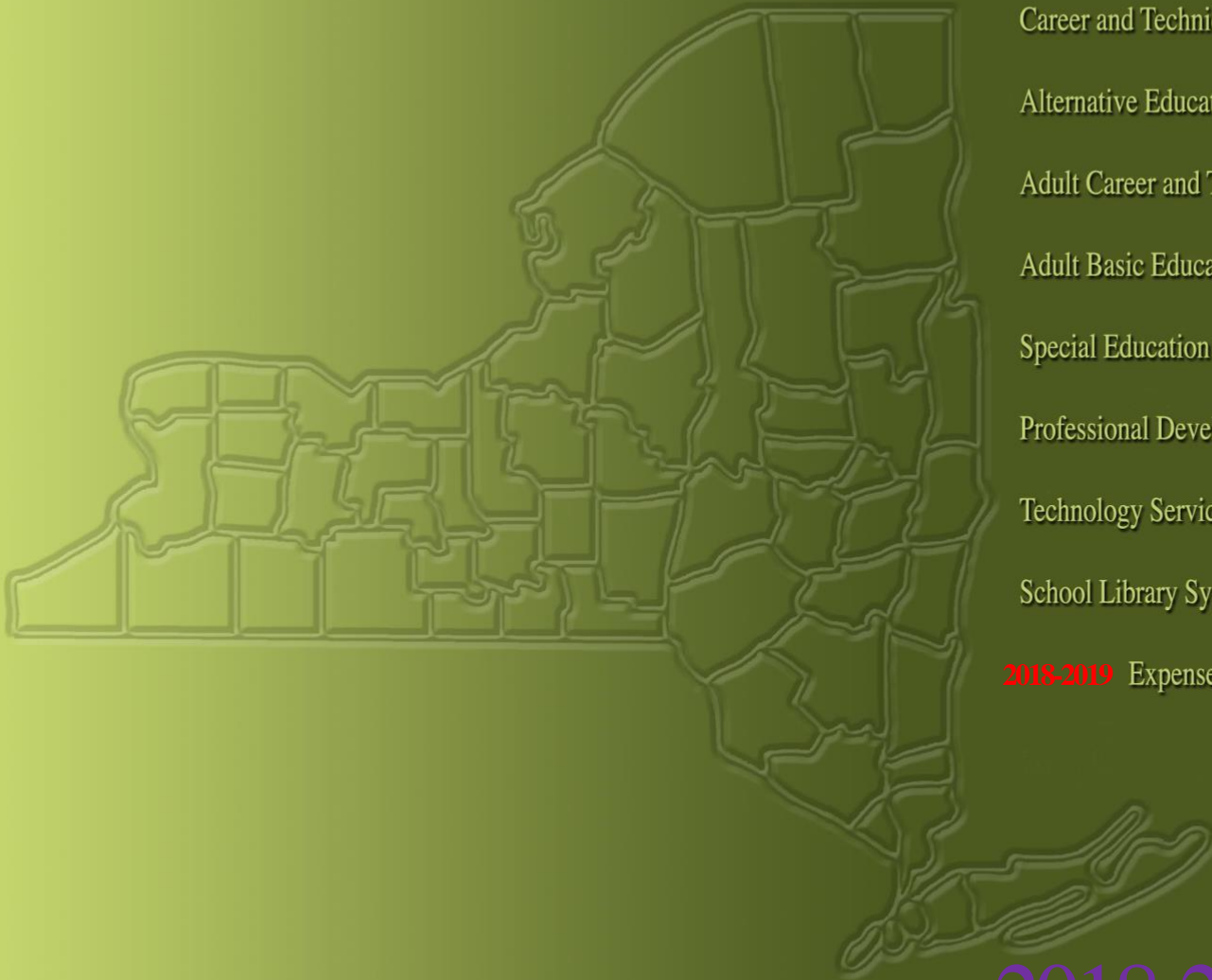


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- Technology Services
- School Library System Services

