

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
- 2023-2024** Expenses

**2023-2024**

**Nassau BOCES**

Nassau BOCES  
 Board of Cooperative Educational Services  
 2023-2024 Report Card

**Table of Contents**

	<b>Page</b>
<b>Component/Non-Component District List.....</b>	<b>ii</b>
 <b>Indicators of BOCES Performance</b>	
<b>Career &amp; Technical Education.....</b>	<b>1-3</b>
<b>Alternative Education.....</b>	<b>4-5</b>
<b>Adult Career &amp; Technical Education.....</b>	<b>6</b>
<b>Adult Basic Education.....</b>	<b>6</b>
<b>Special Education</b>	
<b>Special Education Enrollment and Tuition in BOCES Programs.....</b>	<b>7</b>
<b>State Testing Program.....</b>	<b>8-10</b>
<b>Professional Development.....</b>	<b>11</b>
 <b>2023-2024 Expenses.....</b>	 <b>12</b>

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**  
**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 11<sup>th</sup>/12<sup>th</sup> 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
	2022-2023	2022-2023	2023-2024	2023-2024
First-year students	755	426	730	427
Second-year students	471	295	569	317
Second-year students completing	448	275	550	291
Completers with technical endorsement	370	147	427	144

### Other Career-Related Programs

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

“New Vision”

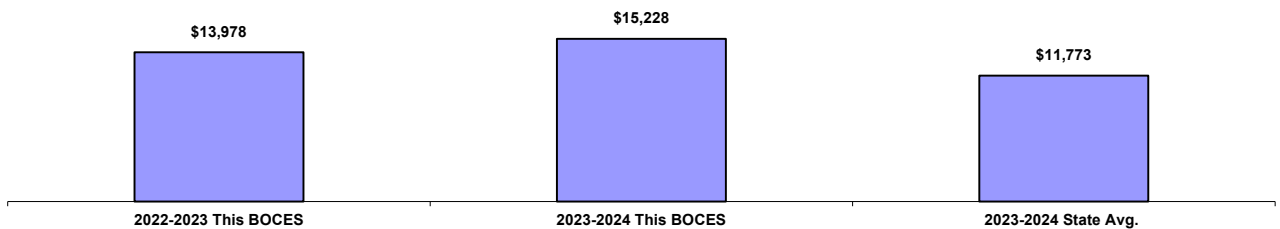
Participated 1 yr of a CTE Program

Other one-year programs

“New Vision”	0	0	0	0
Participated 1 yr of a CTE Program	54	21	67	25
Other one-year programs	N/A	N/A	13	9

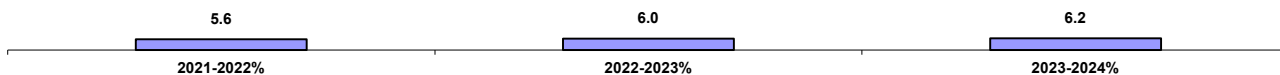
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

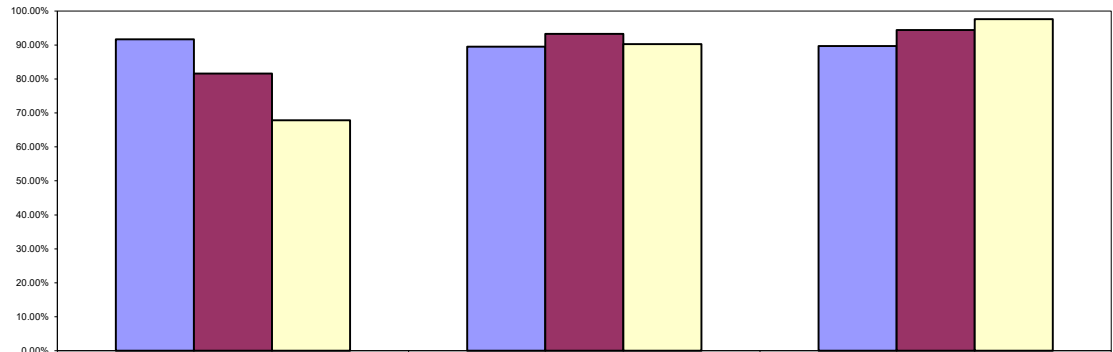
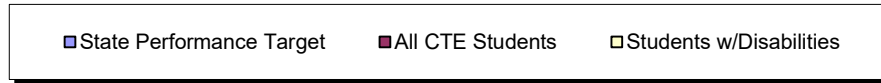
Data Source: SIRS



