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

2022-2023 Expenses

2022-2023

Rockland BOCES

Rockland BOCES
Board of Cooperative Educational Services
2022-2023 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.

BOCES
509000000000

Component Districts

- Clarkstown Central School District
- East Ramapo Central School District
- Haverstraw Stony Point Central School
- 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.

	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:	**2021-2022**	**2021-2022**	**2022-2023**	**2022-2023**
First-year students	110	92	170	106
Second-year students	83	56	87	73
Second-year students completing	83	56	87	73
Completers with technical endorsement	53	31	54	27

Other Career-Related Programs

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

"New Vision"	15	1	10	0
Participated 1 yr of a CTE Program	45	37	65	58
Other one-year programs	10	67	0	92

Tuition Per Student for CTE Programs
Data Source: 602 Report

- $11,510 — 2021-2022 This BOCES
- $11,740 — 2022-2023 This BOCES
- $11,399 — 2022-2023 State Avg.
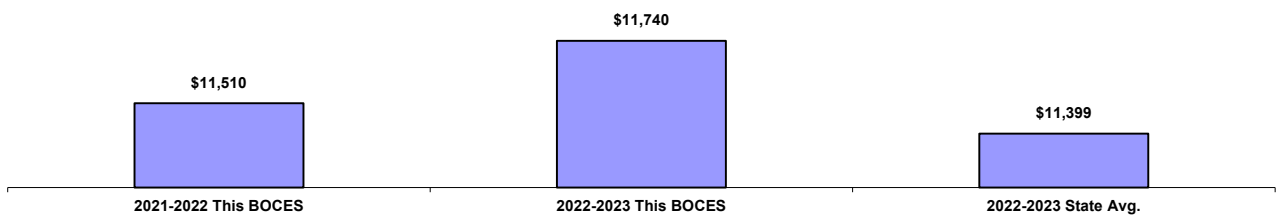
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

- 9.0 — 2020-2021 %
- 8.2 — 2021-2022 %
- 8.7 — 2022-2023 %
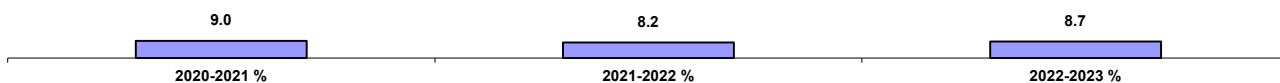
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in <mark>2021-22</mark>

Data Source: SIRS

■State Performance Target   ■All CTE Students   □Students w/Disabilities

	ELA Regents Success	Math Regents Success	HS Completion
■State Performance Target	89.37%	87.27%	84.40%
■All CTE Students	100.00%	83.00%	97.30%
□Students w/Disabilities	100.00%	81.00%	95.00%

Status of Career and Technical Education (CTE) Students
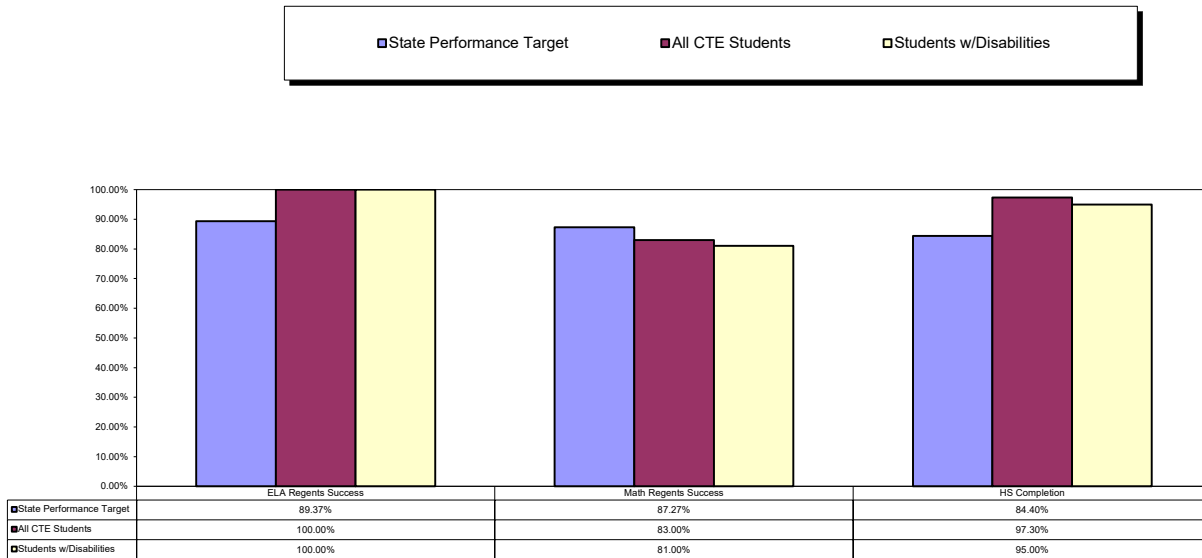## <mark>2021-2022</mark> Placement Outcomes

