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

SouthernWestchester BOCES

Southern Westchester 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
669000000000
Component Districts

- Ardsley
- Bronxville
- Blind Brook
- Byram Hills
- Dobbs Ferry
- Eastchester
- Edgemont
- Elmsford
- Greenburgh Central
- Greenburgh Eleven
- Greenburgh Graham
- Greenburgh North Castle
- Harrison
- Hastings-on-Hudson
- Hawthorne Cedar Knolls
- Irvington
- My. Pleasant Blythedale
- Mt. Pleasant City
- Mt. Pleasant Cottage
- Mt. Vernon
- New Rochelle
- Pelham
- Pleasantville
- Pocantico
- Port Chester – Rye
- Rye City
- Rye Neck
- Scarsdale
- Tarrytown
- Tuckahoe
- Valhalla
- White Plains

Non –Components

- Mamaroneck
- Yonkers

*note here if one of the Big 5 School Districts or another district who is not a component is served by this BOCES through contractual agreements

Southern Westchester BOCES encompasses 162.4 square miles

Joint Management Team

- Putnam Northern Westchester BOCES
- Rockland BOCES

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	155	123	190	138
Second-year students	21	116	175	125
Second-year students completing	211	116	175	125
Completers with technical endorsement	137	63	94	101

Other Career-Related Programs

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

"New Vision"	0	0	0	0
Participated 1 yr of a CTE Program	23	7	27	7
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$17,398	$17,729	$11,399
2021-2022 This BOCES	**2022-2023 This BOCES**	**2022-2023 State Avg.**
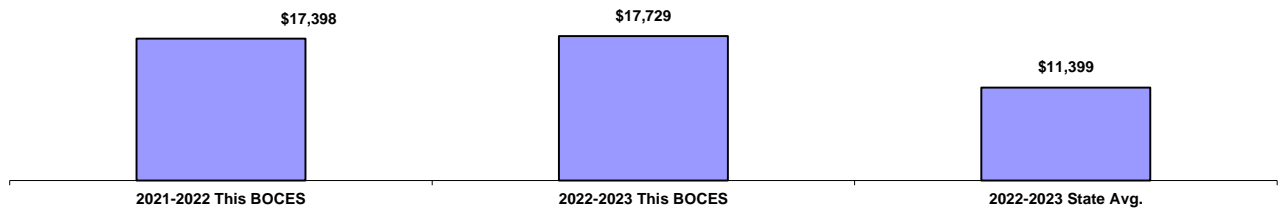
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

0.3	0.5	0.7
2020-2021 %	**2021-2022 %**	**2022-2023 %**
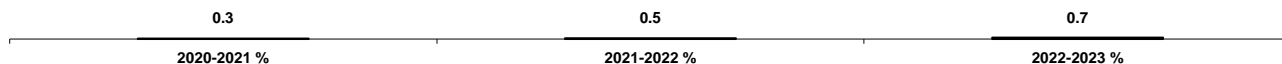
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

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	14.00%	72.00%	98.00%
☐Students w/Disabilities	5.00%	53.00%	94.00%
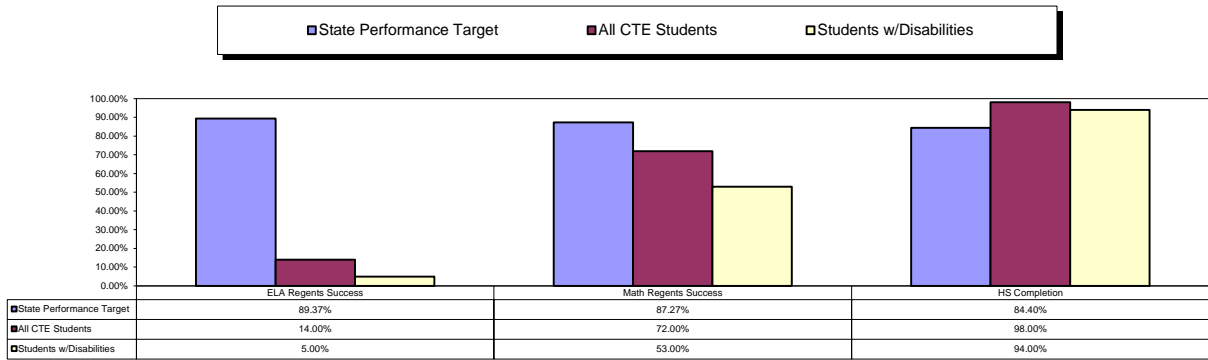
Status of Career and Technical Education (CTE) Students
<mark>2021-2022</mark> Placement Outcomes

