BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

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2019-2020

Orange-Ulster BOCES

Orange-Ulster BOCES
Board of Cooperative Educational Services
2019-2020 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

Due to COVID-19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved <u>waiver</u> **and the memorandum from the Office of Accountability entitled "**<u>2019-20 Accountability Implications to Address the COVID-19 Crisis</u>.**"**

Orange-Ulster BOCES
49-000000000

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 District

- **Newburgh CSD**

Orange-Ulster BOCES encompasses 838 square miles

Joint Management Team

- **Dutchess BOCES**
- **Sullivan BOCES**
- **Ulster BOCES**

Regional Information Center

- **Mid-Hudson Regional Information Center**

To learn more about the comprehensive nature of BOCES in NYS, go to:
https://www.boces.org/

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:	**2018-19**	**2018-19**	**2019-20**	**2019-20**
First-year students	561	357	658	416
Second-year students	482	274	469	279
Second-year students completing	480	274	499	305
Completers with technical endorsement	180	55	396	278

Other Career-Related Programs

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

"New Vision"	0	0	0	0
Participated 1 yr of a CTE Program	63	25	30	11
Other one-year programs	11	11	23	22

Tuition Per Student for CTE Programs
Data Source: 602 Report

$11,010	$10,977	$10,641
2018-19 This BOCES	2019-20 This BOCES	2019-20 State Avg.
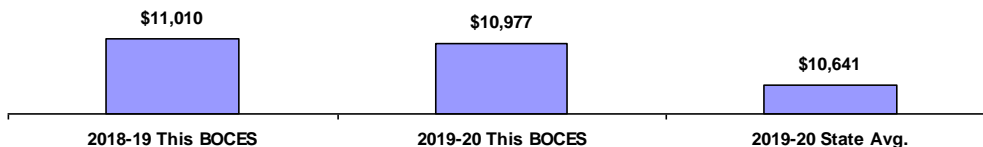
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

| 20.6	20.7	23.0
2017-18%	2018-19%	2019-20%
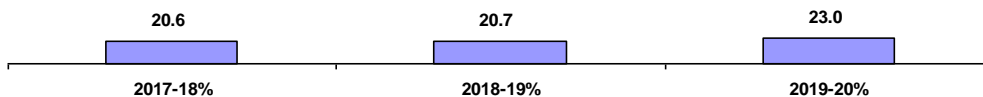
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2020

Data Source: SIRS

	State Performance Target	All CTE Students	Students w/Disabilities

|	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	85.00%	83.00%	81.80%
All CTE Students	89.23%	87.88%	97.64%
Students w/Disabilities	68.98%	69.44%	94.44%
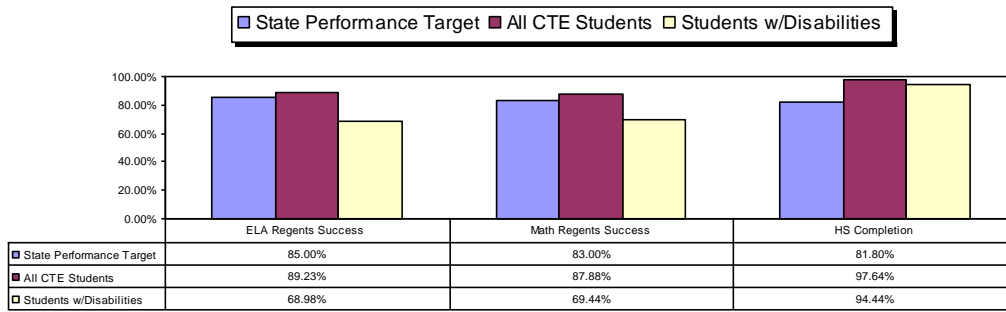
Status of Career and Technical Education (CTE) Students
2020 Placement Outcomes

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
100.0%	97.35%

|	2019-2020 All Graduates (General Education and Students with Disabilities)
	2019-2020 Students with Disabilities
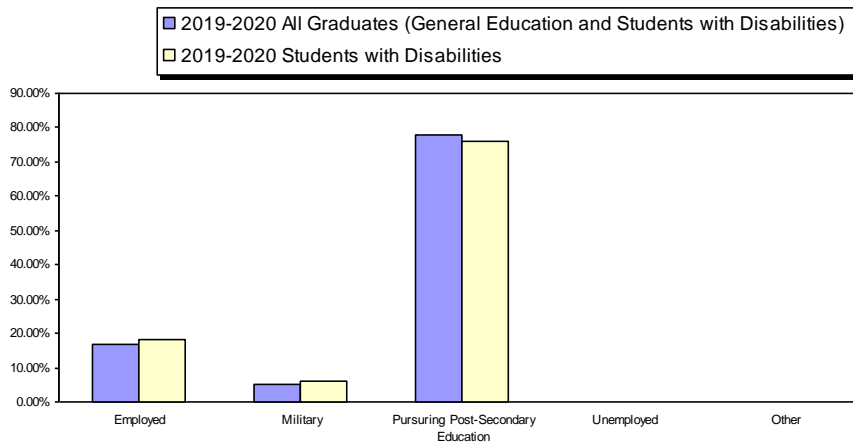
Test Assessing Secondary Completion Leading to TASC
## For CTE Students Age 16-18
2019-2020

