

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
- 2020-2021** Expenses

2020-2021

Rockland BOCES

Board of Cooperative Educational Services 2020-2021 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

Due to the circumstances related to the pandemic, approximately 4 out of 10 students participated in the Spring 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests. As a result, State Exam data are not an accurate representative of the State’s student population for the 2020-21 school year. The U.S. Department of Education did not grant the Department’s assessment waiver request for Spring 2021 tests. As a result, the Department administered shorter state assessments to those students who attended school in person. Students engaged in fully remote learning were not required to come to school to take the tests. For Spring 2022, NYSED expects to return to the normal two-session test format. Additionally, Regents Examinations were not offered in January or August of 2021. NYSED did offer the following Regents examinations in June 2021 only: Algebra I, Earth Science (written test only), English Language Arts (ELA), and Living Environment. More information can be found in the NYSED news feed website at <http://www.nysed.gov/news/2021>.

BOCES
5090

Component Districts

- Clarkstown Central School District
- East Ramapo Central School District
- Haverstraw-Stony Point Central School District
- Nanuet Union Free School District
- Nyack Union Free School District
- Pearl River Union Free School District
- South Orangetown Central School District
- Suffern Central School District

Rockland BOCES services districts outside the county of Rockland, however the primary service area is the 8 component school districts of Rockland County listed above. Rockland County is 199.3 square miles.

Joint Management Team

- Putnam – Northern Westchester
- Rockland
- Westchester

Regional Information Center

- Lower 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 |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 2019-20 | 2019-20 | 2020-21 | 2020-21 |
| 108 | 88 | 121 | 87 |
| 65 | 39 | 84 | 60 |
| 65 | 39 | 84 | 60 |
| 52 | 33 | 59 | 30 |

Other Career-Related Programs

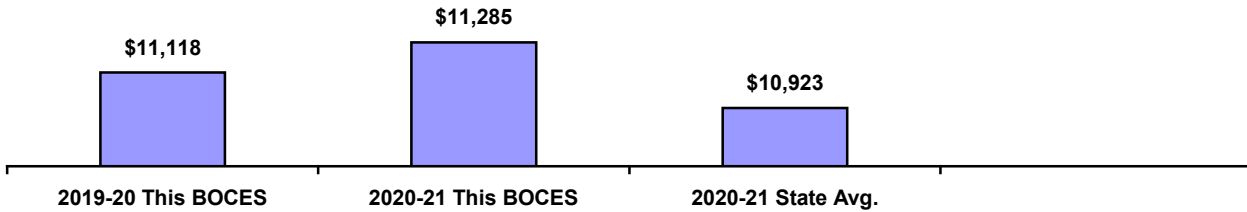
Number of 11th/12th grade students enrolled in one-year programs:

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

| | | | |
|----|----|----|----|
| 16 | 0 | 16 | 0 |
| 67 | 28 | 65 | 39 |
| 0 | 78 | 0 | 84 |

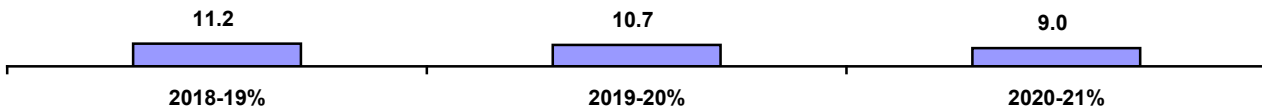
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

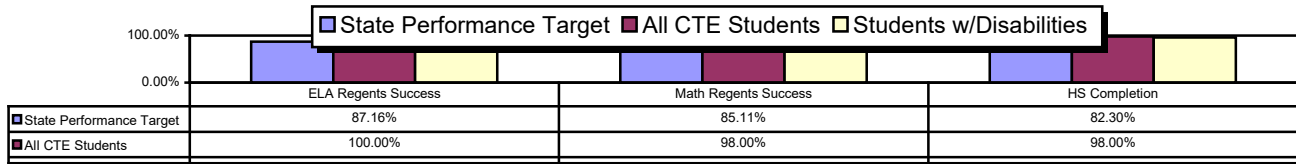
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2019-20