2018-2019 Expenses

2018-2019

Nassau BOCES

**Nassau BOCES
Board of Cooperative Educational Services
2018-2019 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

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
2017-18	2017-18	2018-19	2018-19
484	376	454	379
320	239	342	281
296	221	334	232
249	115	264	127

Other Career-Related Programs

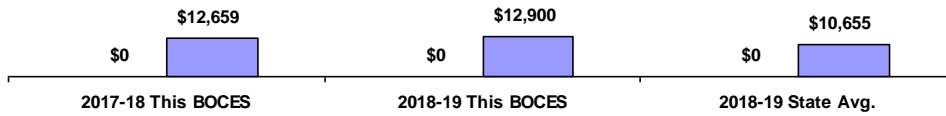
Number of 11th/12th grade students enrolled in one-year programs:

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

0	0	0	0
47	29	46	25
4	15	1	11

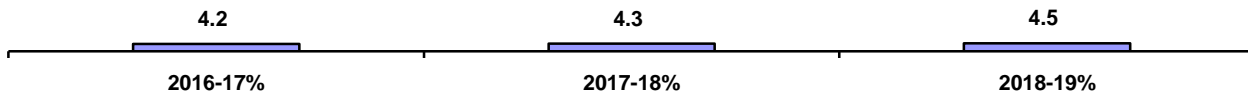
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

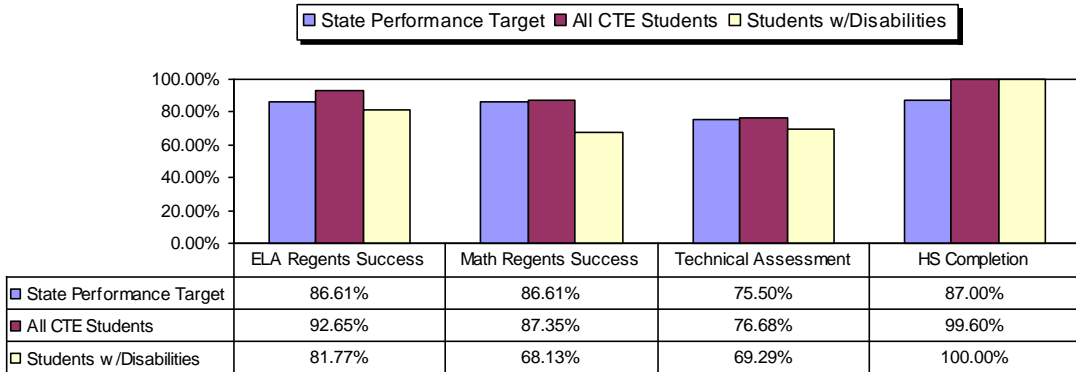
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2018

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2018 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

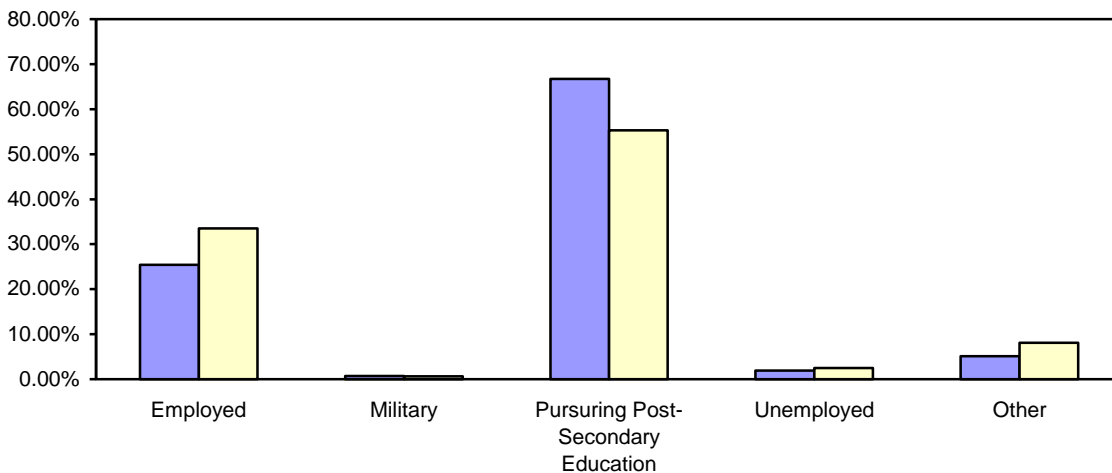
<http://www.p12.nysed.gov/cte/PerkinsV/Docs/PerkinsReportCardfor19-20Appl.pdf>

