

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
- 2017-2018** Expenses

2017-2018

Orange-Ulster BOCES

**Orange-Ulster BOCES
Board of Cooperative Educational Services
2017-2018 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

Orange-Ulster BOCES
49-00000000

Component Districts

- **Chester UFSD**
- **Cornwall CSD**
- **Florida UFSD**
- **Goshen CSD**
- **Greenwood Lake UFSD**
- **Highland Falls-Fort Montgomery CSD**
- **Kiryas Joel Village School UFSD**
- **Marlboro CSD**
- **Middletown ECSD**
- **Minisink Valley CSD**
- **Monroe-Woodbury CSD**
- **Pine Bush CSD**
- **Port Jervis CSD**
- **Tuxedo UFSD**
- **Valley Central SD**
- **Warwick Valley CSD**
- **Washingtonville CSD**

Non-Component Districts

- **Newburgh CSD**

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
2016-17	2016-17	2017-18	2017-18
596	366	584	407
442	224	450	231
434	218	448	231
284	144	254	140

Other Career-Related Programs

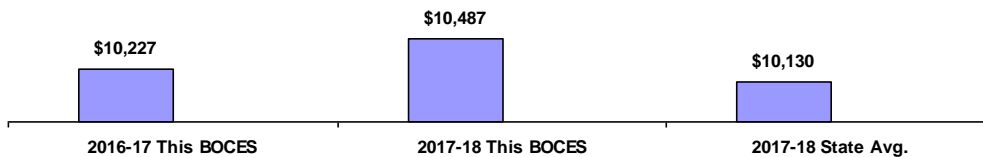
Number of 11th/12th grade students enrolled in one-year programs:

“New Vision”
 Participated 1 yr of a CTE Program
 Other one-year programs

0	0	0	0
74	31	128	49
20	24	19	13

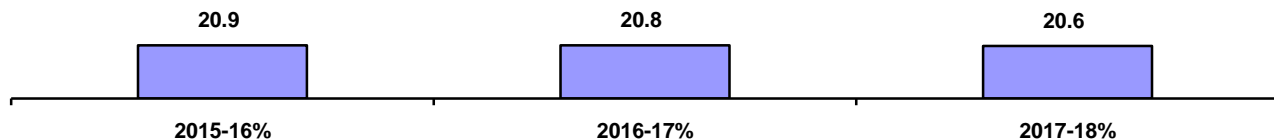
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

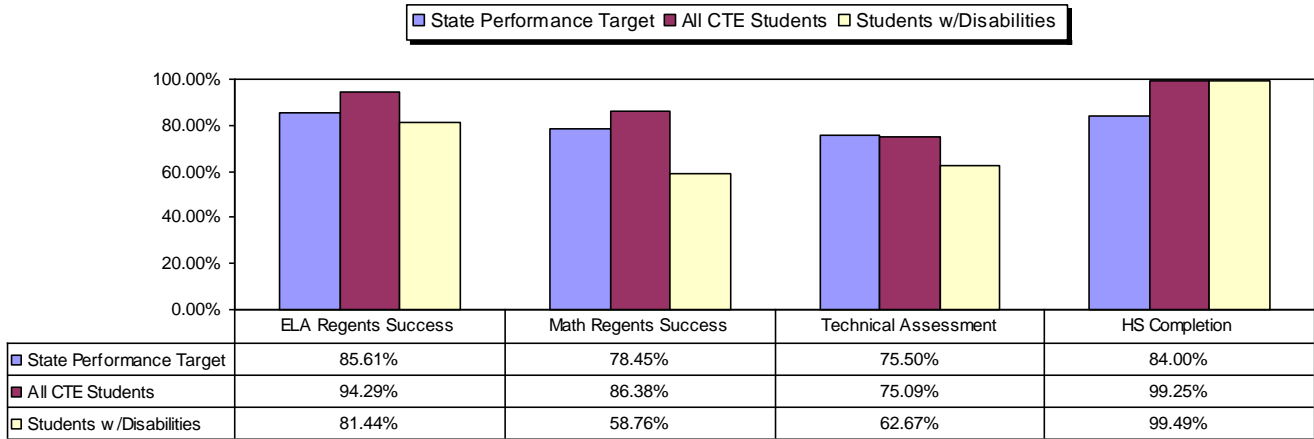
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2017

