BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

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Nassau BOCES

Nassau BOCES
Board of Cooperative Educational Services
2013-2014 Report Card

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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

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

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:	2012-13	2012-13	2013-14	2013-14
First-year students	451	295	403	263
Second-year students	296	157	285	181
Second-year students completing	249	114	258	145
Completers with technical endorsement	210	67	224	88

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	34	12	32	24
Other one-year programs	24	92	27	84

Tuition Per Student for CTE Programs
Data Source: 602 Report

$11,922	$12,400	$9,183
2012-13 This BOCES	2013-14 This BOCES	2013-14 State Avg.
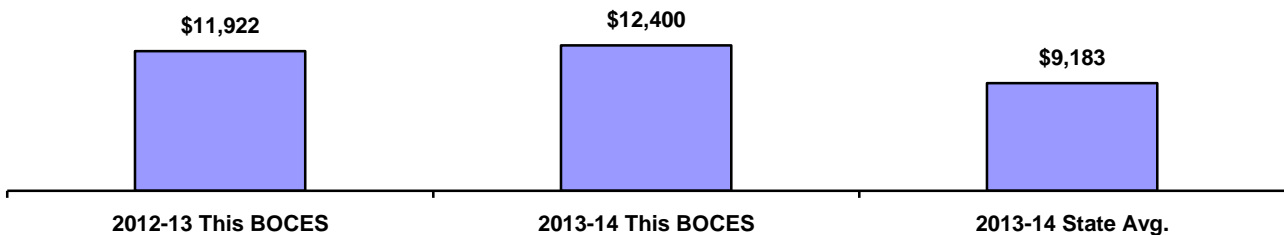
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

4.1	3.8	3.8
2011-12 %	2012-13 %	2013-14 %
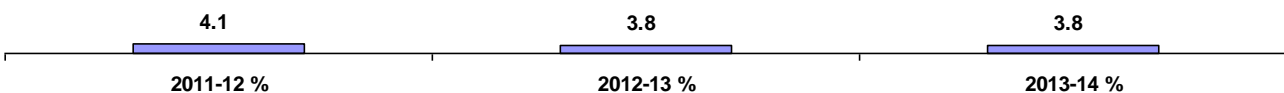
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2013

Data Source: SIRS
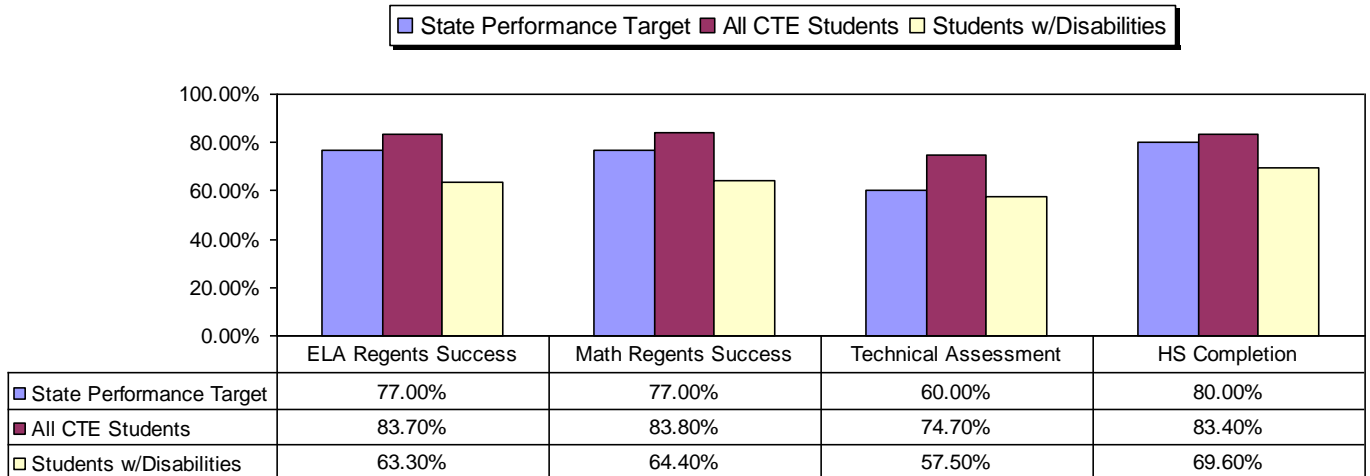
Legend: ■ State Performance Target ■ All CTE Students □ Students w/Disabilities