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
97%	79.4 %

■2021-2022 All Graduates (General Education and Students with Disabilities)

□2021-2022 Students With Disabilities

	Employed	Military	Pursuing Post-Secondary Education	Unemployed	Other
All Graduates	24.00%	6.00%	67.00%	2.00%	0.00%
Students With Disabilities	9.00%	3.00%	27.00%	1.00%	0.00%
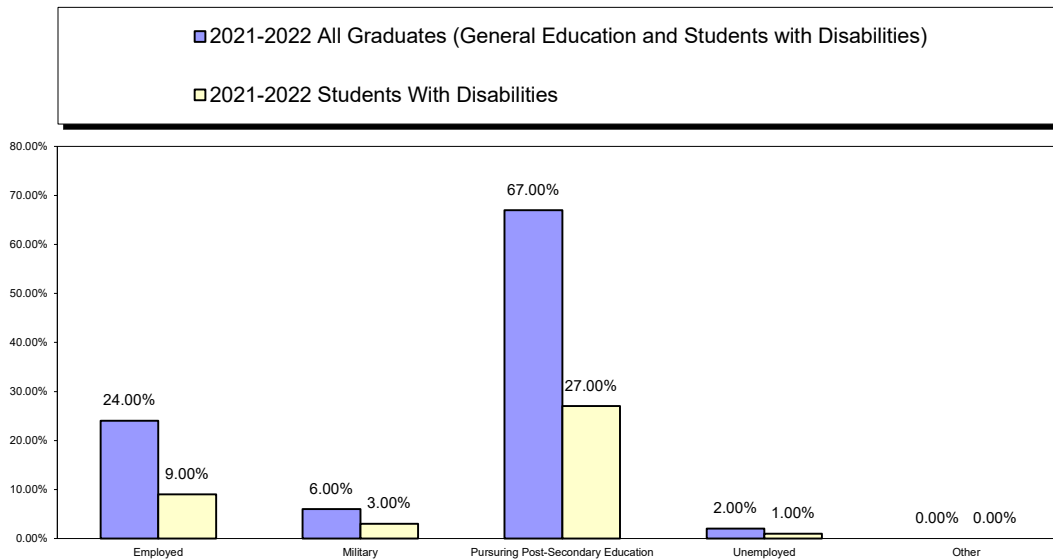
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023

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.

Number of students who:	Grades 9-12 Programs Leading to a TASC	
	Half-day	Full-day
Enrolled	12	0
Passing Rate of Students Tested	5	0
Remained / Still Enrolled in the Program	5	0
Left the program and did not enter another district or BOCES program (dropouts)	2	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.
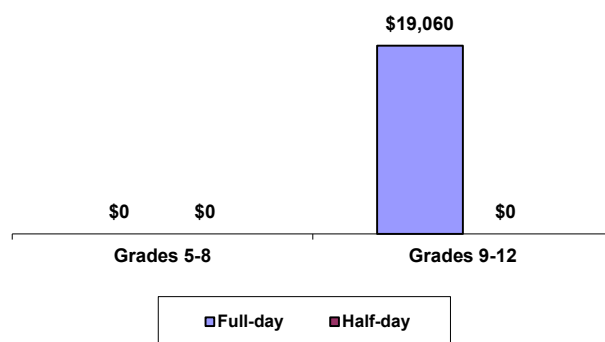
Alternative Education Program Enrollment
June 30, 2023

0 0	**145** 0	0 0
Grades 5-8	**Grades 9-12 HS Diplomas**	**Grades 9-12 HS Equivalency**

☐ **Full-Day** ■ **Half-Day**
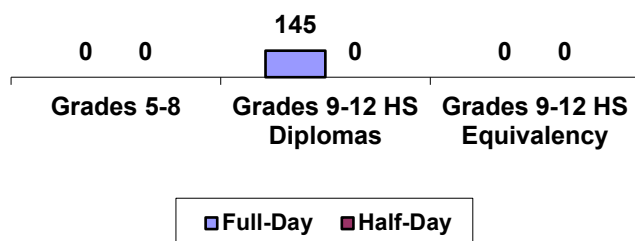
2022-2023 Per Student Tuition