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2017 Placement Outcomes

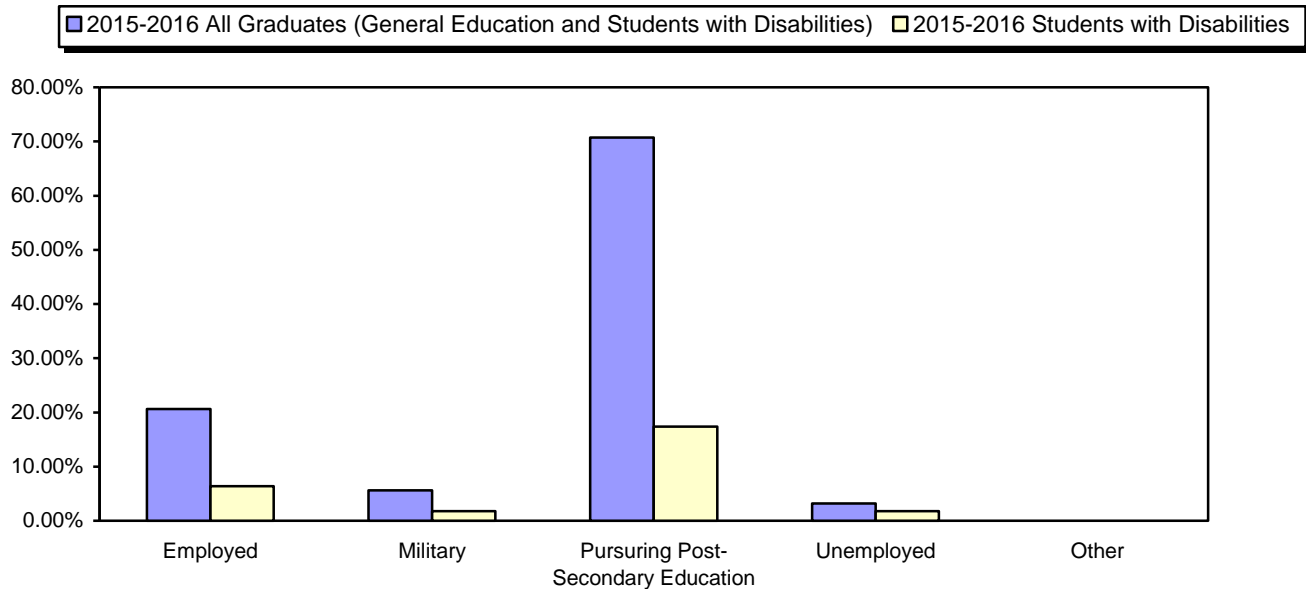
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

<http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCards052118.pdf>

<http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf>

Total Placement

This BOCES	State Target
95.98%	92.0 %



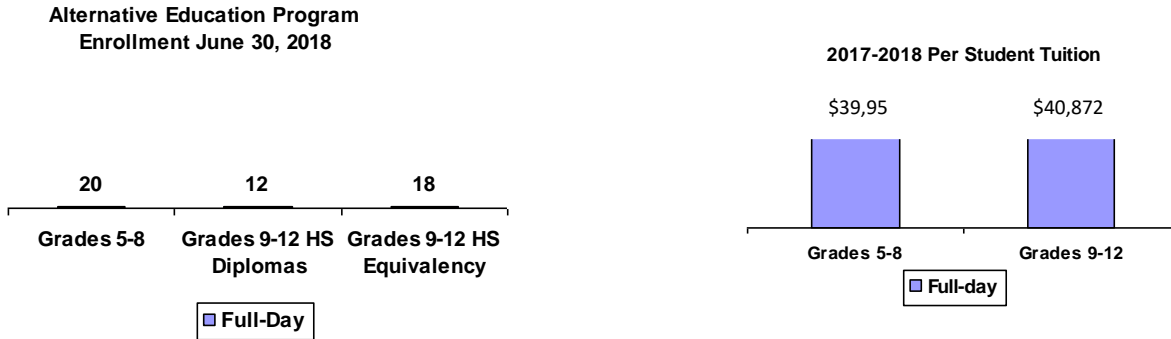
**General Education Development Leading to (GED)
For CTE Students Age 16-18
2017-2018**

