BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD

Career and Technical Education

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2019-2020

Ulster BOCES

Ulster BOCES
Board of Cooperative Educational Services
2019-2020 Report Card

Table of Contents

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 waiver and the memorandum from the Office of Accountability entitled "2019-20 Accountability Implications to Address the COVID-19 Crisis."

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

NON-COMPONENTS SERVED THIS BOCES THROUGH CONTRACTUAL AGREEMENTS

Albany-Schoharie-Schenectady- BOCES
Albany-Schoharie-Schenectady- BOCES
Mohonasen CSD
Raven-Coeymans CSD
Broome Delaware-Tioga BOCES
Broome Delaware-Tioga BOCES
DCMO BOCES
Downsville CSD
Franklin CSD
Dutchess BOCES
Arlington CSD
Beacon City SD
Dover Union Free SD
Dutchess BOCES
Hyde Park CSD
Millbrook CSD
Pawling CSD
Pine Plains CSD
Poughkeepsie CSD

Red Hook CSD
Rhinebeck CSD
Spackenkill CSD
Wappingers Falls CSD
Webutuck CSD
Eastern Suffolk BOCES
Eastern Suffolk BOCES
Erie 1 BOCES
Cheektowaga CSD
Erie 1 BOCES
Genesse Valley BOCES
Attica CSD
Byron Bergen CSD
Letchworth CSD
Livonia CSD
Warsaw CSD
Madison-Oneida BOCES
Madison-Oneida BOCES
Monroe 1 BOCES
Monroe 1 BOCES
Nassau BOCES
Nassau BOCES
Seaford UFSD

Newburgh City SD
OCM BOCES
OCM BOCES
Orange-Ulster BOCES
Chester UFSD
Cornwall CSD
Florida UFSD
Goshen CSD
Greenwood Lake UFSD
Highland Falls CSD
Kiryas Joel Village UFSD
Marlboro CSD
Middletown City SD
Minisink CSD
Monroe- Woodbury CSD
Orange-Ulster BOCES
Pine Bush CSD
Port Jervis City SD
Tuxedo UFSD
Valley (Montgomery) CSD
Warwick Valley CSD
Washingtonville CSD

NON-COMPONENTS SERVED THIS BOCES THROUGH CONTRACTUAL AGREEMENTS
(Continued)

Otesgo-Northern Catskill BOCES

Hunter-Tannersville CSD

Margaretville CSD

Putnam-Westchester BOCES

Bedford CSD

Briarcliff Manor UFSD

Carmel CSD

Peekskill City SD

Questar III

Cairo-Durham CSD

Catskill CSD

Greenville CSD

Rockland BOCES

Clarkstown (New City) CSD

Nyack UFSD

Suffern CSD

GST BOCES

Bath (Haverling) CSD

GST BOCES

Sullivan BOCES

Eldred CSD

Fallsburg CSD

Liberty CSD

Livingston Manor CSD

Monticello CSD

Roscoe CSD

Sullivan BOCES

Sullivan West CSD

Tri Valley CSD

WSWHE BOCES

WSWHE BOCES

Wayne-Finger Lakes BOCES

Wayne-Finger Lakes BOCES

Westchester County BOCES

Bronxville

Byram Hills CSD

Hastings on Hudson

Pleasantville UFSD

Port Chester

Westchester County BOCES

Ulster BOCES encompasses 893 square miles

<u>Joint Management Team</u>

- Ulster BOCES
- Orange/Ulster BOCES
- Dutchess BOCES
- Sullivan BOCES

<u>Regional Information Center</u>

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	261	195	229	211
Second-year students	203	159	248	167
Second-year students completing	256	169	248	159
Completers with technical endorsement	138	73	168	104

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	44	8	45	4
Participated one year of a CTE Program	18	17	2	7
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$11,032	$11,281	$10,641
2018-19 This BOCES	**2019-20 This BOCES**	**2019-20 State Avg.**
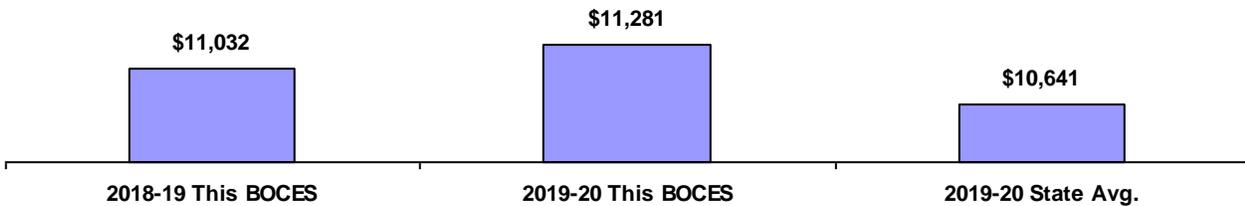
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

