

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

2020-2021 Expenses

2020-2021

ULSTER BOCES

ULSTER BOCES
Board of Cooperative Educational Services
2020-2021 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 the circumstances related to the pandemic, approximately 4 out of 10 students participated in the Spring 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests. As a result, State Exam data are not an accurate representative of the State’s student population for the 2020-21 school year. The U.S. Department of Education did not grant the Department’s assessment waiver request for Spring 2021 tests. As a result, the Department administered shorter state assessments to those students who attended school in person. Students engaged in fully remote learning were not required to come to school to take the tests. For Spring 2022, NYSED expects to return to the normal two-session test format. Additionally, Regents Examinations were not offered in January or August of 2021. NYSED did offer the following Regents examinations in June 2021 only: Algebra I, Earth Science (written test only), English Language Arts (ELA), and Living Environment. More information can be found in the NYSED news feed website at <http://www.nysed.gov/news/2021>.

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

**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

Elba CSD

Letchworth CSD

Livonia CSD

Warsaw CSD

**Hamilton-Fulton-Mont
BOCES**

Hamilton-Fulton-Mont
BOCES

**Jefferson-Lewis-One-Ham
BOCES**

Jefferson-Lewis-One-Ham
BOCES

Madison-Oneida BOCES

Madison-Oneida BOCES

Monroe 1 BOCES

Monroe 1 BOCES

Nassau BOCES

Nassau BOCES

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

Orleans-Niagara BOCES

Royalton-Hartland CSD

**Otesgo-Northern Catskill
BOCES**

NON-COMPONENTS SERVED THIS BOCES THROUGH CONTRACTUAL AGREEMENTS

(Continued)

Hunter-Tannersville CSD	North Rockland CSD	Sullivan BOCES
Margaretville CSD	Nyack UFSD	Sullivan West CSD
Putnam-Westchester BOCES	Suffern CSD	Tri Valley CSD
Brewster CSD	Schuyler-Steuben- Chemung-Tioga-Allegany BOCES	Wayne-Finger Lakes BOCES
Briarcliff Manor UFSD	Schuyler-Steuben-Chemung- Tioga-Allegany BOCES	Wayne-Finger Lakes BOCES
Mahopac CSD	Sullivan BOCES	Westchester County BOCES
North Salem CSD	Eldred CSD	Bronxville
Peekskill City SD	Fallsburg CSD	Byram Hills CSD
Questar III	Liberty CSD	Eastchester CSD
Cairo-Durham CSD	Livingston Manor CSD	Mt. Pleasant CSD
Greenville CSD	Monticello CSD	Westchester County BOCES
Questar III	Roscoe CSD	
Rockland BOCES		
Clarkstown (New City) CSD		

ULSTER BOCES encompasses 893 square miles

Joint Management Team

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

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
2019-20	2019-20	2020-21	2020-21
229	211	290	228
248	167	218	171
248	159	212	167
168	104	174	111

Other Career-Related Programs

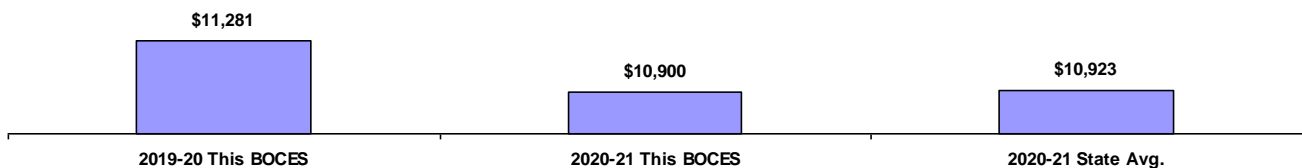
Number of 11th/12th grade students enrolled in one-year programs:

