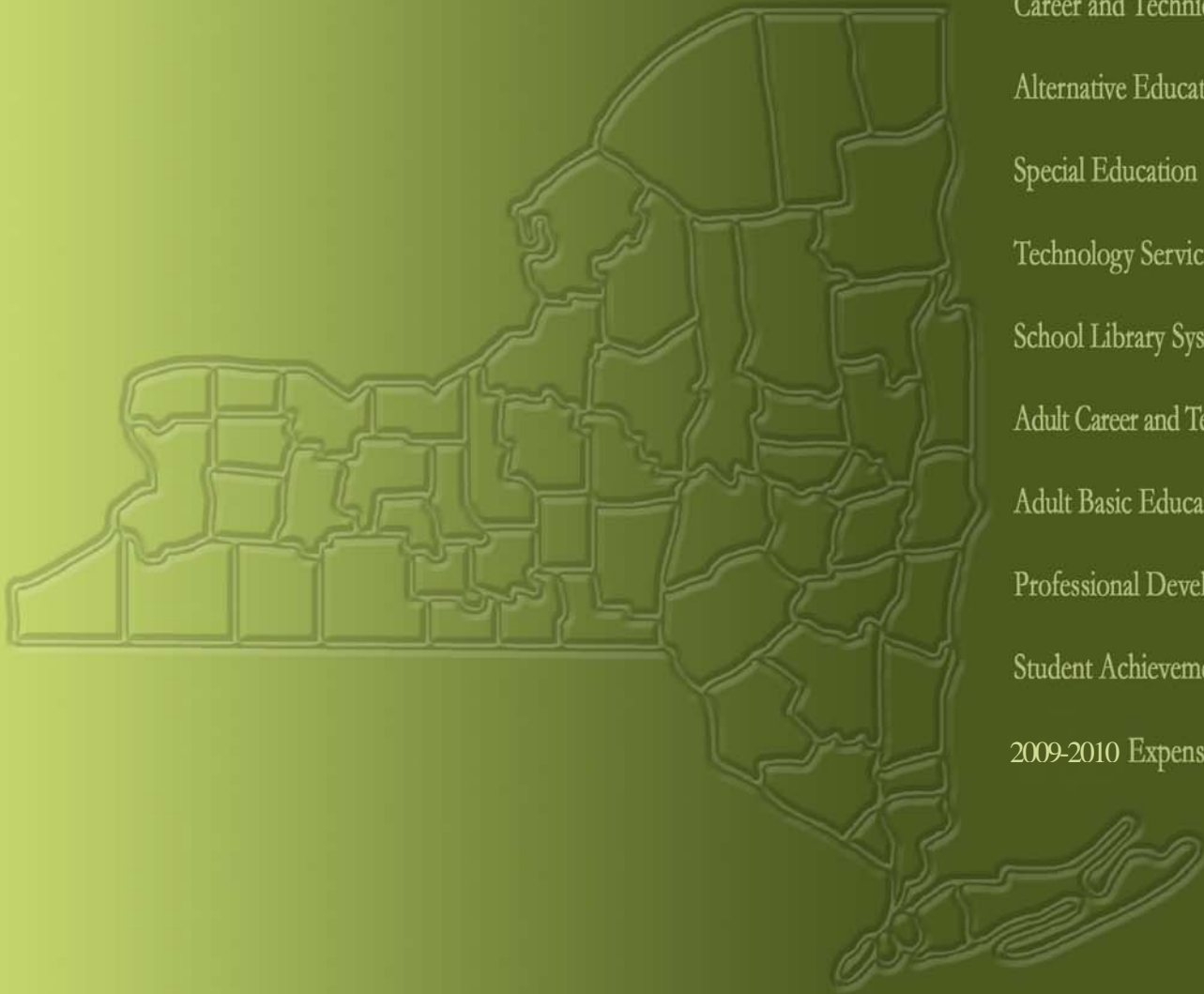


BOARD OF COOPERATIVE EDUCATIONAL SERVICES

# REPORT CARD



- Career and Technical Education
- Alternative Education
- Special Education
- Technology Services
- School Library System Services
- Adult Career and Technical Education
- Adult Basic Education
- Professional Development
- Student Achievement
- 2009-2010 Expenses

