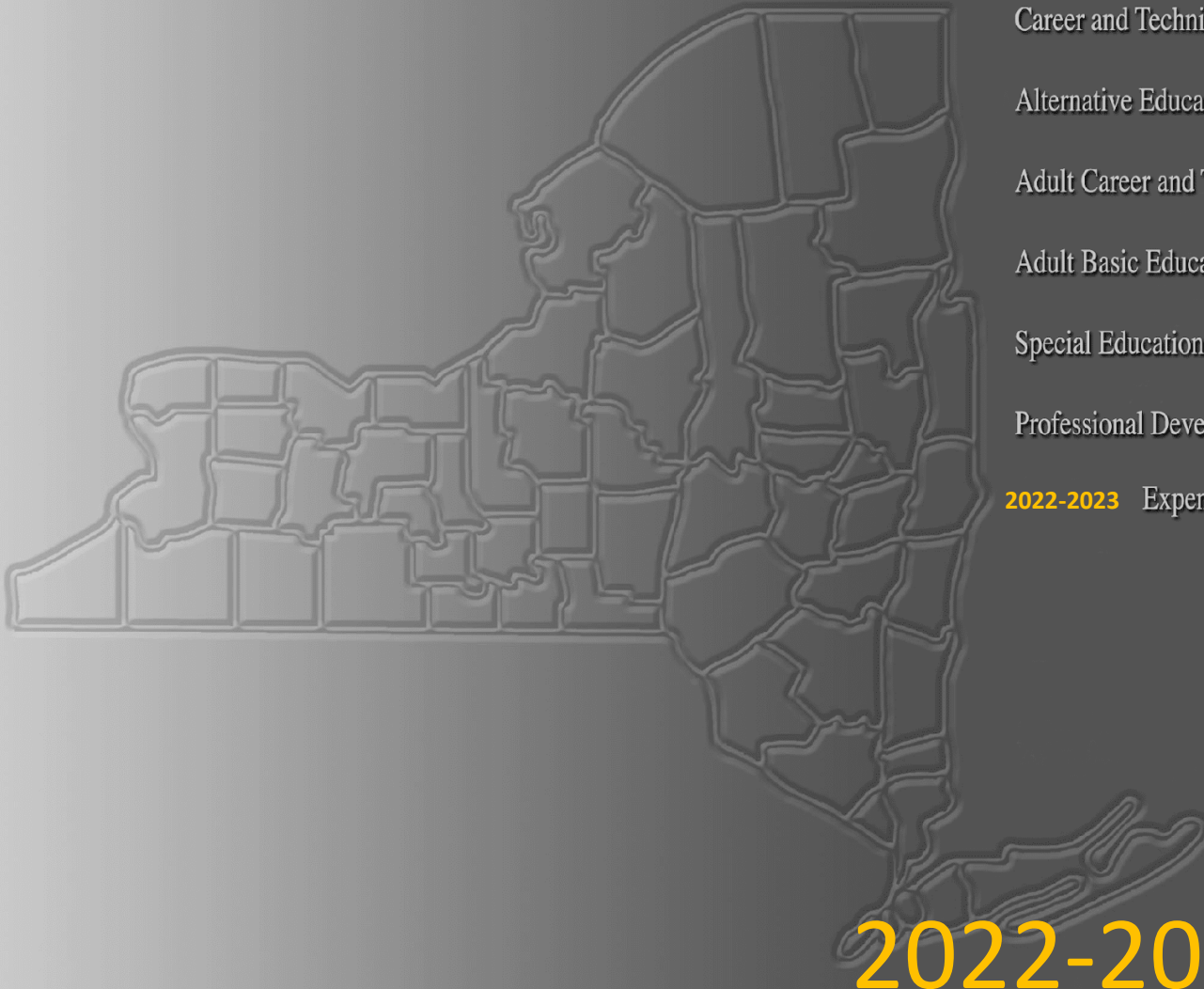


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

Professional Development

2022-2023 Expenses

2022-2023

Orange-Ulster BOCES

Orange-Ulster BOCES
 Board of Cooperative Educational Services
 2022-2023 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

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare current year standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement.

Orange-Ulster BOCES
49-00000000

Component Districts

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

Non-Component Districts

- Newburgh Enlarged City SD

Orange-Ulster BOCES encompasses 838 square miles

Joint Management Team

- Orange-Ulster BOCES
- 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.