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

TOTAL PLACEMENT

YOUR BOCES	STATE TARGET
92.91%	92.0%

2016-2017 All Graduates (General Education and Students with Disabilities) 2016-2017 Students with Disabilities



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2018-2019**

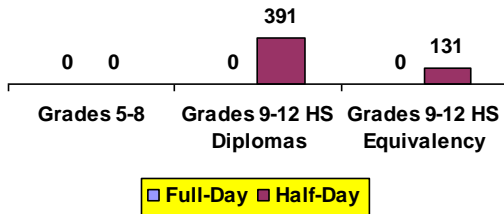
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	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

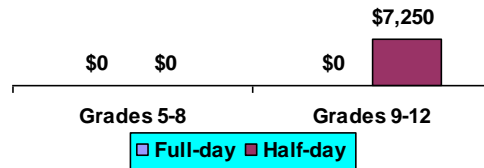
Alternative Education

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, 2019**



2018-2019 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:

Returned to a school district program

Remained in the BOCES program

Left the program and did not enter another district or BOCES program (dropouts)

Received high school diplomas

	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	59	20	0
Remained in the BOCES program	0	0	0	217	78	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	9	46	0
Received high school diplomas	0	0	0	136	32	0

Alternative Education State Testing Program
2018-2019 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)	40	31	17	88	45.5%	35.2%	19.3%
Algebra II (CC)	1	0	0	1	100.0%	0.0%	0.0%
Geometry (CC)	3	1	2	6	50.0%	16.7%	33.3%
English Language Arts (CC)	45	16	47	108	41.7%	14.8%	43.5%
Living Environment	33	18	18	69	47.8%	26.1%	26.1%
Physical Setting/ Earth Science	26	3	3	32	81.3%	9.4%	9.4%
Physical Setting/ Chemistry	0	0	1	1	0.0%	0.0%	100.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography II (New Framework)	0	0	1	1	0.0%	0.0%	100.0%
Global History and Geography Transition	20	14	20	54	37.0%	25.9%	37.0%
United States History and Government	16	11	37	64	25.0%	17.2%	57.8%

**New
Global
History
Exams**

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
All CTE Programs			
Enrolled during 2017-18	1223	--	--
Continuing Enrollment after 2017-18	318	26.0%	20.39%
Completed or Left During 2017-18	905	74.0%	78.41%
Left Prior to Completion During 2017-18	22	7.0%	13.78%
Completed by the End of 2017-18	883	97.5%	85.88%
Completed or Left During 2017-18 and Status Known	68	7.5%	65.54%
Completed/Left/Status Known and Successfully Placed*	55	81.0%	80.56%
Completed but Not seeking Employment	11	16.2%	2.91%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2017-18**	486	--	--
Completed a Non-Traditional Program By the End of 2017-18**	448	92.2%	82.01%
Under-Represented Gender Members Enrolled during 2017-18***	15	--	--
Under-Represented Gender Members Who Completed during 2017-18	9	61.7%	81.12%

*Successfully Placed means placed in employment, the military or in additional education.

**Non-Traditional programs are usually represented by the number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

***Under-Represented Gender: A person of the opposite gender that is part of a program usually dominated by the opposite gender.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2018-2019 was 1743.