2009-2010

Nassau BOCES

**Nassau BOCES**  
**Board of Cooperative Educational Services**  
**2009-2010 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
- Regents Examinations

**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-Grdn 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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2008-09	2008-09	2009-10	2009-10
378	198	401	234
345	263	218	244
342	254	211	238

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

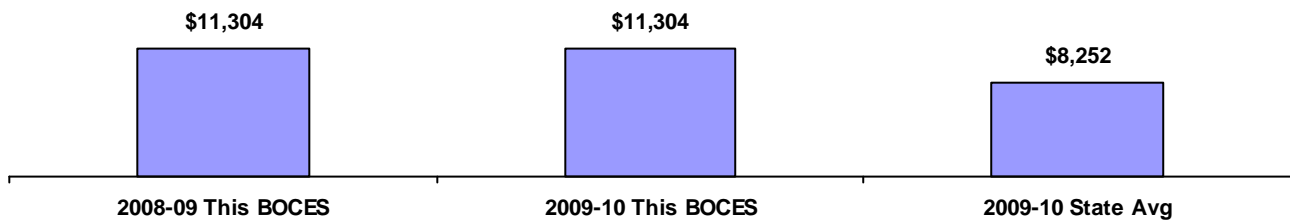
“New Vision”

Other one-year programs

NA	NA	NA	NA
44	57	127	61

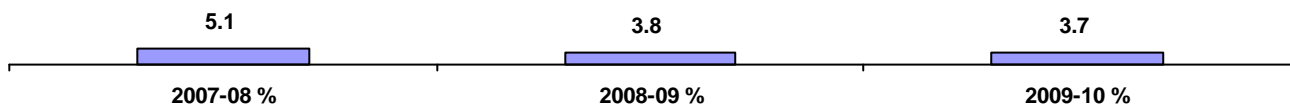
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

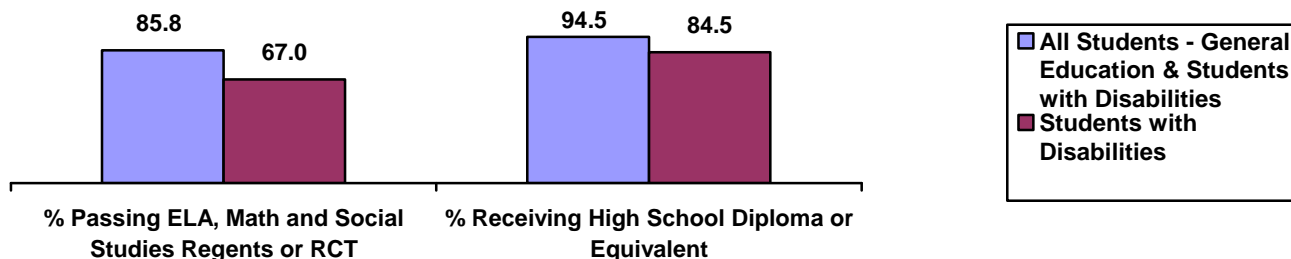
*Data Source: Basic Education Data System*



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

## Performance of Career & Technical Education (CTE) Students Who Graduated in 2009

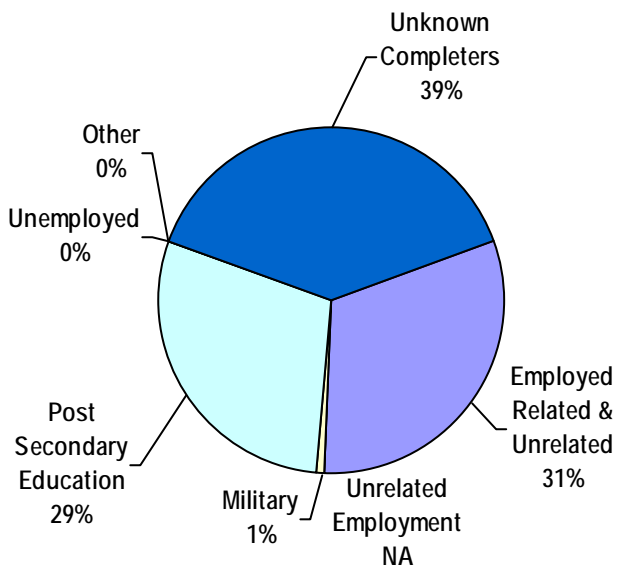
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) Data Source: CTEDS-2