Data Source: SIRS

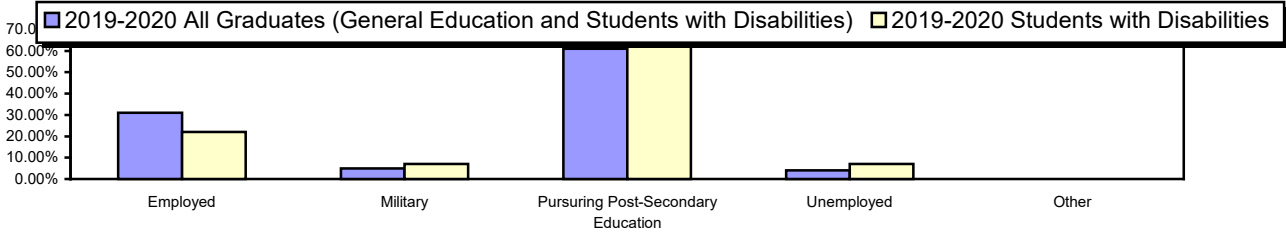


Status of Career and Technical Education (CTE) Students 2019-20 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. **Students received exemption from certain Regents testing requirements in 2019-2020 due to exam cancellation in response to the ongoing COVID-19 pandemic. As such, students were able to complete High School without passing all normally required Regents exams.** Data Source: CTE Placement Report

Total Placement

| This BOCES | State Target |
|--------------|----------------|
| 96.4% | 97.54 % |



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2020-2021**

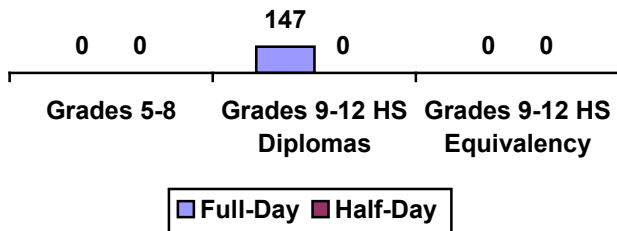
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

| | Grades 9-12 Programs Leading to a TASC | |
|--|---|----------------------|
| | Half- day | Full- day |
| Number of students who: | | |
| Enrolled | 7 | 0 |
| Passing Rate of Students Tested | 100% | 0 |
| Remained / Still Enrolled in the Program | 1 | 0 |
| Left the program and did not enter another district or BOCES program (dropouts) | 3 | 0 |
| Returned to School District: | 0 | 0 |

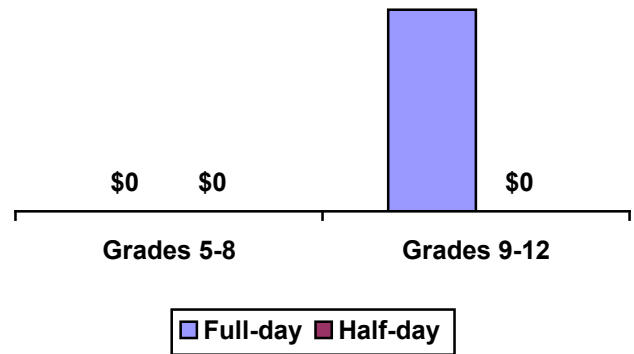
Alternative Education

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, 2021**



**2020-2021 Per Student Tuition
\$18,778**



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 | 3 | 0 | 0 | 0 |
| Remained in the BOCES program | 0 | 0 | 128 | 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 | | | 16 | 0 | | |

Alternative Education State Testing Program
2020-2021 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 | 1 | 1 | 0.0% | 0.0% | 100.0% | 20 |
| Algebra II (CC) | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% | 6 |
| Geometry (CC) | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% | 0 |
| English Language Arts (CC) | 0 | 0 | 3 | 3 | 0.0% | 0.0% | 100.0% | 31 |
| Living Environment | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% | 22 |
| Physical Setting/ Earth Science | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% | 31 |
| Physical Setting/ Chemistry | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% | 26 |
| Physical Setting/ Physics | 0 | 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% | 19 |
| Global History and Geography Transition | 0 | 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% | 33 |

