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Prior editions of the BOCES Report Card included other data representing BOCES special education programs and services. The following data were not available for this report:

➢ Services Provided by BOCES.
➢ Percent of Students with Disabilities Provided Special Education Services in Integrated Settings.
➢ Students with Disabilities Exiting BOCES Special Education Programs.
➢ Postsecondary Education and Employment Plans of Student with Disabilities.

ULSTER BOCES
6290

COMPONENT DISTRICTS

- ELLENVILLE CSD
- HIGHLAND CSD
- KINGSTON CSD
- NEW PALTZ CSD
- ONTEORA CSD
- RONDOUT VALLEY CSD
- SAUGERTIES CSD
- WALLKILL CSD
- WEST PARK UFSD

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled workforce careers.   Most CTE programs require two years to complete. *Data source: BOCES Survey.*

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	2002-03	2002-03	2003-04	2003-04
First-year students …….…………….….…………..	222	139	276	183
Second-year students ……………………….……	159	97	176	145
Second-year students completing ………………………	143	73	159	114

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

"New Vision" ……………………….…..…………	65	0	52	1
Other one-year programs ….…………….….………	19	3	32	14

Tuition Per Student for CTE Programs
Data Source: 602 Report

$6,857 — 2002-03 This BOCES
$7,780 — 2003-04 This BOCES
$6,956 — 2003-04 Reg Avg
$6,723 — 2003-04 State Avg.
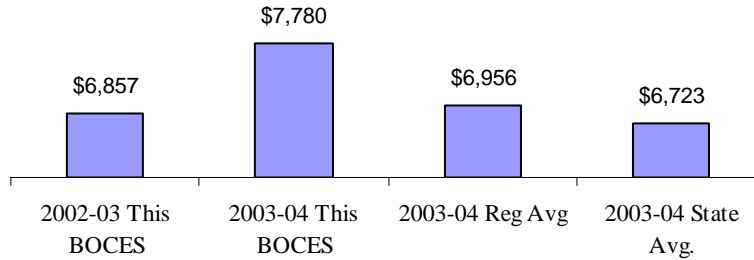
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools

23.0% — 2001-02
19.4% — 2002-03
24.3% — 2003-04
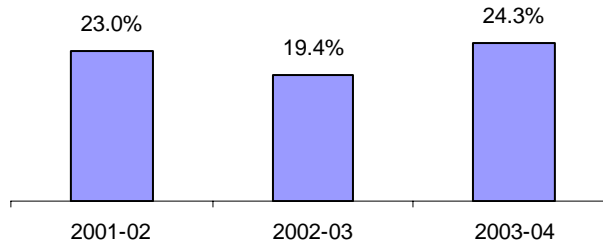
*Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2003

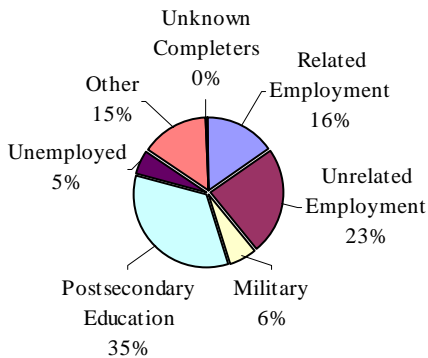BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data source: CTEDS-2*

93.0%   **93.4%**

24.2%   **24.2%**

- ■ All Students - General Education & Students with Disabilities
- ■ Students with Disabilities