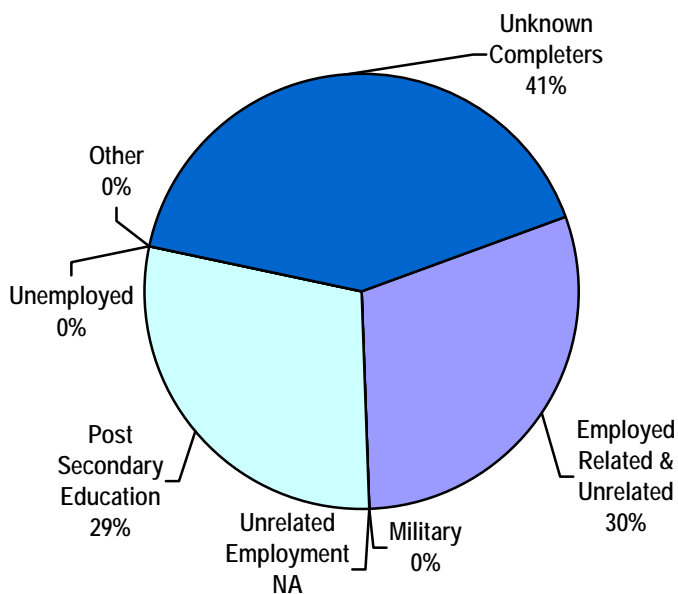
## Status of Career and Technical Education (CTE) Students Who Graduated in 2009

BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. Data Source: CTEDS-2 Report

**All Graduates (General Education and Students with Disabilities)**

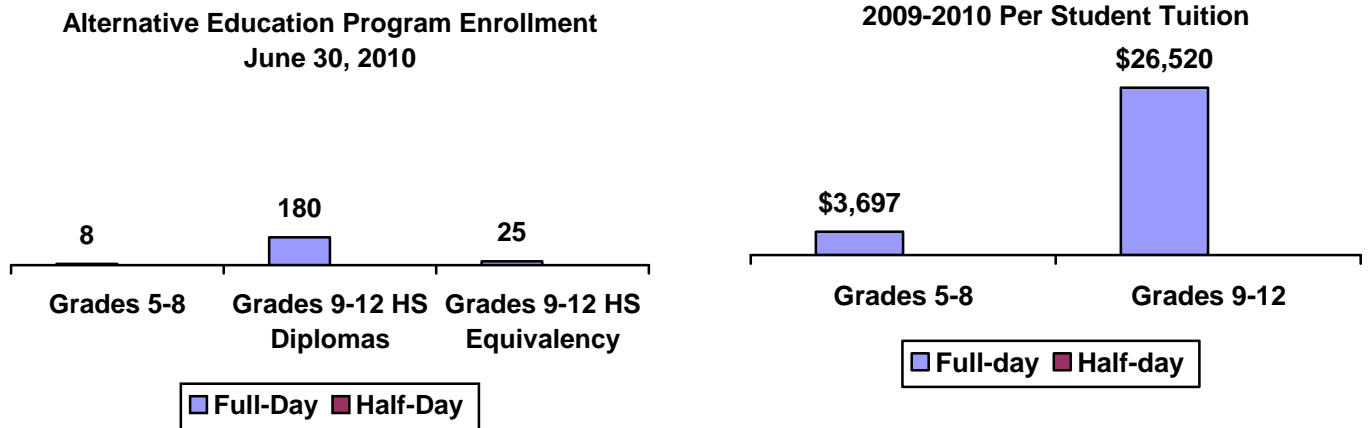


**Students with Disabilities**



## 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.

**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)**

**Are waiting for GED exam results**

**Received high school diplomas**

**Received high school equivalency 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	Full-day	Half-day
Returned to a school district program	6	0	42	0	7	0
Remained in the BOCES program	2	0	76	0	16	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	2	0
Are waiting for GED exam results					0	0
Received high school diplomas			49	0		
Received high school equivalency diplomas					20	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: Adult Allies*