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*

* Successfully Placed means placed in employment, the military or in additional education.

| | This BOCES | | BOCES Statewide Average |
|--|------------|------------|-------------------------------|
| | Count | Percentage | |
| All CTE Programs | | | |
| Total Enrolled during 2019-20 | 331 | -- | -- |
| Continuing Enrollment after 2019-20 | 45 | 13.60% | 26.25% |
| Completed or Left During 2019-20 | 286 | 86.40% | 73.42% |
| Left Prior to Completion During 2019-20 | 51 | 15.41% | 13.29% |
| Completed by the End of 2019-20 | 235 | 71.00% | 60.13% |
| Completed or Left During 2019-20 and Status Known | 219 | 66.16% | 44.85% |
| Completed/Left/Status Known and Successfully Placed | 179 | 54.08% | 35.22% |
| Completed but Not seeking Employment | 16 | 4.83% | 6.31% |
| Non-Traditional CTE Programs | | | |
| Enrolled in Non-Traditional Programs During 2019-20 | 276 | 83.38% | 45.18% |
| Completed a Non-Traditional Program By the End of 2019-20 | 226 | 68.28% | 32.56% |
| Under-Represented Gender Members Enrolled during 2019-20 | 46 | 13.90% | 5.65% |
| Under-Represented Gender Members Who Completed during 2019-20 | 35 | 10.57% | 3.99% |

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2020-2021 was **706**.

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 | | | | | |
|-------------------------------------|------------|---------|---------|------------------|---------|---------|---------|---------|---------|
| | 2018-19 | 2019-20 | 2020-21 | 2018-19 | | 2019-20 | | 2020-21 | |
| | | | | | Percent | | Percent | | Percent |
| Adult Beginning/Intermediate | 79 | 221 | 156 | 208 | 49.0% | 49 | 22.0% | 30 | 19.2% |
| Adult Secondary (Low) | 21 | 3 | 0 | 16 | 76.0% | 1 | 33.0% | 0 | 0.0% |
| ESOL | 1366 | 1541 | 550 | 892 | 65.0% | 790 | 52.0% | 253 | 46.0% |

Other Outcomes (2018-19 through 2020-21)

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 | | | | | |
|---|--------------------|---------|---------|-------------------------|---------|---------|---------|---------|---------|
| | 2018-19 | 2019-20 | 2020-21 | 2018-19 | | 2019-20 | | 2020-21 | |
| | | | | | Percent | | Percent | | Percent |
| Entered employment | N/A | N/A | 105 | N/A | N/A | N/A | N/A | 105 | 0.0% |
| Retained employment | N/A | N/A | 95 | N/A | N/A | N/A | N/A | 95 | 0.0% |
| Obtained secondary or HS equivalency diploma | N/A | N/A | 0 | N/A | N/A | N/A | N/A | 0 | 0.0% |
| Entered post-secondary education or training | N/A | N/A | 0 | N/A | N/A | N/A | N/A | 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)