$0 $0	$19,060 $0
Grades 5-8	**Grades 9-12**

☐ **Full-day** ■ **Half-day**

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	0	0	6	0	0	0
Remained in the BOCES program	0	0	138	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			28	0		

Alternative Education State Testing Program
2022-2023 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)	4	7	17	28	14.3%	25.0%	60.7%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	14	8	5	27	51.9%	30.0%	18.9%	
English Language Arts (CC)	0	2	33	35	0.0%	5.7%	94.3%	
Living Environment	8	8	10	26	30.8%	30.8%	38.5%	
Physical Setting/ Earth Science	0	1	0	1	0.0%	100.0%	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	1	4	5	0.0%	20.0%	80.0%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	3	7	28	38	7.9%	18.4%	73.7%	

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 2021-22	359	--	--
Continuing Enrollment after 2021-22	8	2.23%	13.71%
Completed or Left During 2021-22	351	97.77%	86.31%
Left Prior to Completion During 2021-22	44	12.26%	11.49%
Completed by the End of 2021-22	307	85.52%	74.53%
Completed or Left During 2021-22 and Status Known	235	65.46%	54.24%
Completed/Left/Status Known and Successfully Placed*	204	56.82%	34.62%
Completed but Not seeking Employment	7	1.95%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	358		50.85%
Completed a Non-Traditional Program By the End of 2021-22	306	85.24%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	38	10.58%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	34	9.47%	5.78%

* 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 2022-23 was **1551.**

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	156	6	193	30	19.2%	2	33%	61	31.61%
Adult Secondary (Low)	0	0	178	0	0.0%	43	24%	0	0.0%
ESOL	550	1224	1358	253	46%	671	54.8%	909	66.93%

Other Outcomes (2020-21 through 2022-23)

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Employed 2Q Post-Exit	0	529	310	0	0.0%	156	29%	281	29.0%
Employed 4Q Post-Exit	0	162	316	0	0.0%	53	32%	301	35.0%
Median Income 2Q	0	$6,652	$10,228	0	0.0%	0	0%	0	0.0%

*Rockland BOCES collects the above "Post-Exit" employment data and not the outcome measures historically listed on previous year report cards.

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

	2020-21	2021-22	2022-23
8:1:1	563	594	682
12:1+1:3	221	213	236
6:1:1	0	0	0
12:1:1	122	121	57
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2020-21 through 2022-23

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2020-21	$0	$0	$45,180	$35,024	$36,768	$0
2021-22	$0	$0	$46,693	$38,204	$39,402	$0
2022-23	$0	$0	$48,391	$40,489	$35,343	$0
2022-23 State Average	$54,894	$57,296	$49,916	$38,838	$50,589	$20,763
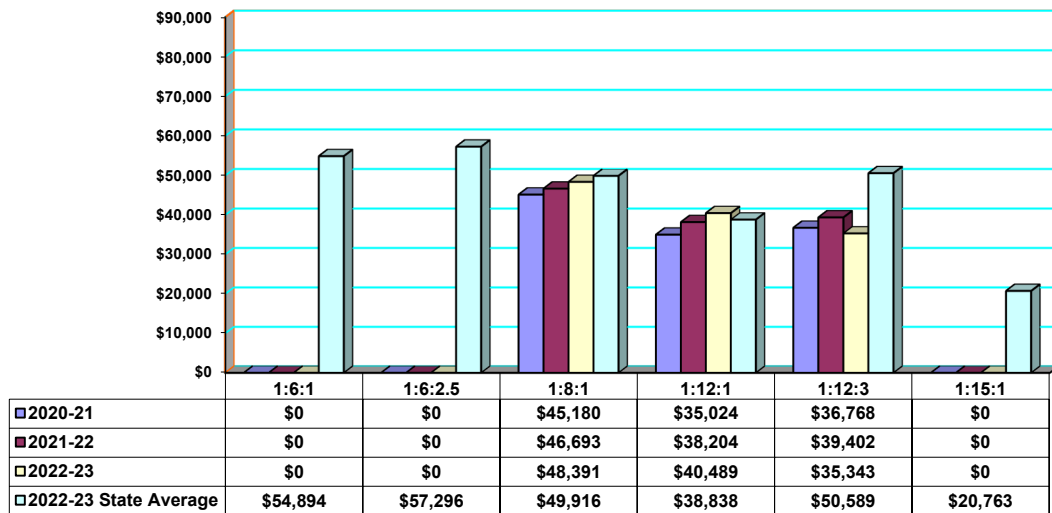
Special Education State Testing Program
2022-2023 School Year