	This BOCES		Statewide Average
	Count	Percentage	
<b>All CTE Programs</b>			
Enrolled during 2008-09	NA		
Continuing Enrollment after 2008-09	NA	0.0%	0.0%
Completed or Left During 2008-09	NA	0.0%	0.0%
Left Prior to Completion During 2008-09	NA	0.0%	0.0%
Completed by the End of 2008-09	NA	0.0%	0.0%
Completed or Left During 2008-09 and Status Known	NA	0.0%	0.0%
Completed/Left/Status Known and Successfully Placed*	NA	0.0%	0.0%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2008-09	NA	0.0%	0.0%
Under-Represented Gender Members Enrolled During 2008-09	NA	0.0%	0.0%
Completed a Non-Traditional Program By the End of 2008-09	NA	0.0%	0.0%
Under-Represented Gender Members Who Completed	NA	0.0%	0.0%

\* 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 2009-2010 was .

### 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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Adult Beginning/Intermediate	413	400	NA	84	23.0%	108	27.0%	NA	0.0%
Adult Secondary (Low)	22	19	NA	4	18.0%	4	21.0%	NA	0.0%
ESOL	1345	1431	NA	468	38.0%	613	43.0%	NA	0.0%

### Other Outcomes (2007-08 through 2009-10)

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Entered employment	8	72	NA	5	62.5%	42	58.0%	NA	0.0%
Retained employment	0	49	NA	0	0.0%	33	67.0%	NA	0.0%
Obtained secondary or HS equivalency diploma	21	25	NA	18	85.0%	25	100.0%	NA	0.0%
Entered post-secondary education or training	14	74	NA	5	35.0%	65	87.0%	NA	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 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)

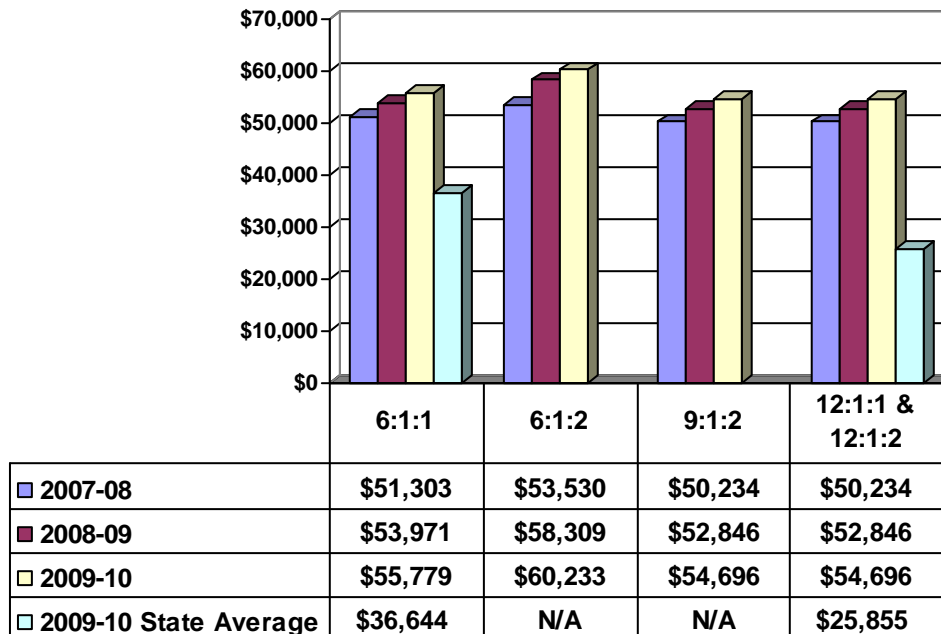
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2007-08	2008-09	2009-10
<b>6:1:1</b>	526	580	569
<b>6:1:2</b>	396	419	429
<b>9:1:2</b>	662	597	583
<b>12:1:1&amp;12:1:2</b>	33	41	34