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**
0.0%	**79.4 %**

☐2021-2022 All Graduates (General Education and Students with Disabilities)	☐2021-2022 Students With Disabilities
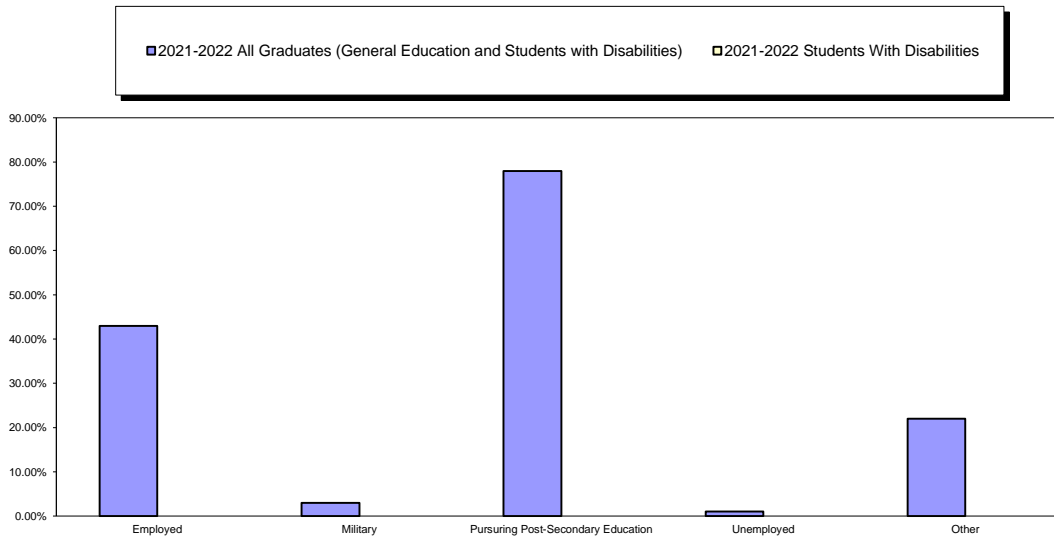
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023

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	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, 2023

0 0	0 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	$0 $0
Grades 5-8	**Grades 9-12**

□ **Full-day**   ■ **Half-day**
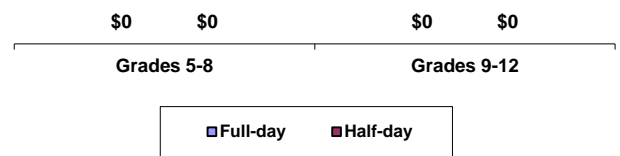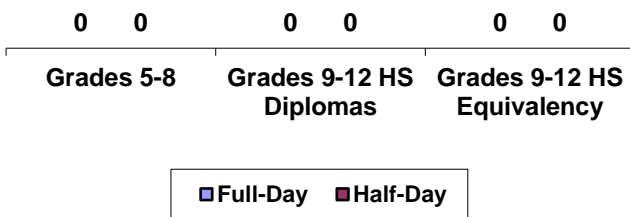
Alternative Education Outcomes

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	0	0	0	0
Remained in the BOCES program	0	0	0	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			0	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)	0	0	0	0	0.0%	0.0%	0.0%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	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	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography Transition	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%	

