

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
- 2021-2022** Expenses

2021-2022

Nassau BOCES

Nassau BOCES
Board of Cooperative Educational Services
2021-2022 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
 2021-2022 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 2021-22 NYS 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. More information can be found on the web at: <http://www.nysed.gov/news/2022/state-education-department-releases-2021-22-final-state-assessment-results>.

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
2020-21	2020-21	2021-22	2021-22
611	400	615	428
454	286	454	276
437	267	426	262
406	212	316	170

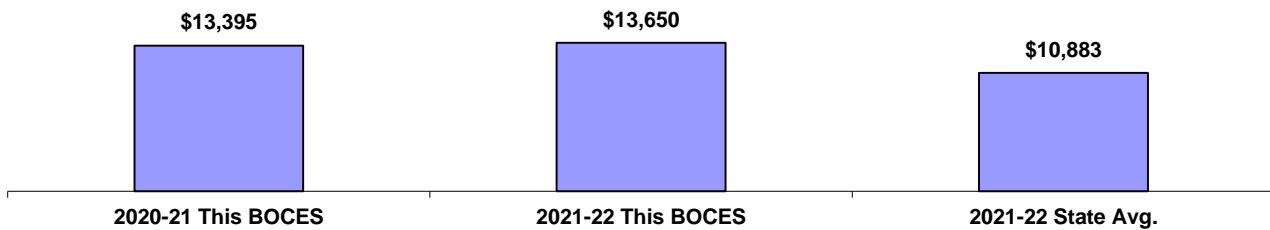
Other Career-Related Programs

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

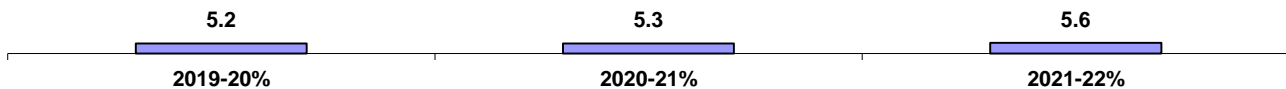
“New Vision”
 Participated 1 yr of a CTE Program
 Other one-year programs

0	0	0	0
42	29	50	33
0	14	0	12

Tuition Per Student for CTE Programs Data Source: 602 Report



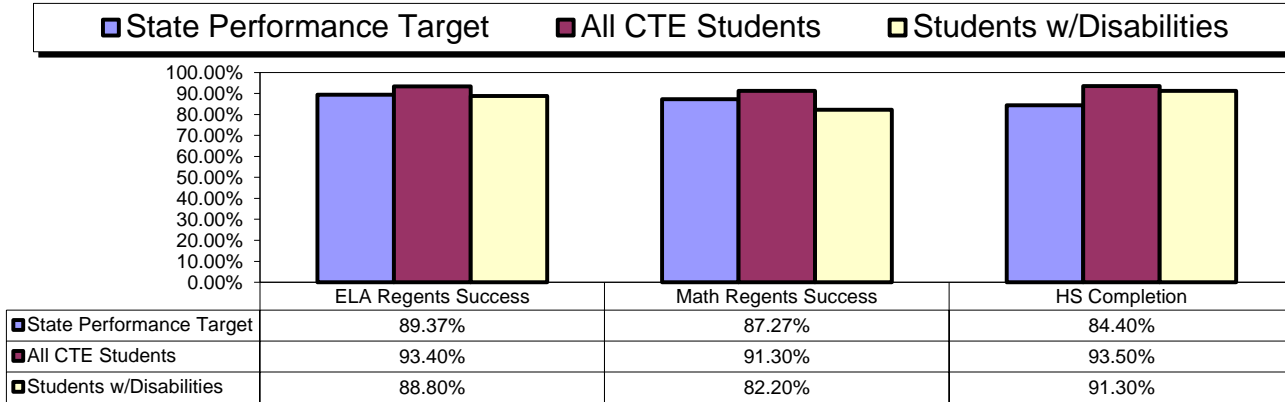
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2020-21

