

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

Orange-Ulster BOCES

Orange-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

Orange-Ulster BOCES
49-000000000

Component Districts

- Chester UFSD
- Cornwall Central SD
- Florida UFSD
- Goshen Central SD
- Greenwood Lake UFSDS
- 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

Other Career-Related Programs

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

“New Vision”

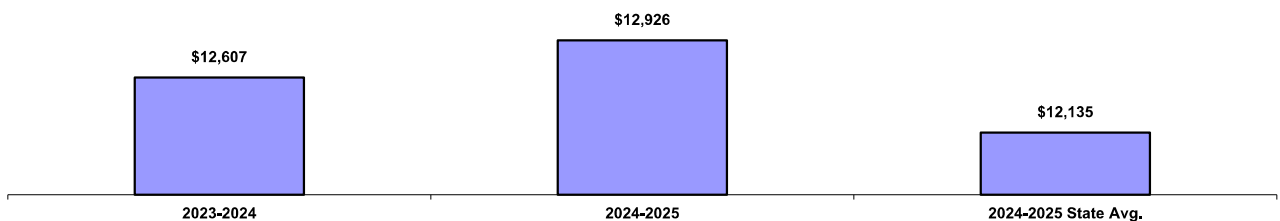
Participated 1 yr of a CTE Program

Other one-year programs

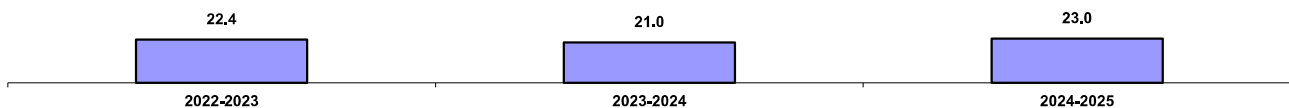
General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2023-2024	2023-2024	2024-2025	2024-2025
780	269	1049	271
685	211	960	226
684	210	699	225
490	100	601	117

0	0	0	0
22	19	0	0
26	13	45	11

Tuition Per Student for CTE Programs
Data Source: 602 Report



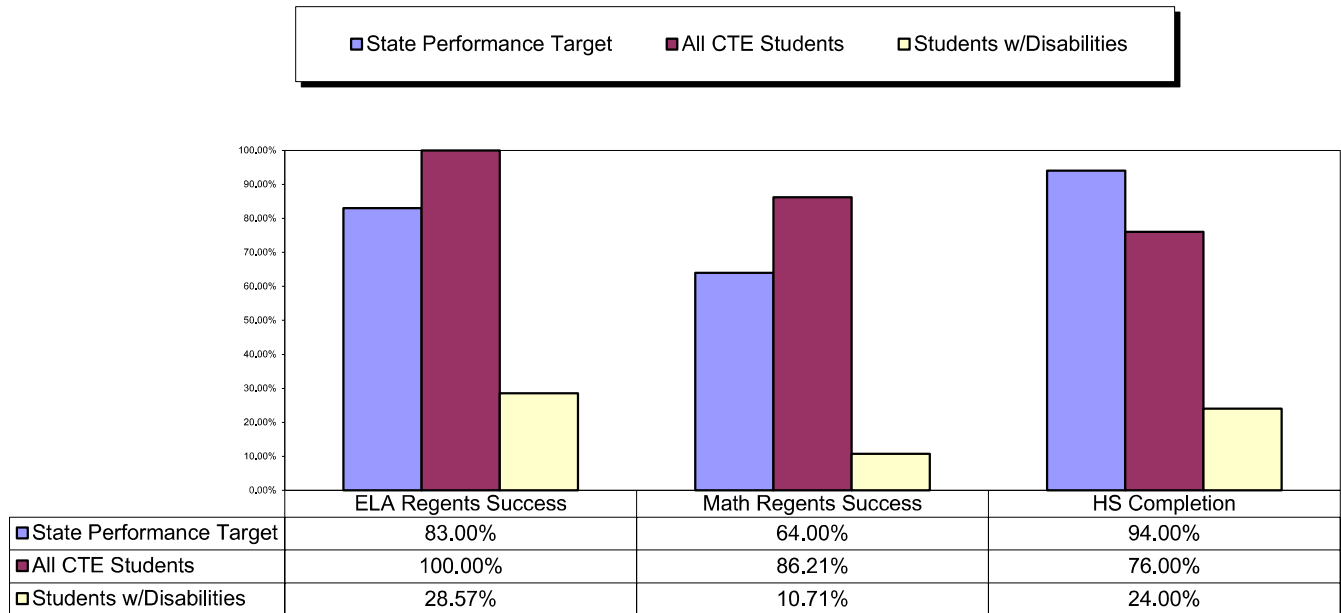
***Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools**
Data Source: SIRS