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	828	--	--
Continuing Enrollment after 2021-22	75	9.1%	13.71%
Completed or Left During 2021-22	753	90.9%	86.3%
Left Prior to Completion During 2021-22	0	0.0%	11.49%
Completed by the End of 2021-22	0	0.0%	74.53%
Completed or Left During 2021-22 and Status Known	753	0.0%	54.24%
Completed/Left/Status Known and Successfully Placed*	0	0.0%	34.62%
Completed but Not seeking Employment	0	0.0%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22			50.85%
Completed a Non-Traditional Program By the End of 2021-22	0	0.0%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	31	3.7	7.25%
Under-Represented Gender Members Who Completed during 2021-22	29	3.5	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 1683

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	292	342	377	82	31.7%	138	40.47%	144	38.2
Adult Secondary (Low)	2	0	0	1	50.09	0	0.0%	0	0.0%
ESOL	480	728	1306	194	41.3%	204	28%	672	51.5%

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	643	270	935	27	4.0%	29	10.0%	415	44%
Retained employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	61	0	13	10	16%	0	0.0%	0	0.0%

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

	2020-21	2021-22	2022-23
8:1:1	27	23	21
8:1:2	198	198	206
12:1:1	63	61	60
12:1:1+1:3	37	40	36

Tuition Rates Per Student
2020-21 through 2022-23

	8:1:1	8:1:2	12:1:1	12:1+1.3
2020-2021	$81,040	$91,325	$59,998	$75,212
2021-22	$81,077	$92,971	$61,371	$75,812
2022-23	$88,333	$95,269	$63,646	$76,737
2022-23	$54,894	$57,296	$49,916	$38,838
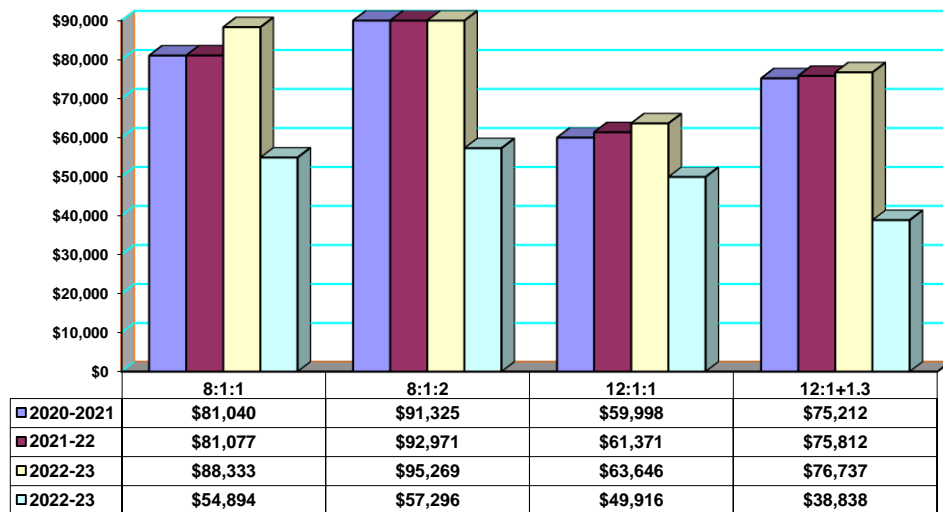
Special Education State Testing Program
2022-2023 School Year

