorsement	198	69	211	73

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	62	2	52	8
Participated 1 yr of a CTE Program	41	18	35	17
Other one-year programs	0	0	0	0

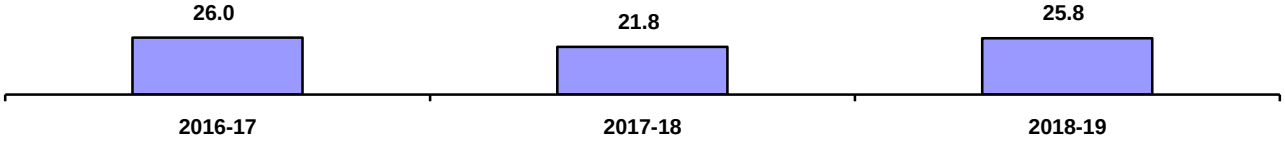
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

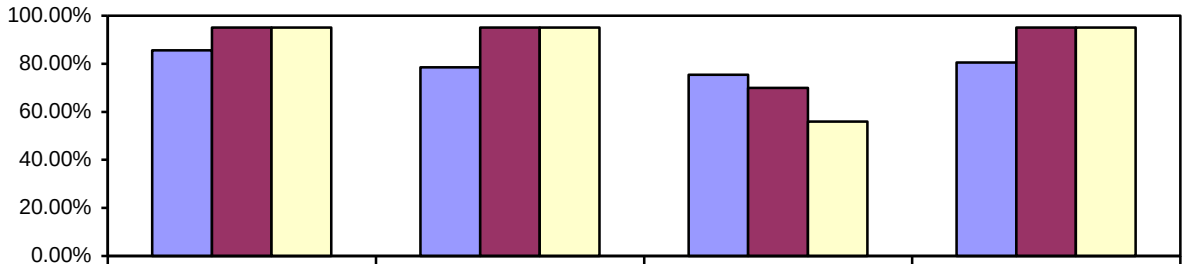
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators
Who Left School in 2018

Data Source: SIRS



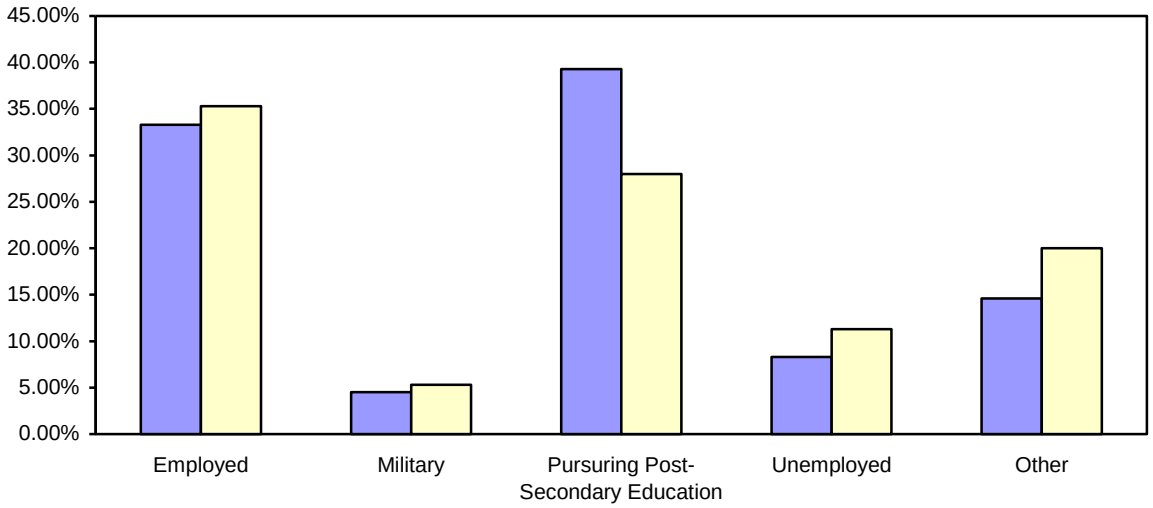
	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
State Performance Target	85.60%	78.50%	75.50%	80.50%
All CTE Students	95.00%	95.00%	70.00%	95.00%
Students w/Disabilities	95.00%	95.00%	56.00%	95.00%

