BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

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Nassau BOCES

Nassau BOCES
Board of Cooperative Educational Services
2019-2020 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

Due to COVID-19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved underline waiver and the memorandum from the Office of Accountability entitled "2019-20 Accountability Implications to Address the COVID-19 Crisis."

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

*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

Nassau BOCES encompasses 453.01 square miles

Joint Management Team

- Suffolk One (Eastern Suffolk)
- Nassau
- Suffolk Two (Western Suffolk)

Regional Information Center

- Nassau BOCES 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.

Number of 11th/12th grade students enrolled in a CTE two-year sequence:	General Education Students 2018-19	Students with Disabilities 2018-19	General Education Students 2019-20	Students with Disabilities 2019-20
First-year students	454	379	569	430
Second-year students	342	281	445	283
Second-year students completing	334	232	423	239
Completers with technical endorsement	264	127	395	196

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	46	25	43	45
Other one-year programs	1	11	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

$12,900	$13,145	$10,641
2018-19 This BOCES	2019-20 This BOCES	2019-20 State Avg.
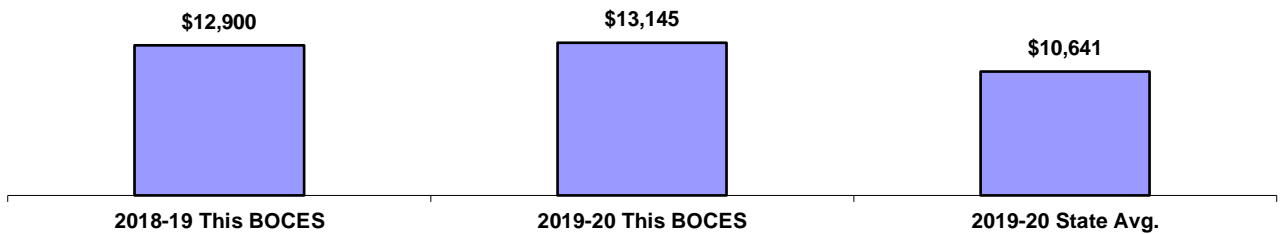
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

| 4.3	4.5	5.2
2017-18%	2018-19%	2019-20%
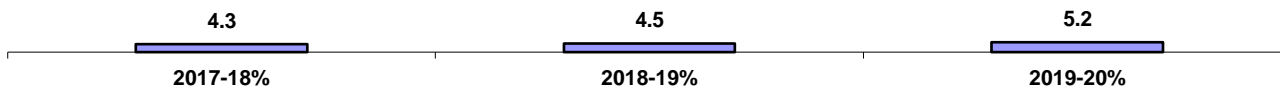
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2019

Data Source: SIRS

|	State Performance Target	All CTE Students	Students w/Disabilities
ELA Regents Success	85.00%	91.59%	78.72%
Math Regents Success	83.00%	91.59%	78.72%
HS Completion	81.80%	95.06%	90.96%
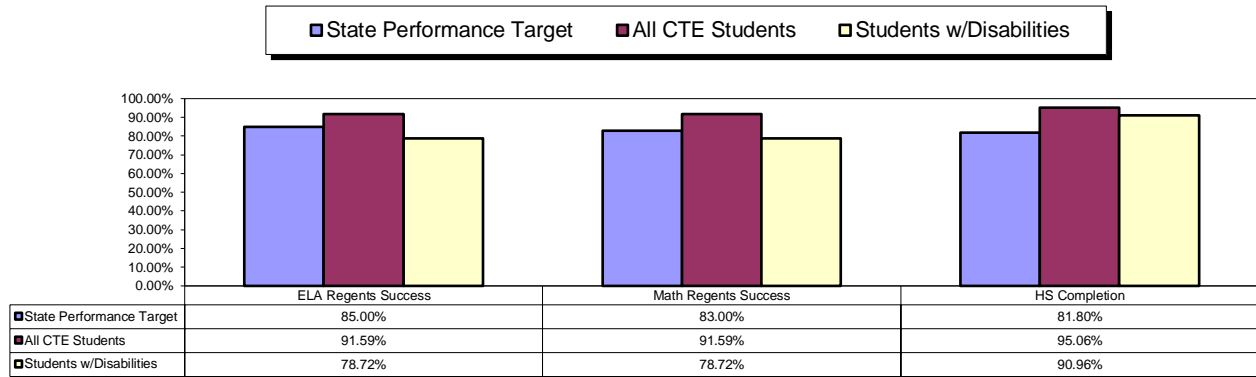
Status of Career and Technical Education (CTE) Students
2019 Placement Outcomes

