

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

Nassau BOCES

Nassau BOCES
 Board of Cooperative Educational Services
 2022-2023 Report Card

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-5
Adult Career & Technical Education.....	6
Adult Basic Education.....	6
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	7
State Testing Program.....	8-10
Professional Development.....	11
 2022-2023 Expenses.....	 12

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.

Nassau BOCES

2890

Component Districts

- Baldwin UFSD
- Bellmore UFSD
- Bellmore-Merrick CSD
- Bethpage UFSD
- Carle Place UFSD
- East Meadow UFSD
- East Rockaway UFSD
- East Williston UFSD
- Elmont UFSD
- Farmingdale UFSD
- Floral Park-Bellerose UFSD
- Franklin Square UFSD
- Freeport UFSD
- Garden City UFSD
- Glen Cove City SD
- Great Neck UFSD
- Hempstead UFSD
- Herricks UFSD
- Hewlett Woodmere UFSD
- Hicksville UFSD
- Island Park UFSD
- Island Trees UFSD
- Jericho UFSD
- Lawrence UFSD
- Levittown UFSD
- Locust Valley CSD
- Long Beach CSD
- Lynbrook UFSD
- Malverne UFSD
- Manhasset UFSD
- Massapequa UFSD
- Merrick UFSD
- Mineola UFSD
- New Hyde Pk-Garden City Pk UFSD
- North Bellmore UFSD
- North Merrick UFSD
- North Shore CSD
- Oceanside UFSD
- Oyster Bay-East Norwich CSD
- Plainedge UFSD
- Plainview-Old Bethpage CSD
- Port Washington UFSD
- Rockville Centre UFSD
- Roosevelt UFSD
- Roslyn UFSD
- Seaford UFSD
- Sewanhaka Central HS
- Syosset CSD
- Uniondale UFSD
- Valley Stream Central HS
- Valley Stream UFSD #13
- Valley Stream UFSD #24
- Valley Stream UFSD #30
- Wantagh UFSD
- West Hempstead UFSD
- Westbury UFSD

Nassau BOCES encompasses 453.01 square miles

Joint Management Team

- Nassau
- Suffolk One (Eastern Suffolk)
- Suffolk Two (Western Suffolk)

Regional Information Center

- Nassau BOCES 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
	2021-2022	2021-2022	2022-2023	2022-2023
First-year students	615	428	755	426
Second-year students	454	276	471	295
Second-year students completing	426	262	448	275
Completers with technical endorsement	316	170	370	147

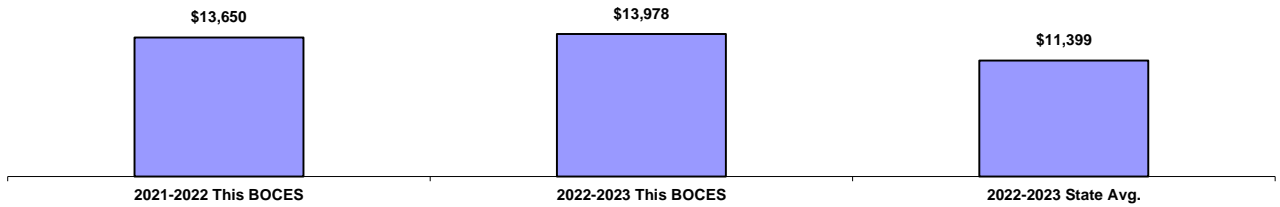
Other Career-Related Programs

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

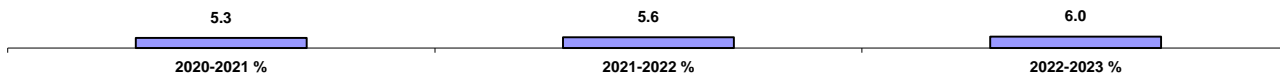
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

“New Vision”	0	0	0	0
Participated 1 yr of a CTE Program	50	33	54	21
Other one-year programs	0	12	N/A	N/A

Tuition Per Student for CTE Programs
Data Source: 602 Report



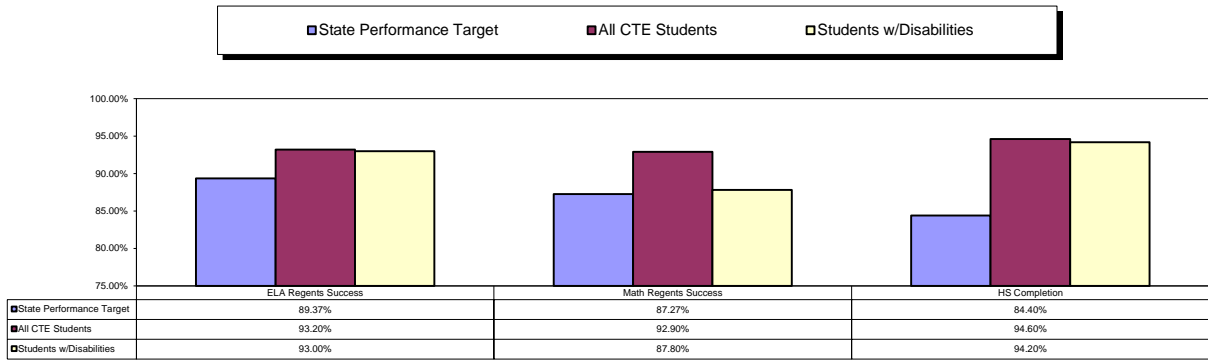
***Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools**
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS

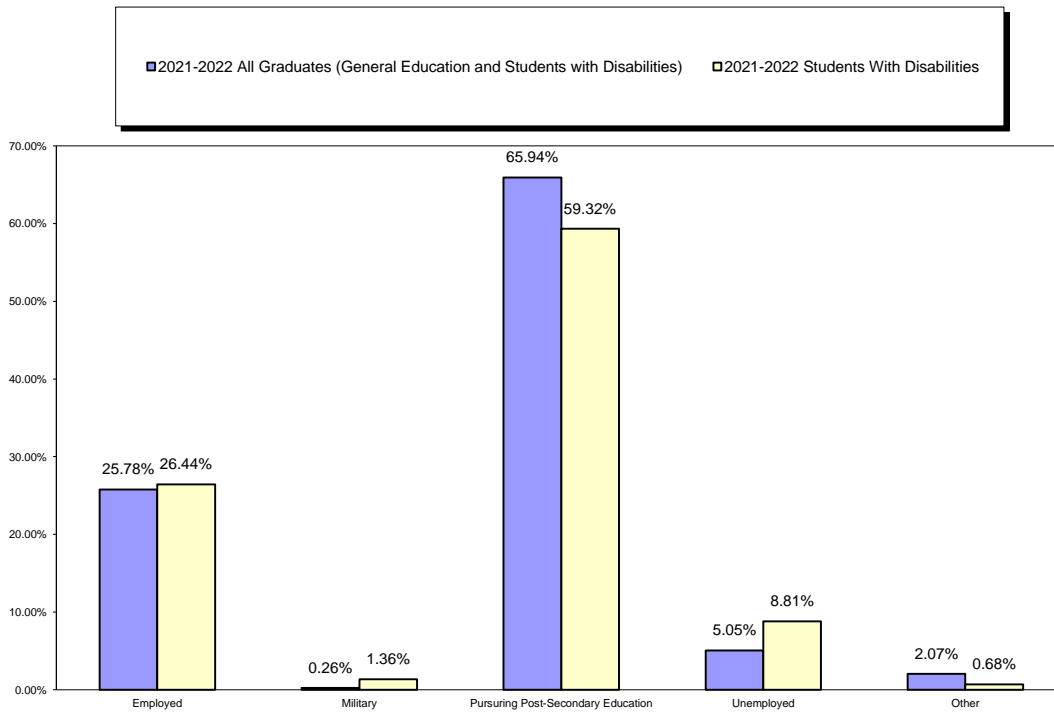


Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

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
92.88%	79.4 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023**

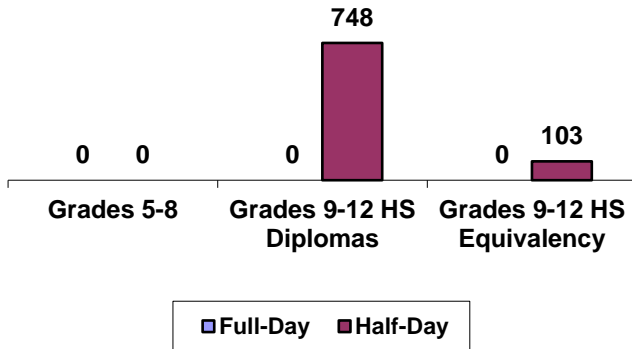
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

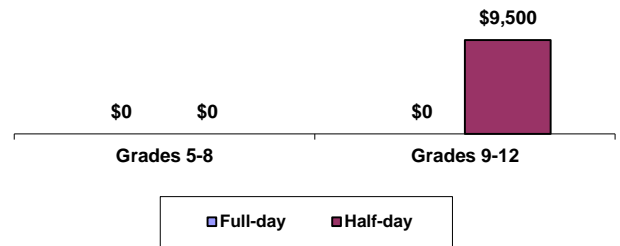
Alternative Education

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**



2022-2023 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	0	56	0	0
Remained in the BOCES program	0	0	0	537	102	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	3	1	0
Received high school diplomas			0	152		