Data Source: SIRS

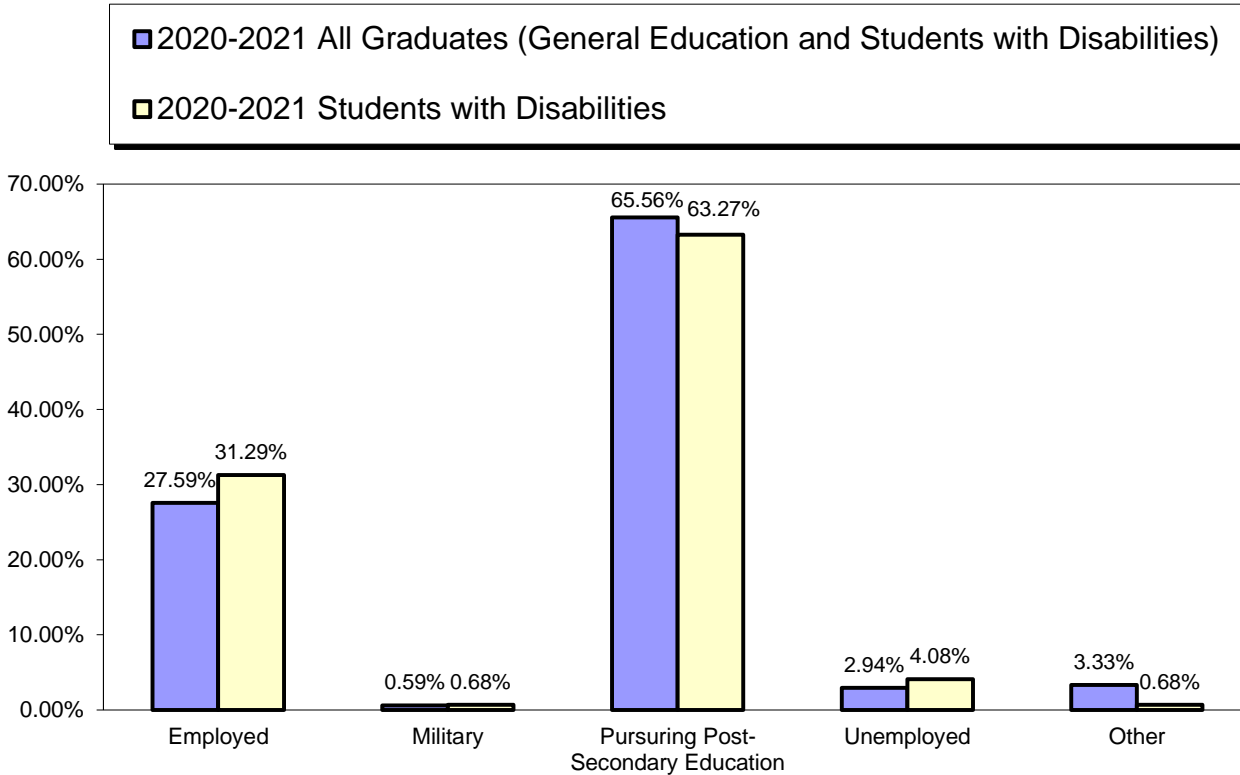


Status of Career and Technical Education (CTE) Students 2020-21 Placement Outcomes

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
93.74%	97.74 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2021-2022**

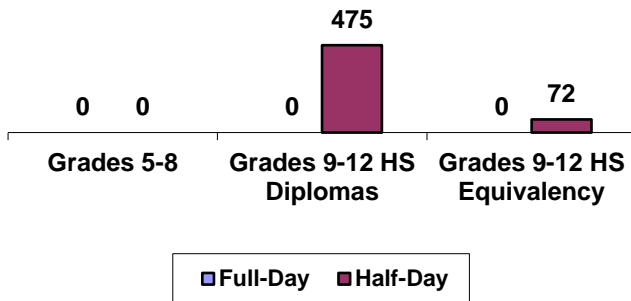
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

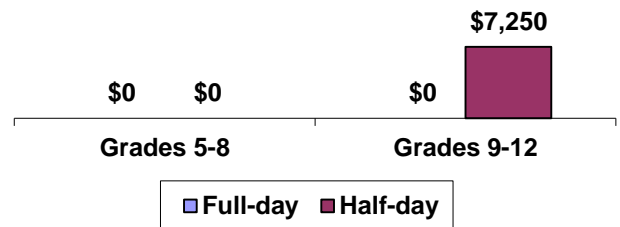
Alternative Education

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, 2022**



2021-2022 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	124	1	0
Remained in the BOCES program	0	0	0	172	50	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	14	21	0
Received high school diplomas			0	165		

**Alternative Education State Testing Program
2021-2022 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)	6	7	4	17	35.29%	41.18%	23.53%	18
Algebra II (CC)	1	0	1	2	50.0%	0.0%	50.0%	1
Geometry (CC)	2	0	2	4	50.0%	0.0%	50.0%	6
English Language Arts (CC)	26	10	30	66	39.39%	15.15%	45.45%	18
Living Environment	3	7	4	14	21.43%	50.0%	28.57%	20
Physical Setting/ Earth Science	8	1	3	12	66.67%	8.33%	25%	12
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	5	7	20	32	15.63%	21.88%	62.5%	12
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%	83