The Test Assessing Secondary Completion (TASC) 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 TASC are offered in English and Spanish.

Number of students who:	Grades 9-12 Programs Leading TASC	
	Half-day	Full-day
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
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 Program Enrollment
June 30, 2020

Grades 5-8	Grades 9-12 HS Diplomas	Grades 9-12 HS Equivalency
13	11	18

Full-Day

2019-2020 Per Student Tuition

Grades 5-8	Grades 9-12
$45,023	$44,376

Full-day
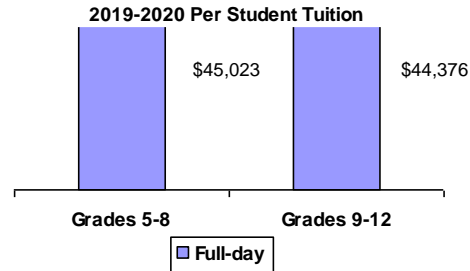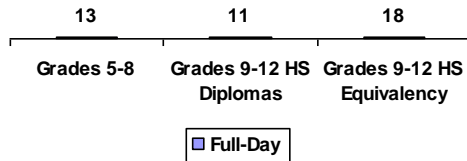
Alternative Education Outcomes

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	24	0	38	0	3	11
Remained in the BOCES program	13	0	11	0	18	9
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
Received high school diplomas			1	0		

Alternative Education State Testing Program
2019-2020 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 II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography Transition	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%

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 2018-19	371	--	--
Continuing Enrollment after 2018-19	21	5.6%	17.9%
Completed or Left During 2018-19	350	94.34%	81.6%
Left Prior to Completion During 2018-19	29	7.82%	13.1%
Completed by the End of 2018-19	342	92.18%	70.8%
Completed or Left During 2018-19 and Status Known	193	52.02%	44.1%
Completed/Left/Status Known and Successfully Placed*	157	81.35%	34.2%
Completed but Not seeking Employment	3	.88%	5.5%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2018-19	371	--	--
Completed a Non-Traditional Program By the End of 2018-19	342	92.18%	35.2%
Under-Represented Gender Members Enrolled during 2018-19	33		7.0%
Under-Represented Gender Members Who Completed during 2018-19	32	96.97%	4.9%

* 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 2019-2020 was 929.

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 2017-18	Enrollment 2018-19	Enrollment 2019-20	Educational Gain 2017-18	Percent	Educational Gain 2018-19	Percent	Educational Gain 2019-20	Percent
Adult Beginning/ Intermediate	283	255	186	129	45.6%	105	41.0%	67	36%
Adult Secondary (Low)	32	13	16	14	43.8%	11	84.0%	4	25%
ESOL	934	795	727	525	56.2%	429	54.0%	278	38%

Other Outcomes (2017-18 through 2019-20)

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 2017-18	Students with Goal 2018-19	Students with Goal 2019-20	Students Achieving Goal 2017-18	Percent	Students Achieving Goal 2018-19	Percent	Students Achieving Goal 2019-20	Percent
Entered employment	NA	380	765	NA	0.0%	199	52.0%	128	17%
Retained employment	NA	560	334	NA	0.0%	215	38.0%	91	27%
Obtained secondary or HS equivalency diploma	35	35	14	10	28%	13	37.0%	5	36%
Entered post-secondary education or training	NA	0	0	NA	0.0%	0	0.0%	0	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 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

	2017-18	2018-19	2019-20
8:1:1	125	131	107
12:1+1:3	586	609	595
6:1:1	286	280	272
12:1:1	0	0	0
15:1:1	NA	0	0
6:1:2.5	NA	0	0