* 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

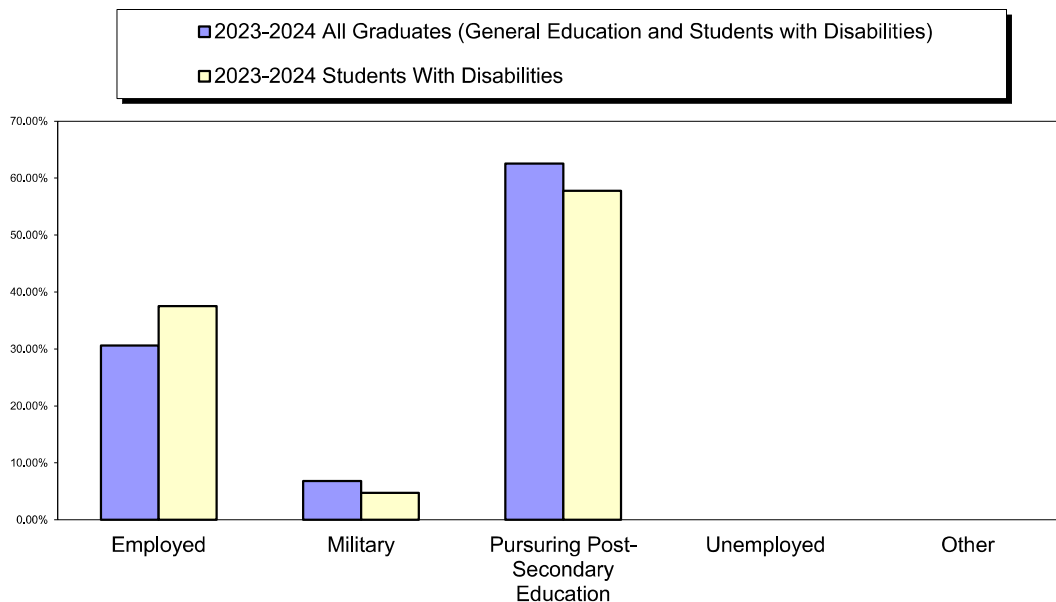


Status of Career and Technical Education (CTE) Students 2023-2024 Placement Outcomes

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
100.0%	93%



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

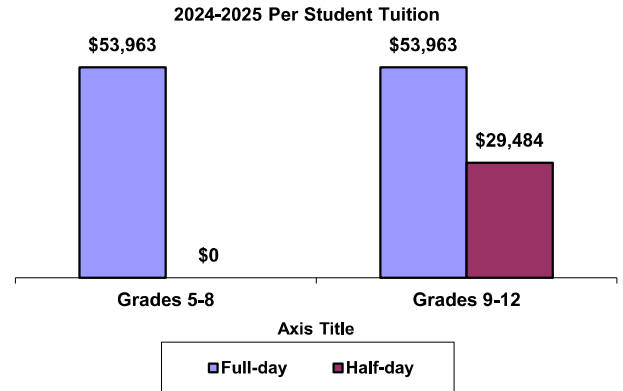
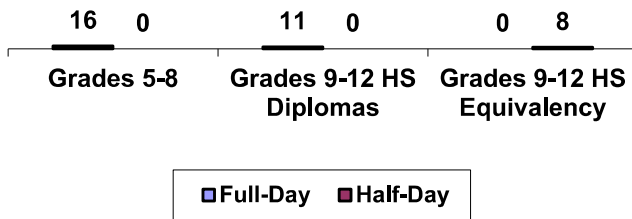
New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	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, 2025**