Status of Career and Technical Education (CTE) Students
2017 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/2018-19PerkinsReportCards052118.pdf
http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf

TOTAL PLACEMENT

YOUR BOCES	STATE TARGET
92.0%	92.0 %



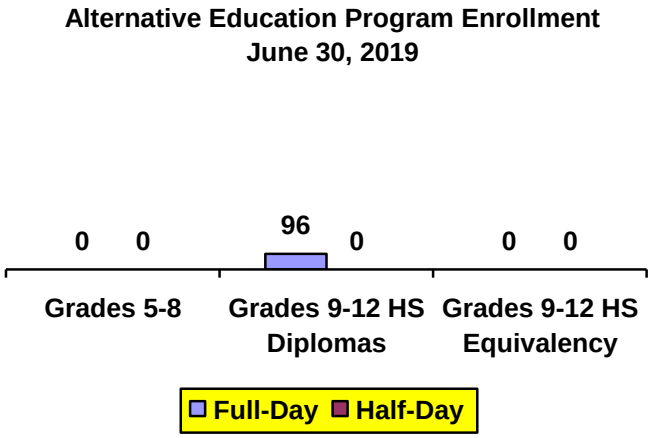
General Education Development Leading to (GED)
For CTE Students Age 16-18
2018-2019

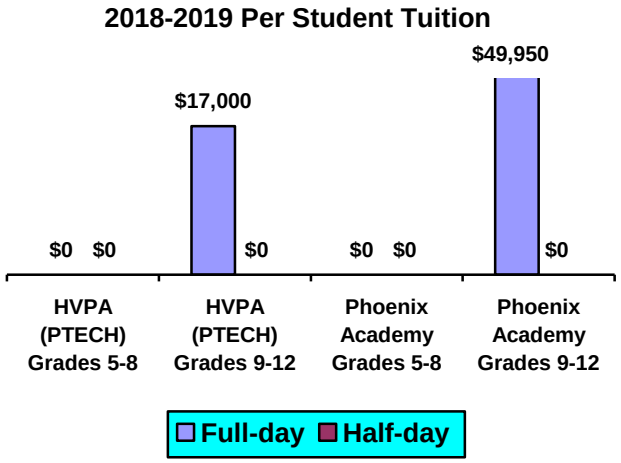
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
Number of students who:	**Half-day**	**Full-day**
Enrolled	0	7
Passing Rate of Students Tested	0	50%
Remained / Still Enrolled in the Program	0	6
Left the program and did not enter another district or BOCES program (dropouts)	0	0
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 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	Half- day	Full-day
Returned to a school district program	0	0	12	0	0	0
Remained in the BOCES program	0	0	86	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	5	0	0	0

Alternative Education State Testing Program

2018-2019 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
Algebra I (CC)	13	8	15	36	36.1%	22.2%	41.7%
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%
English Language Arts (CC)	6	4	23	33	18.2%	12.1%	69.7%
Living Environment	4	4	35	43	9.3%	9.3%	81.4%
Physical Setting/ Earth Science	1	0	0	1	100.0%	0.0%	0.0%
Physical Setting/ Chemistry	0	0	1	1	0.0%	0.0%	100.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography Transition	2	2	9	13	15.4%	15.4%	69.2%
United States History and Government	2	1	9	12	16.7%	8.3%	75.%