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

45	4	41	6
2	7	10	7
0	0	0	0

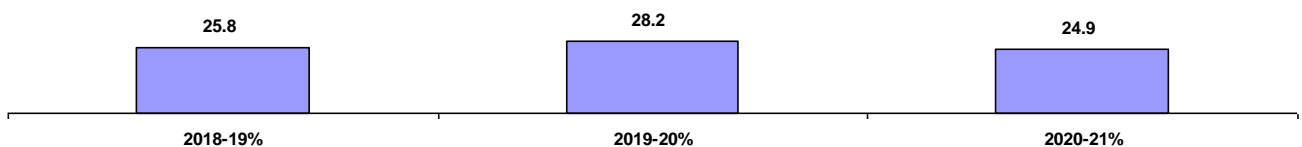
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

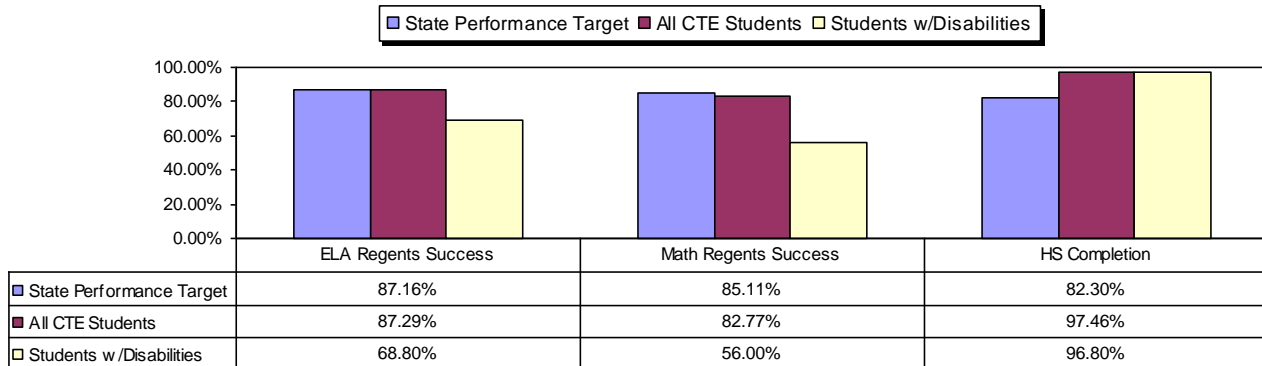
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2019-20