### Tuition Rates Per Student 2007-08 through 2009-10



## State Testing Program 2009-2010 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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	30	18	10	1	59	49.2%	18.6%	2
Grade 4 English Language Arts	25	17	17	2	61	59.0%	31.1%	1
Grade 5 English Language Arts	23	17	8	4	52	55.8%	23.1%	0
Grade 6 English Language Arts	37	15	13	2	67	44.8%	22.4%	0
Grade 7 English Language Arts	31	19	5	1	56	44.6%	10.7%	2
Grade 8 English Language Arts	19	29	11	1	60	68.3%	20.0%	3
Grade 3 Mathematics	25	17	10	6	58	56.9%	27.6%	2
Grade 4 Mathematics	21	21	16	5	63	79.7%	52.5%	0
Grade 5 Mathematics	23	12	10	7	52	86.8%	54.4%	0
Grade 6 Mathematics	42	12	10	4	68	54.4%	29.8%	0
Grade 7 Mathematics	31	16	6	4	57	90.9%	54.5%	2
Grade 8 Mathematics	34	14	9	3	60	55.2%	24.1%	2

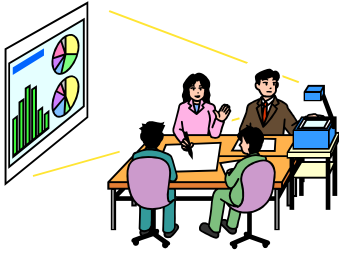
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
Level 1	These students have <b>serious</b> academic deficiencies.

**Performance of Students with Severe Disabilities on the  
New York State Alternate Assessment (NYSAA)  
2009-2010 School Year**

*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	
<b>Grade 3 English Language Arts</b>	3	9	14	16	42	92.9%	71.4%	1
<b>Grade 4 English Language Arts</b>	0	14	8	12	34	100.0%	58.8%	3
<b>Grade 5 English Language Arts</b>	1	18	23	9	51	98.0%	62.7%	1
<b>Grade 6 English Language Arts</b>	1	12	26	15	54	98.1%	75.9%	1
<b>Grade 7 English Language Arts</b>	0	14	14	15	43	100.0%	67.4%	0
<b>Grade 8 English Language Arts</b>	0	8	20	25	53	100.0%	84.9%	3
<b>High School English Language Arts</b>	1	10	32	24	67	98.5%	83.6%	1
<b>Grade 3 Mathematics</b>	1	10	22	9	42	97.6%	73.6%	1
<b>Grade 4 Mathematics</b>	0	10	15	9	34	100.0%	85.7%	3
<b>Grade 5 Mathematics</b>	1	22	20	8	51	98.0%	85.7%	1
<b>Grade 6 Mathematics</b>	1	10	33	10	54	98.1%	77.8%	1
<b>Grade 7 Mathematics</b>	5	8	20	10	43	88.4%	84.6%	0
<b>Grade 8 Mathematics</b>	10	11	19	13	53	81.1%	81.3%	3
<b>High School Mathematics</b>	0	4	38	22	64	100.0%	90.6%	4

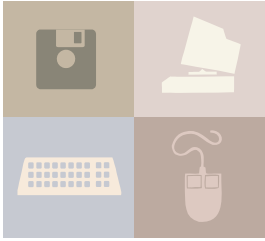
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
Level 1	These students have <b>serious</b> academic deficiencies.



## Professional Development

2009-2010 School Year

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	0	0	0	0	0
District Based Educational Planning	0	0	0	0	0
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	117	1,266	69	2	0
Data Management and Analysis	57	0	58	0	125
Integrating Technology into Curricula & Instruction	87	31,896	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0
Middle Level Education Academic and Youth Development	4	15	4	0	0
Career and Technical Education	0	0	0	0	0
Instructional Strategies	101	711	73	4	0
Parent Training	0	0	0	0	0
Special Education Issues	3	83	2	14	0
Leadership Training	119	454	158	0	0
Special Education Training Resource Center (SETRC)	0	0	0	0	0
Other	70	48	2	28	351