| 21.8	25.8	28.2
2017-18%	**2018-19%**	**2019-20%**
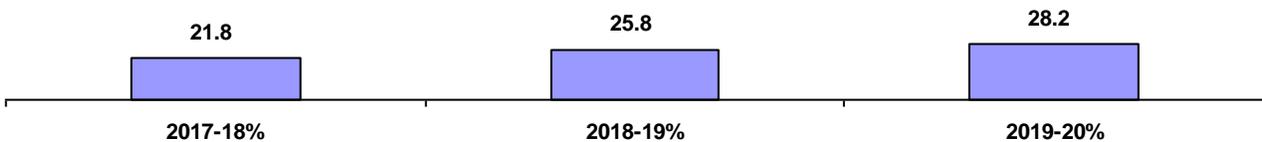
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2019

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	95.00%	95.00%	95.00%
Students w/Disabilities	95.00%	95.00%	95.00%
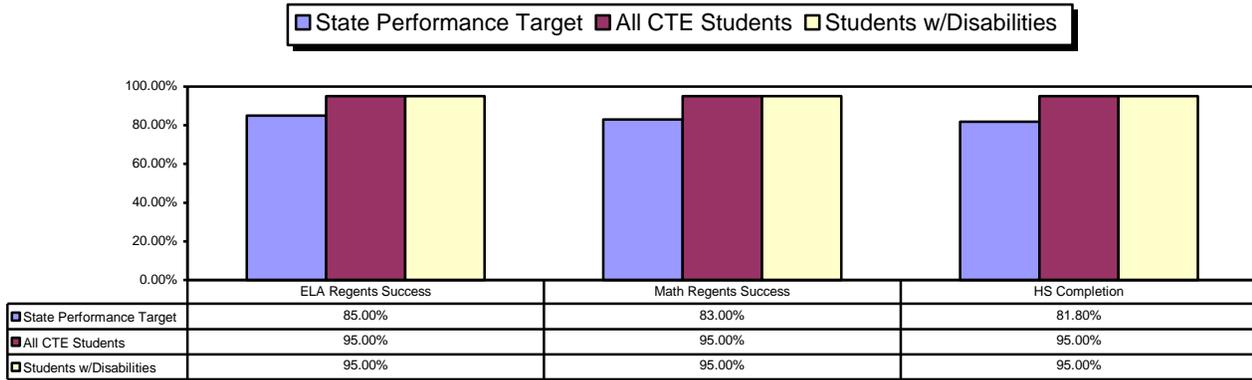
Status of Career and Technical Education (CTE) Students
2019 Placement Outcomes

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
96.2%	97.35 %

■ 2018-2019 All Graduates (General Education and Students with Disabilities)
□ 2018-2019 Students with Disabilities

Bar chart categories: Employed, Military, Pursuring Post-Secondary Education, Unemployed, Other
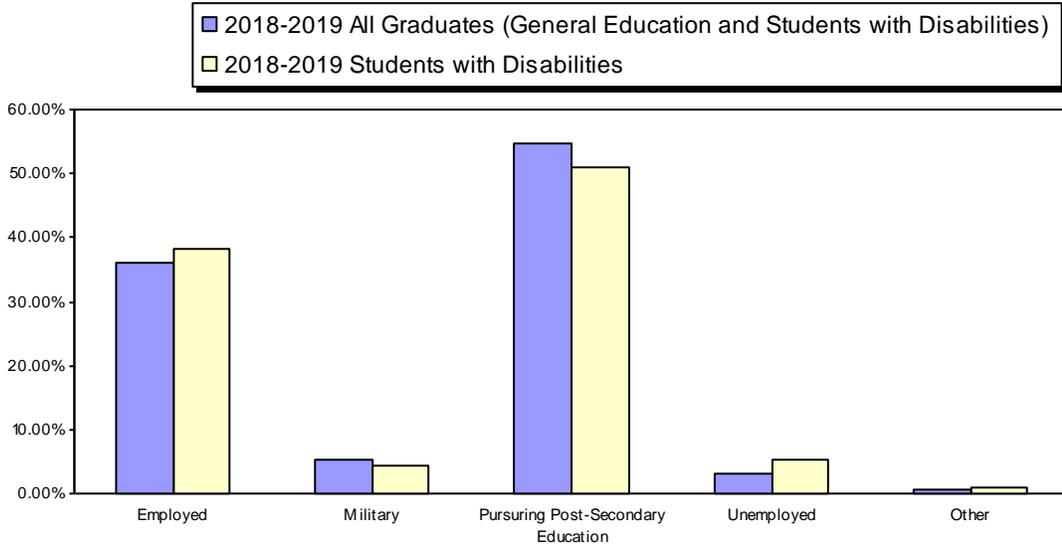
Test Assessing Secondary Completion Leading to TASC
## For CTE Students Age 16-18
2019-2020