	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■ State Performance Target	77.00%	77.00%	60.00%	80.00%
■ All CTE Students	83.70%	83.80%	74.70%	83.40%
□ Students w/Disabilities	63.30%	64.40%	57.50%	69.60%

Status of Career and Technical Education (CTE) Students
2012-2013 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*
http://www.p12.nysed.gov/cte/perkins4/docs/ReportCard13_14AppFinal041513.pdf
http://www.p12.nysed.gov/cte/perkins4/datareporting.html

Total Placement

This BOCES	State Target
93.35%	90.0 %

Legend: ■ 2011-2012 All Graduates (General Education and Students with Disabilities) □ 2011-2012 Students with Disabilities
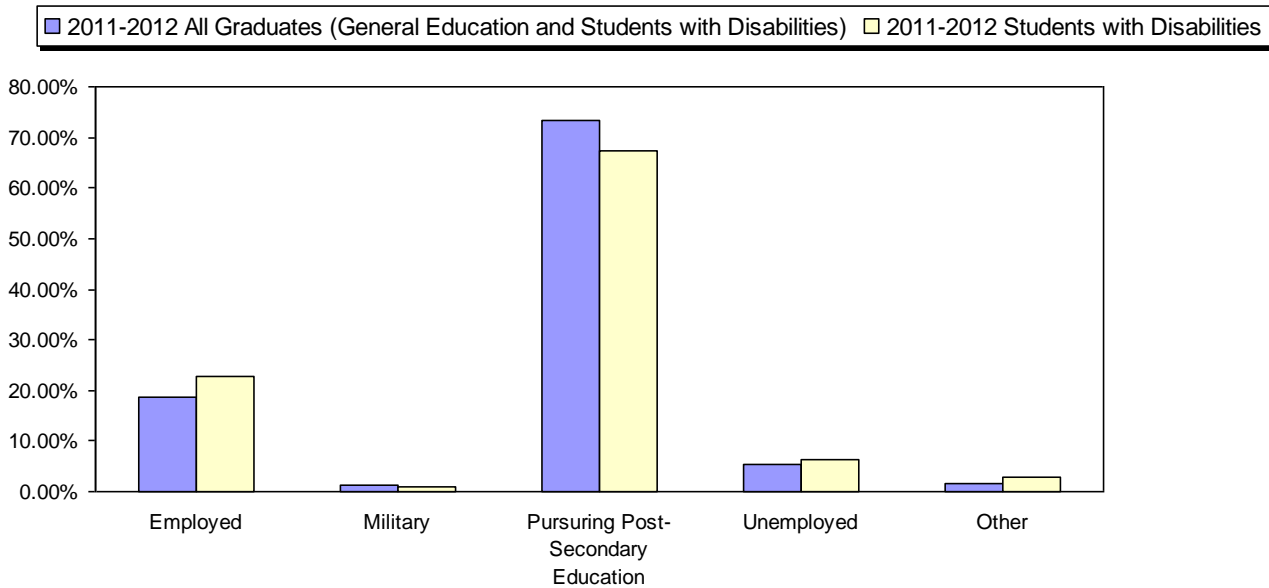
General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014

The GED Test Battery 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 GED Tests are offered in English, French and Spanish.

Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full-day
Enrolled	19	12
Passing Rate of Students Tested	21%	25%
Remained / Still Enrolled in the Program	2	2
Left the program and did not enter another district or BOCES program (dropouts)	8	0
Returned to School District:	5	7

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 incl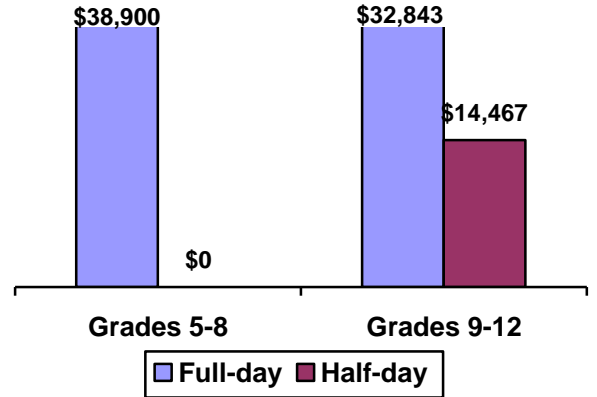udes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

Alternative Education Program Enrollment
June 30, 2014

	Full-Day	Half-Day
Grades 5-8	1	0
Grades 9-12 HS Diplomas	35	28
Grades 9-12 HS Equivalency	12	19
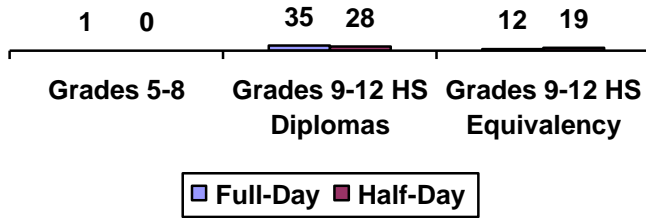
2013-2014 Per Student Tuition

	Full-day	Half-day
Grades 5-8	$38,900	$0
Grades 9-12	$32,843	$14,467

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	1	0	14	7	0	4
Remained in the BOCES program	0	0	12	9	2	2
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	2	8	0
Received high school diplomas			9	10		

Alternative Education State Testing Program
2013-2014 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	3	2	5	10	30.0%	20.0%	50.0%
Geometry	1	0	0	1	100.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	1	1	0.0%	0.0%	100.0%
Living Environment	0	1	5	6	0.0%	16.0%	84.0%
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%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	5	3	9	17	29.0%	18.0%	53.0%
Global History and Geography	3	2	11	16	19.0%	12.0%	69.0%
United States History and Government	1	2	11	14	7.0%	14.0%	79.0%

Alternative Education Performance of Students
2013-2014 School Year

State Assessment-RCT Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
RCT – Grade 10 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	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		BOCES Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2012-13	1,977	--	--
Continuing Enrollment after 2012-13	242	12.24%	14.64%
Completed or Left During 2012-13	1,735	87.76%	84.74%
Left Prior to Completion During 2012-13	116	6.69%	13.35%
Completed by the End of 2012-13	1,507	86.86%	87.70%
Completed or Left During 2012-13 and Status Known	245	14.12%	64.42%
Completed/Left/Status Known and Successfully Placed*	107	43.67%	88.95%
Completed but Not seeking Employment	94	6.24%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	81	--	--
Under-Represented Gender Members Enrolled During 2012-13	1	--	--
Completed a Non-Traditional Program By the End of 2012-13	79	97.53%	81.52%
Under-Represented Gender Members Who Completed	1	100.0%	80.76%