Data Source: SIRS

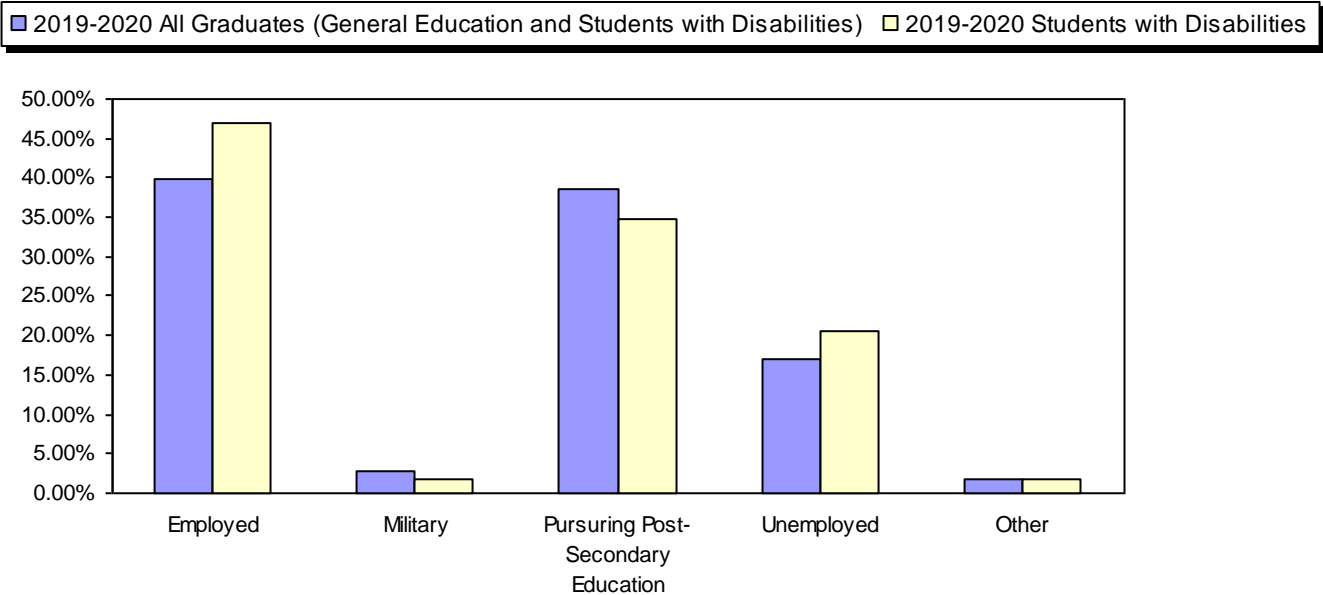


Status of Career and Technical Education (CTE) Students 2019-20 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. **Students received exemption from certain Regents testing requirements in 2019-2020 due to exam cancellation in response to the ongoing COVID-19 pandemic. As such, students were able to complete High School without passing all normally required Regents exams.** Data Source: CTE Placement Report

Total Placement

This BOCES	State Target
81.27%	97.54 %



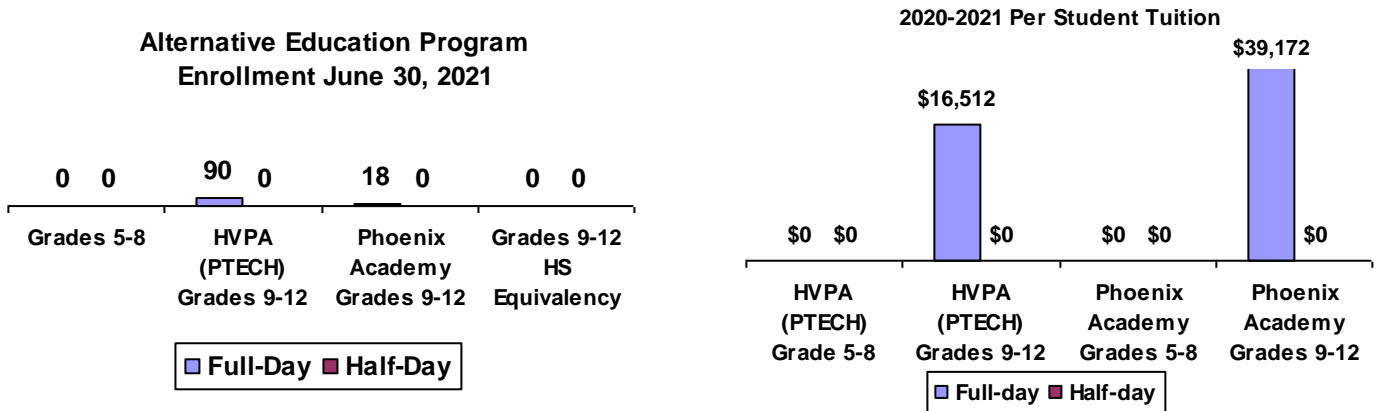
**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2020-2021**

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.

	Grades 9-12 Programs Leading to a TASC	
	Half- day	Full- day
Number of students who:		
Enrolled	0	9
Passing Rate of Students Tested	0	100%
Remained / Still Enrolled in the Program	0	1
Left the program and did not enter another district or BOCES program (dropouts)	0	2
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	2	0	0	0
Remained in the BOCES program	0	0	14	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			5	0		

Alternative Education State Testing Program
2020-2021 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	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%	3
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	5
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	1
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	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%	8
Global History and Geography Transition	0	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%	5

