

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
- 2017-2018** Expenses

2017-2018

Nassau BOCES

**Nassau BOCES
Board of Cooperative Educational Services
2017-2018 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 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
2016-17	2016-17	2017-18	2017-18
483	361	484	376
301	220	320	239
289	207	296	221
218	103	249	115

Other Career-Related Programs

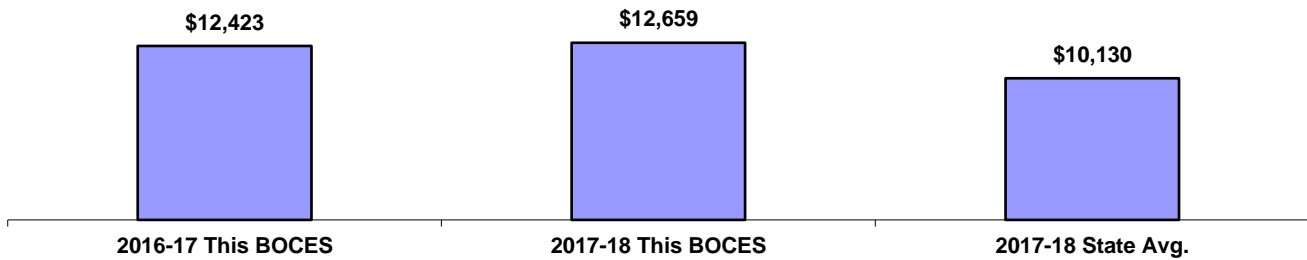
Number of 11th/12th grade students enrolled in one-year programs:

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

0	0	0	0
53	32	47	29
0	15	4	15

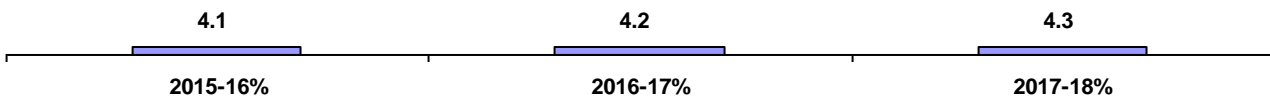
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

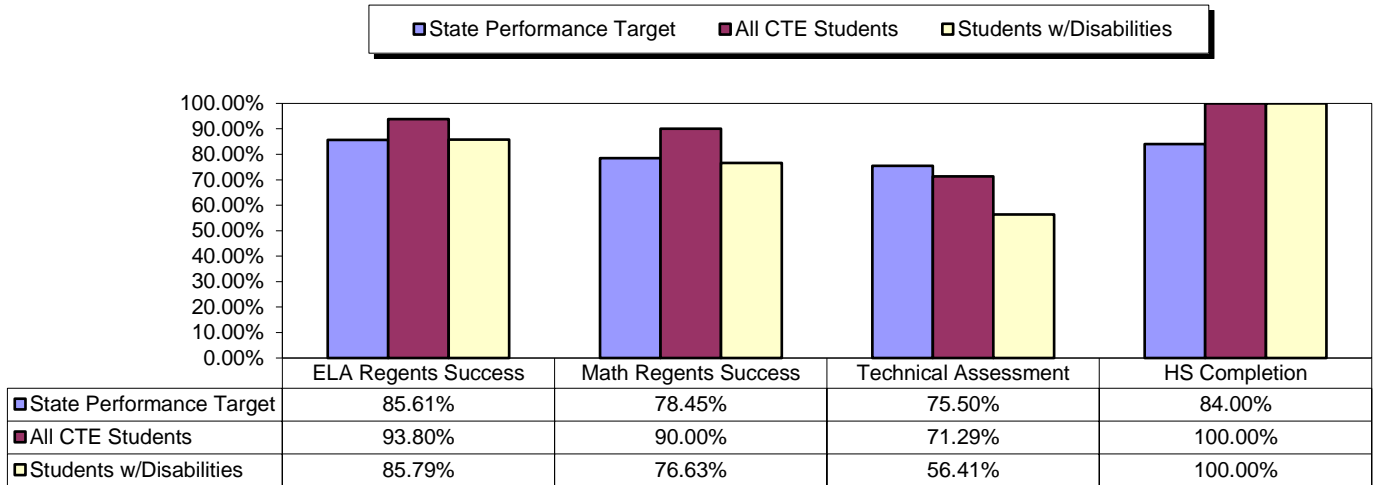
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2017

