

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
- Technology Services
- School Library System Services
- 2015-2016 Expenses

2015-2016

Nassau BOCES

**Nassau BOCES  
Board of Cooperative Educational Services  
2015-2016 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.

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
2014-15	2014-15	2015-16	2015-16
444	305	453	322
273	203	301	200
245	170	282	173
179	94	203	93

### Other Career-Related Programs

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

“New Vision”

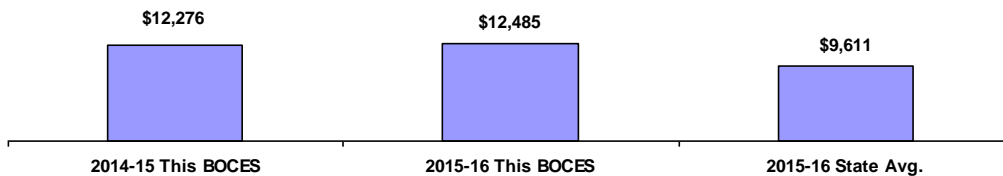
Participated 1 yr of a CTE Program

Other one-year programs

0	0	0	0
20	25	36	35
31	55	0	12

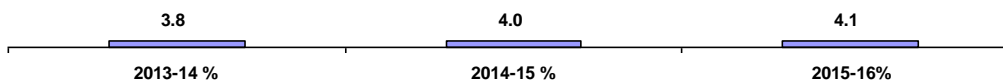
### Tuition Per Student for CTE Programs

Data Source: 602 Report



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

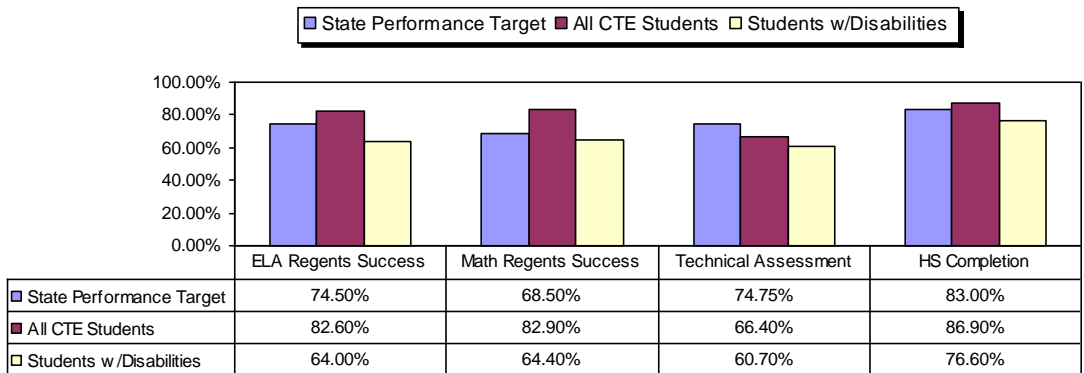
Data Source: SIRS



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

# CTE Student Performance on Perkins Indicators Who Left School in 2015

Data Source: SIRS



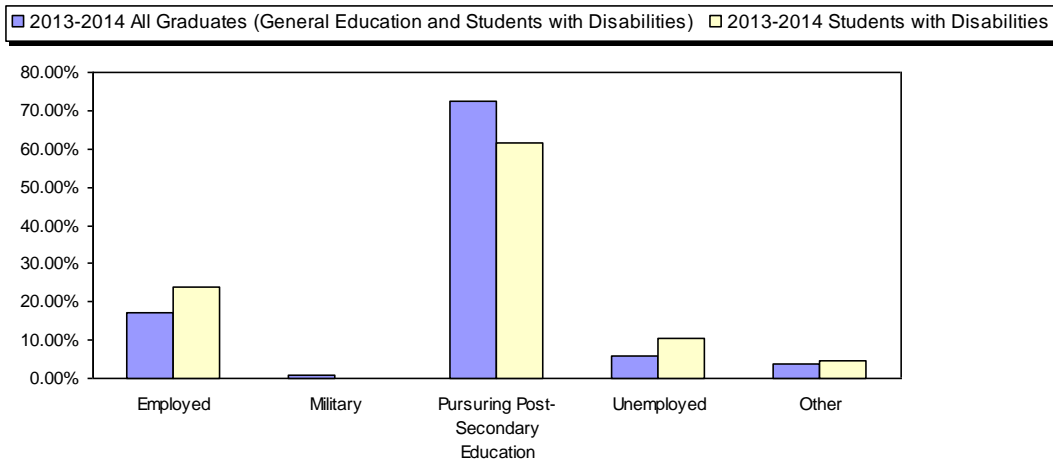
## Status of Career and Technical Education (CTE) Students 2015 Placement Outcomes