* 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 2013-2014 was 1560.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	317	361	319	144	52.0%	167	46.0%	138	43.0%
Adult Secondary (Low)	11	13	11	6	54.0%	6	46.0%	6	54.0%
ESOL	1313	1328	1225	1012	62.0%	647	49.0%	799	65.0%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	46	16	18	39	84.0%	11	68.0%	15	83.0%
Retained employment	39	14	12	35	89.0%	12	85.0%	11	92.0%
Obtained secondary or HS equivalency diploma	31	49	35	31	100.0%	48	97.0%	30	85.0%
Entered post-secondary education or training	37	53	30	31	83.0%	31	58.0%	30	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 four of the alternatives:
- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
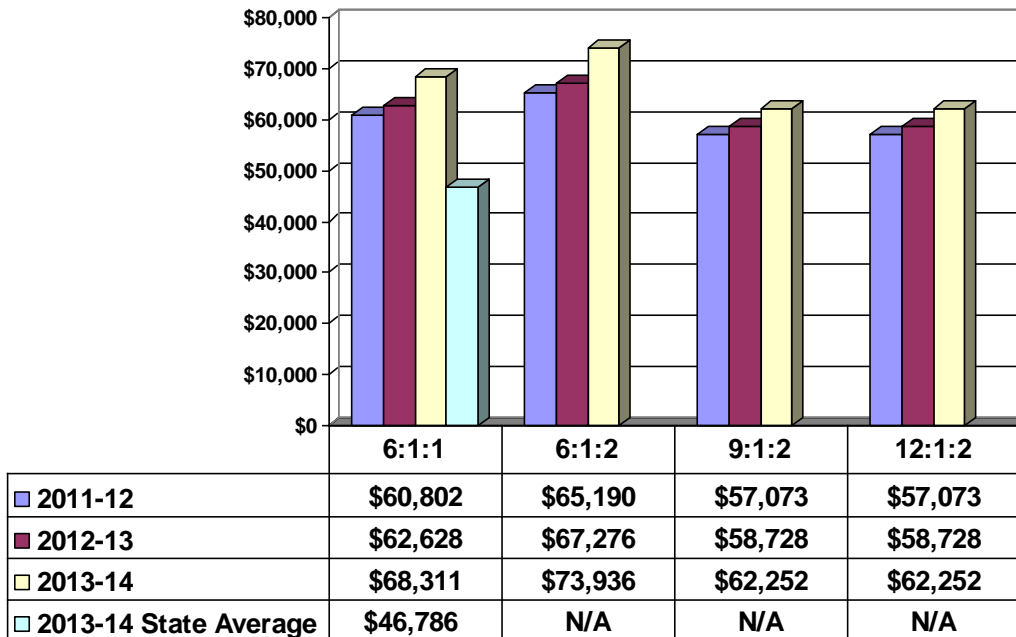- o   8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2011-12	2012-13	2013-14
6:1:1	526	532	537
6:1:2	458	450	462
9:1:2	541	526	508
12:1:2	32	27	35

Tuition Rates Per Student
2011-12 through 2013-14

	6:1:1	6:1:2	9:1:2	12:1:2
2011-12	$60,802	$65,190	$57,073	$57,073
2012-13	$62,628	$67,276	$58,728	$58,728
2013-14	$68,311	$73,936	$62,252	$62,252
2013-14 State Average	$46,786	N/A	N/A	N/A

Special Education State Testing Program
2013-2014 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: nySTART

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	16	5	3	1	25	36.0%	16.0%	5
Grade 4 English Language Arts	35	15	3	1	54	35.2%	7.4%	3
Grade 5 English Language Arts	17	7	0	4	28	39.3%	14.3%	2
Grade 6 English Language Arts	25	18	6	2	51	51.0%	15.7%	3
Grade 7 English Language Arts	30	10	2	0	42	28.6%	4.8%	12
Grade 8 English Language Arts	44	15	9	0	68	35.3%	13.2%	9
Grade 3 Mathematics	13	7	5	1	26	50.0%	23.1%	5
Grade 4 Mathematics	35	11	2	5	53	34.0%	13.2%	6
Grade 5 Mathematics	15	8	0	4	27	44.4%	14.8%	4
Grade 6 Mathematics	31	10	2	4	47	34.0%	12.8%	6
Grade 7 Mathematics	34	4	3	0	41	17.1%	7.3%	14
Grade 8 Mathematics	38	11	5	0	54	29.6%	9.3%	16