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 Count	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2017-18	202	--	--
Continuing Enrollment after 2017-18	36	17.8%	20.39%
Completed or Left During 2017-18	166	82.2%	78.41%
Left Prior to Completion During 2017-18	30	18.1%	13.78%
Completed by the End of 2017-18	136	82.0%	85.88%
Completed or Left During 2017-18 and Status Known	122	73.5%	65.54%
Completed/Left/Status Known and Successfully Placed*	108	88.5%	80.56%
Completed but Not seeking Employment	1	0.74%	2.91%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2017-18	30	--	--
Completed a Non-Traditional Program By the End of 2017-18	24	80.0%	82.01%
Under-Represented Gender Members Enrolled during 2017-18	0	0.0%	0.0%
Under-Represented Gender Members Who Completed during 2017-18	0	0.0%	81.12%

* 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 2018-2019 was 707.

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					
	2016-17	2017-18	2018-19	2016-17		2017-18		2018-19	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	635	504	486	429	67.6%	340	67.5%	294	60.5%
Adult Secondary (Low)	61	109	59	41	67.2%	68	62.4%	33	56.0%
ESOL	227	162	152	157	69.2%	96	59.3%	100	65.8%

Other Outcomes (2016-17 through 2018-19)

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					
	2016-17	2017-18	2018-19	2016-17		2017-18		2018-19	
					Percent		Percent		Percent
Entered employment	N/A	N/A	136	N/A	N/A	N/A	N/A	45	33.1%
Retained employment	N/A	N/A	143	N/A	N/A	N/A	N/A	55	38.5%
Obtained secondary or HS equivalency diploma	37	22	40	37	100.0%	13	59.1%	26	65.0%
Entered post-secondary education or training	45	N/A	138	30	66.7%	N/A	N/A	89	64.5%

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 six 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)

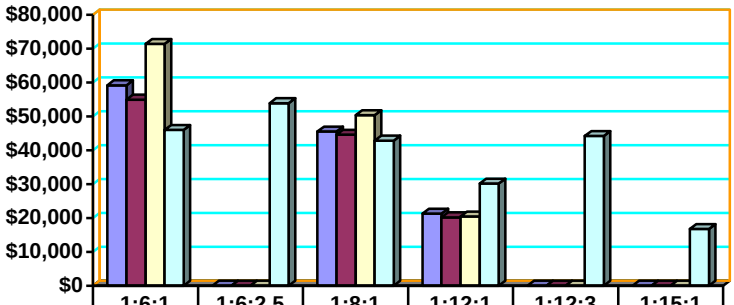
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2016-17	2017-18	2018-19
8:1:1	102	98	101
12:1+1:3	0	0	0
6:1:1	17	25	25
12:1:1	18	9	11
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2016-17 through 2018-19



	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2016-17	$59,162	$0	$45,500	$21,264	$0	$0
2017-18	$54,907	$0	$44,588	$20,164	$0	$0
2018-19	$71,384	$0	$50,352	$20,415	$0	$0
2018-19 State Average	$46,014	$53,866	$42,845	$30,122	$44,212	$16,755

Special Education State Testing Program

2018-2019 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	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	3	1	0	0	4	25%	0.0%	0
Grade 7 English Language Arts	5	0	0	0	5	0.0%	0.0%	0
Grade 8 English Language Arts	2	0	0	0	2	0.0%	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	0	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 7 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 8 Mathematics	1	0	0	0	1	0.0%	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.)

2018-2019 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
Algebra 1 (CC)	28	8	6	42	67%	19%	14%
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (CC)	0	1	0	1	0.0%	100%	0.0%
Living Environment	7	2	1	10	70%	20%	10%
Physical Setting/ Earth Science	10	1	3	14	72%	7%	21%
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%
English Language Arts (CC)	5	9	10	24	21%	37%	42%
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography Transition	28	0	6	34	82%	0.0%	18%
United States History & Government	6	7	9	22	27%	32%	41%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2018-2019 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	1	0	1	100.0%	100.0%	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	0	0	0	0.0%	0.0%	0.0%
Grade 7 English Language Arts	0	1	6	4	11	100.0%	91.0%	0.0%
Grade 8 English Language Arts	0	0	1	2	3	100.0%	100.0%	0.0%
High School English Language Arts	0	0	1	0	1	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	1	1	100.0%	100.0%	0.0%
Grade 5 Mathematics	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 Mathematics	0	1	8	2	11	100.0%	91.0%	0.0%
Grade 8 Mathematics	0	0	1	2	3	100.0%	100.0%	0.0%
High School Mathematics	0	0	1	0	1	100.0%	100.0%	0.0%