% Passing ELA, Math and Social Studies Regents or RCT

% Receiving High School Diploma or Equivalent
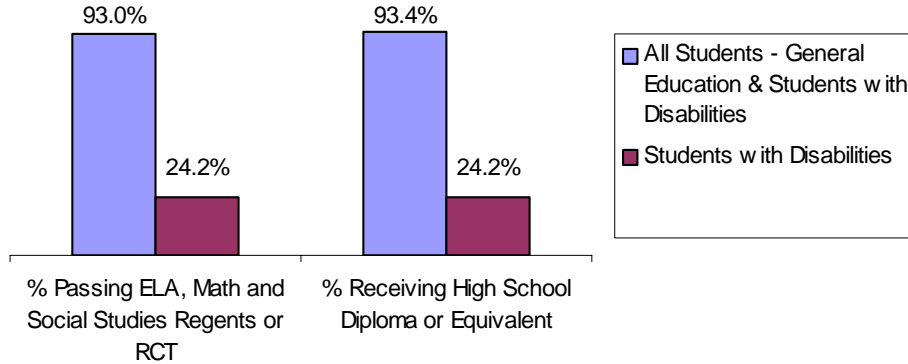
Status of Career and Technical Education (CTE) Students Who Graduated in 2003

BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. *Data source: CTEDS-2 Report*

All Graduates (General Education and Students with Disabilities)

Unknown Completers 0%
Related Employment 16%
Other 15%
Unrelated Employment 23%
Unemployed 5%
Postsecondary Education 35%
Military 6%

Students with Disabilities

Unknown Completers 0%
Related Employment 16%
Other 24%
Unrelated Employment 24%
Unemployed 6%
Military 6%
Postsecondary Education 24%

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, speci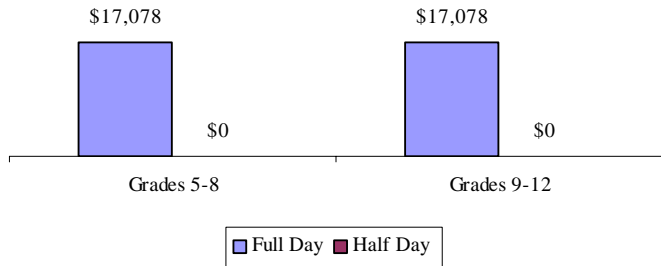alized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas. Data source: 2004 BOCES Survey

Alternative Education Program Enrollment June 30, 2004

	Full-day	Half-day
Grades 5-8	27	0
9-12 HS Diplomas	56	0
9-12 HS Equivalency	105	0
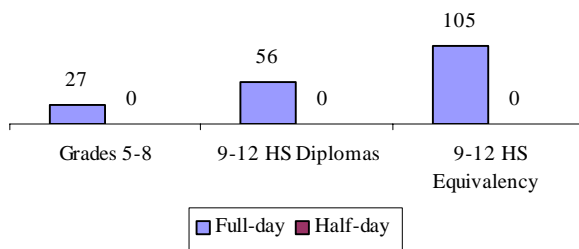
2003-2004 Per Student Tuition

	Full Day	Half Day
Grades 5-8	$17,078	$0
Grades 9-12	$17,078	$0

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. Data source: 2004 BOCES Survey

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	Full-day	Half-day
returned to a school district program..............	7	0	26	0	9	0
remained in the BOCES program……………....	20	0	21	0	18	0
left the program and did not enter another district or BOCES program (dropouts)…………	0	0	1	0	41	0
are waiting for GED exam results……………...					0	0
received high school diplomas………………...			8	0		
received high school equivalency diplomas …...					37	0

Adult Career and Technical Education (CTE) -

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement.

2002-2003 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	
All CTE Programs			
Number Enrolled	857		
Number who Left Prior to Completion	233	27.2%	17.3%
Number who Completed	380	44.3%	72.7%
Completed and Status Known	302	79.5%	49.9%
Completed and were Successfully Placed*	242	80.1%	86.9%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	96	10.6%	13.1%
Under-Represented Gender Members Who Completed	35	15.4%	11.9%

*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 2003-2004 was 954.