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
2021-2022	2021-2022	2022-2023	2022-2023
863	218	795	287
572	135	693	237
556	127	678	222
311	50	286	65

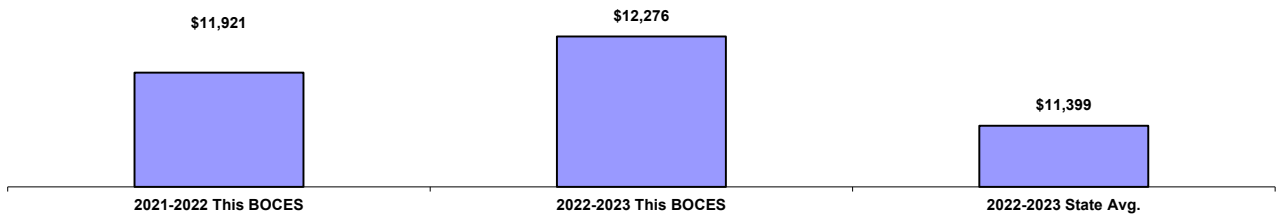
Other Career-Related Programs

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

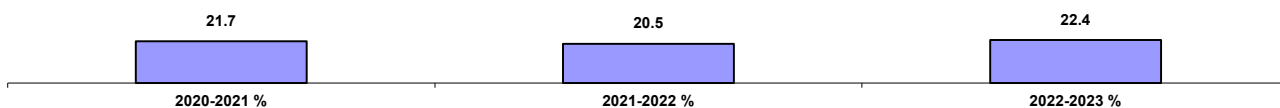
- “New Vision”
- Participated 1 year of a CTE Program
- Other one-year programs

0	0	0	0
48	19	29	19
34	0	38	10

Tuition Per Student for CTE Programs
Data Source: 602 Report



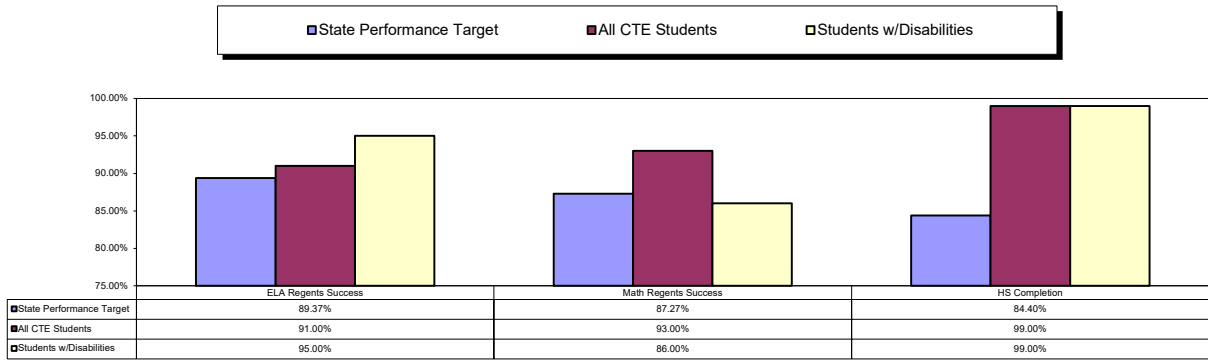
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS



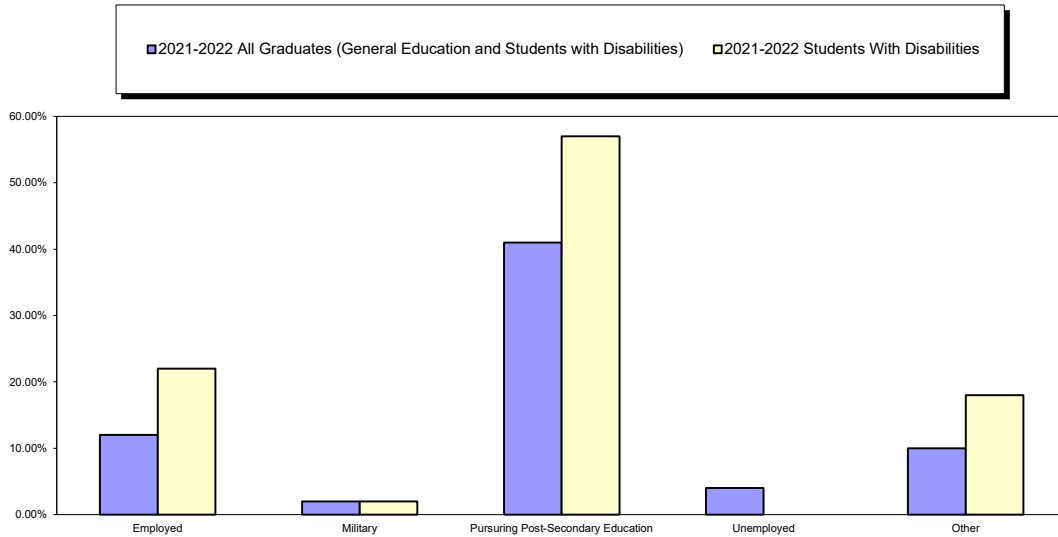
Status of Career and Technical Education (CTE) Students

2021-2022 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
97.49%	79.4 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023**