Data Source: nySTART

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 2018-2019 School Year

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

BOCES provided professional 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	15	40	396	382	6	36	25	71	0	1
Data-Driven Instruction	8	15	155	123	27	4	37	20	0	2
Lead Evaluator Training	0	10	0	2	0	0	0	17	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	13	31	879	102	119	5	159	9	9	21
Project Based Learning	23	21	239	143	16	9	57	8	0	0
College & Career Readiness	13	38	37	621	27	74	28	66	0	7
Career and Technical Education	1	8	184	87	28	7	36	0	0	1
Middle Level Education	3	12	27	90	24	12	12	14	20	11
Positive Youth Development	6	6	213	121	140	54	83	64	103	49
Instructional Strategies	30	37	1,774	1,606	122	174	243	99	5	17
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	16	12	320	170	11	35	29	16	9	11
(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	8	2	0	5	0	0	10	0	0	0
RBE-RN	21	0	96	0	3	0	1	0	0	0
Leadership Training	7	35	1	9	0	0	17	77	0	0
ECE Training (Early Childhood)	2	4	55	9	2	5	5	0	0	0
Professional Practice (APPR)	15	6	197	341	5	47	87	45	0	2
Culture/Climate	27	28	362	292	160	56	129	146	108	52
School & District Planning	20	43	263	172	148	45	100	81	107	48
Response to Intervention	0	7	105	357	4	36	4	63	1	1
Data Management and Analysis	7	21	17	89	2	5	4	24	0	2
Learning Standards (ELA, MST, etc.)	16	42	448	559	7	53	25	81	1	1
Interdisciplinary Teaching (including integration of career technology & academics)	2	19	312	652	2	79	24	14	0	6
Other	1	18	1	157	0	10	0	5	0	0

Technology Services 2018-2019 School Year

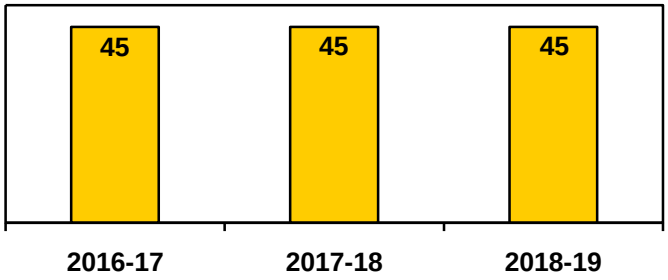
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students in the following areas:	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	9/3,211	3	22,655	X	
Instructional Computing	9/3,211	5	22,655	X	
Computer/Audio Visual Repair	3/677	3	0	X	
Library Automation/Software	9/3,211	17	22,655	X	
LAN Installation/Support	5/1640	17	11,248	X	
Distributed Process Technicians	7/2,587	17	17,695	X	
Guidance Information	0/0	0	0		
Administrative Computer Services	8/346	22	0		X
Administrative Training	8/146	21	0		X
Instructional Media Resources	9/3,211	3	22,655	X	
Model Schools	10/4,269	4	34,382	X	
Other Student Instructional Support	9/3,211	5	22,655	X	

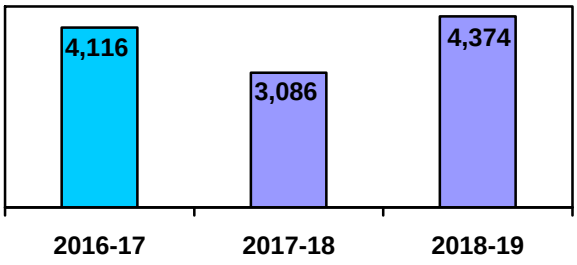
School Library Systems (SLS) 2018-2019 School Year