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/RptCardsFinal16-170412116.pdf>

### Total Placement

This BOCES	State Target
<b>90.3%</b>	<b>91.0 %</b>



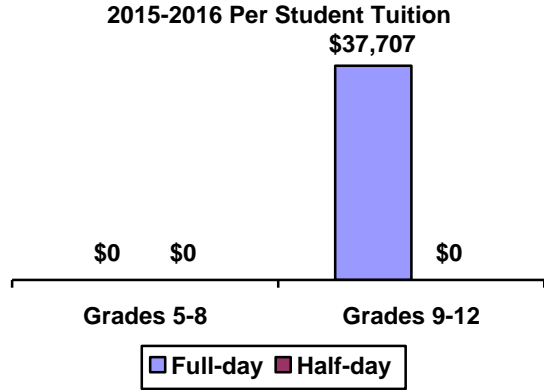
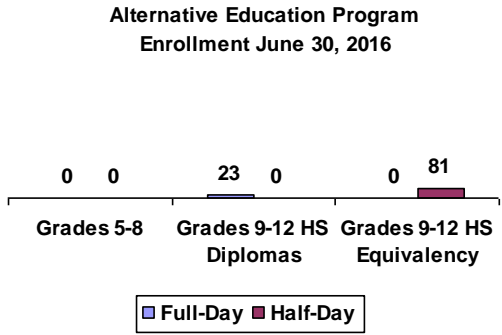
**General Education Development Leading to (GED)  
For CTE Students Age 16-18  
2015-2016**

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.

	<b>Grades 9-12 Programs Leading GED</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	81	0
<b>Passing Rate of Students Tested</b>	60%	0
<b>Remained / Still Enrolled in the Program</b>	27	0
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	2	0
<b>Returned to School District:</b>	4	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 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>	0	0	12	0	4	0
<b>Remained in the BOCES program</b>	0	0	0	0	27	0
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	0	0	7	0	2	0
<b>Received high school diplomas</b>			4	0		

**Alternative Education State Testing Program**  
**2015-2016 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	0	0	1	1	0.0%	0.0%	100.0%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	0	0	2	2	0.0%	0.0%	100.0%
Physical Setting/ Earth Science	0	0	1	1	0.0%	0.0%	100.0%
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	0	2	2	4	0.0%	50.0%	50.0%
Global History and Geography	0	1	5	6	0.0%	17.0%	83.0%
United States History and Government	0	1	3	4	0.0%	25.0%	75.0%



**Alternative Education Performance of Students  
2015-2016 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
	Count	Percentage	Average
<b>All CTE Programs</b>			
Enrolled during 2014-15	1,476	--	--
Continuing Enrollment after 2014-15	383	25.95%	16.77%
Completed or Left During 2014-15	1,093	74.05%	78.30%
Left Prior to Completion During 2014-15	76	6.95%	16.40%
Completed by the End of 2014-15	1,017	93.05%	87.55%
Completed or Left During 2014-15 and Status Known	79	7.23%	66.73%
Completed/Left/Status Known and Successfully Placed*	59	74.68%	83.68%
Completed but Not seeking Employment	20	1.97%	4.48%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2014-15	1,088	--	--
Under-Represented Gender Members Enrolled During 2014-15	16	--	--
Completed a Non-Traditional Program By the End of 2014-15	790	72.61%	79.23%
Under-Represented Gender Members Who Completed	8	62.50%	80.79%

\* 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 2015-2016 was 1864.

