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

2023-2024 Expenses

2023-2024

Orange-Ulster BOCES

Orange-Ulster BOCES
Board of Cooperative Educational Services
2023-2024 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

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
49-000000000

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:

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2022-2023	2022-2023	2023-2024	2023-2024
First-year students	795	287	780	269
Second-year students	693	237	685	211
Second-year students completing	678	222	684	210
Completers with technical endorsement	286	65	490	100

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	29	19	22	19
Other one-year programs	38	10	26	13

Tuition Per Student for CTE Programs
Data Source: 602 Report

$12,276	$12,607	$11,773
2022-2023 This BOCES	2023-2024 This BOCES	2023-2024 State Avg.
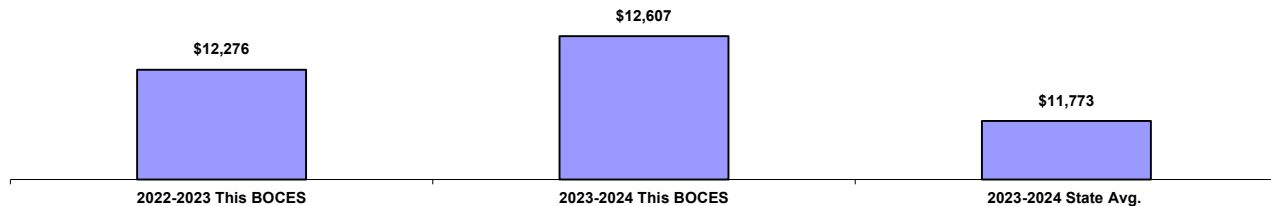
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

20.5	22.4	21.0
2021-2022%	2022-2023%	2023-2024%
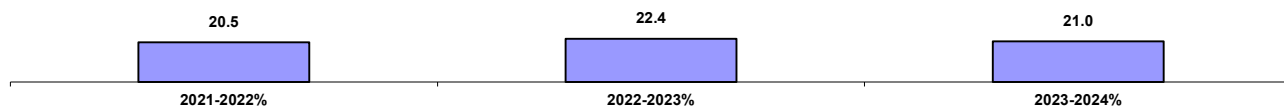
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2022-2023

Data Source: SIRS

	State Performance Target	All CTE Students	Students w/Disabilities

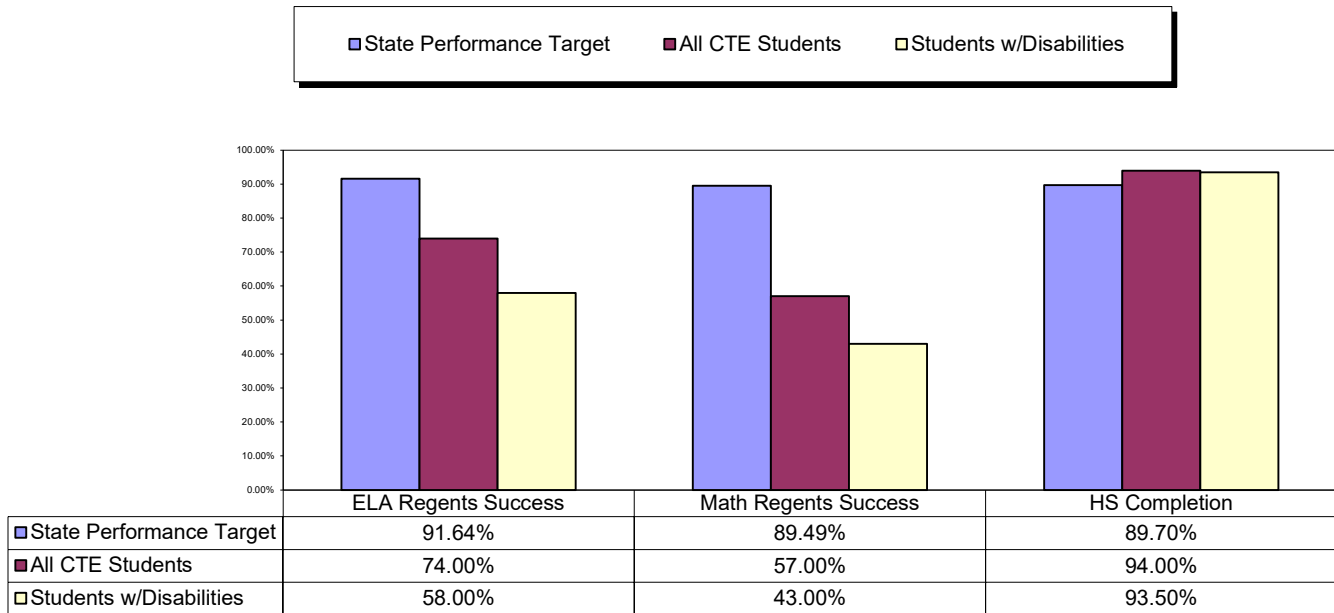|	ELA Regents Success	Math Regents Success	HS Completion
☐ State Performance Target	91.64%	89.49%	89.70%
☐ All CTE Students	74.00%	57.00%	94.00%
☐ Students w/Disabilities	58.00%	43.00%	93.50%