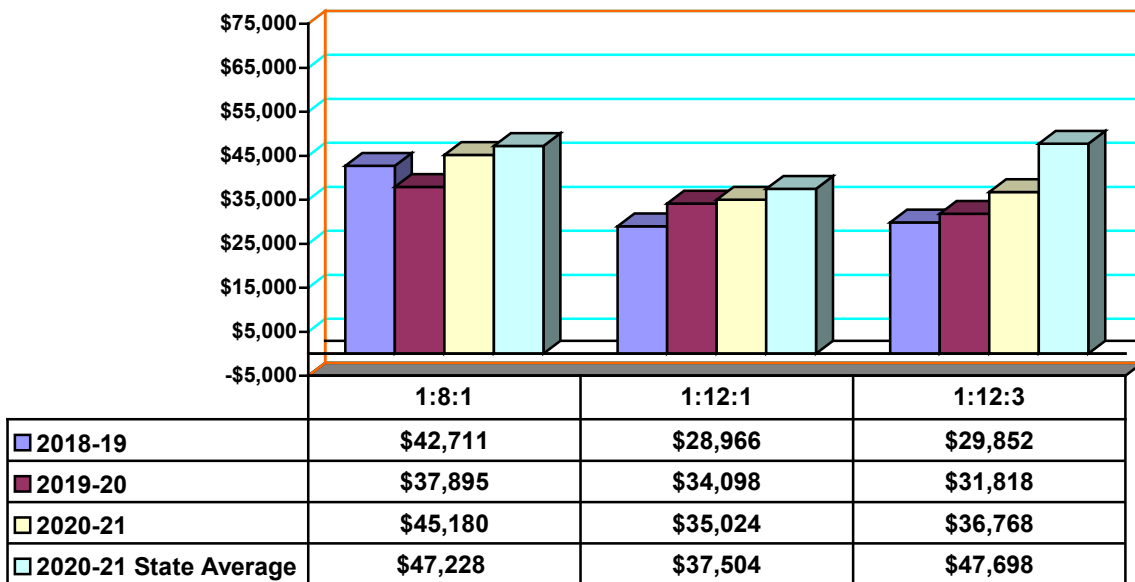
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

| | 2018-19 | 2019-2020 | 2020-21 |
|-----------------|---------|-----------|---------|
| 8:1:1 | 617 | 621 | 563 |
| 12:1+1:3 | 232 | 228 | 221 |
| 6:1:1 | 0 | 0 | 0 |
| 12:1:1 | 139 | 135 | 122 |
| 15:1:1 | 0 | 0 | 0 |
| 6:1:2.5 | 0 | 0 | 0 |

Tuition Rates Per Student 2018-19 through 2020-21



Special Education State Testing Program 2020-2021 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 | 0 | 0 | 0 | 0 | 0 | % | % | 0 |
| Grade 4 | | | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | % | % | 0 |
| Grade 5 | | | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | % | % | 0 |
| Grade 6 | | | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | % | % | 0 |
| Grade 7 | | | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | % | % | 0 |
| Grade 8 | | | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | % | % | 0 |
| | | | | | | | | |
| Grade 3 Mathematics | 8 | 2 | 0 | 0 | 10 | 20% | 0% | 0 |
| Grade 4 Mathematics | 3 | 1 | 0 | 0 | 4 | 25% | 0% | 0 |
| Grade 5 Mathematics | 3 | 0 | 1 | 0 | 4 | 25% | 25% | 0 |
| Grade 6 Mathematics | 2 | 0 | 0 | 1 | 3 | 33% | 33% | 0 |
| Grade 7 Mathematics | 4 | 0 | 0 | 0 | 4 | 0% | 0% | 0 |
| Grade 8 Mathematics | 2 | 0 | 0 | 0 | 2 | 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.)
2020-2021 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) | 0 | 0 | 52 | 0 | 0.0% | 0.0% | 100.0% | |
| Algebra 2 (CC) | 0 | 0 | 1 | 0 | 0.0% | 0.0% | 100.0% | |
| Geometry (CC) | 0 | 0 | 9 | 0 | 0.0% | 0.0% | 100.0% | |
| Living Environment | 0 | 0 | 38 | 0 | 0.0% | 0.0% | 100.0% | |
| Physical Setting/ Earth Science | 0 | 0 | 7 | 0 | 0.0% | 0.0% | 100.0% | |
| English Language Arts (CC) | 0 | 0 | 52 | 0 | 0.0% | 0.0% | 100.0% | |
| Global History and Geography II (New Framework) | 0 | 0 | 45 | 0 | 0.0% | 0.0% | 100.0% | |
| United States History & Government | 0 | 0 | 53 | 0 | 0.0% | 0.0% | 100.0% | |