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	NA	NA
Passing Rate of Students Tested	NA	NA
Remained / Still Enrolled in the Program	NA	NA
Left the program and did not enter another district or BOCES program (dropouts)	NA	NA
Returned to School District:	NA	NA

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	51	0	14	0	2	1
Remained in the BOCES program	20	0	12	0	8	10
Left the program and did not enter another district or BOCES program (dropouts)	0	0	11	0	0	0
Received high school diplomas			12	0		

Alternative Education State Testing Program
2017-2018 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)	0	0	0	0	0.0%	0.0%	0.0%
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)	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%
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
2017-2018 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
All CTE Programs			
Enrolled during 2016-17	431	--	--
Continuing Enrollment after 2016-17	37	8.6%	14.60%
Completed or Left During 2016-17	394	91.4%	84.91%
Left Prior to Completion During 2016-17	55	12.8%	13.58%
Completed by the End of 2016-17	339	78.7%	83.36%
Completed or Left During 2016-17 and Status Known	352	81.6%	66.85%
Completed/Left/Status Known and Successfully Placed*	168	39.0%	76.76%
Completed but Not seeking Employment	8	1.9%	3.26%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2016-17	431	--	--
Under-Represented Gender Members Enrolled During 2016-17	33	--	--
Completed a Non-Traditional Program By the End of 2016-17	339	78.7%	73.80%
Under-Represented Gender Members Who Completed	27	81.8%	73.89%

* 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 2017-2018 was 1249.

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					
	2015-16	2016-17	2017-18	2015-16		2016-17		2017-18	
					Percent		Percent		Percent
Adult Beginning/Intermediate	525	434	283	274	52.0%	218	50.2%	129	45.6%
Adult Secondary (Low)	48	37	32	25	52.0%	14	37.8%	14	43.8%
ESOL	870	958	934	446	51.0%	591	61.6%	525	56.2%

Other Outcomes (2015-16 through 2017-18)

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					
	2015-16	2016-17	2017-18	2015-16		2016-17		2017-18	
					Percent		Percent		Percent
Entered employment	11	NA	NA	9	82.0%	NA	0.0%	NA	0.0%
Retained employment	17	NA	NA	13	76.0%	NA	0.0%	NA	0.0%
Obtained secondary or HS equivalency diploma	51	NA	35	43	84.0%	NA	0.0%	10	28%
Entered post-secondary education or training	93	NA	NA	65	70.0%	NA	0.0%	NA	0.0%

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

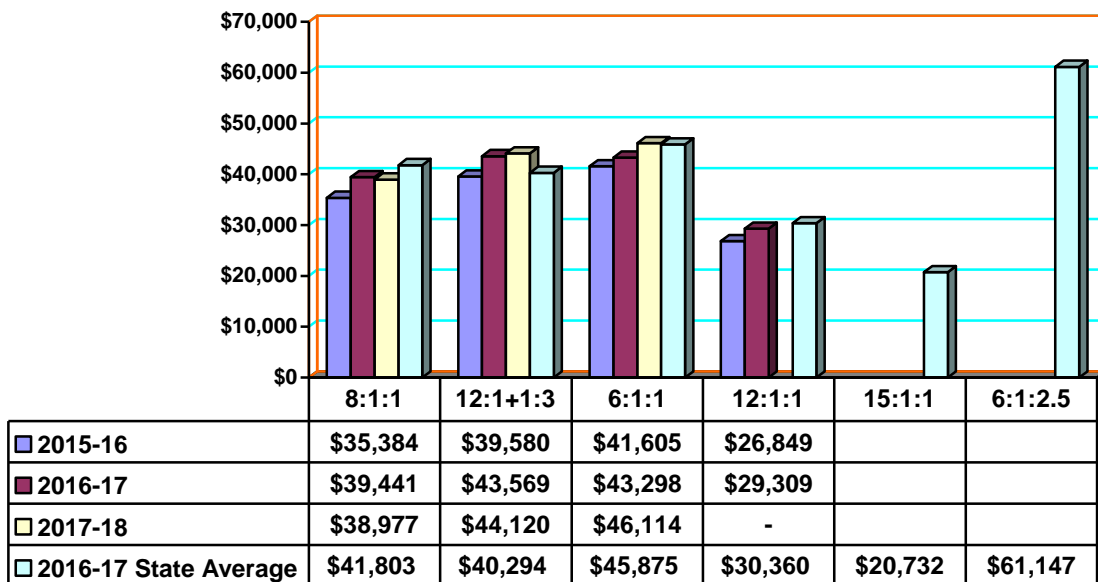
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2015-16	2016-17	2017-18
8:1:1	153	133	125
12:1+1:3	569	562	586
6:1:1	295	283	286
12:1:1	10	10	0
15:1:1	NA	NA	NA
6:1:2.5	NA	NA	NA