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
94.54%	97.35 %

Legend: 2018-2019 All Graduates (General Education and Students with Disabilities); 2018-2019 Students with Disabilities

	All Graduates	Students with Disabilities
Employed	25.90%	30.13%
Military	0.48%	0.64%
Pursuring Post-Secondary Education	68.17%	60.26%
Unemployed	1.90%	3.21%
Other	3.56%	5.77%
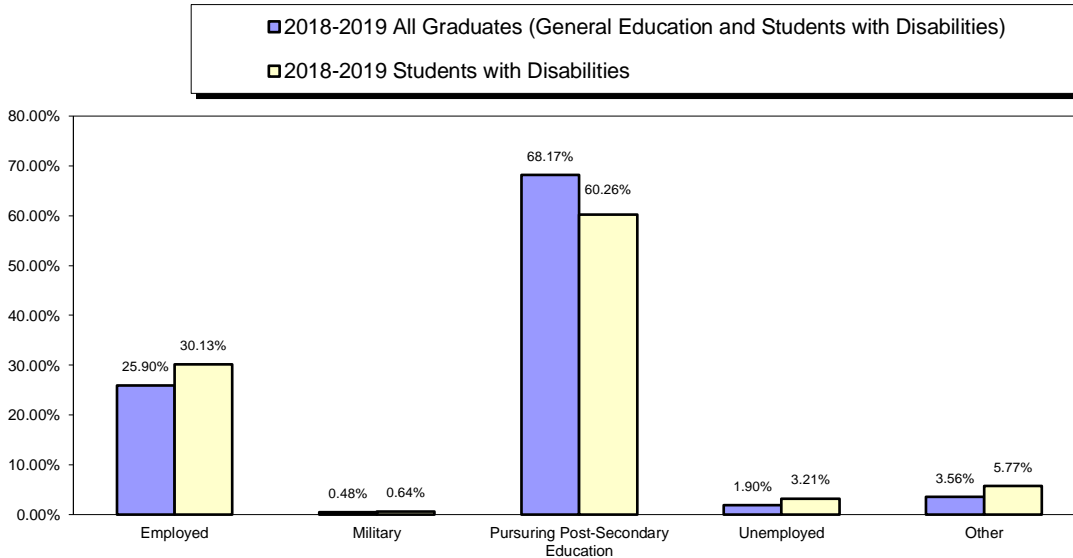
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2019-2020

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 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, 2020
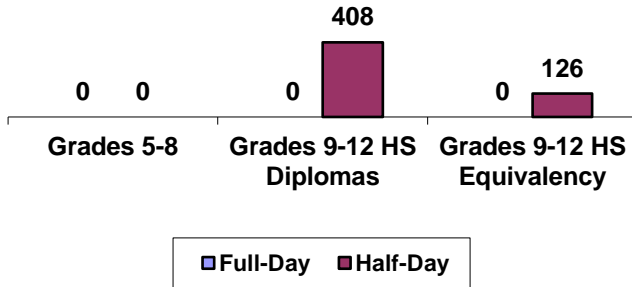
2019-2020 Per Student Tuition
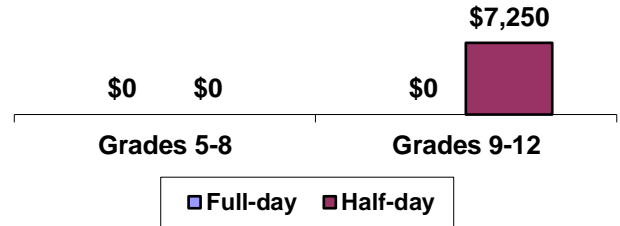
Alternative Education Outcomes

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	75	21	0
Remained in the BOCES program	0	0	0	169	46	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	36	18	0
Received high school diplomas			0	128		