For graph above:

CTE Student Performance on Perkins Indicators Who Left School in 2023-2024	From Level 2 SIRS-345	From Level 1 Perkins Data Dashboard
General Education ELA Regents Success	95.93%	82.20%
Students with Disabilities ELA Regents Success	66.10%	49.80%
General Education Math Regents Success	57.36%	84.60%
Students with Disabilities Math Regents Success	34.32%	51.80%
General Education HS Completers	99%	89%
Students with Disabilities HS Completers	97%	90.30%

Status of Career and Technical Education (CTE) Students
2022-2023 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
95%	79.6 %

Legend:
- ■ 2022-2023 All Graduates (General Education and Students with Disabilities)
- □ 2022-2023 Students With Disabilities

Categories: Employed, Military, Pursuring Post-Secondary Education, Unemployed, Other
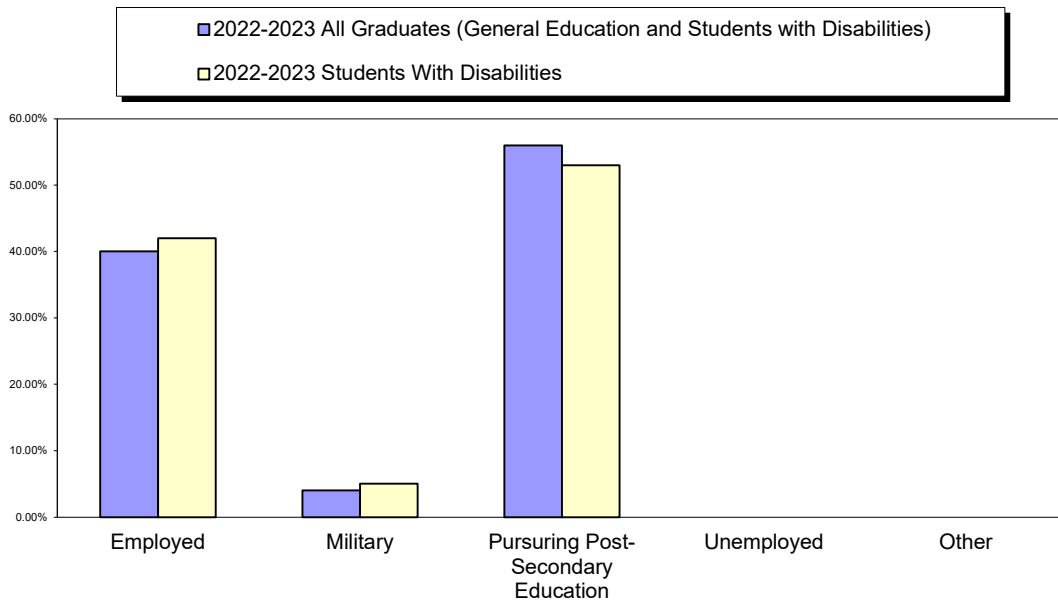
General Educational Development Test (GED Test)
For CTE Students Age 16-18
2023-2024

New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

Number of students who:	Grades 9-12 Programs Leading to a GED	
	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, 2024

	Full-Day	Half-Day
Grades 5-8	19	0
Grades 9-12 HS Diplomas	32	0
Grades 9-12 HS Equivalency	0	18

2023-2024 Per Student Tuition

	Full-day	Half-day
Grades 5-8	$52,830	$0
Grades 9-12	$52,830	$26,620
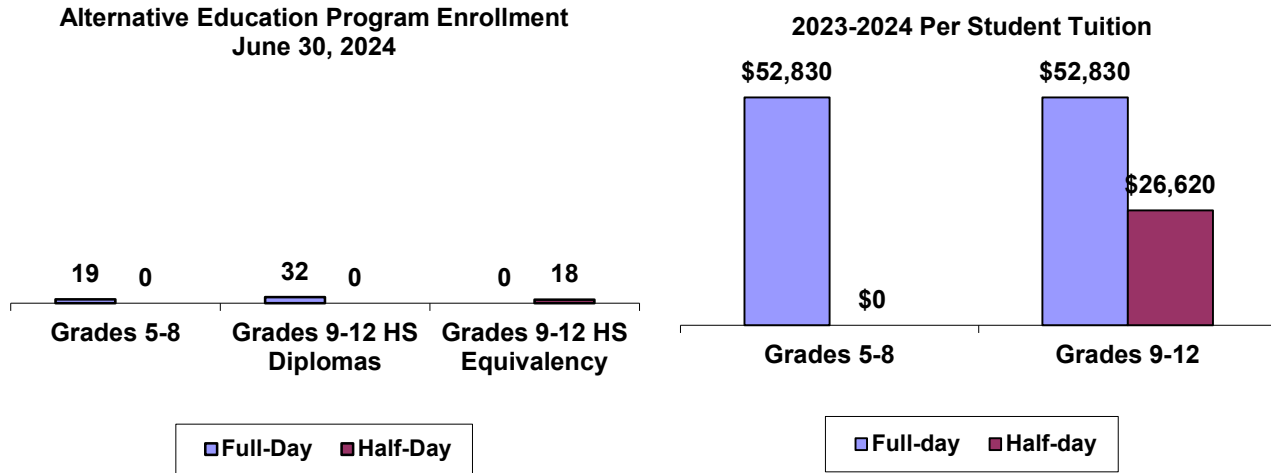
Alternative Education Outcomes