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					
	2001-02	2002-03	2003-04	2001-02		2002-03		2003-2004	
Adult Beginning/Intermediate	759	733	655	141	19%	191	26%	221	34%
Adult Secondary (Low)	70	73	81	3	4%	16	22%	28	35%
ESOL	259	156	179	20	8%	51	33%	68	38%

Other Outcomes (2001-02 through 2003-04)

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					
	2001-02	2002-03	2003-04	2001-02		2002-03		2003-04	
Entered employment	5	7	38	4	80%	3	43%	10	26%
Retained employment	2	6	5	2	100%	0	0%	0	0%
Obtained a secondary or high school equivalency diploma	212	54	406	31	15%	6	11%	34	8%
Entered post-secondary education or training	41	75	92	17	41%	35	47%	6	7%

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 four 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)
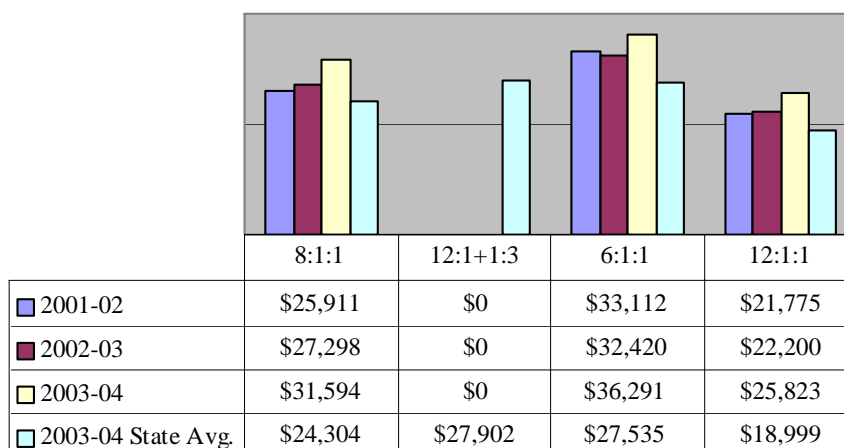- ❑   8 students per teacher plus 1 paraprofessional (8:1:1)

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 for enrollment and tuition: 602 Report.

Enrollment Trends

	2001-02	2002-03	2003-04
8:1:1	27	36	36
12:1+1:3	0	0	0
6:1:1	107	111	93
12:1:1	85	56	50

Tuition Rates Per Student
2001-02 Through 2003-04

	8:1:1	12:1+1:3	6:1:1	12:1:1
■ 2001-02	$25,911	$0	$33,112	$21,775
■ 2002-03	$27,298	$0	$32,420	$22,200
☐ 2003-04	$31,594	$0	$36,291	$25,823
☐ 2003-04 State Avg.	$24,304	$27,902	$27,535	$18,999

Tuition rates are unavailable for 2001-02 for the 12:1+1:3 student/staff ratio.

State Testing Program

These data are results of State assessments for students enrolled in BOCES programs.

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	
Elementary-level English Language Arts February 2004	4	2	1	0	8	38%	13%	1
Elementary-level Mathematics May 2004	5	4	0	0	10	40%	0	1
Middle-level English Language Arts January 2004	9	9	0	0	22	41%	0	4
Middle-level Mathematics May 2004	13	5	0	0	21	24%	0	3

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA)

|	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	
Elementary-level English Language Arts	0	0	0	0	0	0	0	0
Elementary-level Mathematics	0	0	0	0	0	0	0	0
Middle-level English Language Arts	#	#	#	#	3	#	#	2
Middle-level Mathematics	#	#	#	#	3	#	#	2

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.

Note: To protect student confidentiality, the pound character (#) appears when fewer than five students in a group are tested.

Professional Development
2003-2004 School Year

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	10	990	95	0	636
District Based Educational Planning	10	62	176	0	10
High School Graduation Requirements	10	485	139	0	105
Learning Standards (ELA, MST etc.)	10	5,888	503	80	2,017
Data Management and Analysis	10	353	513	0	143
Integrating Technology into Curricula & Instruction	10	2,177	179	17	513
Interdisciplinary Teaching (including integration of career technology & academics)	10	1,778	143	17	614
Middle Level Education Academic and Youth Development	10	275	250	20	45
Career and Technical Education	10	134	18	0	13
Instructional Strategies	10	3,164	219	17	1,488
Parent Training	10	32	7	0	55
Special Education Issues	10	575	272	80	55
Leadership Training	10	399	532	0	116
Special Education Training Resource Center (SETRC)	10	217	248	0	80
Other	0	0	0	0	0
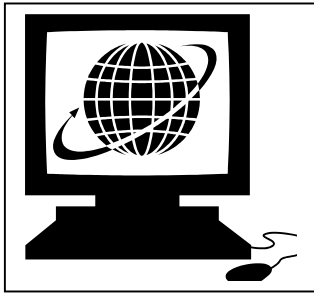
Technology Services
2003-2004 School Year

| BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	9	2,631	27,448
Instructional Computing	9	2,631	27,448
Computer/Audio Visual Repair	3	625	
Library Automation/Software	5	1,881	19,004
LAN Installation/Support	8	2,486	25,493
Distributed Process Technicians	9	2,631	27,448
Guidance Information	8	35	0
Administrative Computer Services	10	2,651	
Administrative Training	8	673	

School Library System Services

School Library System Services, a state-aided program sponsored by each BOCES, provide vital library and information resources to public and nonpublic schools throughout the State. Each system operates under an approved plan of service and provides leadership and training through professional development activities; facilitates resource-sharing among its member school libraries; promotes advances in technology for information storage and retrieval; focuses on cooperative collection development of school library materials; addresses the information needs of special client groups and participates in regional library issues with public, academic and special libraries. Students, teachers and administrators in each BOCES service area benefit from the activities of the program. The charts below depict selected school library system services.

Number of School Library Media Centers and NOVEL Ready Libraries

	2001	2002	2003
Library Media Centers	55	52	54
NOVEL Ready Libraries	0	38	39

Legend: Library Media Centers ▪ NOVEL Ready Libraries
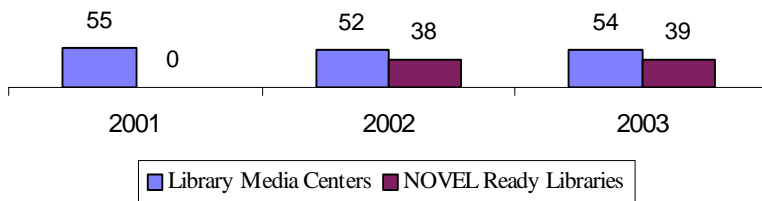
NOVEL (New York Online Virtual Electronic Library) Ready Libraries provide access via the Internet to their own information resources and to information resources outside the library, in addition to providing technology training.

Percent of Participating Libraries with Internet Access

2001	2002	2003
89%	94%	91%
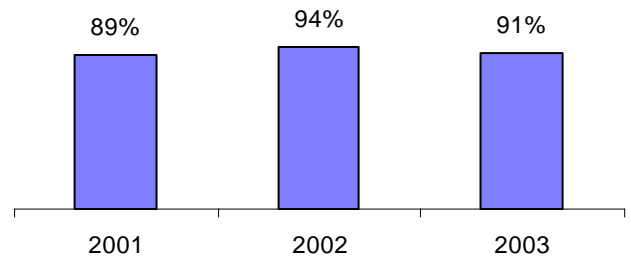
Number of Participants at Professional Development Workshops

2001	2002	2003
203	296	457
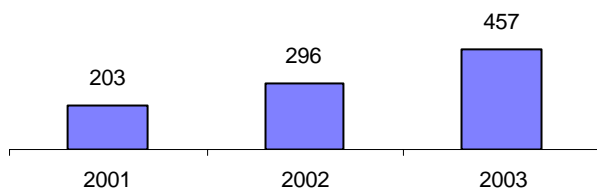
Number of Electronic Database Searches by Participating Libraries