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	57	1	71	0	2	0
Remained in the BOCES program	10	0	4	0	14	0
Left the program and did not enter another district or BOCES program (dropouts)	4	0	8	0	15	0
Received high school diplomas			0	0		

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)	0	0	0	0	0.0%	0.0%	0.0%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry	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	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	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%	
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	
Earth and Space Sciences	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 2023-2024	1503	--	--
Continuing Enrollment after 2023-2024	219	14.57%	16.94%
Completed or Left During 2023-2024	1190	79.17%	83.37%
Left Prior to Completion During 2023-2024	71	4.70%	12.50%
Completed by the End of 2023-2024	1119	74.40%	71.16%
Completed or Left During 2023-2024 and Status Known	321	27.00%	42.00%
Completed/Left/Status Known and Successfully Placed*	299	25.20%	37.15%
Completed but Not seeking Employment	52	4.30%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	97	8.20%	47.12%
Completed a Non-Traditional Program By the End of 2023-2024	97	8.20%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	0	0.00%	5.95%
Under-Represented Gender Members Who Completed during 2023-2024	0	0.00%	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 798.

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	54	36	65	14	21.50%	17	47.00%	31	47.69%
Adult Secondary (Low)	13	6	1	101	7.00%	6	33.30%	1	100.00%
ESOL	669	820	732	151	0.0%	442	0.0%	517	70.63%

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	626	665	304	96	15.00%	287	50.00%	38	12.50%
Retained employment	236	308	500	109	46.00%	308	46.00%	400	80.00%
Obtained secondary or HS equivalency diploma	0	5	61	0	0.00%	14	33.30%	13	21.31%
Entered post-secondary education or training	0	18	76	0	0.00%	18	66.00%	35	46.00%

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)