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)	30	19	26	75	40.00%	25.33%	34.67%	18
Algebra II (CC)	2	1	1	4	50.00%	25.00%	25.00%	0
Geometry (CC)	9	3	0	12	75.00%	25.00%	0.00%	6
English Language Arts (CC)	57	43	73	173	32.95%	24.86%	42.20%	32
Living Environment	21	15	17	53	39.62%	28.30%	32.08%	9
Physical Setting/ Earth Science	43	5	5	53	81.83%	9.43%	9.43%	8
Physical Setting/ Chemistry	0	1	0	1	0.0%	100.00%	0.0%	1
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	15	22	35	72	20.83%	30.56%	48.61%	14
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History and Government	17	14	39	70	24.29%	20.00%	55.71%	10

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	1463	--	--
Continuing Enrollment after 2021-22	332	22.69%	13.71%
Completed or Left During 2021-22	1131	77.31%	86.31%
Left Prior to Completion During 2021-22	144	9.84%	11.49%
Completed by the End of 2021-22	987	67.46%	74.53%
Completed or Left During 2021-22 and Status Known	378	25.84%	54.24%
Completed/Left/Status Known and Successfully Placed*	354	24.20%	34.62%
Completed but Not seeking Employment	31	2.12%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	1387	--	50.85%
Completed a Non-Traditional Program By the End of 2021-22	1230	88.68%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	83	5.98%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	73	5.26%	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 1665.

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	36	132	186	34	17.25%	53	40.46%	55	29.57%
Adult Secondary (Low)	33	9	1	0	0.0%	6	66.67%	1	100.00%
ESOL	110	1064	1478	661	46.42%	715	67.20%	921	62.31%

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
Entered employment	395	N/A	373	273	69.11%	N/A	N/A	233	62.47%
Retained employment	331	N/A	149	51	15.41%	N/A	N/A	105	70.47%
Obtained secondary or HS equivalency diploma	7	15	22	7	100%	15	100.0%	22	100.00%
Entered post-secondary education or training	0	0	34	0	0.0%	0	0.0%	30	88.24%

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*

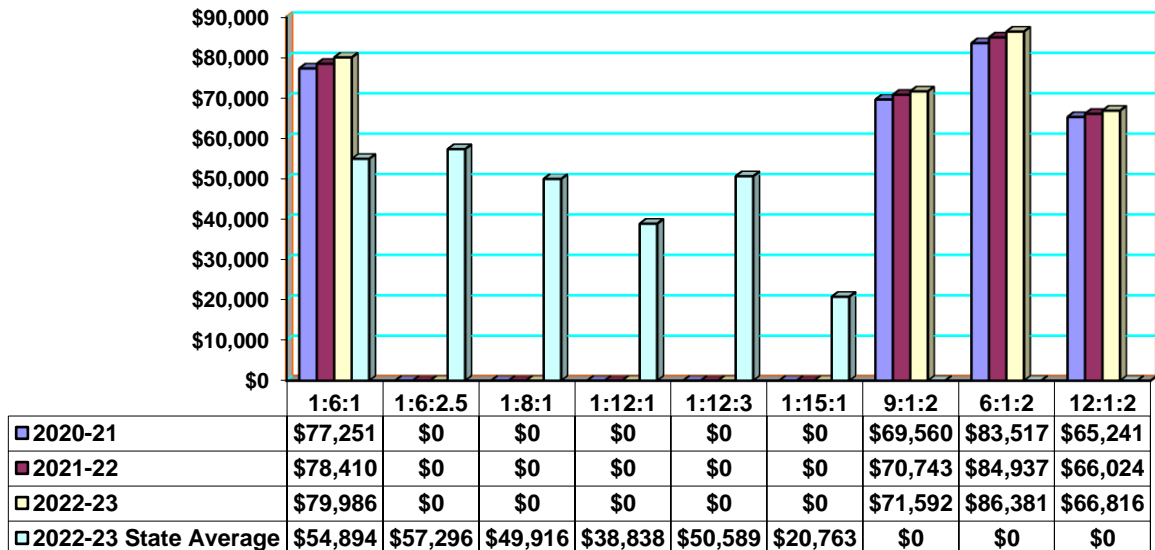
Enrollment Trends

	2020-21	2021-22	2022-23
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	454	459	453
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Additional Enrollment Options Offered by this BOCES Listed Below