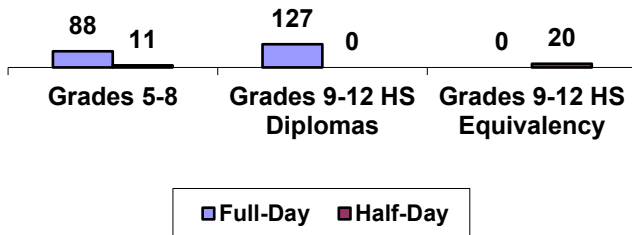
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	Half- day	Full-day
Number of students who:		
Enrolled	0	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

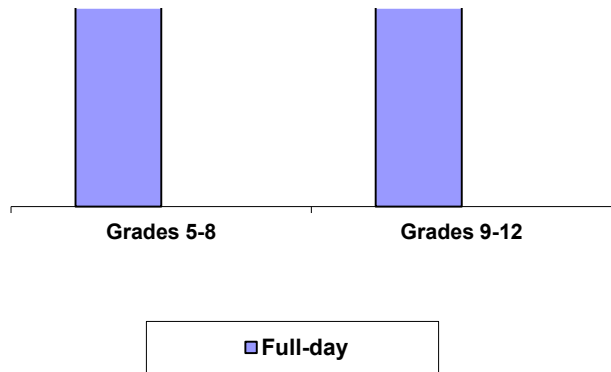
Alternative Education

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, 2023**



**2022-2023 Per Student Tuition
\$52,605**



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.

	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
Number of students who:						
Returned to a school district program	77	0	110	0	0	0
Remained in the BOCES program	20	0	11	0	12	0
Left the program and did not enter another district or BOCES program (dropouts)	2	0	6	0	8	0
Received high school diplomas			2	0		

**Alternative Education State Testing Program
2022-2023 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%	
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%	

Orange-Ulster BOCES did not offer Regents exams to students in Alternative Education.

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 2021-22	1024	--	--
Continuing Enrollment after 2021-22	237	23.1%	13.71%
Completed or Left During 2021-22	882	86.1%	86.31%
Left Prior to Completion During 2021-22	69	6.7%	11.49%
Completed by the End of 2021-22	813	79.3%	74.53%
Completed or Left During 2021-22 and Status Known	267	26%	54.24%
Completed/Left/Status Known and Successfully Placed*	192	21.76%	34.62%
Completed but Not seeking Employment	11	1.2%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	56	6.3%	50.85%
Completed a Non-Traditional Program By the End of 2021-22	56	6.8%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	1	.09%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	1	.09%	5.78%

* 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 2022-23 was **736**.

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/Intermediate	41	119	54	7	17.0%	37	31.0%	14	21.5%
Adult Secondary (Low)	1	1	13	0	0.0%	0	0.0%	101	7.0%
ESOL	208	613	669	34	16.0%	180	29.3%	151	39.2%

Other Outcomes (2020-21 through 2022-23)

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Entered employment	622	227	626	119	19.0%	53	23.0%	96	15%
Retained employment	334	121	236	57	17.0%	28	23.0%	109	46%
Obtained secondary or HS equivalency diploma	10	1	0	2	20.0%	0	0.0%	0	0.0%
Entered post-secondary education or training	0	0	0	0	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)

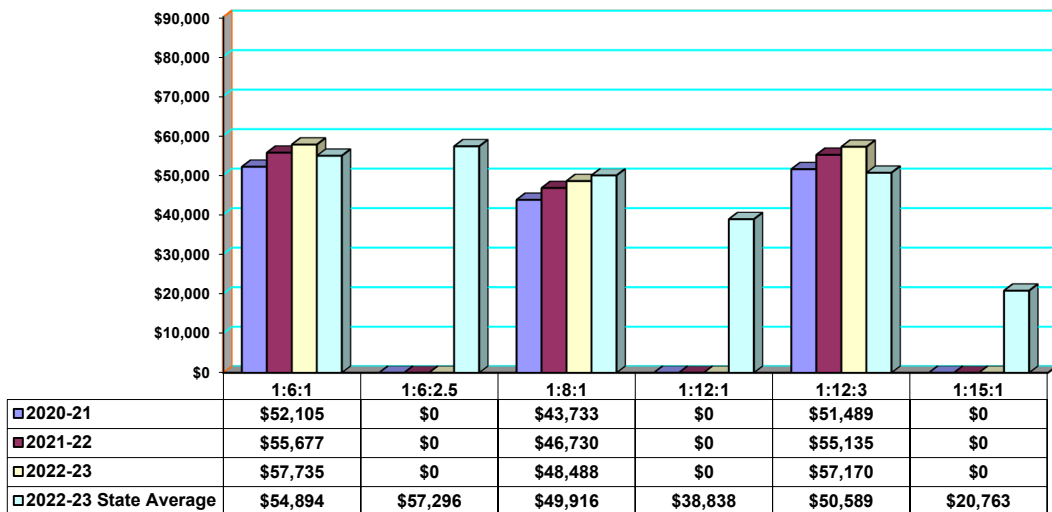
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2020-21	2021-22	2022-23
8:1:1	108	104	114
12:1+1:3	479	511	517
6:1:1	268	252	245
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2020-21 through 2022-23