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					
	2016-17	2017-18	2018-19	2016-17		2017-18		2018-19	
					Percent		Percent		Percent
Adult Beginning/Intermediate	219	247	186	116	53.0%	97	39.3%	74	39.78%
Adult Secondary (Low)	2	7	11	0	0.0%	0	0.0%	4	36.36%
ESOL	1,586	1,546	1,546	1,052	66.3%	1,009	65.3%	992	64.16%

Other Outcomes (2016-17 through 2018-19)

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					
	2016-17	2017-18	2018-19	2016-17		2017-18		2018-19	
					Percent		Percent		Percent
Entered employment	N/A	N/A	N/A	N/A	0.0%	N/A	0.0%	N/A	0.0%
Retained employment	N/A	N/A	N/A	N/A	0.0%	N/A	0.0%	N/A	0.0%
Obtained secondary or HS equivalency diploma	N/A	N/A	N/A	N/A	0.0%	N/A	0.0%	N/A	0.0%
Entered post-secondary education or training	N/A	N/A	N/A	N/A	0.0%	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*

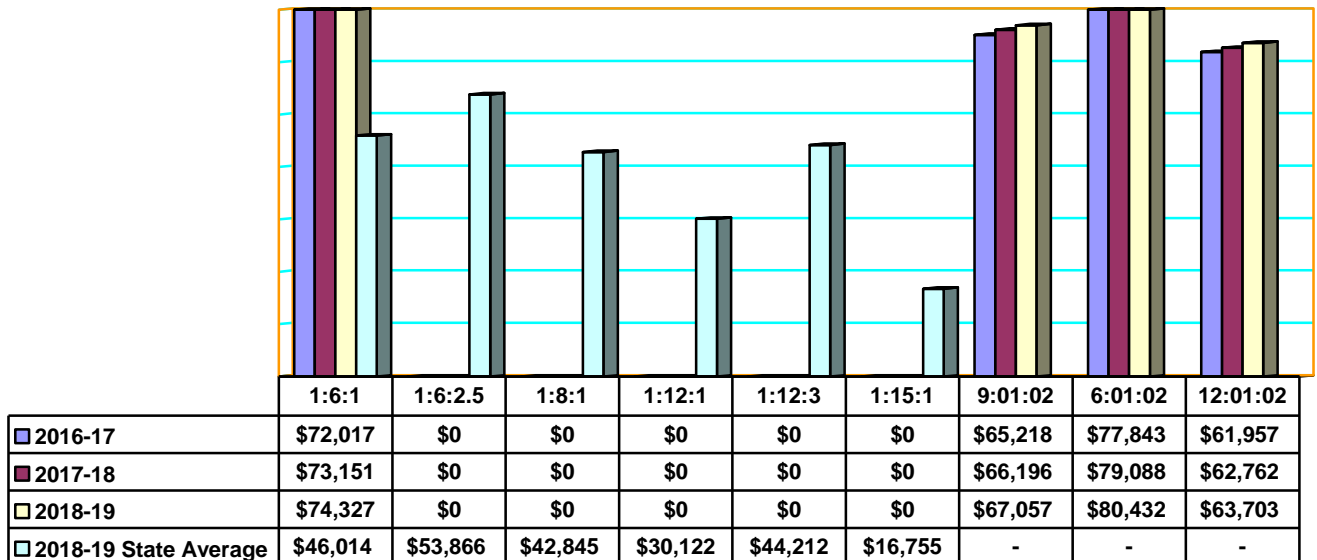
Enrollment Trends

	2016-17	2017-18	2018-19
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	472	487	468
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