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	15
Passing Rate of Students Tested	0	0%
Remained / Still Enrolled in the Program	0	5
Left the program and did not enter another district or BOCES program (dropouts)	0	9
Returned to School District:	0	1

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
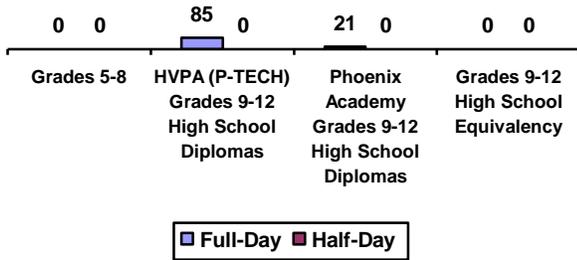
2019-2020 Per Student Tuition
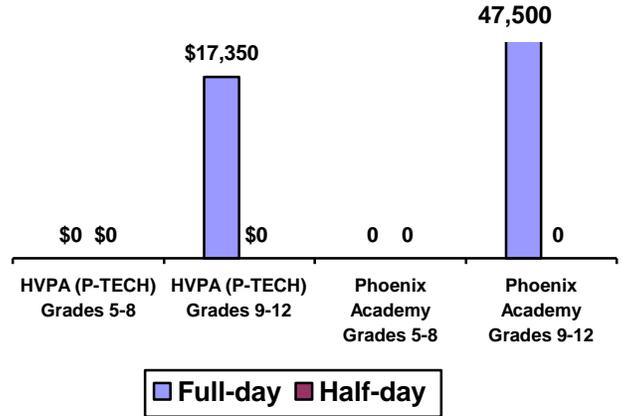
Alternative Education Outcomes

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:	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	5	0	0	0
Remained in the BOCES program	0	0	106	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			14	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)	1	0	0	1	100.0%	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	2	2	0.0%	0.0%	100.0%
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	1	1	0.0%	0.0%	100.0%
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		BOCES Statewide Average
	Count	Percentage**	
All CTE Programs			
Enrolled during 2018-19	261	--	--
Continuing Enrollment after 2018-19	9	3.44%	18.60%
Completed or Left During 2018-19	252	96.55%	81.70%
Left Prior to Completion During 2018-19	56	21.46%	13.10%
Completed by the End of 2018-19	196	75.10%	70.00%
Completed or Left During 2018-19 and Status Known	170	65.13%	44.40%
Completed/Left/Status Known and Successfully Placed*	170	65.13%	34.10%
Completed but Not seeking Employment	3	1.15%	3.40%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2018-19	28	10.73%	44.40%
Completed a Non-Traditional Program By the End of 2018-19	23	8.81%	36.80%
Under-Represented Gender Members Enrolled during 2018-19	2	0.77%	7.20%
Under-Represented Gender Members Who Completed during 2018-19	2	0.77%	5.10%

* Successfully Placed means placed in employment, the military or in additional education.

** Previous years' data were calculated as a percent of a subset. Data for 2018-2019 and subsequent years will be reported as a percent of the full Adult CTE Cohort year ("Enrolled during 20XX-XY").

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 614.

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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	504	486	426	340	67.5%	294	60.5%	233	54.7%
Adult Secondary (Low)	109	59	33	68	62.4%	33	56.0%	17	51.5%
ESOL	162	152	155	96	59.3%	100	65.8%	85	54.8%

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			Students Achieving Goal					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Entered employment	N/A	136	136	N/A	N/A	45	33.1%	34	25.0%
Retained employment	N/A	143	60	N/A	N/A	55	38.5%	35	58.3%
Obtained secondary or HS equivalency diploma	22	40	45	13	59.1%	26	65.0%	23	51.1%
Entered post-secondary education or training	N/A	138	73	N/A	N/A	89	64.5%	49	67.1%