2001	2002	2003
100,598	51,400	37,801
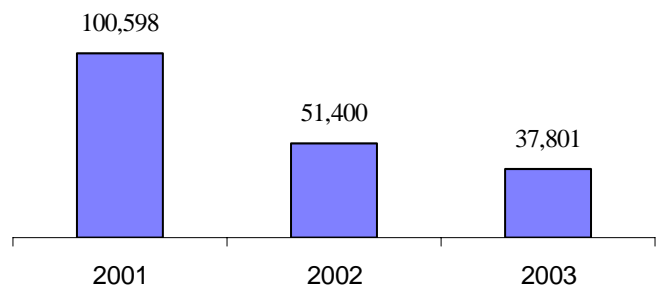
State Testing Program for All Component Districts
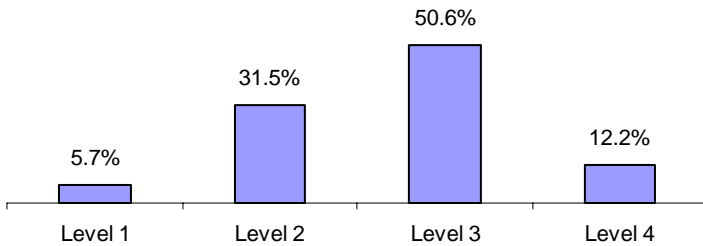
The State testing program provides data to the State Education Department and local school districts for use in planning, managing, and evaluating educational programs. The 4th and 8th grade English language arts (ELA) and mathematics tests measure student performance on the State standards for the elementary and middle grades, while the Regents examinations are key indicators of student progress in the secondary grades. These data are calculated by aggregating district-level results for general education students and pupils with disabilities for all component districts.

Counts of Students Tested
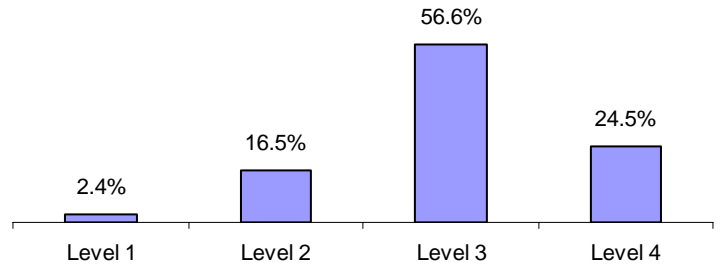### (General Education and Students with Disabilities)

	Grade 4 ELA	Grade 4 Mathematics	Grade 8 ELA	Grade 8 Mathematics
Count	1,880	1,915	2,224	2,246
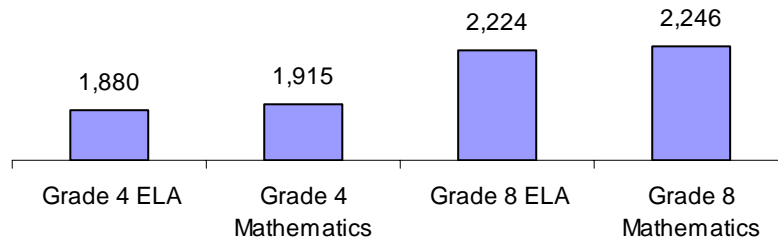
Percent of Student Scoring at Each Performance Level

Grade 4 English Language Arts
February 2004

	Level 1	Level 2	Level 3	Level 4
Percent	5.7%	31.5%	50.6%	12.2%

Grade 4 Mathematics
May 2004

	Level 1	Level 2	Level 3	Level 4
Percent	2.4%	16.5%	56.6%	24.5%

Grade 8 English Language Arts
January 2004

	Level 1	Level 2	Level 3	Level 4
Percent	6.3%	48.3%	37.4%	8.0%

Grade 8 Mathematics
May 2004

	Level 1	Level 2	Level 3	Level 4
Percent	13.6%	30.9%	46.6%	8.9%

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.

Further descriptions for each level by exam are available on the School Report Cards at the New York State Education Department Web site at www.emsc.nysed.gov/irts/.