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*

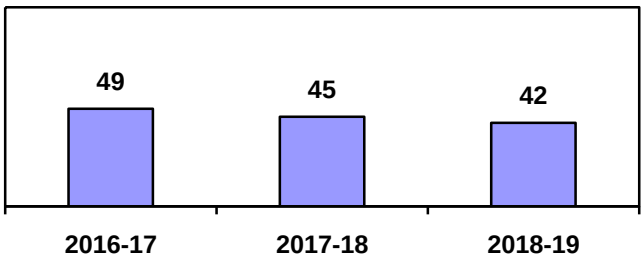
Number of Library Media Centers



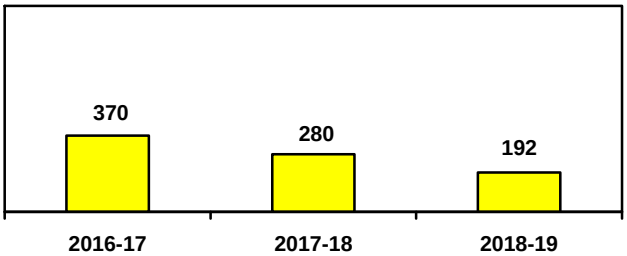
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops

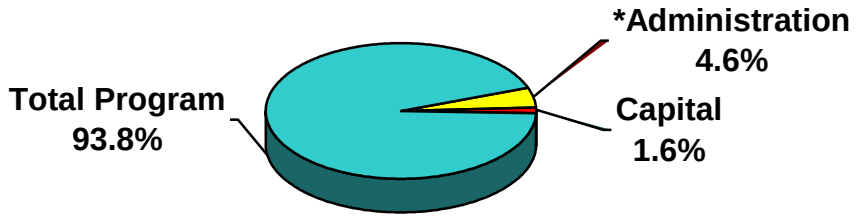
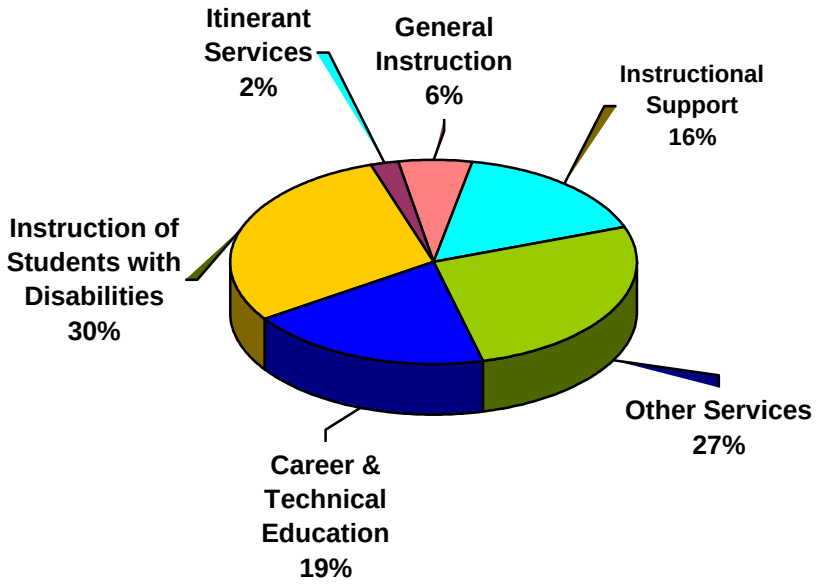


2018-2019 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses $2,759,245.49

Capital Expenses..... $967,863.00

Total Program Expenses..... $56,018,106.00

Total Expenses..... $59,745,214.49