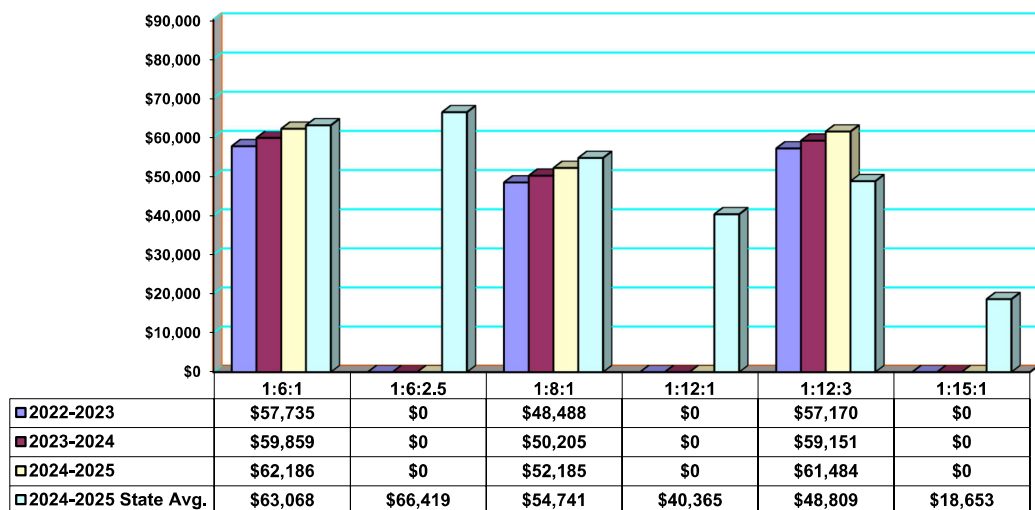
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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	114	90	67
12:1+1:3	517	530	591
6:1:1	245	265	315
12:1:1	0	0	0
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	31	6	4	0	41	24.39%	9.76%	0
Grade 4 English Language Arts	49	1	3	0	53	7.55%	5.66%	0
Grade 5 English Language Arts	38	6	5	0	49	22.45%	10.2%	0
Grade 6 English Language Arts	40	8	0	0	48	16.67%	0.0%	0
Grade 7 English Language Arts	27	7	2	1	37	27.03%	8.11%	0
Grade 8 English Language Arts	36	4	3	0	43	16.28%	6.98%	0
Grade 3 Mathematics	39	12	2	0	53	26.42%	3.77%	0
Grade 4 Mathematics	36	6	2	0	44	18.18%	4.55%	0
Grade 5 Mathematics	34	7	1	0	42	19.05%	2.38%	0
Grade 6 Mathematics	38	5	1	0	44	13.64%	2.27%	0
Grade 7 Mathematics	28	10	0	0	38	26.32%	0.0%	0
Grade 8 Mathematics	36	3	1	0	40	10.0%	2.50%	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	29	12	7	51	56.86%	23.53%	13.73%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry	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	27	7	21	56	48.21%	12.50%	37.50%	
Living Environment	12	2	18	32	37.50%	6.25%	56.25%	
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	16	0	3	19	84.21%	0.0%	15.79%	
United States History & Government	20	6	1	27	74.07%	22.22%	3.70%	
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	
Earth and Space Sciences	0	0	0	0	0.0%	0.0%	0.0%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2024-2025 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	2	36	2	40	100.0%	95.0%	0.0%
Grade 4 English Language Arts	2	6	12	0	20	90.0%	60.0%	0.0%
Grade 5 English Language Arts	1	3	24	0	28	96.4%	85.7%	0.0%
Grade 6 English Language Arts	2	3	19	0	24	91.7%	79.2%	0.0%
Grade 7 English Language Arts	5	3	22	2	32	84.4%	75.0%	0.0%
Grade 8 English Language Arts	0	0	6	11	17	100.0%	100.0%	0.0%
High School English Language Arts	1	5	14	7	27	96.3%	77.8%	0.0%
Grade 3 Mathematics	3	5	31	1	40	92.5%	80.0%	0.0%
Grade 4 Mathematics	5	3	11	1	20	75.0%	60.0%	0.0%
Grade 5 Mathematics	2	2	24	0	28	92.9%	85.7%	0.0%
Grade 6 Mathematics	3	9	9	3	24	87.5%	50.0%	0.0%
Grade 7 Mathematics	4	3	19	5	32	84.4%	75.0%	3.1%
Grade 8 Mathematics	0	0	15	2	17	100.0%	100.0%	0.0%
High School Mathematics	2	2	18	5	27	92.6%	85.2%	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	127	12	487	46	1490	149	75	9	66	6
Instructional Strategies	965.5	48	2579.25	140	165469	5005	11717	2179	2011.75	378
Data-Driven Instruction	18	3	24	4	247.5	63	0	0	0	0
Effective Use of Technology	277	59	216.5	51	2724.2	1895	637.5	161	151.5	41
Project Based Learning	0	0	0	0	0	0	0	0	0	0
Parent Engagement	9	3	0	0	0	0	0	0	0	0
RBE-RN	18	5	12	3	761.5	114	15	10	78	26
College, Career & Civic Readiness	3	1	33	2	660	32	0	0	10800	93
Response to Intervention	0	0	6	1	9636	286	12	2	18	3
Early Childhood Education	11	2	18	66	99	18	33	6	11	2
Career and Technical Education	10	2	0	0	630	122	80	14	10	2
Middle Level Education	22	4	36	132	198	36	66	12	22	4
Special Education Strategies	12	5	0	0	387	166	18	6	27	31
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	417	99	417	103	24	7	0	0	0	0
Leadership Development	635	22	838	118	36	9	0	0	0	0
District & School Strategic Planning	403.5	49	179	34	256	42	0	0	0	0
Using Data	231	15	53	9	1206	56	6	3	5	3
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0	0	0	0	0	0	0	0	0	0
Social – Emotional Learning	186	29	146	22	636.5	240	155.5	92	295	62
Other culture/climate	215	37	452	127	520.5	152	264	105	1326.5	264
Safety	0	0	2	1	110	20	16	8	480	40
Other	5	1	0	0	730	146	0	0	5	1

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$8,854,572.28
Capital Expenses.....	\$9,004,143.07
Total Program Expenses.....	\$203,811,618.45
Total Expenses.....	\$221,670,333.80