	2020-21	2021-22	2022-23
6:1:2	567	589	642
9:1:2	454	430	473
12:1:2	67	70	88

Tuition Rates Per Student 2020-21 through 2022-23



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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	9	2	0	0	11	18.2%	0.0%	1
Grade 4 English Language Arts	10	3	3	0	16	37.5%	18.8%	1
Grade 5 English Language Arts	7	3	0	0	10	30.0%	0.0%	1
Grade 6 English Language Arts	22	5	2	0	29	24.1%	6.9%	1
Grade 7 English Language Arts	7	4	1	0	12	41.7%	8.3%	4
Grade 8 English Language Arts	10	6	1	0	17	41.2%	5.9%	1
Grade 3 Mathematics	9	1	1	0	11	18.2%	9.1%	1
Grade 4 Mathematics	12	3	2	0	17	29.4%	11.8%	1
Grade 5 Mathematics	8	1	0	0	9	11.1%	0.0%	2
Grade 6 Mathematics	21	4	1	1	27	22.2%	7.4%	1
Grade 7 Mathematics	7	2	2	0	11	36.4%	18.2%	1
Grade 8 Mathematics	14	2	0	0	16	12.5%	0.0%	1

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)	19	15	14	48	39.6%	31.3%	29.2%	0
Algebra 2 (CC)	2	0	4	6	33.3%	0.0%	66.7%	0
Geometry (CC)	5	3	7	15	33.3%	20.0%	46.7%	0
Living Environment	21	9	16	46	45.7%	19.6%	34.8%	0
Physical Setting/ Earth Science	25	10	6	41	61.0%	24.4%	14.6%	0
Physical Setting/ Chemistry	1	0	0	1	100.0%	0.0%	0.0%	0
Physical Setting/ Physics	1	0	0	1	100.0%	0.0%	0.0%	0
English Language Arts (CC)	26	6	30	62	41.9%	9.7%	48.4%	0
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	17	11	35	63	27.0%	17.5%	55.6%	0
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	14	14	22	50	28.0%	28.0%	44.0%	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	8	13	29	4	54	85.2%	61.1%	0.0%
Grade 4 English Language Arts	8	7	45	5	65	87.7%	76.9%	1.5%
Grade 5 English Language Arts	8	5	32	4	49	83.7%	73.5%	2.0%
Grade 6 English Language Arts	9	12	26	0	47	80.9%	55.3%	2.1%
Grade 7 English Language Arts	24	7	19	3	53	54.7%	41.5%	3.6%
Grade 8 English Language Arts	21	4	20	7	52	59.6%	51.9%	0.0%
High School English Language Arts	10	18	18	1	47	78.7%	40.4%	2.1%
Grade 3 Mathematics	3	13	35	3	54	94.4%	70.4%	0.0%
Grade 4 Mathematics	17	9	25	14	65	73.8%	60.0%	1.5%
Grade 5 Mathematics	14	9	24	2	49	71.4%	53.1%	2.0%
Grade 6 Mathematics	17	12	18	0	47	63.8%	38.3%	2.1%
Grade 7 Mathematics	24	7	17	5	53	54.7%	41.5%	3.6%
Grade 8 Mathematics	19	12	18	3	52	63.5%	40.4%	0.0%
High School Mathematics	14	12	17	4	47	70.2%	44.7%	2.1%

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	664	210	607.5	197	2771.5	468	-	-	1455.5	473
Instructional Strategies	1990	463	646.5	257	7636	1309	-	-	4506	1013
Data-Driven Instruction	999.5	458	211.5	91	1512.5	452	-	-	2570.5	1094
Effective Use of Technology	1857.5	608	369.5	116	3919	786	-	-	3219.5	1049
Project Based Learning	10.5	7	1.5	1	19.5	13	-	-	15	10
Parent Engagement	-	-	-	-	-	-	-	-	-	-
RBE-RN	6	1	--	-	6	1	-	-	300	50
College, Career & Civic Readiness	36.5	24	6	5	26	19	-	-	280.5	257
Response to Intervention	18	2	63	7	18	2	-	-	99	11
Early Childhood Education	195	51	55	15	717.5	223	-	-	1073.5	335
Career and Technical Education	-	-	-	-	-	-	-	-	-	-
Middle Level Education	-	-	-	-	-	-	-	-	-	-
Special Education Strategies	6	3	12	4	282	96	-	-	430	137
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	834	139	1080	180	24	4	-	-	738	123
Leadership Development	320.5	57	1313.5	176	339	337	-	-	653	91
District & School Strategic Planning	134.5	27	9	3	48	16	-	-	142	12
Using Data	99	65	2	1	11	6	-	-	169	95
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	345	89	469	123	2170	321	-	-	2586	673
Social – Emotional Learning	279.5	85	74	18	1574.5	172	-	-	2393	960
Other culture/climate	102	26	21.5	12	176	45	-	-	666.5	169
Safety	223	44	237	34	399	94	-	-	3879	754
Other	191.6	74	3	1	1616.1	348	-	-	1334.3	608

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	23,785,320.37
Capital Expenses.....	\$	6,081,029.66
Total Program Expenses.....	\$	415,147,527.42
Total Expenses.....	\$	445,013,877.45