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

# CTE Student Performance on Perkins Indicators Who Left School in 2022-2023

Data Source: SIRS



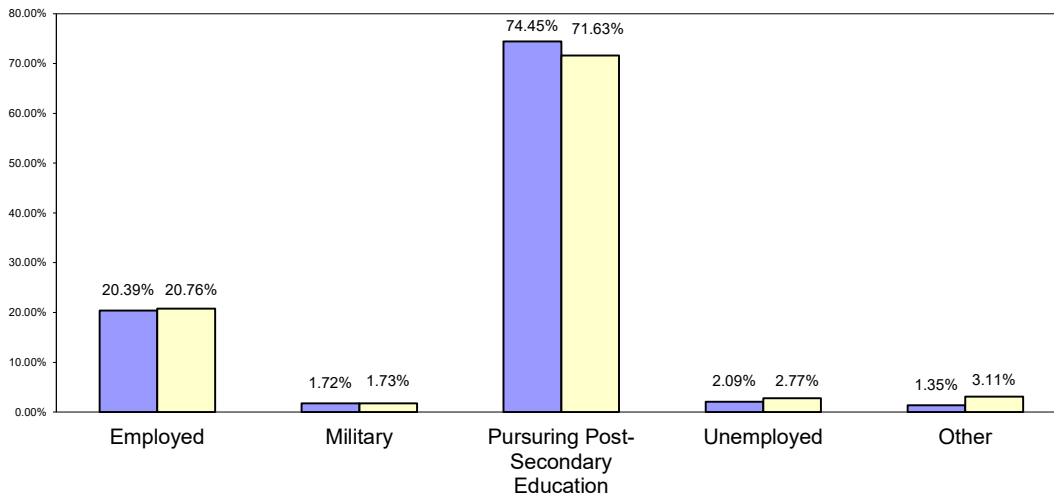
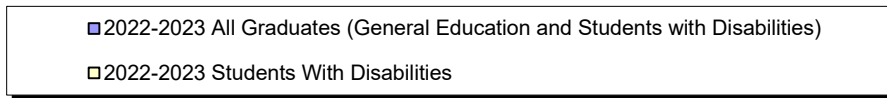
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	91.64%	89.49%	89.70%
All CTE Students	81.60%	93.30%	94.40%
Students w/Disabilities	67.80%	90.30%	97.60%

## Status of Career and Technical Education (CTE) Students 2022-2023 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
<b>96.56%</b>	<b>79.6 %</b>



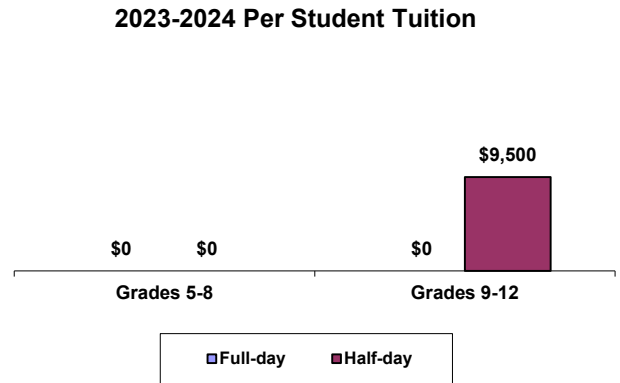
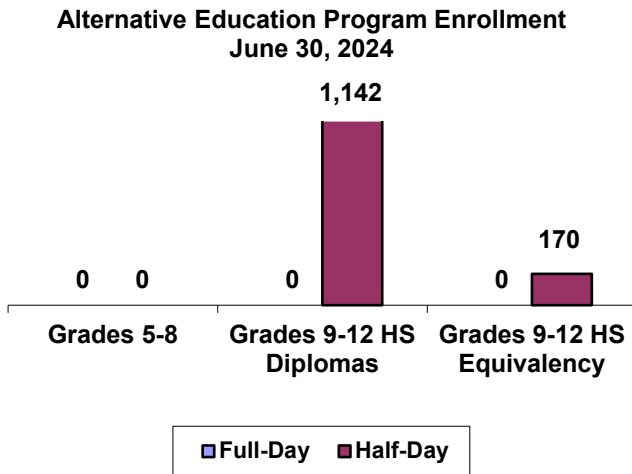
**Test Assessing Secondary Completion Leading to TASC  
For CTE Students Age 16-18  
2023-2024**