	2016-17	2017-18	2018-19
6:1:2	510	517	536
9:1:2	461	462	434
12:1:2	94	91	72

Tuition Rates Per Student 2016-17 through 2018-19



Special Education State Testing Program 2018-2019 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	5	1	0	24	25.0%	4.2%	2
Grade 4 English Language Arts	16	7	0	0	23	30.4%	0.0%	1
Grade 5 English Language Arts	23	1	1	0	25	8.0%	4.0%	1
Grade 6 English Language Arts	13	1	0	0	14	7.1%	0.0%	1
Grade 7 English Language Arts	15	2	1	0	18	16.7%	5.6%	3
Grade 8 English Language Arts	21	10	3	0	34	38.2%	8.8%	2
Grade 3 Mathematics	17	3	2	0	22	22.7%	9.1%	2
Grade 4 Mathematics	11	7	3	0	21	47.6%	14.3%	1
Grade 5 Mathematics	19	5	1	0	25	24.0%	4.0%	1
Grade 6 Mathematics	10	1	1	0	12	16.7%	8.3%	1
Grade 7 Mathematics	13	4	0	0	17	23.5%	0.0%	3
Grade 8 Mathematics	17	6	1	0	24	29.2%	4.2%	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.)
2018-2019 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)	26	16	30	72	36.1%	22.2%	41.7%
Algebra 2 (CC)	2	0	3	5	40.0%	0.0%	60.0%
Geometry (CC)	4	4	9	17	23.5%	23.5%	52.9%
Living Environment	15	7	25	47	31.9%	14.9%	53.2%
Physical Setting/ Earth Science	34	5	19	58	58.6%	8.6%	32.8%
Physical Setting/ Chemistry	0	2	0	2	0.0%	100.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
English Language Arts (CC)	11	7	43	61	18.0%	11.5%	70.5%
Global History and Geography II (New Framework)	8	2	2	12	66.7%	16.7%	16.7%
Global History and Geography Transition	26	6	28	60	43.3%	10.0%	46.7%
United States History & Government	13	6	32	51	25.5%	11.8%	62.7%

**New
Global
History
Exams**

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2018-2019 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	6	12	24	3	45	86.7%	60.0%	0.0%
Grade 4 English Language Arts	12	8	24	0	44	72.7%	54.5%	0.0%
Grade 5 English Language Arts	6	5	27	6	44	86.4%	75.0%	0.0%
Grade 6 English Language Arts	9	14	22	0	45	80.0%	48.9%	2.2%
Grade 7 English Language Arts	11	14	20	4	49	77.6%	49.0%	0.0%
Grade 8 English Language Arts	23	4	20	3	50	54.0%	46.0%	0.0%
High School English Language Arts	13	12	24	3	52	75.0%	51.9%	0.0%
Grade 3 Mathematics	12	10	23	0	45	73.3%	51.1%	0.0%
Grade 4 Mathematics	18	4	18	4	44	59.1%	50.0%	0.0%
Grade 5 Mathematics	9	18	12	5	44	79.5%	38.6%	0.0%
Grade 6 Mathematics	14	13	16	2	45	68.9%	40.0%	2.2%
Grade 7 Mathematics	13	17	17	2	49	73.5%	38.8%	0.0%
Grade 8 Mathematics	20	11	19	0	50	60.0%	38.0%	0.0%
High School Mathematics	13	12	23	4	52	75.0%	51.9%	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 2018-2019 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided professional 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	-	-	-	-	-	-	-	-	-	-
Data-Driven Instruction	-	23	-	43	-	-	-	19	-	-
Lead Evaluator Training	49	-	-	-	-	-	231	-	49	-
Principal Evaluator Training	5	-	-	-	-	-	-	-	49	-
Integrating Technology into Curricula & Instruction	60	70	3836	440	-	-	-	50	-	56
Project Based Learning	15	-	21	-	-	-	1	-	-	-
College & Career Readiness	19	50	77	-	-	-	94	-	29	-
Career and Technical Education	-	-	-	-	-	-	-	-	-	-
Middle Level Education	10	-	36	18	-	-	-	-	-	-
Positive Youth Development	-	-	-	-	-	-	-	-	-	-
Instructional Strategies	89	-	2991	-	-	-	75	-	20	-
Parent Training	-	-	-	-	-	-	-	-	-	-
Special Education Issues	-	-	-	-	-	-	-	-	-	66
(RSE-TASC) Regional Special Education Technical Assistance Support	128	144	1274	1244	26	14	24	73	808	779
(SE-SIS) Special Education School Improvement Specialist	0	0	32	118	14	51	0	9	0	83
RBE-RN	-	-	-	-	-	-	-	-	-	-
Leadership Training	60	92	36	142	-	-	14	89	152	28
ECE Training (Early Childhood)	-	-	-	-	-	-	-	-	-	-
Professional Practice (APPR)	-	-	-	-	-	-	-	-	-	-
Culture/Climate	23	-	28	-	-	-	10	-	5	-
School & District Planning	-	-	-	-	-	-	-	-	-	-
Response to Intervention	22	12	42	22	18	-	-	9	-	13
Data Management and Analysis	-	62	-	75	-	-	-	125	-	71
Learning Standards (ELA, MST, etc.)	51	29	-	700	-	-	115	-	50	-
Interdisciplinary Teaching (including integration of career technology & academics)	-	-	-	-	-	-	-	-	-	-
Other	99	-	1447	368	-	-	83	109	86	72