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	1	0	0	0	1	0.0%	0.0%	0
Grade 4 English Language Arts	0	1	0	0	1	100%	0.0%	0
Grade 5 English Language Arts	1	2	1	0	4	75.0%	25.0%	0
Grade 6 English Language Arts	2	2	1	0	5	60.0%	20.0%	0
Grade 7 English Language Arts	5	1	2	0	8	37.5%	25.0%	0
Grade 8 English Language Arts	3	4	0	0	7	57.14%	0.0%	0
Grade 3 Mathematics	0	1	0	0	1	100.0%	0.0%	0
Grade 4 Mathematics	1	0	1	0	2	50.0%	50.0%	0
Grade 5 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 6 Mathematics	4	0	1	0	5	20.0%	20.0%	0
Grade 7 Mathematics	5	0	2	1	8	37.5%	37.5%	0
Grade 8 Mathematics	6	1	0	0	7	14.29%	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.)
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)	13	4	4	21	61.9%	19.0%	19.0%	
Algebra 2 (CC)	0	0	1	1	0.0%	0.0%	100%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Living Environment	4	4	8	16	25%	25%	50%	
Physical Setting/ Earth Science	0	0	3	3	0.0%	0.0%	100%	
Physical Setting/ Chemistry	0	0	1	1	0.0%	0.0%	100%	
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Regents ELA	14	7	14	35	40%	20%	40%	
Global History and Geography II (New Framework)	5	2	11	18	27.8%	11.1%	61.1%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	2	9	10	21	9.5%	42.9%	47.6%	

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	0	6	0	6	100%	100%	0.0%
Grade 4 English Language Arts	0	1	3	0	4	100%	75%	0.0%
Grade 5 English Language Arts	1	1	6	1	9	88.9%	77.8%	0.0%
Grade 6 English Language Arts	1	0	5	0	6	83.3%	83.3%	0.0%
Grade 7 English Language Arts	0	1	1	0	2	100%	50%	0.0%
Grade 8 English Language Arts	2	1	2	1	6	66.67%	50%	0.0%
High School English Language Arts	0	5	10	1	16	100%	68.75%	0.0%
Grade 3 Mathematics	0	0	5	1	6	100%	100%	0.0%
Grade 4 Mathematics	0	0	4	0	4	100%	100%	0.0%
Grade 5 Mathematics	1	0	7	1	9	88.9%	88.9%	0.0%
Grade 6 Mathematics	1	0	4	1	6	83.3%	83.3%	0.0%
Grade 7 Mathematics	0	1	1	0	2	100%	50%	0.0%
Grade 8 Mathematics	1	2	2	1	6	83.3%	50%	0.0%
High School Mathematics	1	1	13	1	16	93.8%	87.5%	0.0%

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 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	8	22	28	6	4536	926	0	0	0	0
Instructional Strategies	1	11	103	26	6632	2050	48	40	0	0
Data-Driven Instruction	8	1	135	7	204	109	0	0	0	0
Effective Use of Technology	2	16	180.5	192	198.5	136	0	0	0	0
Project Based Learning	0	0	0	0	340	170	0	0	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	241	409	88	85	522	5061	130	489	225	895
College, Career & Civic Readiness	0	0	8	6	240	6	0	0	240	72
Response to Intervention	0	0	16	24	280	412	0	0	0	0
Early Childhood Education	0	0	24	4	24	48	0	0	0	0
Career and Technical Education	0	0	0	0	60	4	0	0	0	0
Middle Level Education	0	0	15	4	24	71	0	0	0	0
Special Education Strategies	8	8	0	0	1764.5	291	43.6	336	180	16
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	30	18	159	402	0	0	0	0	24	175
Leadership Development	70	209	510	134	332.5	231	0	0	24	8
District & School Strategic Planning	566	84	613	152	598	68	0	0	0	0
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	311	57	308	46	315	316	0	0	165	43
Social – Emotional Learning	165.5	20	243	10	497	1658	20.5	207	33.5	267
Other culture/climate	0	0	15	47	34	95	27	141	2	64
Safety	22	25	76	132	267	434.5	92.5	230.5	51.5	393
Other	0	0	0	0	0	0	0	0	58	435

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………….$ 12,517,761

Capital Expenses……………………………………………………….… $ 3,386,963

Total Program Expenses……………………………………………….…… $ 192,075.227

Total Expenses……………….…………………………………………….$ 200,936,864

Total Program 27.2%

Capital 53.2%

*Administration 19.6%

Instructional Support
46%

General Instruction
2%

Itinerant Services
2%

Instruction of Students
with Disabilities
20%

Other Services
23%

Career & Technical
Education
7%