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	60	0	78	0	0	0
Remained in the BOCES program	15	0	9	0	16	0
Left the program and did not enter another district or BOCES program (dropouts)	3	0	2	0	8	0
Received high school diplomas			0	0		

Alternative Education State Testing Program
2023-2024 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%	

Alternative Education students take the Regents exams in their home district

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 2022-2023	1148	--	--
Continuing Enrollment after 2022-2023	221	14%	15.66%
Completed or Left During 2022-2023	1051	86%	85.42%
Left Prior to Completion During 2022-2023	69	11%	12.19%
Completed by the End of 2022-2023	865	75%	70.42%
Completed or Left During 2022-2023 and Status Known	287	54%	49.40%
Completed/Left/Status Known and Successfully Placed*	254	35%	34.79%
Completed but Not seeking Employment	13	3%	3.12%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2022-2023	82	41%	50.95%
Completed a Non-Traditional Program By the End of 2022-2023	82	41%	40.98%
Under-Represented Gender Members Enrolled during 2022-2023	1	7.25%	7.57%
Under-Represented Gender Members Who Completed during 2022-2023	1	6%	6.29%

* 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 2023-24 was 862.

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	119	54	36	37	31%	14	22%	17	47%
Adult Secondary (Low)	1	13	6	0	0.0%	101	7%	6	33%
ESOL	613	699	820	180	29%	151	39%	442	96%

Other Outcomes (2021-22 through 2023-24)

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Entered employment	227	626	665	53	23.0%	96	15%	287	50%
Retained employment	121	236	308	28	23.0%	109	46%	308	46%
Obtained secondary or HS equivalency diploma	1	0	5	0	0.0%	0	0.0%	14	33.3%
Entered post-secondary education or training	0	0	18	0	0.0%	0	0.0%	18	66%

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 (12:1:4)
❖ 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

	2021-22	2022-23	2023-2024
8:1:1	104	114	90
12:1+1:3	511	517	530
6:1:1	252	245	265
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2021-2022 through 2023-2024

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2021-2022	$55,677	$0	$46,730	$0	$55,135	$0
2022-2023	$57,735	$0	$48,488	$0	$57,170	$0
2023-2024	$59,859	$0	$50,205	$0	$59,151	$0
2023-2024 State Average	$56,802	$62,874	$51,695	$38,966	$47,481	$19,336
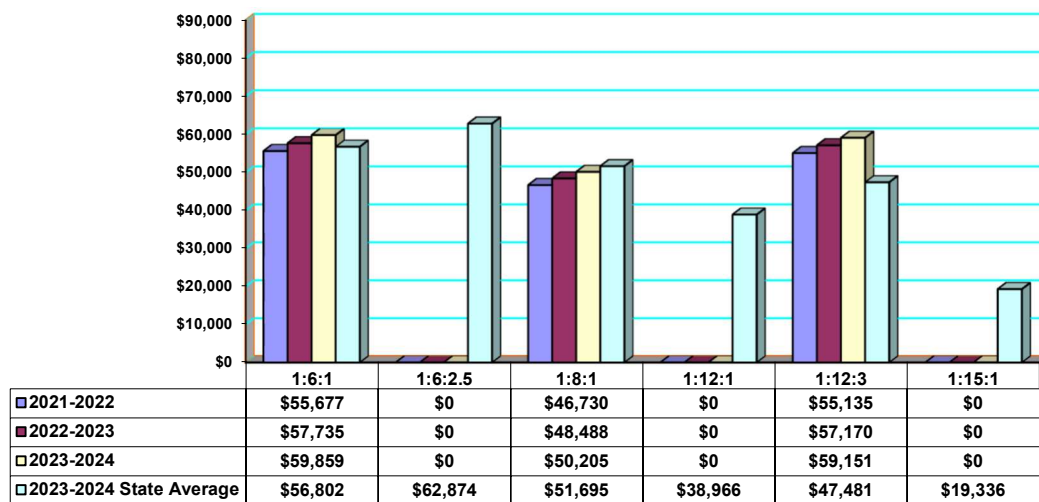
Special Education State Testing Program
2023-2024 School Year

