

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

2024-2025 Expenses

2024-2025

ULSTER BOCES

**Ulster BOCES
Board of Cooperative Educational Services
2024-2025 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

BOCES
62900000000

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-component Districts Served Through Ulster BOCES by Contractual Agreements

- Newburgh City School District
- Mamaroneck Union Free School District

BOCES Served Through Ulster BOCES by Contractual Agreements

Albany-Schoharie-Schenectady- BOCES Albany-Schoharie-Schenectady-BOCES Mohonasen CSD Berne-Knox CSD	DCMO BOCES Downsville 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 Little Water Preparatory CS
Erie 1 BOCES Cheektowaga CSD Amherst CSD Frontier CSD Erie II BOCES	Genesee Valley BOCES Attica CSD Byron Bergen CSD Elba CSD Letchworth CSD Livonia CSD Warsaw CSD	Hamilton-Fulton-Montgomery BOCES Broadalbin-Perth CSD
Herkimer FHOB Polond CSD	Madison-Oneida BOCES Canastota Central School District	Nassau BOCES East Williston UFSD

	Oneida City School District	
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	Otsego-Northern Catskill BOCES Hunter Tannersville CSD Roxbury CSD
Questar III BOCES Cairo-Durham CSD Catskill CSD Coxsackie-Athens CSD Greenville CSD Lansingburgh CSD Greene CSD	Rockland BOCES Clarkstown (New City) CSD East Ramapo CSD (Spring Valley) South Orangetown CSD Suffern CSD North Rockland CSD	Putnam-Westchester BOCES Brewster CSD Briarcliff Manor UFSD Carmel CSD Chappaqua CSD Croton-Harmon UFSD Katonah-Lewisboro UFSD Lakeland CSD North Salem CSD Putnam-Westchester BOCES Putnam Valley CSD
FEH BOCES	Sullivan BOCES Eldred CSD Fallsburg CSD Liberty CSD Livingston Manor CSD Monticello CSD Roscoe CSD Sullivan BOCES Sullivan West CSD Tri-Valley CSD	T-S-T BOCES Candor CSD
W-S-W-H-E BOCES Hudson Falls CSD	St Lawrence-Lewis BOCES	Westchester County BOCES Byram Hills CSD Dobbs Ferry Rye City CSD Tuckahoe CSD Westchester County BOCES White Plains City SD

Wayne-Finger Lakes BOCES Geneva CSD		
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ULSTER BOCES encompasses 1,161 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

Other Career-Related Programs

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

“New Vision”

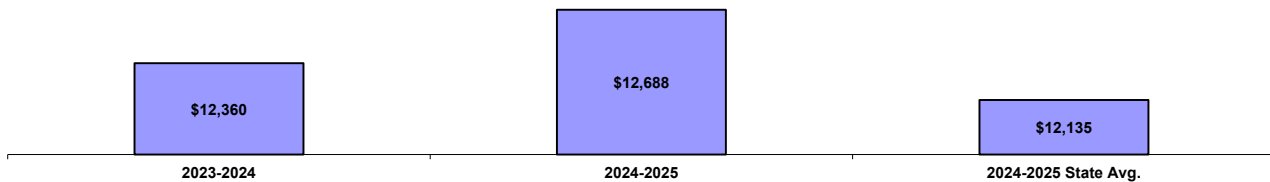
Participated 1 yr of a CTE Program

Other one-year programs

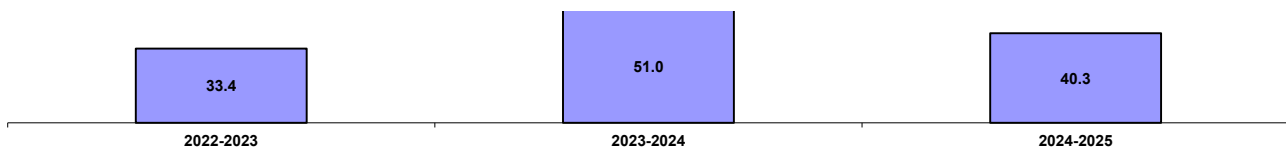
General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2023-2024	2023-2024	2024-2025	2024-2025
387	257	414	203
272	230	420	165
254	209	400	144
202	143	347	120

32	7	32	7
43	16	43	14
0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report