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2017 Placement Outcomes

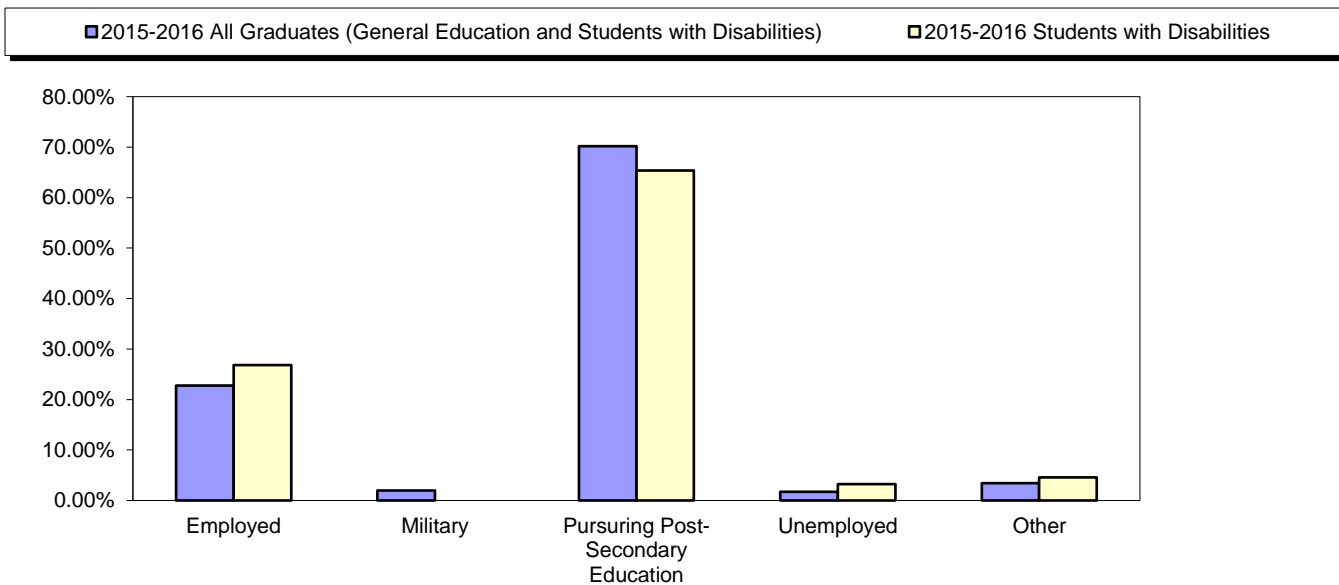
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

<http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCards052118.pdf>

<http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf>

Total Placement

This BOCES	State Target
94.87%	92.0 %



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2017-2018**

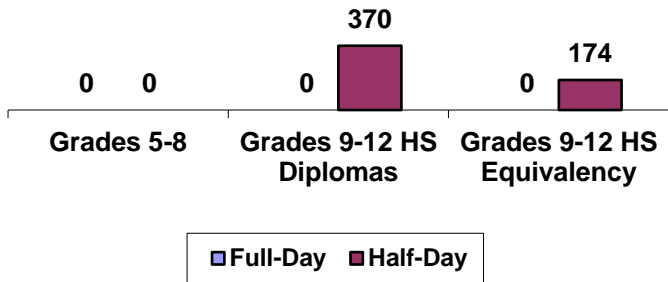
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	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

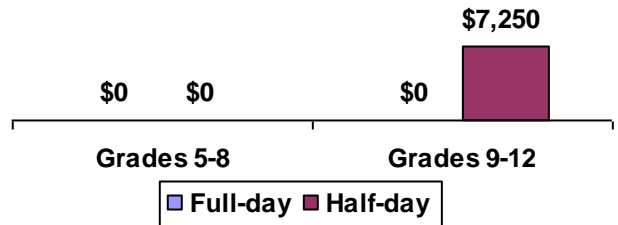
Alternative Education

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, 2018**



2017-2018 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.