#### 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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Adult Beginning/Intermediate	319	257	257	138	43.0%	115	62.0%	110	42.8%
Adult Secondary (Low)	11	11	7	6	54.0%	5	45.0%	3	42.8%
ESOL	1,225	1,546	1,600	799	65.0%	1,123	62.0%	1,083	67.7%

#### Other Outcomes (2013-14 through 2015-16)

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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Entered employment	18	16	13	15	83.0%	12	75.0%	10	77.0%
Retained employment	12	27	18	11	92.0%	23	85.0%	18	100.0%
Obtained secondary or HS equivalency diploma	35	41	16	30	85.0%	41	100.0%	16	100.0%
Entered post-secondary education or training	30	43	23	30	100.0%	35	81.0%	18	78.0%

# 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:

- 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)

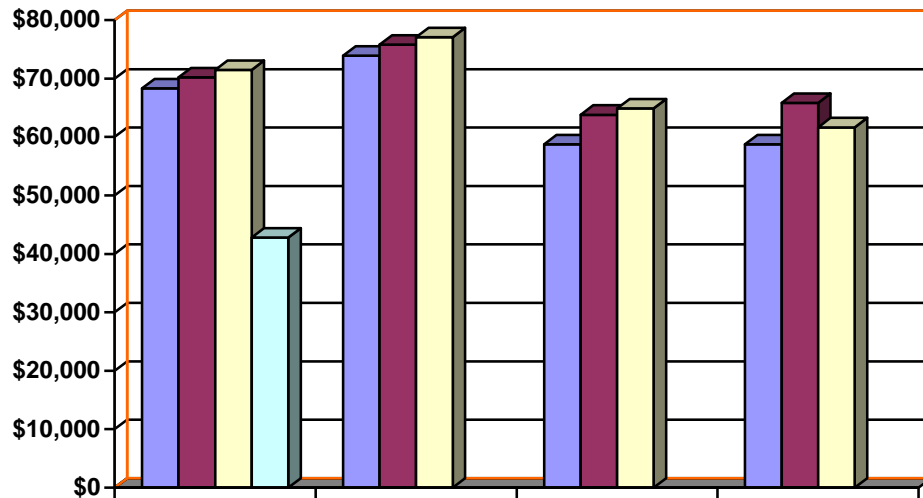
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2013-14	2014-15	2015-16
6:1:1	537	476	487
6:1:2	462	454	477
9:1:2	508	499	466
12:1:2	35	104	90

### Tuition Rates Per Student 2013-14 through 2015-16



	6:1:1	6:1:2	9:1:2	12:1:2
2013-14	\$68,311	\$73,936	\$58,728	\$58,728
2014-15	\$70,201	\$75,784	\$63,808	\$65,846
2015-16	\$71,470	\$77,073	\$64,893	\$61,649
2015-16 State Average	\$42,799	NA	NA	NA

## Special Education State Testing Program 2015-2016 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	18	1	1	0	20	10.0%	5.0%	11
Grade 4 English Language Arts	20	11	3	0	34	41.2%	8.8%	1
Grade 5 English Language Arts	20	0	0	0	20	0.0%	0.0%	2
Grade 6 English Language Arts	21	1	0	1	23	8.7%	4.3%	1
Grade 7 English Language Arts	29	4	0	0	33	12.1%	0.0%	1
Grade 8 English Language Arts	22	4	3	1	30	26.7%	13.3%	1
Grade 3 Mathematics	12	5	2	0	19	36.8%	10.5%	13
Grade 4 Mathematics	14	8	6	2	30	53.3%	26.7%	1
Grade 5 Mathematics	11	4	4	0	19	42.1%	21.1%	2
Grade 6 Mathematics	16	4	0	0	20	20.0%	0.0%	1
Grade 7 Mathematics	24	1	0	0	25	4.0%	0.0%	1
Grade 8 Mathematics	15	3	0	1	19	21.1%	5.3%	1