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	98	101	122
12:1+1:3	0	0	0
6:1:1	25	25	56
12:1:1	9	11	11
15:1:1	0	0	0
6:1:2.5	0	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	$54,907	$0	$44,588	$20,164	$0	$0
2018-19	$71,384	$0	$50,352	$20,415	$0	$0
2019-20	$62,007	$0	$51,157	$18,860	$0	$0
2019-20 State Average	$48,177	$62,371	$44,284	$31,972	$42,939	$16,038
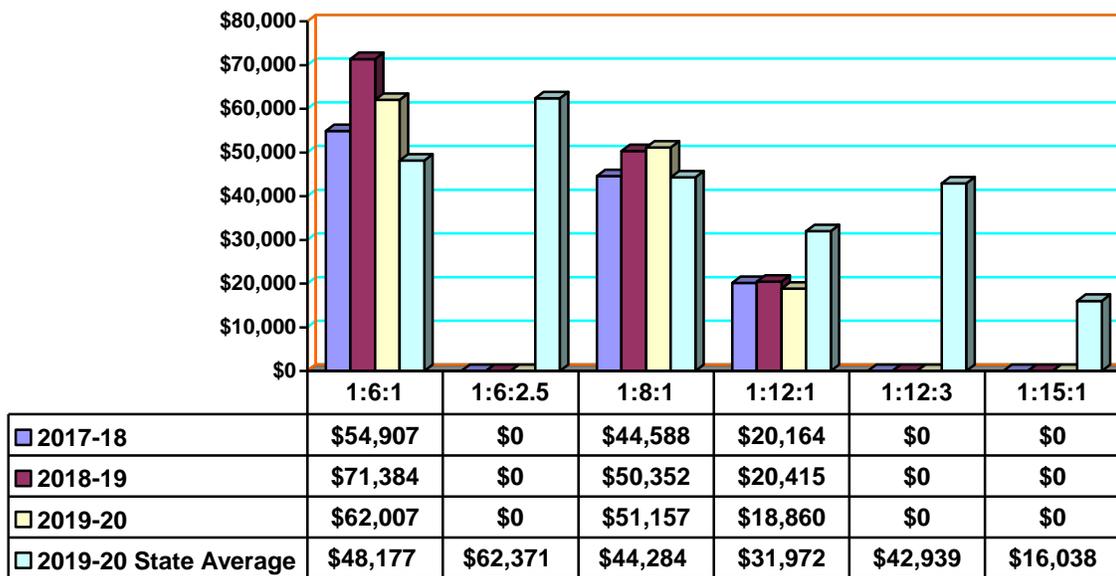
Special Education State Testing Program
2019-2020 School Year

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.

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)	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (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%
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%
Regents ELA	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 & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%

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.

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	141.5	9	586.5	75	8,645.15	1,674	1,029.5	228	396	36
Instructional Strategies	516.5	68	2,466.5	466	23,324.88	6,865	3,895.5	1,948	850	323
Data-Driven Instruction	58	16	580	91	1,101.5	220	0	0	28	8
Effective Use of Technology	317	38	2,633.75	582	29,628.13	8,765	3,694	1,526	2,689	824
Project Based Learning	255	24	460	45	3,352	362	857	94	422	52
Parent Engagement	27	15	38	17	172	236	176	267	49	83
RBE-RN	12	4	0	0	432	100	42	10	18	0
College, Career & Civic Readiness	166	21	451	51	5,778.90	1,071	920.5	136	381.5	35
Response to Intervention	86	13	642	113	1,561.5	297	290.5	55	135	35
Early Childhood Education	0	0	140.75	27	2,086.73	494	63	22	24	4
Career and Technical Education	140	8	392	34	3,377	328	858.5	97	402	36
Middle Level Education	0	0	44.5	10	187	53	96	18	79	18
Special Education Strategies	318.5	38	1,085.5	210	6,922	1,316	2,083	664	583	132
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	61	10	181	14	70	13	0	0	0	0
Leadership Development	443.5	0	773.5	27	414.5	13	26.5	2	174.5	4
District & School Strategic Planning	174	27	1,883	423	5,525.5	1,239	1,140	248	1,186.5	287
Using Data	32	3	143	54	82.5	103	1.5	1	8	4
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	859.5	123	2474.5	437	8,474.75	2,104	2,511	1.060	2,159.5	615
Social – Emotional Learning	859.5	123	2,474.5	437	8,474.75	2,104	2,511	1,060	2,159.5	615
Other culture/climate	859.5	123	2,474.5	437	8,474.75	2,104	2,511	1,060	2,159.5	615
Safety	1,391	4	2,224.5	224	7,216.25	601	2,328	241	1,739.5	247
Other	88	27	68	18	406	216	56	75	87.5	52

2019-2020 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses .... $ 4,721,724.02

Capital Expenses .... $ 1,242,680.00

Total Program Expenses .... $ 60,778,937.38

Total Expenses .... $ 66,743,341.40

Total Program
91.1%

*Administration
7.1%

Capital
1.9%

Itinerant Services
2%

General Instruction
7%

Instructional Support
15%

Instruction of Students with Disabilities
31%

Other Services
27%

Career & Technical Education
18%