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	80	70	0
Remained in the BOCES program	0	0	0	180	124	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	37	29	0
Received high school diplomas			0	68		

Alternative Education State Testing Program
2017-2018 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
Algebra I (CC)	41	25	19	85	48.2%	29.4%	22.3%
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)	47	19	42	108	43.5%	17.6%	38.9%
Living Environment	28	10	22	60	46.6%	16.6%	36.7%
Physical Setting/ Earth Science	42	5	6	53	79.2%	9.4%	11.3%
Physical Setting/ Chemistry	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	21	17	32	70	30%	24.3%	45.7%
United States History and Government	18	12	30	60	30%	20%	50%

Alternative Education Performance of Students

2017-2018 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 Count	Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2016-17	1295	--	--
Continuing Enrollment after 2016-17	500	38.6%	14.60%
Completed or Left During 2016-17	795	61.4%	84.91%
Left Prior to Completion During 2016-17	69	8.7%	13.58%
Completed by the End of 2016-17	726	91.3%	83.36%
Completed or Left During 2016-17 and Status Known	80	10.1%	66.85%
Completed/Left/Status Known and Successfully Placed*	60	75%	76.76%
Completed but Not seeking Employment	20	2.8%	3.26%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2016-17	814	--	--
Under-Represented Gender Members Enrolled During 2016-17	193	--	73.80%
Completed a Non-Traditional Program By the End of 2016-17	390	47.9%	-%
Under-Represented Gender Members Who Completed	113	58.5%	73.89%

* 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 2017-2018 was **1800**.

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					
	2015-16	2016-17	2017-18	2015-16		2016-17		2017-18	
					Percent		Percent		Percent
Adult Beginning/Intermediate	257	219	247	110	42.8%	116	53.0%	97	39.3%
Adult Secondary (Low)	7	2	7	3	42.0%	0	0.0%	0	0.0%
ESOL	1,600	1,586	1,546	1,083	67.7%	1,052	66.3%	1,009	65.3%

Other Outcomes (2015-16 through 2017-18)

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					
	2015-16	2016-17	2017-18	2015-16		2016-17		2017-18	
					Percent		Percent		Percent
Entered employment	13	N/A	N/A	10	77.0%	N/A	0.0%	N/A	0.0%
Retained employment	18	N/A	N/A	18	100.0%	N/A	0.0%	N/A	0.0%
Obtained secondary or HS equivalency diploma	16	N/A	N/A	16	100.0%	N/A	0.0%	N/A	0.0%
Entered post-secondary education or training	23	N/A	N/A	18	78.0%	N/A	0.0%	N/A	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)

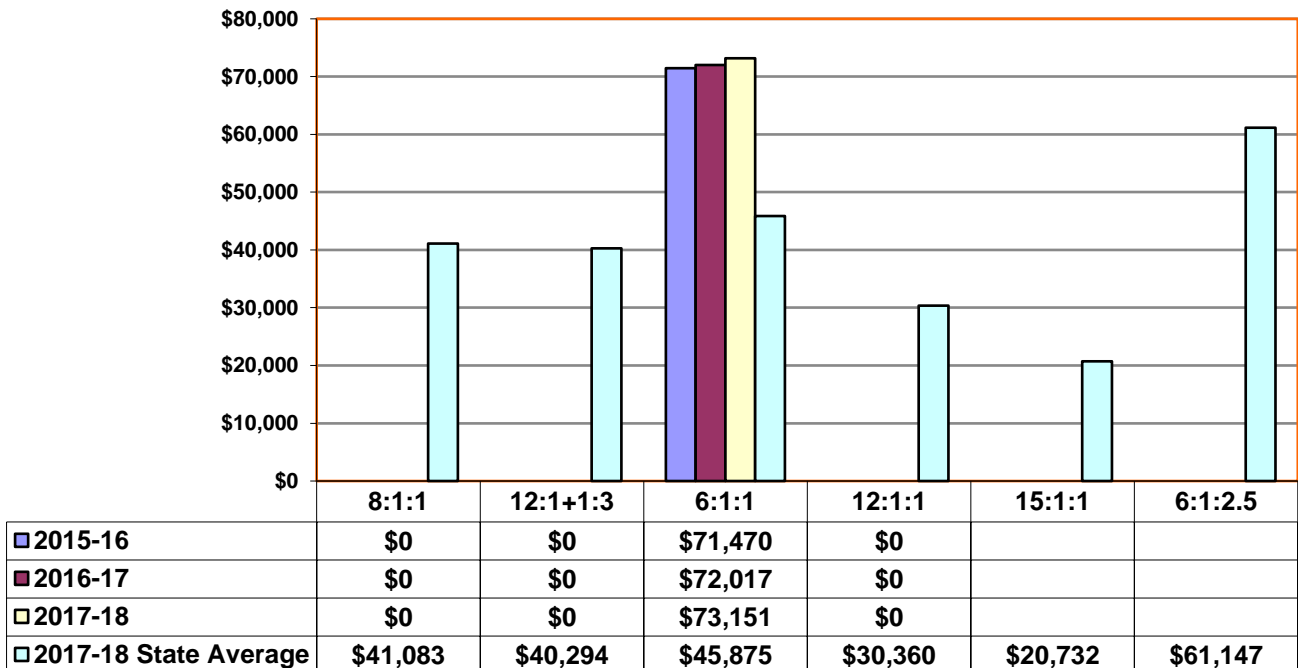
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2015-16	2016-17	2017-18
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	487	472	487
12:1:1	0	0	0
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2015-16 through 2017-18