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.

	<b>Grades 9-12 Programs Leading to a TASC</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	N/A	N/A
<b>Passing Rate of Students Tested</b>	N/A	N/A
<b>Remained / Still Enrolled in the Program</b>	N/A	N/A
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	N/A	N/A
<b>Returned to School District:</b>	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 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
<b>Number of students who:</b>						
<b>Returned to a school district program</b>	N/A	N/A	0	80	26	0
<b>Remained in the BOCES program</b>	N/A	N/A	0	831	118	0
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	N/A	N/A	0	25	26	0
<b>Received high school diplomas</b>			0	206		

**Alternative Education State Testing Program  
2023-2024 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	20	11	61	49%	33%	18%	2
Algebra II (CC)	1	3	2	6	17%	50%	33%	0
Geometry (CC)	6	1	2	9	67%	11%	22%	0
English Language Arts (CC)	54	13	67	134	40%	10%	50%	1
Living Environment	27	9	17	53	51%	17%	32%	2
Physical Setting/ Earth Science	16	1	1	18	88%	6%	6%	2
Physical Setting/ Chemistry	0	1	1	2	0.0%	50%	50%	1
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	8	8	41	57	14%	14%	72%	0
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History and Government	12	21	53	86	14%	24%	62%	0

## 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
<b>All CTE Programs</b>			
Enrolled during 2022-2023	1601	--	--
Continuing Enrollment after 2022-2023	190	11.87%	15.56%
Completed or Left During 2022-2023	1411	88.13%	85.42%
Left Prior to Completion During 2022-2023	231	14.43%	12.19%
Completed by the End of 2022-2023	1180	73.70%	70.42%
Completed or Left During 2022-2023 and Status Known	574	35.85%	49.40%
Completed/Left/Status Known and Successfully Placed*	462	28.86%	34.79%
Completed but Not seeking Employment	53	3.31%	3.12%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2022-2023	1484	92.69%	50.95%
Completed a Non-Traditional Program By the End of 2022-2023	1327	82.89%	40.98%
Under-Represented Gender Members Enrolled during 2022-2023	82	5.12%	7.57%
Under-Represented Gender Members Who Completed during 2022-2023	73	4.56%	6.29%

\* 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 2023-24 was **1912**.

### 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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Adult Beginning/Intermediate	132	186	166	53	40.46%	55	29.57%	59	35.54%
Adult Secondary (Low)	9	1	1	6	66.67%	1	100.00%	1	100%
ESOL	1064	1478	1745	715	67.20%	921	62.31%	1259	72.15%

### Other Outcomes (2021-22 through 2023-24)

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Entered employment	N/A	373	1085	N/A	N/A	233	62.47%	758	69.86%
Retained employment	N/A	149	904	N/A	N/A	105	70.47%	640	70.80%
Obtained secondary or HS equivalency diploma	15	22	36	15	100.0%	22	100.00%	36	100.0%
Entered post-secondary education or training	0	34	22	0	0.0%	30	88.24%	22	100.0%