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 2020-21	1129	--	--
Continuing Enrollment after 2020-21	622	55.09%	23.84%
Completed or Left During 2020-21	507	44.91%	78.19%
Left Prior to Completion During 2020-21	118	10.45%	16.70%
Completed by the End of 2020-21	389	32.77%	66.24%
Completed or Left During 2020-21 and Status Known	135	11.96%	44.78%
Completed/Left/Status Known and Successfully Placed*	123	10.89%	38.03%
Completed but Not seeking Employment	12	1.06%	5.49%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2020-21	1096	--	52.20%
Completed a Non-Traditional Program By the End of 2020-21	1088	96.37%	81.87%
Under-Represented Gender Members Enrolled during 2020-21	52	4.61%	6.55%
Under-Represented Gender Members Who Completed during 2020-21	51	4.52%	76.91%

* 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 2021-2022 was 1205.

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					
	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					Percent		Percent		Percent
Adult Beginning/Intermediate	197	36	132	34	17.25%	34	17.25%	53	40.46%
Adult Secondary (Low)	0	33	9	0	0.0%	0	0.0%	6	66.67%
ESOL	1424	110	1064	661	46.42%	661	46.42%	715	67.20%

Other Outcomes (2019-20 through 2021-22)

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					
	2019-20	2020-21	2021-22	2019-20		2020-21		2021-22	
					Percent		Percent		Percent
Entered employment	183	395	N/A	97	53.01%	273	69.11%	N/A	N/A
Retained employment	183	331	N/A	96	52.46%	51	15.41%	N/A	N/A
Obtained secondary or HS equivalency diploma	0	7	15	0	0.0%	7	100%	15	100.0%
Entered post-secondary education or training	0	0	0	0	0.0%	0	0.0%	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*

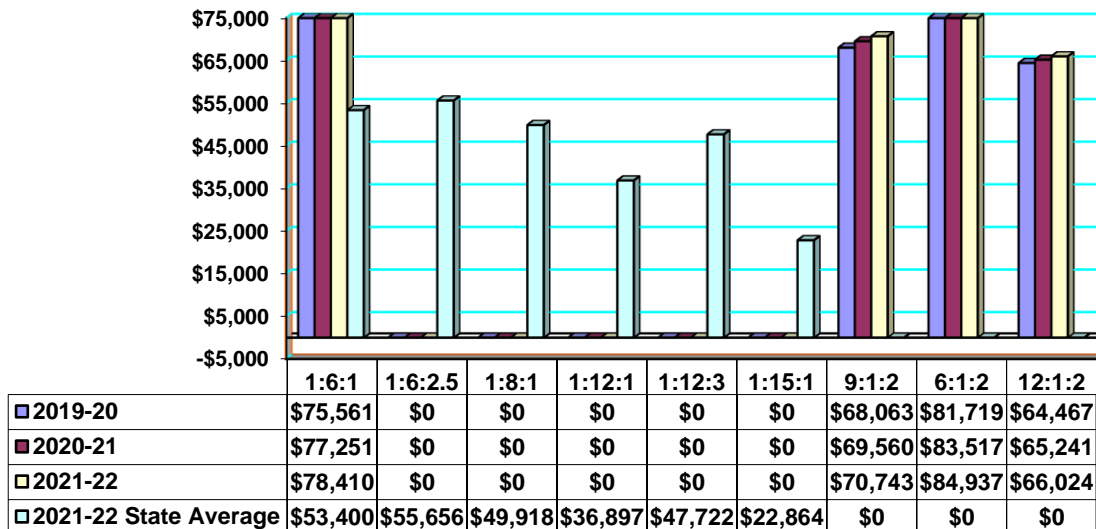
Enrollment Trends

	2019-20	2020-21	2021-22
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	457	454	459
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