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.)**  
**2015-2016 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
<b>Integrated Algebra</b>	4	1	3	8	50.0%	12.5%	37.5%
<b>Geometry</b>	1	0	0	1	100.0%	0.0%	0.0%
<b>Algebra 2/ Trigonometry</b>	0	0	3	3	0.0%	0.0%	100.0%
<b>Living Environment</b>	14	8	22	44	31.8%	18.2%	50.0%
<b>Physical Setting/ Earth Science</b>	13	8	13	34	38.2%	23.5%	38.2%
<b>Physical Setting/ Chemistry</b>	0	0	2	2	0.0%	0.0%	100.0%
<b>Physical Setting/ Physics</b>	0	0	1	1	0.0%	0.0%	100.0%
<b>Common Core ELA</b>	12	6	23	41	29.3%	14.6%	56.1%
<b>Common Core Algebra I</b>	13	9	15	37	35.1%	24.3%	40.5%
<b>Common Core Geometry</b>	0	3	3	6	0.0%	50.0%	50.0%
<b>Comprehensive Exam in English</b>	16	9	11	36	44.4%	25.0%	30.6%
<b>Global History and Geography</b>	36	24	17	77	46.8%	31.2%	22.1%
<b>United States History and Government</b>	13	9	25	47	27.7%	19.1%	53.2%

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2015-2016 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	11	13	22	0	46	76.1%	47.8%	0
Grade 4 English Language Arts	7	16	18	2	43	83.7%	46.5%	0
Grade 5 English Language Arts	5	12	24	4	45	88.9%	62.2%	0
Grade 6 English Language Arts	7	13	30	2	52	86.5%	61.5%	0
Grade 7 English Language Arts	14	14	24	7	59	76.3%	52.5%	2
Grade 8 English Language Arts	18	8	24	4	54	66.7%	51.9%	1
High School English Language Arts	10	10	28	2	50	80.0%	60.0%	1
Grade 3 Mathematics	16	9	20	1	46	65.2%	45.7%	0
Grade 4 Mathematics	19	9	11	4	43	55.8%	34.9%	0
Grade 5 Mathematics	7	12	21	5	45	84.4%	57.8%	0
Grade 6 Mathematics	14	15	13	10	52	73.1%	44.2%	0
Grade 7 Mathematics	10	19	26	4	59	83.1%	50.8%	2
Grade 8 Mathematics	18	11	20	5	54	66.7%	46.3%	1
High School Mathematics	12	10	28	0	50	76.0%	56.0%	1

Data Source: nySTART

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 2015-2016 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	113	0	1,276	0	3	0	113	0	48	0
Data-Driven Instruction	5	0	14	0	4	0	6	0	0	0
Lead Evaluator Training	40	0	25	0	0	0	97	0	16	0
Principal Evaluator Training	11	0	0	0	0	0	28	0	10	0
Integrating Technology into Curricula & Instruction	113	4	23,849	179	0	0	0	0	0	0
Project Based Learning	56	0	0	0	0	0	0	0	0	0
College & Career Readiness	24	0	85	0	4	0	62	0	21	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	17	0	45	0	0	0	17	0	1	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	119	0	742	0	3	0	115	0	39	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	56	0	0	0	0	0	0	0	0	235
(RSE-TASC ) Regional Special Education Technical Assistance Support	66	190	450	905	25	195	43	40	541	706
(SE-SIS) Special Education School Improvement Specialist	0	48	0	350	0	20	0	25	0	76
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	59	0	61	60	1	2	265	0	44	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	27	0	17	0	0	0	394	0	36	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	56	0	0	0	0	0	0	0	0	572
Response to Intervention	48	0	156	0	7	0	199	0	42	0
Data Management and Analysis	56	0	0	0	0	0	0	0	0	739
Learning Standards (ELA, MST, etc.)	54	0	446	0	0	0	97	0	14	0
Interdisciplinary Teaching (including integration of career technology & academics)	56	0	70	0	0	0	0	0	0	0
Other	113	0	514	238	145	34	78	315	586	48