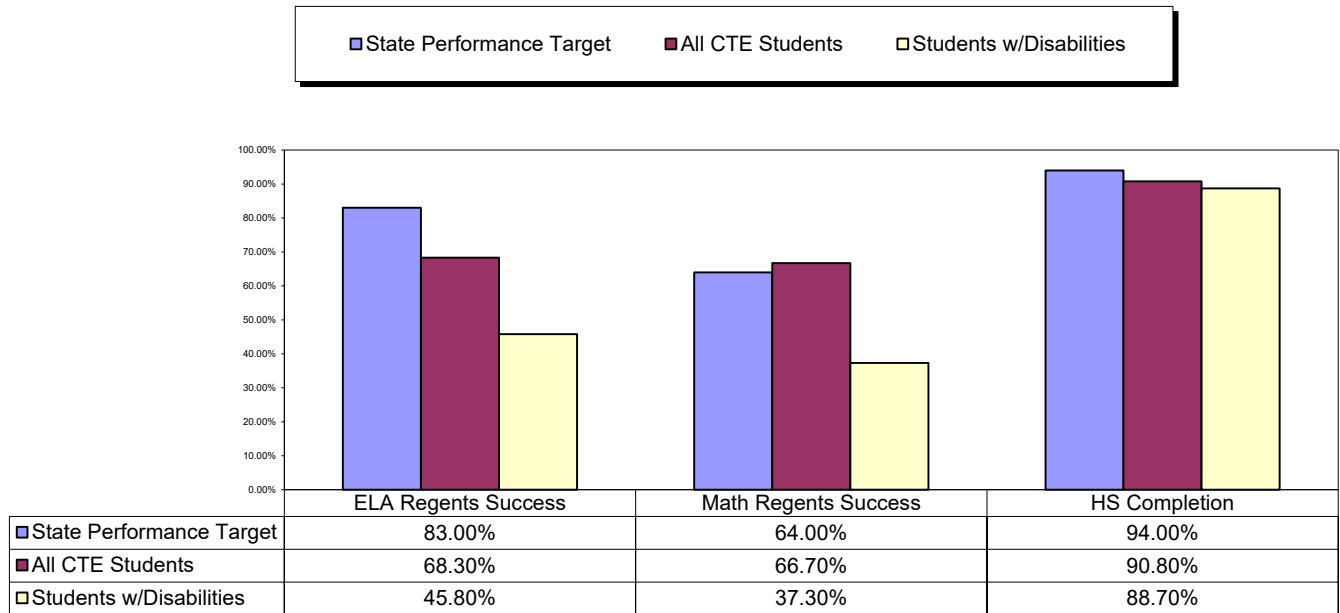
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2023-2024

Data Source: SIRS

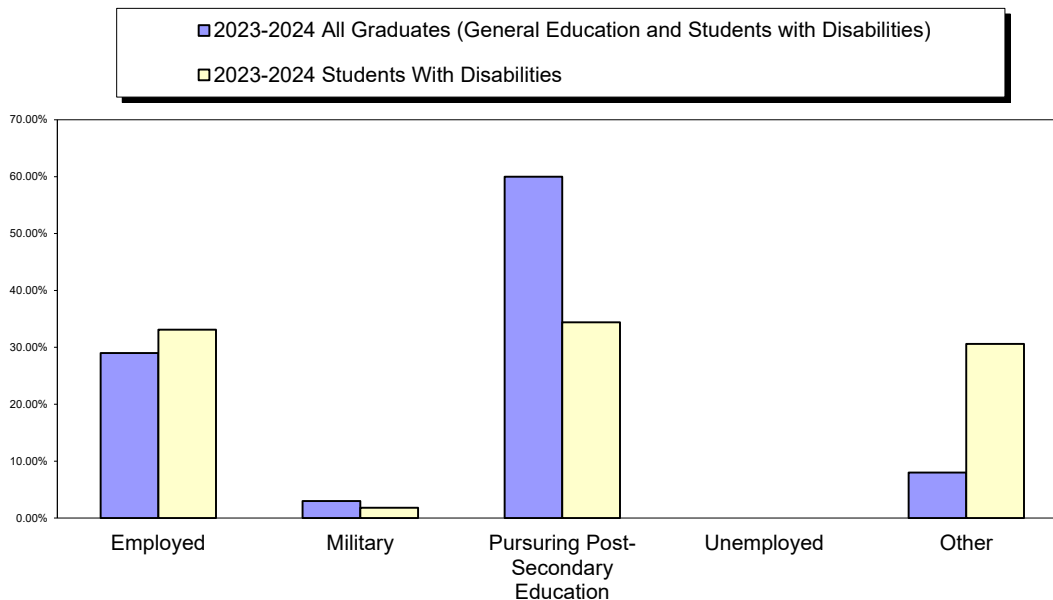


Status of Career and Technical Education (CTE) Students 2023-2024 Placement Outcomes