Technology Services 2018-2019 School Year



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

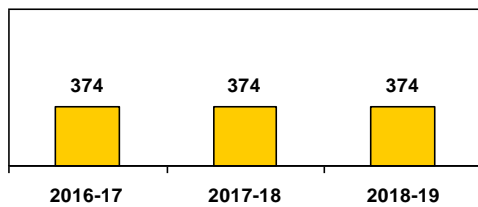
BOCES provides technology services to district and BOCES staff and students in the following areas:	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	28/10,636	611	120,781	0	X
Instructional Computing	51/16,700	2,903	192,576	0	X
Computer/Audio Visual Repair	34/12,001	2,384	122,722	X	0
Library Automation/Software	39/12,742	0	147,484	X	0
LAN Installation/Support	52/17,537	2,384	200,032	0	X
Distributed Process Technicians	49/15,955	2,384	186,102	0	X
Guidance Information	39/14,649	0	165,645	X	0
Administrative Computer Services	55/18,625	2,384	203,694	0	X
Administrative Training	15/7,140	0	80,653	0	X
Instructional Media Resources	48/17,212	611	186,777	X	0
Model Schools	41/15,579	0	161,428	0	X
Other Student Instructional Support	53/16,276	2,903	187,149	0	X

School Library Systems (SLS) 2018-2019 School Year

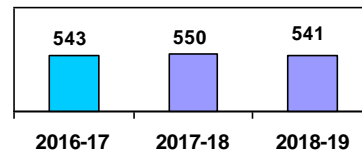


School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under 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*

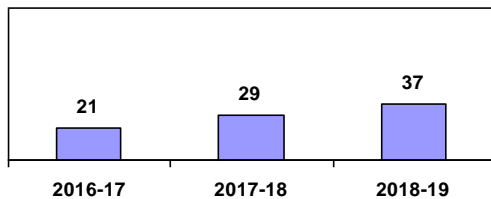
Number of Library Media Centers



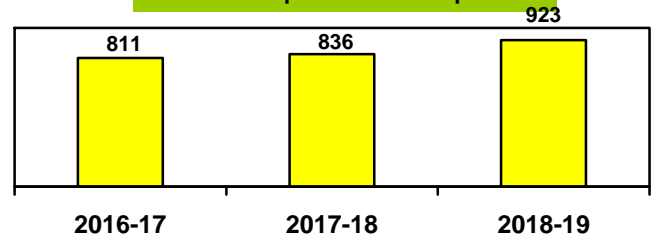
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2018-2019 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$21,955,621.34
Capital Expenses.....	\$6,263,063.62
Total Program Expenses.....	\$347,858,514.50
Total Expenses.....	\$376,077,199.46

