

PERFORMANCE REPORT

2018-2019

2018-2019

Adult Basic Education

2018-2019

2018-2019

2018-2019

2018-2019

2018-2019

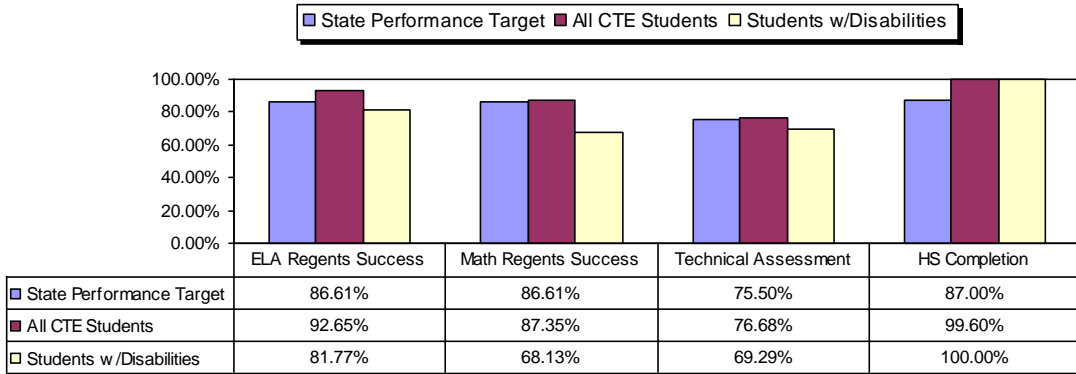
2018-2019

Nassau BOCES

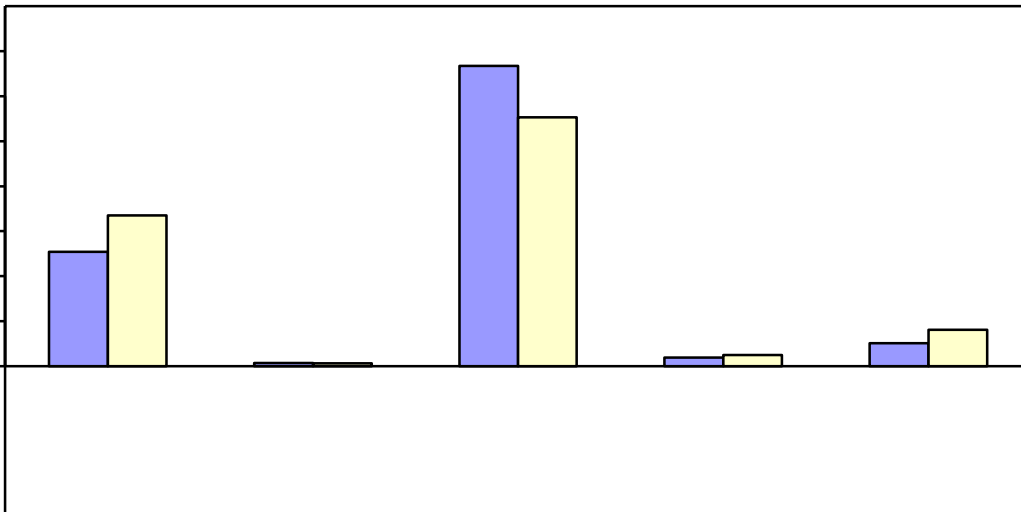


- < Baldwin UFSD
- < Bellmore UFSD
- < Bellmore-Merrick CSD
- < Bethpage UFSD
- < Carle Place UFSD
- < East Meadow UFSD
- < East Rockaway UFSD
- < East Williston UFSD
- < Elmont UFSD
- < Farmingdale UFSD
- < Floral Park-Bellerose UFSD
- < Franklin Square UFSD
- < Freeport UFSD
- < Garden City UFSD
- < Glencove 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 612 792 reWh* nBTF2 14 Tf1 0 0 1 335.0



BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their 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.



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.

0	0	0	59	20	0
0	0	0	217	78	0
0	0	0	9	46	0

When placing students, districts select among classrooms with different student/staff ratios consistent with each stude



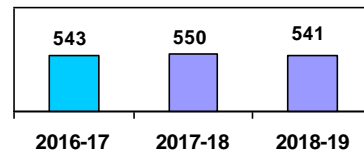
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

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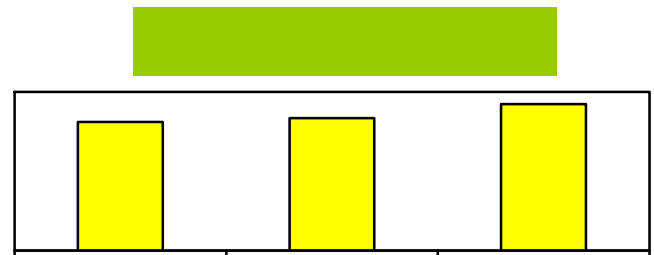
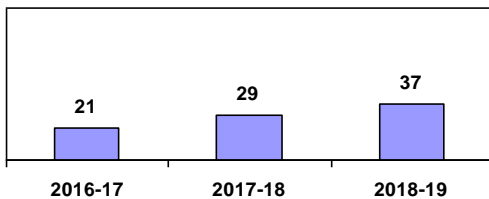


School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under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

Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



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