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
89.5%	93%



General Educational Development Test (GED Test)
For CTE Students Age 16-18
2024-2025

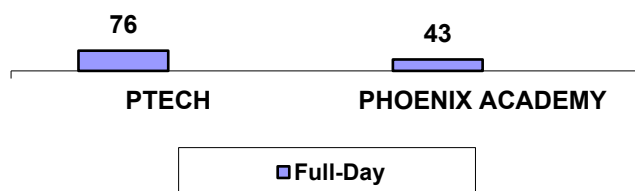
New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	6
Passing Rate of Students Tested	0	6
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

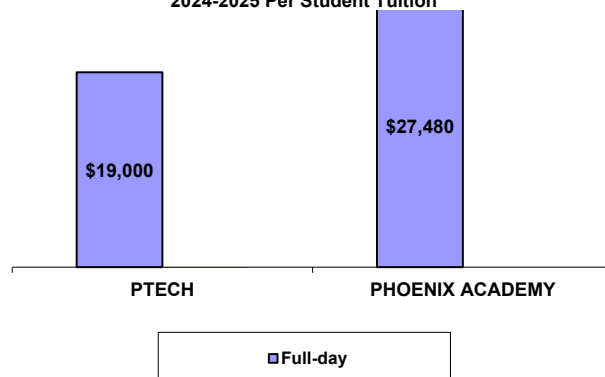
Alternative Education

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, 2025**



2024-2025 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.

	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	0	0	1	0	0	0
Remained in the BOCES program	0	0	104	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			

Alternative Education State Testing Program
2024-2025 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)	44	36	3	91	48.3%	39.5%	3.2%	0
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry	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	28	8	19	55	50.9%	14.5%	34.5%	0
Living Environment	10	10	20	40	25.0%	25.0%	50.0%	0
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	21	15	15	51	41.2%	29.4%	29.4%	0
United States History and Government	21	10	11	42	50.0%	23.8%	26.2%	0
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	0
Earth and Space Sciences	0	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 Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2023-2024	130	--	--
Continuing Enrollment after 2023-2024	40	30.77%	16.94%
Completed or Left During 2023-2024	90	69.23%	83.37%
Left Prior to Completion During 2023-2024	12	9.23%	12.50%
Completed by the End of 2023-2024	78	60.00%	71.16%
Completed or Left During 2023-2024 and Status Known	35	26.92%	42.00%
Completed/Left/Status Known and Successfully Placed*	34	26.15%	37.15%
Completed but Not seeking Employment	44	33.85%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	11	8.46%	47.12%
Completed a Non-Traditional Program By the End of 2023-2024	11	8.46%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	1	.77%	5.95%
Under-Represented Gender Members Who Completed during 2023-2024	1	.77%	4.41%

* 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 2024-25 was **568**.

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					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	234	286	288	150	64.1%	199	69.5%	198	68.8%
Adult Secondary (Low)	35	38	30	20	57.1%	21	55.2%	16	53.3%
ESOL	250	242	250	128	51.2%	136	56.1%	133	53.2%

Other Outcomes (2022-23 through 2024-25)

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					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Entered employment	108	130	119	75	69.4%	102	78.4%	98	82.4%
Retained employment	96	119	125	61	63.5%	76	63.9%	85	68.0%
Obtained secondary or HS equivalency diploma	31	38	48	15	48.3%	23	60.5%	33	68.8%
Entered post-secondary education or training	28	24	49	24	85.7%	21	87.5%	37	75.5%

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)

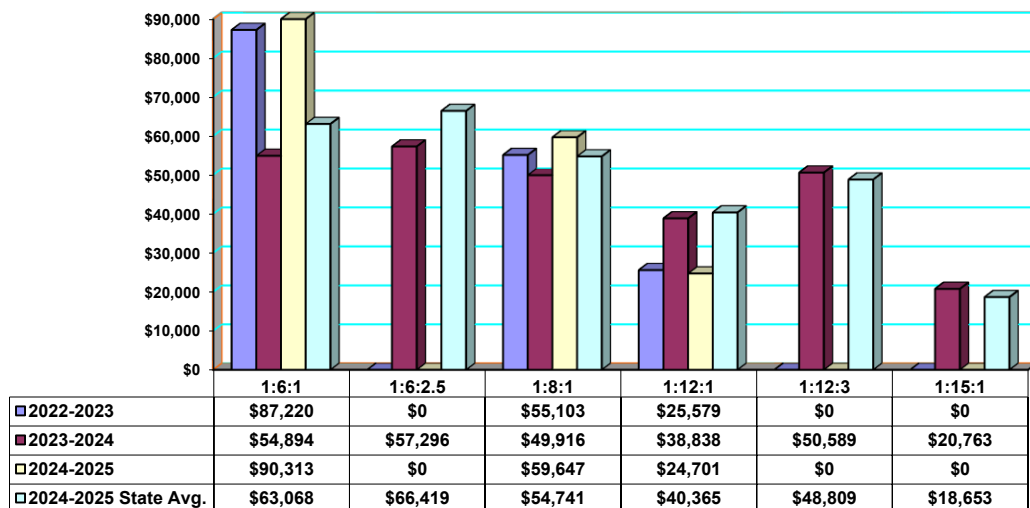
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2022-2023	2023-2024	2024-2025
8:1:1	124	132	123
12:1+1:3	0	0	0
6:1:1	77	83	97
12:1:1	10	9	8
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2022-2023 through 2024-2025