Tuition Rates Per Student 2015-16 through 2017-18



Special Education State Testing Program 2017-2018 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	16	2	0	0	18	11.1%	0.0%	0
Grade 4 English Language Arts	11	4	1	0	16	31.25%	6.25%	0
Grade 5 English Language Arts	20	2	0	0	22	9.1%	0.0%	0
Grade 6 English Language Arts	11	0	0	0	11	0.0%	0.0%	0
Grade 7 English Language Arts	22	0	0	0	22	0.0%	0.0%	0
Grade 8 English Language Arts	27	7	2	0	36	25%	5.6%	0
Grade 3 Mathematics	15	2	1	1	19	21.1%	5.3%	0
Grade 4 Mathematics	12	1	2	0	15	20.8%	10.0%	0
Grade 5 Mathematics	20	2	0	0	22	9.1%	0.0%	0
Grade 6 Mathematics	11	1	0	0	12	8.3%	0.0%	0
Grade 7 Mathematics	19	1	0	0	20	5.0%	0.0%	0
Grade 8 Mathematics	30	2	0	0	32	6.25%	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.)
2017-2018 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)	36	9	11	56	64.3%	16.1%	19.6%
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (CC)	1	3	1	5	20.0%	60.0%	20.0%
Living Environment	23	9	12	44	52.3%	20.5%	27.3%
Physical Setting/ Earth Science	1	1	3	5	20.0%	20.0%	60.0%
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%
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	33	9	18	60	55.0%	15.0%	30.0%
Global History & Geography	57	12	19	88	64.8%	13.6%	21.6%
United States History & Government	38	12	18	68	55.9%	17.6%	26.5%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2017-2018 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	1	8	17	3	29	96.6%	69.0%	0.0%
Grade 4 English Language Arts	0	6	26	1	33	100.0%	81.8%	0.0%
Grade 5 English Language Arts	0	4	16	6	26	100.0%	84.6%	0.0%
Grade 6 English Language Arts	0	4	22	2	28	100.0%	85.7%	0.0%
Grade 7 English Language Arts	1	2	17	3	23	95.7%	87.0%	0.0%
Grade 8 English Language Arts	1	0	20	6	27	3.7%	96.3%	0.0%
High School English Language Arts	2	5	11	2	20	90.8%	65.0%	0.0%
Grade 3 Mathematics	1	11	17	2	31	96.8%	61.3%	0.0%
Grade 4 Mathematics	0	8	25	3	36	100.0%	77.8%	0.0%
Grade 5 Mathematics	0	6	18	3	27	100.0%	77.8%	0.0%
Grade 6 Mathematics	1	8	14	6	29	96.6%	69.0%	0.0%
Grade 7 Mathematics	3	19	4	2	28	89.3%	21.4%	0.0%
Grade 8 Mathematics	2	2	22	5	31	93.5%	87.1%	0.0%
High School Mathematics	0	7	24	8	39	100.0%	82.1%	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 2017-2018 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			124				25		1	
Data-Driven Instruction			63	4			8	7		1
Lead Evaluator Training			2				23	102	1	
Principal Evaluator Training									4	17
Integrating Technology into Curricula & Instruction			289	124	8	2	52	11	37	14
Project Based Learning			2	1		99	7			
College & Career Readiness			2			27	1			
Career and Technical Education			39	698	2	32		15	9	129
Middle Level Education				3		31				8
Positive Youth Development			24	11		471	6		23	138
Instructional Strategies			736	479	13	159	46	38	91	241
Parent Training										
Special Education Issues			62	314	35	90		38	11	127
(RSE-TASC) Regional Special Education Technical Assistance Support			22	35				12		14
(SE-SIS) Special Education School Improvement Specialist										
RBE-RN			14				14		3	
Leadership Training			23	2			28	26	39	31
ECE Training (Early Childhood)										
Professional Practice (APPR)			1				12			
Culture/Climate			181	16	30	176	92	3	235	65
School & District Planning				3		1		1		15
Response to Intervention			11	61	1		5	4	11	20
Data Management and Analysis			2	9	3	10	4	4	3	5
Learning Standards (ELA, MST, etc.)			219	1		4	9	1	5	6
Interdisciplinary Teaching (including integration of career technology & academics)			8		1					
Other			1,807	226	222	607	183	41	12	267