Regents Examinations

In 1996, the Regents acted to raise learning standards by requiring future students to demonstrate competence for graduation using Regents examinations, rather than the lower-level Regents competency tests (RCTs). All general-education students who entered ninth grade in the fall of 1996 were required to score 65 or higher (55 if approved by the local school board) on the Regents examination in comprehensive English to earn a local diploma. General-education students who entered ninth grade in the fall of 1997 are requi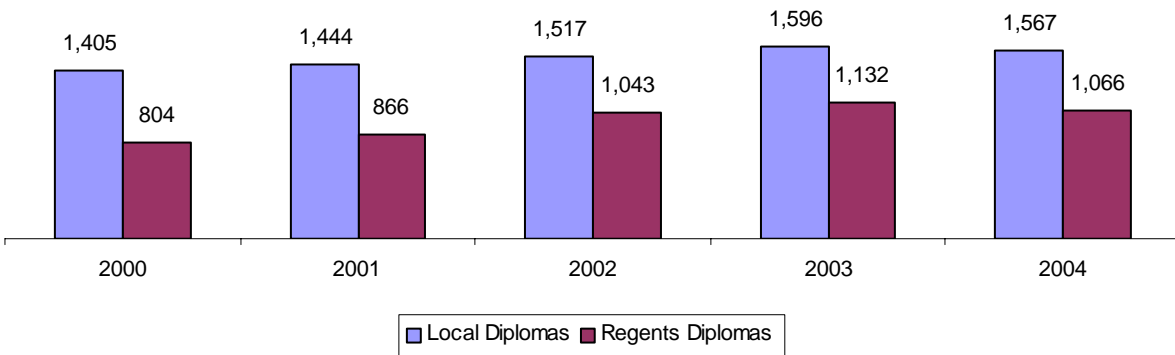red to score 65 or higher (55 if approved by the local school board) on the Regents examination in comprehensive English and on a Regents examination in mathematics. The number of Regents examinations required for graduation has increased with each succeeding freshman class. Added requirements for the freshman class of 1998 were the Regents examinations in global history and geography and U.S. history & government. The freshman class of 1999 has to also pass a Regents examination in science.

Data were collected to assess the progress that students are making toward meeting new graduation requirements for their cohort. The following charts show the percentage of cohort members in component districts who scored 55-100 and 65-100 on each Regents examination after four years. The data include results for students with disabilities.

Cohort Enrollment
All Students, General Education and Special Education

	1999	2000
	1,737	1,795

Performance of the 1999 Cohort as of June 2003

	English	Mathematics	Global History	U.S. History & Government	Science
55-100 including Alternative	83.0%	85.4%	90.5%	83.1%	88.9%
65-100 including Alternative	75.4%	80.9%	84.7%	73.3%	85.8%

Performance of the 2000 Cohort as of June 2004 after 4 Years

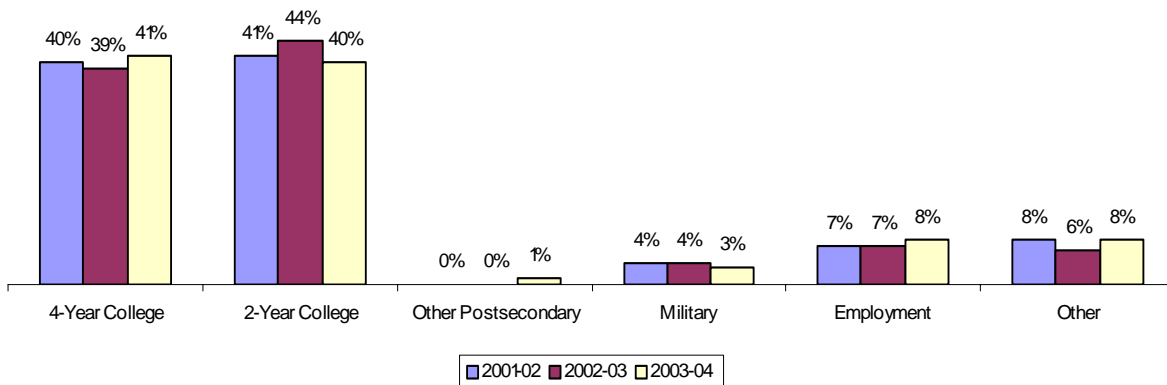|	English	Mathematics	Global History	U.S. History & Government	Science
55-100 including Alternative	81.7%	81.5%	87.5%	84.0%	91.1%
65-100 including Alternative	76.6%	74.8%	82.3%	80.6%	88.0%