Special Education State Testing Program 2017-2018 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	23	8	1	0	32	28.1%	3.1%	1
Grade 4 English Language Arts	20	6	0	0	26	23.1	0.0%	1
Grade 5 English Language Arts	16	2	0	0	18	11.1%	0.0%	1
Grade 6 English Language Arts	18	4	1	1	24	25.0%	8.3%	1
Grade 7 English Language Arts	12	3	2	0	17	29.4%	11.8%	2
Grade 8 English Language Arts	26	7	1	1	35	25.7%	5.7%	1
Grade 3 Mathematics	22	8	3	0	33	33.3%	9.1%	1
Grade 4 Mathematics	18	7	1	0	26	30.8%	3.8%	2
Grade 5 Mathematics	14	1	1	0	16	12.5%	6.3%	2
Grade 6 Mathematics	14	4	1	1	20	30.0%	10.0%	1
Grade 7 Mathematics	11	6	1	0	18	38.9%	5.6%	1
Grade 8 Mathematics	27	0	0	1	28	3.6%	3.6%	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.)
2017-2018 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
Algebra 1 (CC)	21	15	31	67	31.3%	22.4%	46.3%
Algebra 2 (CC)	0	0	3	3	0.0%	0.0%	100.0%
Geometry (CC)	6	3	11	20	30.0%	15.0%	55.0%
Living Environment	16	10	23	49	32.7%	20.4%	46.9%
Physical Setting/ Earth Science	26	9	16	51	51.0%	17.6%	31.4%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	1	0	0	1	100.0%	0.0%	0.0%
English Language Arts (CC)	24	10	43	77	31.2%	13.0%	55.8%
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%
Global History & Geography	37	17	34	88	42.0%	19.3%	38.6%
United States History & Government	11	11	38	60	18.3%	18.3%	63.3%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2017-2018 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	7	12	26	3	48	85.4%	60.4%	0.0%
Grade 4 English Language Arts	11	5	24	5	45	75.6%	64.4%	0.0%
Grade 5 English Language Arts	9	10	21	5	45	80.0%	57.8%	0.0%
Grade 6 English Language Arts	10	9	19	0	38	73.7%	50.0%	0.0%
Grade 7 English Language Arts	13	12	21	2	48	72.9%	47.9%	0.0%
Grade 8 English Language Arts	21	8	19	6	54	61.1%	46.3%	0.0%
High School English Language Arts	11	20	31	6	68	83.8%	54.4%	0.0%
Grade 3 Mathematics	5	15	23	5	48	89.6%	58.3%	0.0%
Grade 4 Mathematics	16	8	18	3	45	64.4%	46.7%	0.0%
Grade 5 Mathematics	14	9	19	3	45	68.9%	48.9%	0.0%
Grade 6 Mathematics	15	8	12	3	38	60.5%	39.5%	0.0%
Grade 7 Mathematics	15	10	22	1	48	68.8%	47.9%	0.0%
Grade 8 Mathematics	19	13	17	5	54	64.8%	40.7%	0.0%
High School Mathematics	10	21	34	3	68	85.3%	54.4%	0.0%