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2020-2021 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 | Level 3-4 | |
| | | | | | | Percent | Percent | |
| Grade 3 English Language Arts | 0 | 2 | 7 | 0 | 9 | 100% | 78% | 0.00% |
| Grade 4 English Language Arts | 1 | 1 | 9 | 1 | 12 | 92% | 83% | 0.00% |
| Grade 5 English Language Arts | 1 | 5 | 14 | 2 | 22 | 95% | 73% | 0.00% |
| Grade 6 English Language Arts | 0 | 7 | 17 | 3 | 27 | 100% | 74% | 0.00% |
| Grade 7 English Language Arts | 2 | 5 | 17 | 0 | 24 | 92% | 71% | 0.00% |
| Grade 8 English Language Arts | 2 | 1 | 10 | 0 | 13 | 85% | 77% | 0.00% |
| High School English Language Arts | 2 | 11 | 7 | 3 | 23 | 91% | 43% | 0.00% |
| | | | | | | | | |
| Grade 3 Mathematics | 0 | 3 | 5 | 1 | 9 | 100% | 67% | 0.00% |
| Grade 4 Mathematics | 3 | 5 | 2 | 2 | 12 | 75% | 33% | 0.00% |
| Grade 5 Mathematics | 1 | 7 | 12 | 2 | 22 | 95% | 64% | 0.00% |
| Grade 6 Mathematics | 0 | 8 | 10 | 9 | 27 | 100% | 70% | 0.00% |
| Grade 7 Mathematics | 4 | 8 | 11 | 1 | 24 | 83% | 50% | 0.00% |
| Grade 8 Mathematics | 2 | 1 | 10 | 0 | 13 | 85% | 77% | 0.00% |
| High School Mathematics | 5 | 9 | 1 | 9 | 24 | 79% | 42% | 0.00% |

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 2020-2021 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Instructional Strategies | 1 | 10 | 0 | 13 | 649.75 | 507 | 0 | 0 | 7.5 | 28 |
| Data-Driven Instruction | 0 | 0 | 0 | 0 | 7.5 | 0 | 0 | 0 | 0 | 0 |
| Effective Use of Technology | 0 | 2 | 0 | 11 | 67 | 441 | 0 | 0 | 0 | 0 |
| Project Based Learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parent Engagement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| RBE-RN | 0 | 5 | 0 | 4 | 66 | 82 | 0 | 1 | 0 | 8 |
| College, Career & Civic Readiness | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Response to Intervention | 0 | 5 | 0 | 13 | 0 | 15 | 0 | 0 | 7.5 | 12 |
| 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 | 3 | 1 | 0 | 2 | 6 | 2 | 0 | 0 | 0 | 0 |
| Leadership: | | | | | | | | | | |
| APPR: Lead Evaluator & Principal Evaluator Training | 0 | 22 | 21 | 62 | 0 | 8 | 0 | 0 | 0 | 0 |
| Leadership Development | 0 | 25 | 31 | 68 | 76 | 76 | 0 | 0 | 95.5 | 72 |
| District & School Strategic Planning | 0 | 0 | 0 | 1 | 4 | 72 | 0 | 0 | 0 | 0 |
| Using Data | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culture/Climate (indicate below) | | | | | | | | | | |
| Diversity/Equity/Inclusivity | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 |
| Social – Emotional Learning | 0 | 0 | 0 | 0 | 32 | 6 | 0 | 0 | 0 | 9 |
| Other culture/climate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Safety | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 2 | 0 | 0 | 104.5 | 30 | 0 | 0 | 0 | 8 |
| | | | | | | | | | | |

2020-2021 Expenses

Data Source: SA111, schedule 2A

| | | |
|------------------------------|----|----------------|
| Administrative Expenses..... | \$ | 5,730,932.21 |
| Capital Expenses..... | \$ | 1,747,620.17 |
| Total Program Expenses..... | \$ | 119,525,779.95 |
| Total Expenses..... | \$ | 127,004,332.33 |