Graduation Results
1999-2000 through 2003-04 School Years

Displayed below are the number of graduates in component districts who received local diplomas with or without Regents endorsement and local diplomas with Regents endorsement during the 1999-2000 through 2003-04 school years. Before the 2001-02 school year, counts include January, June and August graduates. In the 2001-02 school year, counts include January and June graduates. Data for the 2002-03 and 2003-04 school year include August, January and June graduates. In 2003-04, 68.0% of the high school graduates in this BOCES region component districts earned a Regents diploma verses 69.2% of the graduates in component districts statewide.

Bar chart of Graduation Results. Values by year —
2000: Local Diplomas 1,405; Regents Diplomas 804.
2001: Local Diplomas 1,444; Regents Diplomas 866.
2002: Local Diplomas 1,517; Regents Diplomas 1,043.
2003: Local Diplomas 1,596; Regents Diplomas 1,132.
2004: Local Diplomas 1,567; Regents Diplomas 1,066.
Legend: Local Diplomas, Regents Diplomas

Distribution of Graduates
2001-2002 through 2003-2004 School Years

The chart provides the percentage of graduates in component districts who specified the postsecondary intentions listed during the 2001-2002 through 2003-2004 school years. Other postsecondary includes trade and proprietary schools.

Bar chart of Distribution of Graduates (2001-02, 2002-03, 2003-04) —
4-Year College: 40%, 39%, 41%.
2-Year College: 41%, 44%, 40%.
Other Postsecondary: 0%, 0%, 1%.
Military: 4%, 4%, 3%.
Employment: 7%, 7%, 8%.
Other: 8%, 6%, 8%.
Legend: 2001-02, 2002-03, 2003-04

2002-2003 Expenses

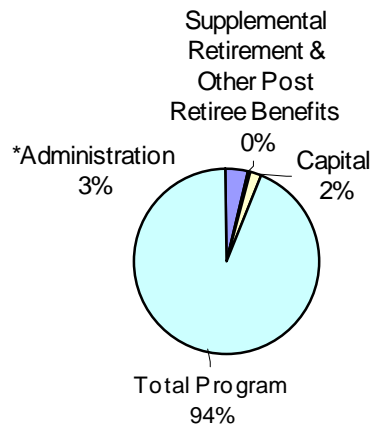**Administrative Expenses (Excluding Supplemental & Other Post Retirement Benefits)**... $ 1,423,003

Supplemental & Other Post Retirement Benefits .... **$**   143,180

Capital Expenses.. **$**   762,885

Total Program Expenses.. **$** 31,047,926

Pie chart segments:
- Other Services 23.0%
- Career & Technical Education 24.1%
- Instruction of Students with Disabilities 25.7%
- Itinerant Services 4.1%
- General Instruction 9.5%
- Instructional Support 13.8%
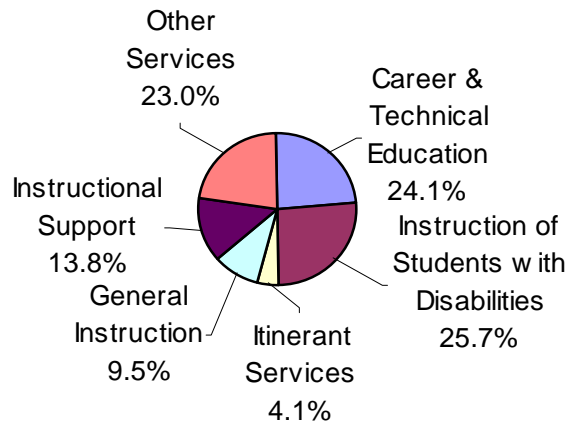
Total Expenses ....$ 33,376,994

Percent of Total Expenses

Pie chart segments:
- Supplemental Retirement & Other Post Retiree Benefits 0%
- *Administration 3%
- Capital 2%
- Total Program 94%

*Excludes Supplemental & Other Post Retirement Benefits