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 Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2019-20	255	--	--
Continuing Enrollment after 2019-20	72	28.23%	26.25%
Completed or Left During 2019-20	183	71.76%	73.42%
Left Prior to Completion During 2019-20	35	13.73%	13.29%
Completed by the End of 2019-20	148	58.04%	60.13%
Completed or Left During 2019-20 and Status Known	83	32.55%	44.85%
Completed/Left/Status Known and Successfully Placed*	83	32.55%	35.22%
Completed but Not seeking Employment	65	25.49%	6.31%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2019-20	16	6.27%	45.18%
Completed a Non-Traditional Program By the End of 2019-20	13	5.09%	32.56%
Under-Represented Gender Members Enrolled during 2019-20	2	0.78%	5.65%
Under-Represented Gender Members Who Completed during 2019-20	2	0.78%	3.99%

* 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 453.

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					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Adult Beginning/Intermediate	486	426	331	294	60.5%	233	54.7%	225	68.0%
Adult Secondary (Low)	59	33	20	33	56.0%	17	51.5%	19	95.0%
ESOL	152	155	102	100	65.8%	85	54.8%	74	72.5%

Other Outcomes (2018-19 through 2020-21)

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					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Entered employment	136	136	77	45	33.1%	34	25.0%	18	23.4%
Retained employment	143	60	60	55	38.5%	35	58.3%	18	30.0%
Obtained secondary or HS equivalency diploma	40	45	54	26	65.0%	23	51.1%	45	83.3%
Entered post-secondary education or training	138	73	62	89	64.5%	49	67.1%	29	46.8%

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)

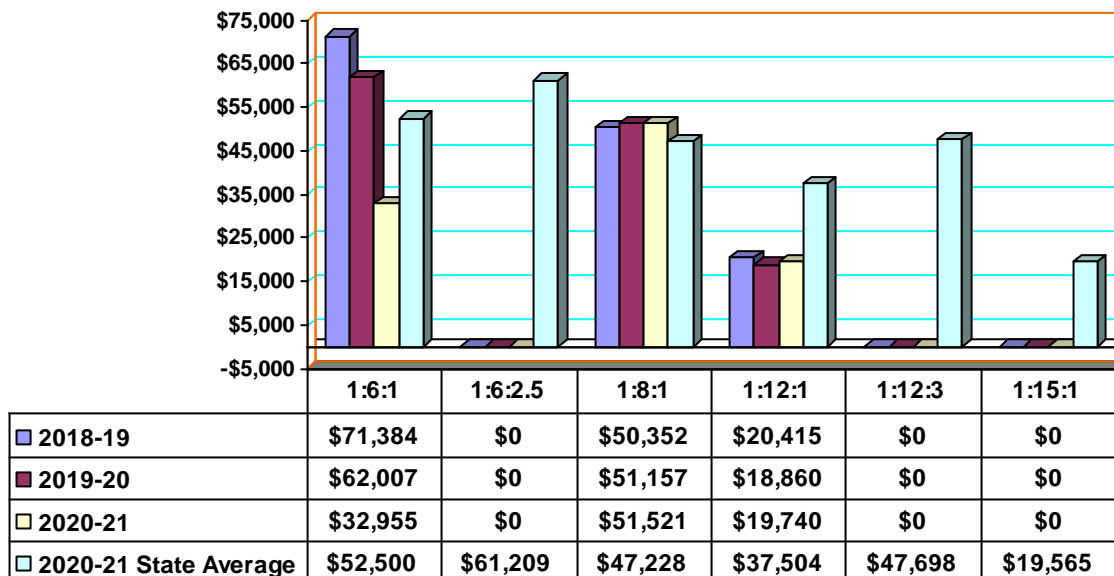
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2018-19	2019-2020	2020-21
8:1:1	101	122	115
12:1+1:3	0	0	0
6:1:1	25	56	80
12:1:1	11	11	12
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2018-19 through 2020-21