# 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*

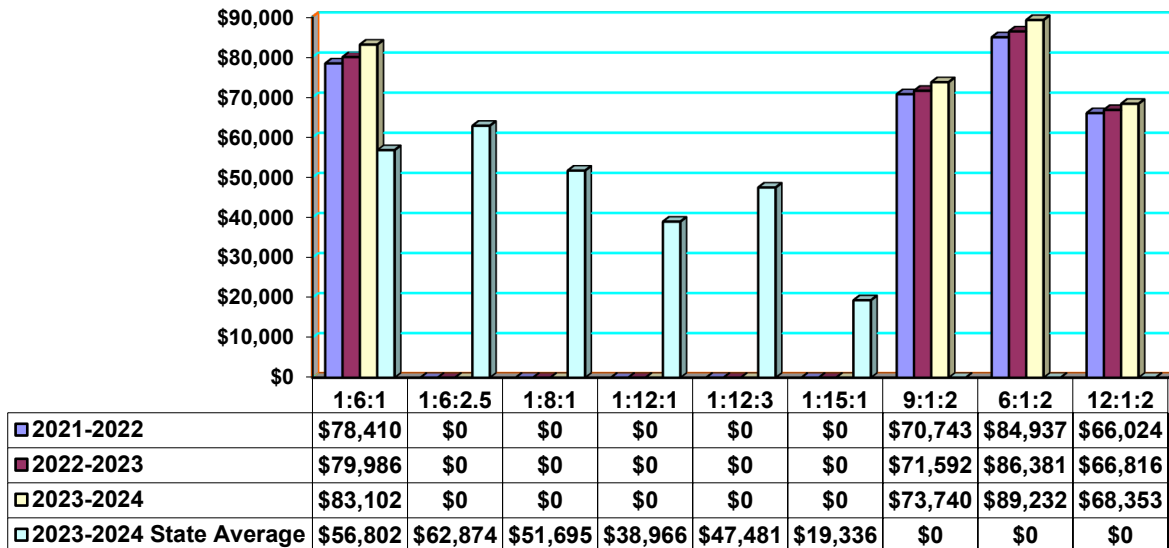
### Enrollment Trends

	2021-22	2022-23	2023-2024
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	459	453	466
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

	2021-22	2022-23	2023-24
6:1:2	589	642	662
9:1:2	430	473	484
12:1:2	70	88	76

### Tuition Rates Per Student 2021-2022 through 2023-2024



## Special Education State Testing Program 2023-2024 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/ Opt Out
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	9	2	0	0	11	18.2%	0.0%	28
Grade 4 English Language Arts	3	1	1	0	5	40.0%	20.0%	31
Grade 5 English Language Arts	5	1	0	0	6	16.7%	0.0%	40
Grade 6 English Language Arts	10	1	0	0	11	9.1%	0.0%	30
Grade 7 English Language Arts	13	8	1	1	23	43.5%	8.7%	38
Grade 8 English Language Arts	7	7	2	1	17	58.8%	17.6%	34
Grade 3 Mathematics	5	6	0	0	11	54.5%	0.0%	24
Grade 4 Mathematics	2	1	1	1	5	60.0%	40.0%	30
Grade 5 Mathematics	5	1	1	0	7	28.6%	14.3%	39
Grade 6 Mathematics	9	4	1	0	14	35.7%	7.1%	23
Grade 7 Mathematics	11	7	3	0	21	47.6%	14.3%	38
Grade 8 Mathematics	10	4	1	0	15	33.3%	6.7%	35

Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
Level 1	These students have <b>serious</b> academic deficiencies.

**Special Education State Testing Program (cont'd.)**  
**2023-2024 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	
<b>Algebra 1 (CC)</b>	30	33	32	95	31.6%	34.7%	33.7%	0
<b>Algebra 2 (CC)</b>	1	1	3	5	20.0%	20.0%	60.0%	0
<b>Geometry (CC)</b>	7	2	7	16	43.8%	12.5%	43.7%	0
<b>Living Environment</b>	39	14	23	76	51.3%	18.4%	30.3%	0
<b>Physical Setting/ Earth Science</b>	38	14	22	74	51.4%	18.9%	29.7%	0
<b>Physical Setting/ Chemistry</b>	0	0	0	0	0.0%	0.0%	0.0%	0
<b>Physical Setting/ Physics</b>	0	0	0	0	0.0%	0.0%	0.0%	0
<b>English Language Arts (CC)</b>	21	17	58	96	21.9%	17.7%	60.4%	0
<b>Regents ELA</b>	0	0	0	0	0.0%	0.0%	0.0%	0
<b>Global History and Geography II (New Framework)</b>	25	29	38	92	27.2%	31.5%	41.3%	0
<b>Global History &amp; Geography Transition</b>	0	0	0	0	0.0%	0.0%	0.0%	0
<b>United States History &amp; Government</b>	20	15	46	81	24.7%	18.5%	56.8%	0