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.)
2013-2014 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	26	12	37	75	34.7%	16.0%	49.3%
Geometry	15	5	15	35	42.9%	14.3%	42.9%
Algebra 2/ Trigonometry	4	2	7	13	30.8%	15.4%	53.8%
Living Environment	16	10	39	65	24.6%	15.4%	60.0%
Physical Setting/ Earth Science	16	6	29	51	31.4%	11.8%	56.9%
Physical Setting/ Chemistry	0	0	5	5	0.0%	0.0%	100.0%
Physical Setting/ Physics	2	1	3	6	33.3%	16.7%	50.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	17	8	29	54	31.5%	14.8%	53.7%
Global History and Geography	36	28	34	98	36.7%	28.6%	34.7%
United States History and Government	15	4	39	58	25.9%	6.9%	67.2%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	21	10	16	0	47	55.3%	34.0%	0
Grade 4 English Language Arts	28	10	9	0	47	40.4%	19.1%	0
Grade 5 English Language Arts	22	18	6	0	46	52.2%	13.0%	0
Grade 6 English Language Arts	29	9	13	0	51	43.1%	25.5%	0
Grade 7 English Language Arts	41	6	9	0	56	26.8%	16.1%	0
Grade 8 English Language Arts	33	6	9	0	48	31.3%	18.8%	0
High School English Language Arts	31	4	20	2	57	45.6%	38.6%	2
Grade 3 Mathematics	27	8	12	0	47	42.6%	25.5%	0
Grade 4 Mathematics	35	6	6	0	47	25.5%	12.8%	0
Grade 5 Mathematics	41	1	4	0	46	10.9%	8.7%	0
Grade 6 Mathematics	31	9	9	2	51	39.2%	21.6%	0
Grade 7 Mathematics	41	8	7	0	56	26.8%	12.5%	0
Grade 8 Mathematics	38	3	7	0	48	20.8%	14.6%	0
High School Mathematics	33	6	18	1	58	43.1%	32.8%	1

Data Source: nySTART

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 2013-2014 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 Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	138	28	1,498	149	3	0	177	0	79	0
Data-Driven Instruction	24	0	18	0	0	0	34	0	13	0
Lead Evaluator Training	55	0	31	0	0	0	187	0	7	0
Principal Evaluator Training	29	0	21	0	0	0	97	0	1	0
Integrating Technology into Curricula & Instruction	39	1	22,822	15	0	0	0	0	0	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	145	62	1,178	195	15	0	30	0	38	5
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	26	0	298	0	0	0	92	0	52	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	0	0	509	0	0	0	109	0	22	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	56	0	0	0	0	0	0	0	173
(RSE-TASC) Regional Special Education Technical Assistance Support	77	190	67	105	0	0	10	12	80	204
(SE-SIS) Special Education School Improvement Specialist	4	13	29	185	10	30	0	2	3	7
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	113	0	93	0	0	0	379	0	16	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	84	0	52	0	0	0	284	0	8	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	0	156	0	0	0	0	0	0	0	309
Response to Intervention	32	0	102	0	0	0	26	0	16	0
Data Management and Analysis	0	367	0	0	0	0	67	0	32	514
Learning Standards (ELA, MST, etc.)	62	0	719	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	108	67	195	153	0	0	44	0	303	179
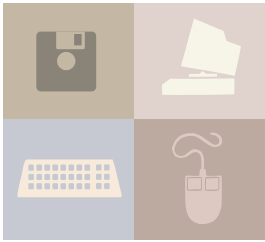
Technology Services
2013-2014 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

| BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	18/7,186	161	79,630		x
Instructional Computing	45/17,537	1,574	179,651		x
Computer/Audio Visual Repair	23/8,705	2,063			x
Library Automation/Software	39/14,624	0	150,225		x
LAN Installation/Support	45/17,537	2,063	179,651		x
Distributed Process Technicians	45/17,537	2,063	179,651		x
Guidance Information	32/14,157	1,574	147,651		x
Administrative Computer Services	45/17,537	2,063			x
Administrative Training	17/76	46		x	x
Instructional Media Resources	47/19,420	161	187,295		x
Model Schools	39/14,741	0	123,088		x
Other Student Instructional Support	48/17,155	1,574	181,336		x