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	23	2	3	1	29	21%	14%	0
Grade 4 English Language Arts	27	5	3	1	36	25%	11%	0
Grade 5 English Language Arts	27	4	3	0	34	21%	9%	0
Grade 6 English Language Arts	31	6	1	0	38	18%	3%	0
Grade 7 English Language Arts	27	4	3	0	34	21%	9%	0
Grade 8 English Language Arts	16	3	0	2	21	24%	10%	0
Grade 3 Mathematics	22	3	3	2	30	27%	17%	0
Grade 4 Mathematics	28	5	1	0	34	18%	3%	0
Grade 5 Mathematics	30	5	0	1	36	17%	3%	0
Grade 6 Mathematics	34	4	2	0	40	15%	5%	0
Grade 7 Mathematics	28	14	0	0	42	33%	0%	0
Grade 8 Mathematics	23	0	1	0	24	4%	4%	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.)
2023-2024 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)	63	26	14	103	61%	25%	14%	0
Algebra 2 (CC)	0	0	0	0	0%	0%	0%	0
Geometry (CC)	0	0	0	0	0%	0%	0%	0
Living Environment	43	7	27	77	42%	7%	26%	0
Physical Setting/ Earth Science	1	0	0	1	1%	0%	0%	0
Physical Setting/ Chemistry	0	0	0	0	0%	0%	0%	0
Physical Setting/ Physics	0	0	0	0	0%	0%	0%	0
English Language Arts (CC)	39	9	27	75	38%	9%	26%	0
Regents ELA	0	0	0	0	0%	0%	0%	0
Global History and Geography II (New Framework)	45	22	21	88	44%	21%	20%	0
Global History & Geography Transition	0	0	0	0	0%	0%	0%	0
United States History & Government	34	14	17	65	33%	14%	17%	0

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2023-2024 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	4	3	13	0	20	80%	65%	0
Grade 4 English Language Arts	3	2	23	0	28	89%	82%	0
Grade 5 English Language Arts	0	3	20	1	24	100%	88%	1
Grade 6 English Language Arts	1	2	26	3	32	97%	91%	0
Grade 7 English Language Arts	0	0	10	7	17	100%	100%	0
Grade 8 English Language Arts	6	4	17	6	33	82%	70%	0
High School English Language Arts	4	4	20	5	33	88%	76%	0%
Grade 3 Mathematics	7	1	12	0	20	65%	60%	0
Grade 4 Mathematics	2	4	22	0	28	93%	79%	0
Grade 5 Mathematics	3	2	19	0	24	88%	79%	1
Grade 6 Mathematics	7	7	12	6	32	78%	56%	0
Grade 7 Mathematics	0	0	13	4	17	100%	100%	0
Grade 8 Mathematics	7	5	19	2	33	79%	64%	0
High School Mathematics	5	1	23	4	33	85%	82%	0%

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 2023-2024 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	57	6	114	11	2762	279	22	8	1	1
Instructional Strategies	6560	58	141	136	57883	2161	1086	241	1549	251
Data-Driven Instruction	15	3	916	19	10103	304	23	10	26	13
Effective Use of Technology	84	23	207	59	2736.5	715	342	80	181	50
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	35	7	15	4	593	122	6	2	24	8
College, Career & Civic Readiness	15	1	0		288	9	52.5	2	30	7
Response to Intervention	0		6	1	72	14	0		0	
Early Childhood Education	5.5	1	0		49.5	9	16.5	3	5.5	1
Career and Technical Education	5	1	0		15	11	10	2	359	60
Middle Level Education	0		0		0		0		0	
Special Education Strategies	1481	180	693	26	2761	169	9184	350	4043	150
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	279	71	351	90	48	13	6	2	3	1
Leadership Development	217	56	176	36	36	5	0		6	2
District & School Strategic Planning	465	19	85	7	1335	41	3	1	3	1
Using Data	0		4	1	24	6	0		0	
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0		0		0		1890	35	0	
Social – Emotional Learning	2	2	14	6	1795	97	1536	52	1530	64
Other culture/climate	150	32	306	70	1071	186	299	48	1715	338
Safety	0		0		0		50	50	50	50
Other	450	67	87	10	492	81	10	2	60	12

2023-2024 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………………………………………………….$8,766,679.07

Capital Expenses…………………………………………………………. $7,055,437.28

Total Program Expenses …………………………………………….… $191,456,517.05

Total Expenses……… …………………………………………………..$207,278,633.40