Alternative Education State Testing Program
2019-2020 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)	20	13	7	40	50.0%	32.5%	17.5%
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)	18	8	24	50	36.0%	16.0%	48.0%
Living Environment	13	10	8	31	41.9%	32.3%	25.8%
Physical Setting/ Earth Science	14	3	0	17	82.4%	17.6%	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	1	6	7	0.0%	14.3%	85.7%
Global History and Geography Transition	6	2	2	10	60.0%	20.0%	20.0%
United States History and Government	10	3	14	27	37.0%	11.1%	51.9%

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	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2018-19	1056	--	--
Continuing Enrollment after 2018-19	275	26.04%	18.60%
Completed or Left During 2018-19	781	73.96%	81.70%
Left Prior to Completion During 2018-19	19	1.80%	13.10%
Completed by the End of 2018-19	762	72.16%	70.00%
Completed or Left During 2018-19 and Status Known	92	8.71%	44.40%
Completed/Left/Status Known and Successfully Placed*	74	7.01%	34.10%
Completed but Not seeking Employment	18	1.70%	3.40%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2018-19	1000	94.70%	44.40%
Completed a Non-Traditional Program By the End of 2018-19	935	88.54%	36.80%
Under-Represented Gender Members Enrolled during 2018-19	30	2.84%	7.20%
Under-Represented Gender Members Who Completed during 2018-19	18	1.70%	5.10%

* 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 2019-2020 was 1424.

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 2017-18	Enrollment 2018-19	Enrollment 2019-20	Educational Gain 2017-18	Educational Gain 2017-18 Percent	Educational Gain 2018-19	Educational Gain 2018-19 Percent	Educational Gain 2019-20	Educational Gain 2019-20 Percent
Adult Beginning/ Intermediate	247	186	197	97	39.27%	74	39.78%	34	17.25%
Adult Secondary (Low)	7	11	0	0	0.0%	4	36.36%	0	0.0%
ESOL	1546	1546	1424	1009	65.26%	992	64.16%	661	46.42%

Other Outcomes (2017-18 through 2019-20)

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 2017-18	Students with Goal 2018-19	Students with Goal 2019-20	Students Achieving Goal 2017-18	Students Achieving Goal 2017-18 Percent	Students Achieving Goal 2018-19	Students Achieving Goal 2018-19 Percent	Students Achieving Goal 2019-20	Students Achieving Goal 2019-20 Percent
Entered employment	61	129	183	59	96.72%	115	89.15%	97	53.01%
Retained employment	59	129	183	57	96.61%	108	83.72%	96	52.46%
Obtained secondary or HS equivalency diploma	0	20	0	0	0.0%	13	65.00%	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

	2017-18	2018-19	2019-20
8:1:1	0	0	0
12:1+1:3	0	0	0
6:1:1	487	468	457
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