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2023-2024 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	13	13	31	2	59	78.0%	55.9%	0.0%
Grade 4 English Language Arts	10	6	36	2	54	81.5%	70.4%	1.8%
Grade 5 English Language Arts	12	7	34	7	60	80.0%	68.3%	4.8%
Grade 6 English Language Arts	15	8	29	3	55	72.7%	58.2%	3.5%
Grade 7 English Language Arts	13	19	21	6	59	78.0%	45.8%	3.3%
Grade 8 English Language Arts	23	6	19	4	52	55.8%	44.2%	7.1%
High School English Language Arts	11	13	17	3	44	75.0%	45.5%	6.4%
Grade 3 Mathematics	21	7	29	2	59	64.4%	52.5%	0.0%
Grade 4 Mathematics	16	5	28	5	54	70.4%	61.1%	1.8%
Grade 5 Mathematics	13	3	37	8	61	78.7%	73.8%	4.7%
Grade 6 Mathematics	18	15	20	2	55	67.3%	40.0%	3.5%
Grade 7 Mathematics	19	11	25	4	59	67.8%	49.2%	3.3%
Grade 8 Mathematics	21	16	14	1	52	59.6%	28.8%	7.1%
High School Mathematics	17	4	19	4	44	61.4%	52.3%	6.4%

Data Source: Data Warehouse

Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
Level 1	These students have <b>serious</b> academic deficiencies.

## Professional Development 2023-2024 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
<b>Curriculum &amp; Instruction:</b>										
Learning Standards	820.5	165	342.5	70	3,048.0	513	-	-	1,889.0	360
Instructional Strategies	3,985.3	587	5,213.0	555	8,957.7	1,569	-	-	7,779.4	1,493
Data-Driven Instruction	764.0	364	130.0	53	783.5	327	-	-	2,056.5	984
Effective Use of Technology	1,405.3	527	219.5	54	4,038.8	863	-	-	3,004.0	924
Project Based Learning	-	-	-	-	60.0	12	-	-	70.0	14
Parent Engagement	2.0	2	2.0	2	-	-	-	-	1.0	1
RBE-RN	12.0	2	-	-	-	-	-	-	174.0	29
College, Career & Civic Readiness	20.5	18	6.0	5	10.0	7	-	-	83.5	74
Response to Intervention	4.0	2	-	-	10.0	5	-	-	6.0	3
Early Childhood Education	245.0	74	55.0	14	963.0	250	-	-	1,199.0	294
Career and Technical Education	-	-	-	-	-	-	-	-	-	-
Middle Level Education	-	-	-	-	-	-	-	-	-	-
Special Education Strategies	101.0	43	32.0	11	730.5	209	-	-	983.0	291
<b>Leadership:</b>										
APPR: Lead Evaluator & Principal Evaluator Training	594.0	151	666.0	180	63.0	13	-	-	918.0	235
Leadership Development	430.5	68	1,140.0	150	191.5	27	-	-	752.5	102
District & School Strategic Planning	193.0	32	56.0	26	32.5	6	-	-	190.0	42
Using Data	52.5	20	-	-	9.0	3	-	-	351.0	122
<b>Culture/Climate (indicate below)</b>										
Diversity/Equity/Inclusivity	697.5	169	322	110	1,506	345	26.5	96	3,083.0	805
Social – Emotional Learning	329.5	129	376.5	94	7,153.5	472	97	467	6,137.5	1,982
Other culture/climate	23.0	8	27.0	7	61.0	21	-	-	140.0	100
Safety	478.5	74	558.0	208	181.5	85	85	106	1,886.0	669
Other	95.0	21	66.0	13	104.0	25	-	-	936.0	242

# 2023-2024 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	25,225,692.04
Capital Expenses.....	\$	6,385,895.03
Total Program Expenses.....	\$	448,960,886.30
Total Expenses.....	\$	480,572,473.37