Technology Services 2017-2018 School Year

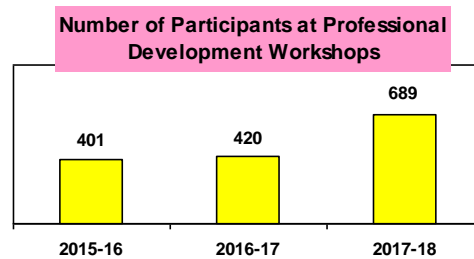
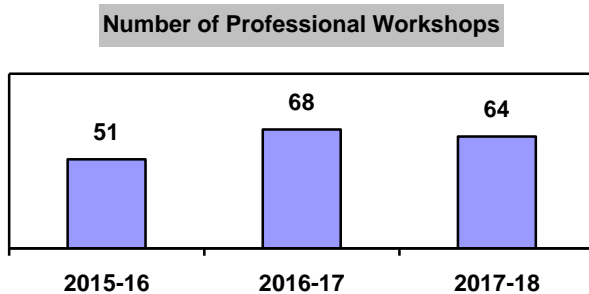
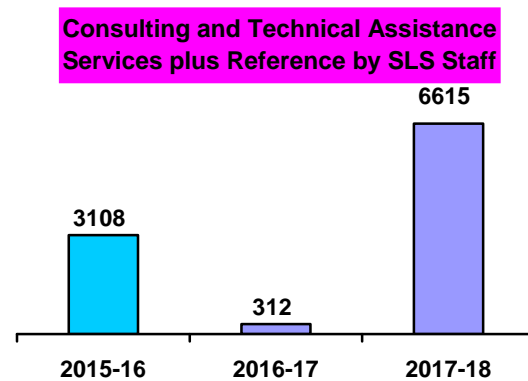
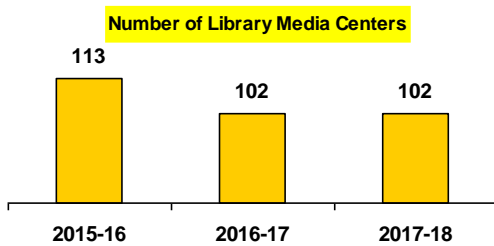
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

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	18 / 4,852	9	41,916	X	
Instructional Computing	17 / 3,814	6	48,711	X	
Computer/Audio Visual Repair	-	-		-	-
Library Automation/Software	11 / 2,676	2	48,471	X	
LAN Installation/Support	25 / 5,538	14	67,917	X	
Distributed Process Technicians	25 / 5,538	14	67,917	X	
Guidance Information	25 / 5,538	14	67,917	X	
Administrative Computer Services	25 / 5,538	14		X	
Administrative Training	0 / 0	0		X	
Instructional Media Resources	4 / 672	2	8,760	X	
Model Schools	17 / 3,814	6	48,711	X	
Other Student Instructional Support	25 / 5,538	6	67,917	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*



2017-2018 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 5,984,766.78
Capital Expenses.....	\$ 1,880,279.80
Total Program Expenses.....	\$ 147,308,360.99
Total Expenses.....	\$ 155,173,407.57