Special Education State Testing Program 2020-2021 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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	0	2	0	0	2	100.0%	0.0%	0
Grade 4 English Language Arts	1	0	0	0	1	0.0%	0.0%	0
Grade 5 English Language Arts	2	1	0	0	3	33.0%	0.0%	0
Grade 6 English Language Arts	0	0	1	0	1	100.0%	100.0%	0
Grade 7 English Language Arts	3	0	0	0	3	0.0%	0.0%	0
Grade 8 English Language Arts	2	0	0	0	2	0.0%	0.0%	0
Grade 3 Mathematics	5	0	0	0	5	0.0%	0.0%	0
Grade 4 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 5 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	2	1	0	0	3	33.0%	0.0%	0
Grade 8 Mathematics	3	1	0	0	4	25.0%	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.)
2020-2021 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	1	0	2	3	33.0%	0.0%	67.0%	7
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Living Environment	5	1	2	8	62.5%	12.5%	25.0%	11
Physical Setting/ Earth Science	8	0	1	9	88.9%	0.0%	11.1%	28
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	4	1	4	9	44.4%	11.2%	44.4%	17
Regents ELA	0	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%	14
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	17

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2020-2021 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	2	0	2	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 6 English Language Arts	0	0	4	0	4	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	1	5	1	7	100.0%	86.0%	0.0%
Grade 8 English Language Arts	0	2	3	0	5	100.0%	60.0%	0.0%
High School English Language Arts	0	1	6	1	8	100.0%	87.5%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	0	0	2	2	100.0%	100.0%	0.0%
Grade 5 Mathematics	0	0	1	0	1	100.0%	100.0%	0.0%
Grade 6 Mathematics	0	0	1	3	4	100.0%	100.0%	0.0%
Grade 7 Mathematics	0	3	4	0	7	100.0%	57.1%	0.0%
Grade 8 Mathematics	0	0	5	0	5	100.0%	100.0%	0.0%
High School Mathematics	0	0	5	3	8	100.0%	100.0%	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 2020-2021 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	106.25	52	659.5	1,900	1,047.50	782	185.5	165	15	4
Instructional Strategies	1,189	389	2,370	4,675	3,836.25	2,642	1,155	1,088	27	11
Data-Driven Instruction	47.5	20	46	336	251	174	87.5	87	0	0
Effective Use of Technology	6.5	302	2,253.5	5,281	2,521.50	1,791	941.5	897	25.5	5
Project Based Learning	80	6	188	20	437	51	16	6	0	0
Parent Engagement	15	5	19.5	7	64.75	75	17.5	18	35	42
RBE-RN	0	0	0	0	0	0	0	0	0	0
College, Career & Civic Readiness	0	0	3	3	207	171	12	12	0	0
Response to Intervention	7.5	5	7	28	248.25	211	27.5	23	3	3
Early Childhood Education	18	3	78.5	75	87	81	38	38	12	2
Career and Technical Education	107.5	58	129.5	142	44	31	183.5	183	0	0
Middle Level Education	20	9	13.5	12	52.50	35	373	371	0	0
Special Education Strategies	125.5	91	176.5	569	880	932	378	373	24	16
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	31	10	3	1	0	0	0	0	0	0
Leadership Development	333	0	73	0	265	76	1	1	28	2
District & School Strategic Planning	969.5	339	644.5	1,385	794	361	3,607.5	3,595	39	10
Using Data	131.5	46	120	371	136	157	87.5	87	2	2
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	524.5	78	372.5	165	1,835.25	733	871	791	90	16
Social – Emotional Learning	834	234	616	1,129	2,049.25	1,070	3,635	3,555	90	16
Other culture/climate	514.5	79	375	116	1,829.75	734	889	809	90	16
Safety	10.5	9	6	16	1,044	243	173.5	104	3	5
Other	308.5	144	267.5	635	740.75	378	3,681.5	3,629	30.5	6

2020-2021 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 4,596,013.94
Capital Expenses.....	\$ 1,210,639.00
Total Program Expenses.....	\$ 62,431,482.73
Total Expenses.....	\$ 68,238,135.67