	2019-20	2020-21	2021-22
6:1:2	540	567	589
9:1:2	435	454	430
12:1:2	65	67	70

Tuition Rates Per Student 2019-20 through 2021-22



Special Education State Testing Program 2021-2022 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	12	3	1	0	16	25.0%	6.3%	1
Grade 4 English Language Arts	12	0	0	0	12	0.0%	0.0%	1
Grade 5 English Language Arts	14	7	0	0	21	33.3%	0.0%	1
Grade 6 English Language Arts	13	3	1	0	17	23.5%	5.9%	1
Grade 7 English Language Arts	15	4	0	1	20	25.0%	5.0%	1
Grade 8 English Language Arts	7	7	1	0	15	53.3%	6.7%	1
Grade 3 Mathematics	12	3	0	0	15	20.0%	0.0%	1
Grade 4 Mathematics	10	0	0	0	10	0.0%	0.0%	2
Grade 5 Mathematics	15	1	2	1	19	21.1%	15.8%	1
Grade 6 Mathematics	12	3	1	1	17	29.4%	11.8%	1
Grade 7 Mathematics	12	1	0	1	14	14.3%	7.1%	1
Grade 8 Mathematics	12	1	0	0	13	7.7%	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.)
2021-2022 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)	11	11	9	31	35.5%	35.5%	29.0%	5
Algebra 2 (CC)	0	2	4	6	0.0%	33.3%	66.7%	0
Geometry (CC)	4	1	6	11	36.4%	9.1%	54.5%	4
Living Environment	9	11	11	31	29.0%	35.5%	35.5%	4
Physical Setting/ Earth Science	18	4	13	35	51.4%	11.4%	37.1%	4
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	17	4	30	51	33.3%	7.8%	58.8%	1
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	9	6	32	47	19.1%	12.8%	68.1%	3
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	13

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2021-2022 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	15	28	10	61	86.9%	62.3%	1.6%
Grade 4 English Language Arts	11	4	27	3	45	75.6%	66.7%	4.2%
Grade 5 English Language Arts	11	4	24	7	46	76.1%	67.4%	2.1%
Grade 6 English Language Arts	14	9	20	3	46	69.6%	50.0%	2.1%
Grade 7 English Language Arts	12	10	22	1	45	73.3%	51.1%	2.2%
Grade 8 English Language Arts	19	9	18	10	56	66.1%	50.0%	1.7%
High School English Language Arts	13	13	20	3	49	73.5%	46.9%	2.0%
Grade 3 Mathematics	9	13	32	7	61	85.2%	63.9%	1.6%
Grade 4 Mathematics	12	10	16	7	45	73.3%	51.1%	4.2%
Grade 5 Mathematics	18	4	18	6	46	60.9%	52.2%	2.1%
Grade 6 Mathematics	18	12	12	4	46	60.9%	34.8%	2.1%
Grade 7 Mathematics	17	6	18	4	45	62.2%	48.9%	2.2%
Grade 8 Mathematics	17	16	20	3	56	69.6%	41.1%	1.7%
High School Mathematics	16	7	18	8	49	67.3%	53.1%	2.0%

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 2021-22 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	321.5	152	139.5	60	983.0	160	-	-	989.5	375
Instructional Strategies	1,302.5	367	960.0	307	7,667.0	1,228	-	-	4,215.0	989
Data-Driven Instruction	773.5	433	288.5	190	666.0	281	-	-	1,748.0	902
Effective Use of Technology	1,101.0	395	77.0	26	2,708.0	713	-	-	2,278.0	959
Project Based Learning	1.0	1	-	-	1.0	1	-	-	-	-
Parent Engagement	36.0	3	12.0	1	24.0	2	-	-	108.0	9
RBE-RN	-	-	-	-	-	-	-	-	-	-
College, Career & Civic Readiness	45.5	36	12.0	9	25.0	16	-	-	304.0	217
Response to Intervention	42.0	7	-	-	18.0	3	-	-	54.0	9
Early Childhood Education	190.0	119	34.0	19	1,108.0	509	-	-	886.0	488
Career and Technical Education	-	-	-	-	-	-	-	-	-	-
Middle Level Education	-	-	-	-	-	-	-	-	-	-
Special Education Strategies	59.0	27	8.0	3	396.0	133	-	-	711.0	298
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	651.0	99	888.0	138	36.0	6	-	-	600.0	91
Leadership Development	218.5	48	383.5	38	343.0	37	-	-	469.5	60
District & School Strategic Planning	34.5	23	56.0	11	4.5	4	-	-	45.5	22
Using Data	194.0	51	15.0	7	14.0	7	-	-	217.0	84
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	88.5	26	99.5	34	2,272.5	471	-	-	3,123.0	719
Social – Emotional Learning	111.0	74	21.0	14	1,518.0	234	-	-	2,708.0	1,312
Other culture/climate	1.0	1	12.0	6	164.0	20	-	-	106.0	50
Safety	95.0	16	42.0	8	408.0	101	-	-	2,350.0	592
Other	304.0	109	74.0	16	2,500.5	415	-	-	1,302.0	544

2021-2022 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$23,196,474.57
Capital Expenses.....	\$6,092,310.16
Total Program Expenses.....	\$385,524,289.68
Total Expenses.....	\$414,813,074.41