School Library Systems (SLS)

School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under an approved long range plan of service. Some of the key functions of SLS are: to provide leadership and training through professional development activities; enrich the NYS Learning Standards by providing information literacy awareness and skills; facilitate resource-sharing among its member school libraries; promote advances in technology for information storage and retrieval; focus on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*
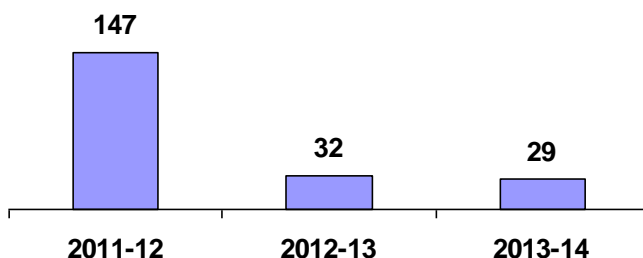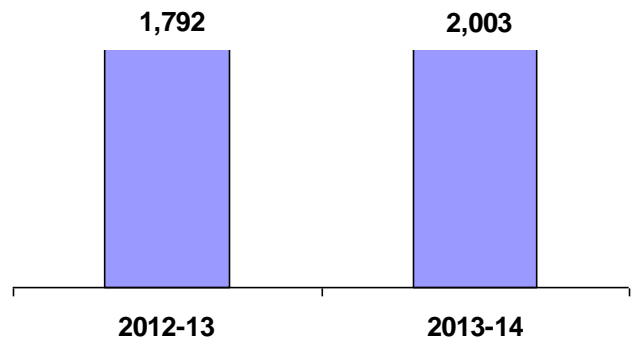
Number of Library Media Centers

2011-12	2012-13	2013-14
374	374	374
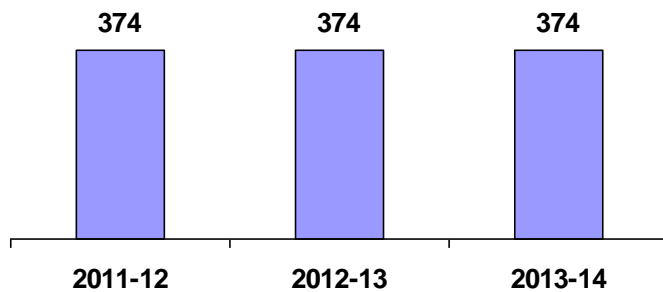
Consulting and Technical Assistance Services plus Reference by SLS Staff

2011-12	2012-13	2013-14
805	560	562
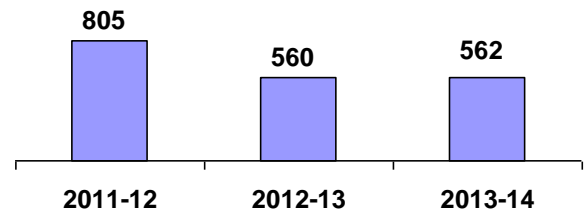
Number of Professional Workshops

2011-12	2012-13	2013-14
147	32	29

Number of Participants at Professional Development Workshops

2012-13	2013-14
1,792	2,003

2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…………. …………………………………………………….............…$19,684,689.01

Capital Expenses…………………………………………………………………………….… $8,522,128.43

Total Program Expenses………………………………………………………….……………. $275,319,052.53

Total Expenses………………………………………………………………………………….$303,525,869.97