Special Education State Testing Program 2022-2023 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	25	6	4	0	35	88.5%	11.5%	0
Grade 4 English Language Arts	30	8	4	0	42	90.0%	10.0%	0
Grade 5 English Language Arts	34	5	1	0	40	97.5%	2.5%	0
Grade 6 English Language Arts	28	10	1	0	39	97.4%	2.6%	0
Grade 7 English Language Arts	18	3	0	1	22	95.4%	4.6%	0
Grade 8 English Language Arts	11	7	1	0	19	94.7%	5.3%	0
Grade 3 Mathematics	30	4	2	0	36	94.4%	5.6%	0
Grade 4 Mathematics	32	5	2	0	39	94.8%	5.2%	0
Grade 5 Mathematics	37	0	3	1	41	90.2%	9.8%	0
Grade 6 Mathematics	33	4	0	0	37	100.0%	0.0%	0
Grade 7 Mathematics	16	1	1	1	19	89.4%	10.6%	0
Grade 8 Mathematics	23	0	2	0	25	92.0%	8.0%	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.)
2022-2023 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)	48	16	8	72	66.7%	22.2%	11.1%	
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	37	9	9	55	67.3%	16.4%	16.4%	
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)	35	15	16	66	53%	22.7%	24.2%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	54	14	16	84	64.3%	16.7%	19.1%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	21	10	13	44	47.7%	22.7%	29.6%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2022-2023 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	4	23	0	27	14.8%	85.1%	0.0%
Grade 4 English Language Arts	2	1	14	1	18	16.6%	83.3%	0.0%
Grade 5 English Language Arts	1	2	30	1	34	8.8%	88.2%	0.0%
Grade 6 English Language Arts	2	14	2	1	19	84.2%	15.7%	0.0%
Grade 7 English Language Arts	6	6	16	6	34	35.2%	64.7%	0.0%
Grade 8 English Language Arts	6	1	23	4	34	20.5%	79.4%	0.0%
High School English Language Arts	2	3	25	4	34	14.7%	85.2%	0.0%
Grade 3 Mathematics	1	4	22	0	27	18.5%	81.4%	0.0%
Grade 4 Mathematics	2	3	11	1	17	29.4%	70.5%	0.0%
Grade 5 Mathematics	1	6	25	2	34	20.5%	79.4%	0.0%
Grade 6 Mathematics	2	1	11	4	18	16.6%	83.3%	0.0%
Grade 7 Mathematics	7	5	17	5	34	35.2%	64.7%	0.0%
Grade 8 Mathematics	4	5	24	1	34	26.4%	73.5%	0.0%
High School Mathematics	2	3	25	4	33	15.1%	87.8%	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 2022-2023 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	38	9	85.5	16	1781.5	352	142.25	39	12	2
Instructional Strategies	169	47	485.75	87	4950	1052	1009.75	352	976.75	201
Data-Driven Instruction	90	7	54	5	336	54	0	0	49.5	9
Effective Use of Technology	154	32	130	29	2270.5	504	195.25	74	858	238
Project Based Learning	0	0	0	0	352	64	16.5	3	247.5	45
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	32.5	7	11	2	698.75	131	314	106	198.75	40
College, Career & Civic Readiness	450	12	6	1	677.5	57	55	1	110.5	22
Response to Intervention	6	1	12	3	141	30	6	1	6	2
Early Childhood Education	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	104.5	19	0	0	5.5	1
Middle Level Education	0	0	0	0	209	38	0	0	38.5	7
Special Education Strategies	574.25	104	58	12	315	94	1033.25	370	330.5	121
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	306	66	393	100	96	22	0	0	0	0
Leadership Development	181	50	271	18	53.5	6	0	0	90	36
District & School Strategic Planning	26	4	1	1	1	1	0	0	0	0
Using Data	0	0	0	0	0	0	0	0	6	2
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	11	2	127	32	1	3	388.5	100
Social – Emotional Learning	50.75	6	259	21	761	87	281.5	33	491.75	50
Other culture/climate	88	18	193	43	182	31	35.5	11	105.75	31
Safety	0	0	0	0	0	0	0	0	0	0
Other	56	30	332	94	811	1719	41	812	29	80

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses	\$8,329,444.91
Capital Expenses	\$1,896,092.73
Total Program Expenses	\$168,881,585.90
Total Expenses	\$179,107,123.54