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 2017-2018 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	92	-	1,253	-	47	-	135	-	50	-
Data-Driven Instruction	17	42	37	10	5	-	49	32	20	86
Lead Evaluator Training	29	-	42	-	-	-	142	-	47	-
Principal Evaluator Training	26	-	-	-	-	-	27	-	23	-
Integrating Technology into Curricula & Instruction	61	64	28,302	502	-	-	-	-	-	669
Project Based Learning	-	-	320	-	-	-	-	-	-	-
College & Career Readiness	19	83	77	-	-	-	94	-	29	148
Career and Technical Education	-	-	-	-	-	-	-	-	-	-
Middle Level Education	18	-	40	-	-	-	32	-	10	-
Positive Youth Development	-	-	-	-	-	-	-	-	-	-
Instructional Strategies	409	-	633	-	12	-	105	-	26	23
Parent Training	-	-	-	-	-	-	-	-	-	-
Special Education Issues	-	-	-	-	-	-	-	-	-	66
(RSE-TASC) Regional Special Education Technical Assistance Support	113	133	989	1,233	33	214	20	53	756	943
(SE-SIS) Special Education School Improvement Specialist	0	0	34	254	0	43	0	6	0	73
RBE-RN	-	-	-	-	-	-	-	-	-	-
Leadership Training	57	-	62	-	-	-	275	-	38	-
ECE Training (Early Childhood)	-	-	-	-	-	-	-	-	-	-
Professional Practice (APPR)	-	-	-	-	-	-	-	-	-	-
Culture/Climate	-	265	-	-	-	-	-	-	-	-
School & District Planning	-	64	-	-	-	-	-	62	-	159
Response to Intervention	41	-	126	-	18	-	152	-	27	15
Data Management and Analysis	10	40	46	184	-	-	23	92	23	92
Learning Standards (ELA, MST, etc.)	80	-	634	-	25	-	125	-	50	-
Interdisciplinary Teaching (including integration of career technology & academics)	-	-	-	-	-	-	-	-	-	-
Other	99	-	568	249	163	44	105	210	445	419



Technology Services 2017-2018 School Year

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

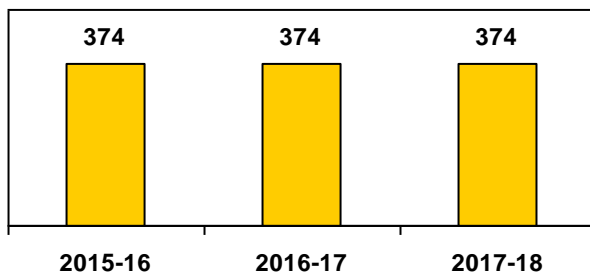
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	44/14,601	73	174,050		X
Instructional Computing	51/16,700	632	198,373		X
Computer/Audio Visual Repair	35/12,001	2,288		X	
Library Automation/Software	40/12,742	0	158,857	X	
LAN Installation/Support	53/17,765	2,288	209,572		X
Distributed Process Technicians	47/15,424	2,288	174,772		X
Guidance Information	42/15,640	0	184,393	X	
Administrative Computer Services	55/21,382	2,288			X
Administrative Training	17/4,645	0			X
Instructional Media Resources	48/16,255	73	200,539	X	
Model Schools	49/16,165	0	194,427		X
Other Student Instructional Support	53/16,992	632	198,486		X



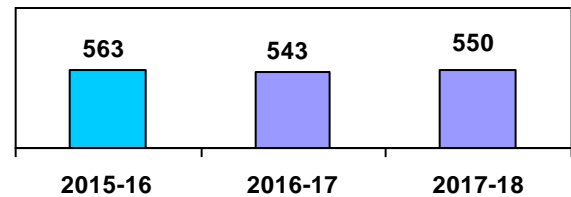
School Library Systems (SLS)

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*

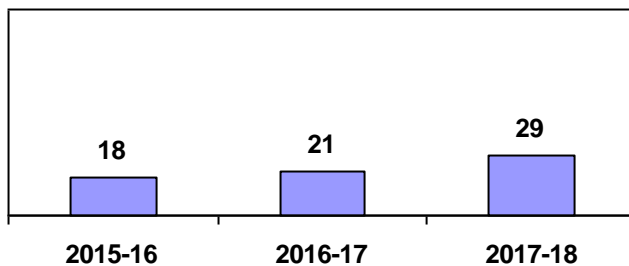
Number of Library Media Centers



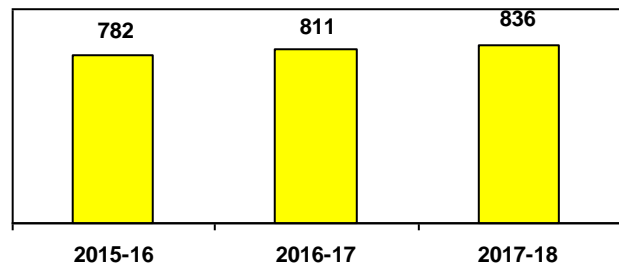
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2017-2018 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$21,114,341.86
Capital Expenses.....	\$7,570,732.94
Total Program Expenses.....	\$331,554,301.40
Total Expenses.....	\$360,239,376.20