## Technology Services 2015-2016 School Year

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

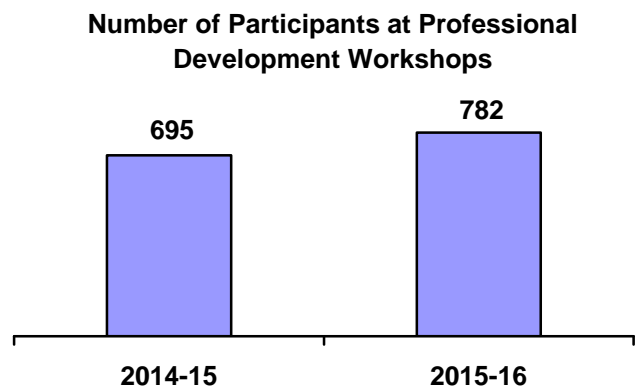
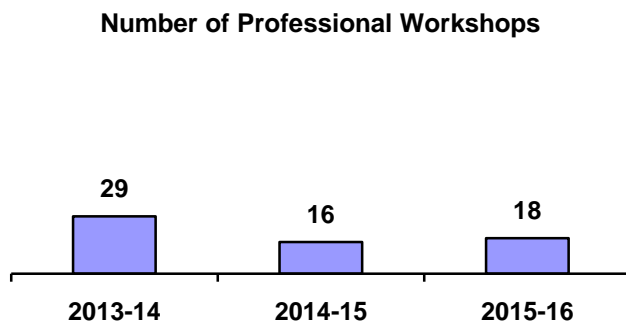
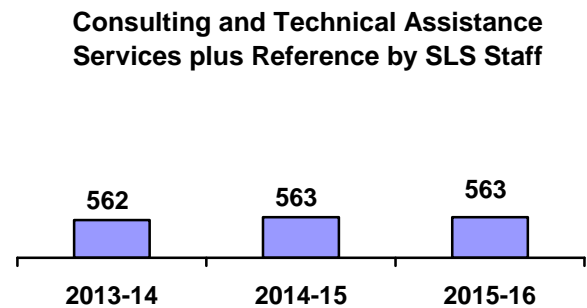
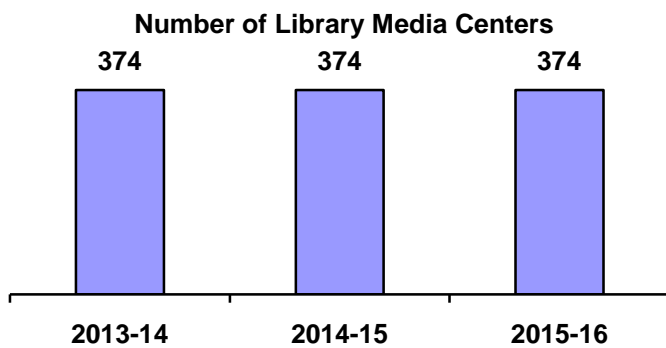
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	33/13,524	78	163,213		X
Instructional Computing	56/18,668	599	221,665		X
Computer/Audio Visual Repair	40/13,583	2,702			X
Library Automation/Software	39/16,860	0	192,421		X
LAN Installation/Support	52/17,530	2,103	205,464		X
Distributed Process Technicians	46/14,692	2,103	172,643		X
Guidance Information	41/15,343	78	181,999	X	
Administrative Computer Services	55/18,481	2,702			X
Administrative Training	20/8,059	0		X	
Instructional Media Resources	53/18,011	78	210,099	X	
Model Schools	46/15,096	0	180,078		X
Other Student Instructional Support	48/15,437	599	183,016		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*



## 2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 20,395,832.71
Capital Expenses.....	\$ 8,524,082.56
Total Program Expenses.....	\$ 295,543,651.77
Total Expenses.....	\$ 324,463,567.04