Special Education State Testing Program

2024-2025 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	3	1	0	0	4	25%	0.0%	0
Grade 4 English Language Arts	1	0	0	0	1	0.0%	0.0%	0
Grade 5 English Language Arts	1	0	0	0	1	0.0%	0.0%	0
Grade 6 English Language Arts	4	1	0	1	6	33%	17%	0
Grade 7 English Language Arts	6	0	0	0	6	0.0%	0.0%	0
Grade 8 English Language Arts	3	0	0	0	3	0.0%	0.0%	0
Grade 3 Mathematics	1	1	0	0	2	50%	0.0%	0
Grade 4 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 5 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 6 Mathematics	4	1	1	1	7	43%	29%	0
Grade 7 Mathematics	6	0	0	0	6	0.0%	0.0%	0
Grade 8 Mathematics	3	0	0	0	3	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.)
2024-2025 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	17	6	0	23	74%	26%	0.0%	0
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry	19	0	0	19	100%	0.0%	0.0%	0
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts	24	4	8	36	67%	11%	22%	0
Living Environment	11	1	1	13	85%	8%	8%	0
Physical Setting/ Earth Science	5	0	1	6	83%	0.0%	17%	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	22	5	2	29	76%	17%	7%	0
United States History & Government	22	5	2	29	76%	17%	7%	0
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	0
Earth and Space Sciences	10	11	6	27	37%	41%	22%	0

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2024-2025 School Year**

State Assessment	Countstudents 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	1	3	0	4	100%	75%	0.0%
Grade 4 English Language Arts	0	0	4	0	4	100%	100%	0.0%
Grade 5 English Language Arts	0	1	3	1	5	100%	80%	0.0%
Grade 6 English Language Arts	0	1	7	0	8	100%	88%	0.0%
Grade 7 English Language Arts	0	0	5	2	7	100%	100%	0.0%
Grade 8 English Language Arts	0	0	4	1	5	100%	100%	0.0%
High School English Language Arts	0	1	4	3	8	100%	88%	0.0%
Grade 3 Mathematics	0	1	3	0	4	100%	75%	0.0%
Grade 4 Mathematics	0	0	3	1	4	100%	100%	0.0%
Grade 5 Mathematics	1	1	2	1	5	80%	60%	0.0%
Grade 6 Mathematics	0	3	5	0	8	100%	63%	0.0%
Grade 7 Mathematics	0	0	4	3	7	100%	100%	0.0%
Grade 8 Mathematics	0	1	4	0	5	100%	80%	0.0%
High School Mathematics	0	2	5	1	8	100%	75%	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 2024-2025 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	391	10	391	23	391	429	391	24	391	1
Instructional Strategies	486	19	486	28	486	326	486	1	486	6
Data-Driven Instruction	61	8	61	18	61	77	61	37	61	16
Effective Use of Technology	410	46	410	44	410	508	410	75	410	48
Project Based Learning	18	0	18	0	18	25	18	4	18	0
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	18	3	18	3	18	0	18	0	18	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Early Childhood Education	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Special Education Strategies	82	13	82	16	82	221	82	68	82	111
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Leadership Development	20	8	20	5	20	20	20	0	20	0
District & School Strategic Planning	15	6	15	4	15	10	15	0	15	0
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	18	7	18	2	18	60	18	10	18	0
Social – Emotional Learning	6	2	6	1	6	25	6	8	6	0
Other culture/climate	4	1	4	0	4	15	4	2	4	0
Safety	0	0	0	0	0	0	0	0	0	0
Other	318	120	318	205	318	2350	318	500	318	450

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 6,352,601.41
Capital Expenses.....	\$ 999,465.00
Total Program Expenses.....	\$ 92,564,670.51
Total Expenses.....	\$ 99,916,736.92