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	5	3	0	0	8	38%	0.0%	0
Grade 4 English Language Arts	6	3	1	0	10	40%	10%	0
Grade 5 English Language Arts	9	2	1	0	12	25%	8%	0
Grade 6 English Language Arts	12	0	1	0	13	8%	8%	0
Grade 7 English Language Arts	3	1	3	0	6	66%	50%	0
Grade 8 English Language Arts	8	4	3	1	16	50%	25%	0
Grade 3 Mathematics	7	1	0	1	9	22%	11%	0
Grade 4 Mathematics	7	0	2	0	9	22%	22%	0
Grade 5 Mathematics	9	2	0	0	11	18%	0.0%	0
Grade 6 Mathematics	9	4	0	0	13	31%	0.0%	0
Grade 7 Mathematics	1	5	2	1	9	89%	33%	0
Grade 8 Mathematics	10	0	1	1	12	16%	16%	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.)
2022-2023 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)	8	2	9	19	42%	11%	47%	0
Algebra 2 (CC)	0	2	3	5	0%	40%	60%	0
Geometry (CC)	1	0	2	3	33%	0.0%	67%	0
Living Environment	13	3	17	33	39%	10%	51%	0
Physical Setting/ Earth Science	2	4	0	6	33%	67%	0.0%	0
Physical Setting/ Chemistry	0	1	0	1	0.0%	100%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Regents ELA	3	3	16	22	13%	13%	74%	0
Global History and Geography II (New Framework)	7	8	16	31	23%	26%	51%	0
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	0	4	11	15	0.0%	27%	73%	0

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2022-2023 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	3	2	0	5	100%	40%	
Grade 4 English Language Arts	1	1	7	0	9	89%	78%	
Grade 5 English Language Arts	1	2	8	0	11	91%	73%	
Grade 6 English Language Arts	1	1	9	0	11	91%	82%	
Grade 7 English Language Arts	4	4	9	1	18	78%	56%	
Grade 8 English Language Arts	2	2	11	1	16	88%	75%	
High School English Language Arts	1	6	7	1	15	93%	53%	
Grade 3 Mathematics	0	1	4	0	5	100%	80%	
Grade 4 Mathematics	3	2	2	2	9	67%	44%	
Grade 5 Mathematics	3	8	0	0	11	73%	0.0%	
Grade 6 Mathematics	3	1	7	0	11	73%	64%	
Grade 7 Mathematics	3	4	11	0	18	83%	61%	
Grade 8 Mathematics	3	2	11	0	16	81%	69%	
High School Mathematics	3	3	8	1	15	80%	60%	

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 2022-2023 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	6	0	3	366	341	0	0	0	25
Instructional Strategies	0	9	12	39	164	141	0	0	15	9
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Effective Use of Technology	0	1	0	0	12.75	33	0	0	0	4
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	2	0	1	23	57	0	0	12	18
College, Career & Civic Readiness	0	0	0	0	0	0	0	0	0	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	0	0	0	0	3	1	0	0	0	0
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	0	45	20	56	0	8	0	0	8	5
Leadership Development	0	0	0	0	0	1	0	0	2	1
District & School Strategic Planning	0	0	0	0	0	0	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	0	0	0	0	0	0
Social – Emotional Learning	0	0	0	0	0	0	0	0	0	0
Other culture/climate	0	0	0	0	0	0	0	0	0	0
Safety	0	0	2	0	0	0	0	0	0	0
Other	0	23	1.5	14	104.25	555	0	9	179.5	230

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…………………………………………………………….$ 6,996,460

Capital Expenses………………………………………………………….…..…$ 2,514,725

Total Program Expenses……………………………………………….…...…$ 134,758,853

Total Expenses……………………………………………………………….$ 144,270,038

Total Program
93.4%

Capital
1.7%

*Administration
4.9%

General Instruction
4%

Instructional Support
15%

Itinerant Services
3%

Other Services
13%

Instruction of Students with Disabilities
58%

Career & Technical Education
7%