	2017-18	2018-19	2019-20
6:1:2	517	536	540
9:1:2	462	434	435
12:1:2	91	72	65

Tuition Rates Per Student
2017-18 through 2019-20

	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1	9:1:2	6:1:2	12:1:2
2017-18	$73,151	$0	$0	$0	$0	$0	$66,196	$79,088	$62,762
2018-19	$74,327	$0	$0	$0	$0	$0	$67,057	$80,432	$63,703
2019-20	$75,561	$0	$0	$0	$0	$0	$68,063	$81,719	$64,467
2019-20 State Average	$48,177	$62,371	$44,284	$31,972	$42,939	$16,038			
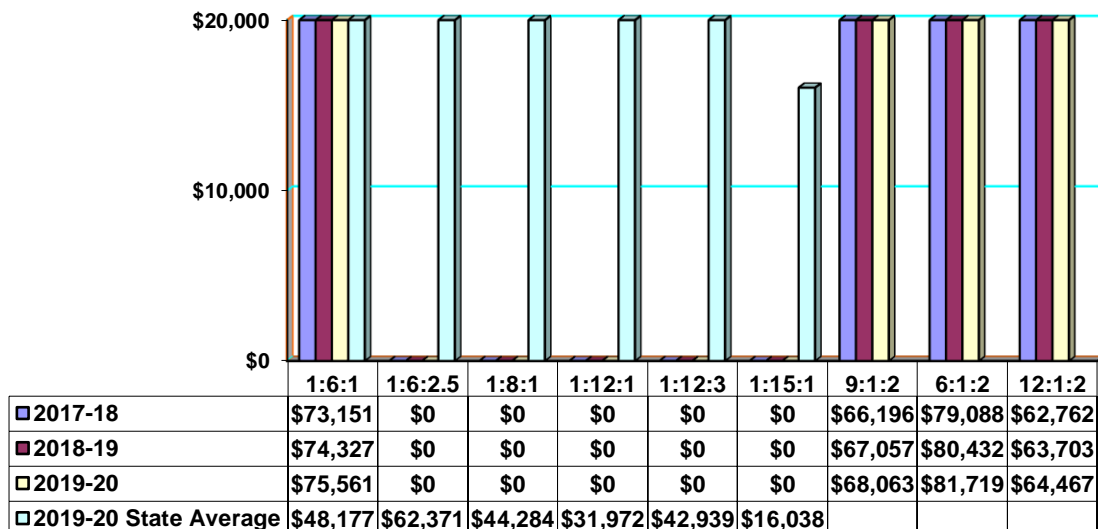
Special Education State Testing Program
2019-2020 School Year

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	0	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 8 Mathematics	0	0	0	0	0	0.0%	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.)
2019-2020 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)	17	6	1	24	70.8%	25.0%	4.2%
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (CC)	3	0	0	3	100.0%	0.0%	0.0%
Living Environment	3	1	3	7	42.9%	14.3%	42.9%
Physical Setting/ Earth Science	2	2	0	4	50.0%	50.0%	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%
English Language Arts (CC)	18	7	35	60	30.0%	11.7%	58.3%
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography II (New Framework)	1	0	0	1	100.0%	0.0%	0.0%
Global History & Geography Transition	8	3	1	12	66.7%	25.0%	8.3%
United States History & Government	1	0	1	2	50.0%	0.0%	50.0%

Students with Severe Disabilities Performance on the New York State Alternate Assessments 2019-2020 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	0	0	0	0.0%	0.0%	0.0%
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
High School English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
High School Mathematics	0	0	0	0	0	0.0%	0.0%	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 2019-2020 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	435	74	113	57	445	112	0	0	34	6
Instructional Strategies	7511	543	7235	312	30,895	1532	0	0	2243	63
Data-Driven Instruction	109	28	2	2	256	49	0	0	8	2
Effective Use of Technology	911	575	384	162	3105	1280	79	13	65	93
Project Based Learning	0	0	0	0	0	0	0	0	0	0
Parent Engagement	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
College, Career & Civic Readiness	5	2	0	0	0	0	0	0	1	1
Response to Intervention	32	12	0	0	161	38	0	0	1	1
Early Childhood Education	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	19	20	0	0	0	0
Middle Level Education	213	45	192	26	800	95	0	0	57	24
Special Education Strategies	266	42	57	9	359	92	0	0	17	7
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	492	52	1278	183	1153	180	0	0	383	10
Leadership Development	1427	321	1763	562	1284	679	0	0	529	13
District & School Strategic Planning	3120	119	4731	393	2369	298	0	0	1413	43
Using Data	0	0	0	0	0	0	0	0	0	0
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	1272	137	1344	178	11,730	452	96	16	654	34
Social – Emotional Learning	2335	376	1000	267	6582	1172	12	3	348	162
Other culture/climate	0	0	0	0	0	0	0	0	0	0
Safety	0	0	0	0	0	0	0	0	0	0
Other	294	63	0	0	353	113	0	0	4	2

2019-2020 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… ………………………………………………….$ 21,724,713.19

Capital Expenses……………………………………………………….…… $ 6,922,386.98

Total Program Expenses……………………………………………….…… $ 351,291,773.59

Total Expenses……………………………………………………………….$ 379,291,773.59

Total Program 92.5%

*Administration 5.7%

Capital 1.8%

Itinerant Services 0%

General Instruction 6%

Instructional Support 20%

Other Services 21%

Instruction of Students with Disabilities 47%

Career & Technical Education 6%