Tuition Rates Per Student
2017-18 through 2019-20

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
☐ **2017-18**	$46,114		$38,977		$44,120	
☐ **2018-19**	$48,143		$41,319		$48,989	
☐ **2019-20**	$48,742	$0	$47,256	$0	$48,356	$0
☐ **2019-20 State Average**	$48,177	$62,371	$44,284	$31,972	$42,939	$16,038
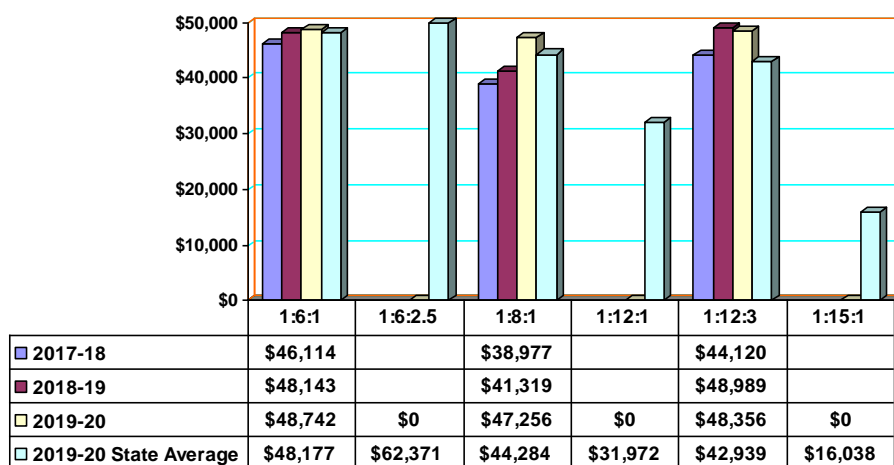
Special Education State Testing Program
2019-2020 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: Data Warehouse

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
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	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 8 English Language Arts	0	0	0	0	0	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	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 8 Mathematics	0	0	0	0	0	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.

Note: These assessments were not conducted in the 2019-20 school year due to the COVID-19 pandemic.

Special Education State Testing Program (cont'd.)
2019-2020 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)	22	11	3	36	61.1%	30.6%	8.3%
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (CC)	0	1	0	1	0.0%	100.0%	0.0%
Living Environment	17	4	1	22	77.3%	18.2%	4.5%
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%
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	11	2	6	19	30.0%	10.5%	31.6%
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%
Global History & Geography Transition	42	2	3	47	89.4%	4.3%	6.4%
United States History & Government	18	3	4	25	72.0%	12.0%	16.0%

Note: Only January Regents exams were conducted in the 2019-20 school year.
Due to the COVID-19 pandemic, June Regents exams were not administered.

Students with Severe Disabilities Performance on the New York State Alternate Assessments 2019-2020 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	0	0	0	0.0%	0.0%	0.0%
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	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	0	0	0	0.0%	0.0%	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	0	0	0	0.0%	0.0%	0.0%
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
High School Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%

Data Source: Data Warehouse

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.

Note: These assessments were not conducted in the 2019-20 school year due to the COVID-19 pandemic.

Professional Development 2019-2020 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 Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	370	50	370	34	475	580	370	8	475	52
Instructional Strategies	1439	80	1439	247	1593	2049	1593	180	1593	136
Data-Driven Instruction	100	1	100	1	250	582	250	4	150	174
Effective Use of Technology	446	33	446	22	446	549	446	43	446	139
Project Based Learning	6	0	6	0	6	2	6	0	6	2
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
College, Career & Civic Readiness	114	1	114	3	114	6	114	0	114	0
Response to Intervention	0	0	0	0	9	28	9	0	9	2
Early Childhood Education	0	0	0	0	6	7	6	0	6	0
Career and Technical Education	0	0	0	0	2	180	2	0	2	8
Middle Level Education	8	0	8	32	8	0	8	0	8	0
Special Education Strategies	50	9	50	12	50	156	50	33	50	64
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	99	81	90	103	90	25	0	0	0	0
Leadership Development	336	74	336	56	345	47	0	0	345	54
District & School Strategic Planning	18	0	18	1	24	58	0	0	24	63
Using Data	18	2	18	3	18	9	18	1	18	3
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	0	0	0	0	0	0	0	0
Social – Emotional Learning	18	8	18	21	18	17	18	1	18	76
Other culture/climate	455	85	455	140	464	502	464	147	464	472
Safety	0	0	0	0	12	12	0	0	0	0
Other	366	142	366	16	366	437	366	37	366	239

2019-2020 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………………….$ 7,029,769.65

Capital Expenses…………………………………………………………….…… $ 1,947,901.48

Total Program Expenses………………………………………………….…… $ 158,834,581.94

Total Expenses…………….…………………………………………………….$ 167,812,253.07

**Total Program
94.6%**

***Administration
4.2%**

**Capital
1.2%**

**Itinerant
Services
2%**

**General
Instruction
2%**

**Instructional
Support
14%**

**Instruction
of Students
with
Disabilities
60%**

**Other
Services
9%**

**Career &
Technical
Education
13%**