## Technology Services 2009-2010 School Year

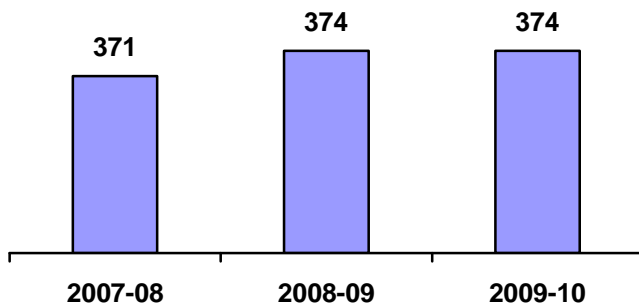
<b>BOCES provides technology services to district and BOCES staff and students.</b>	<b>Districts</b>	<b>Professionals Teachers Administrators</b>	<b>Students</b>
<b>Distance Learning</b>	29	965	19,775
<b>Instructional Computing</b>	37	17,216	132,629
<b>Computer/Audio Visual Repair</b>	39	21,416	
<b>Library Automation/Software</b>	37	11,590	131,446
<b>LAN Installation/Support</b>	38	17,970	141,485
<b>Distributed Process Technicians</b>	35	16,562	128,606
<b>Guidance Information</b>	38	275	0
<b>Administrative Computer Services</b>	470	32,044	
<b>Administrative Training</b>	83	500	



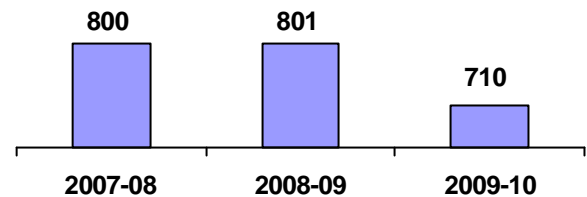
## School Library Systems (SLS)

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*

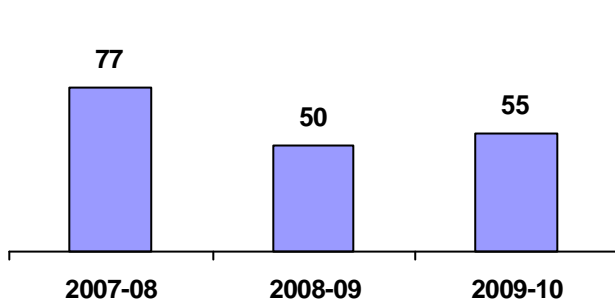
**Number of Library Media Centers**



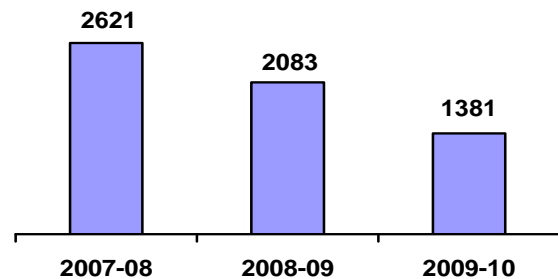
**Consulting and Technical Assistance Services plus Reference by SLS Staff**



**Number of Professional Workshops**



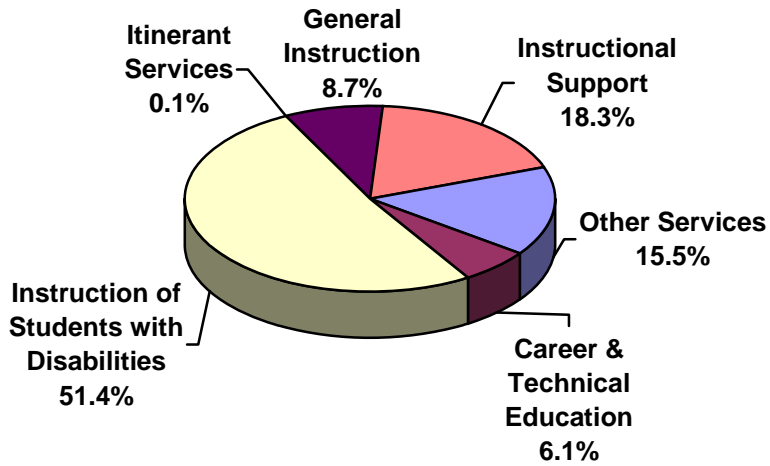
**Number of Participants at Professional Development Workshops**



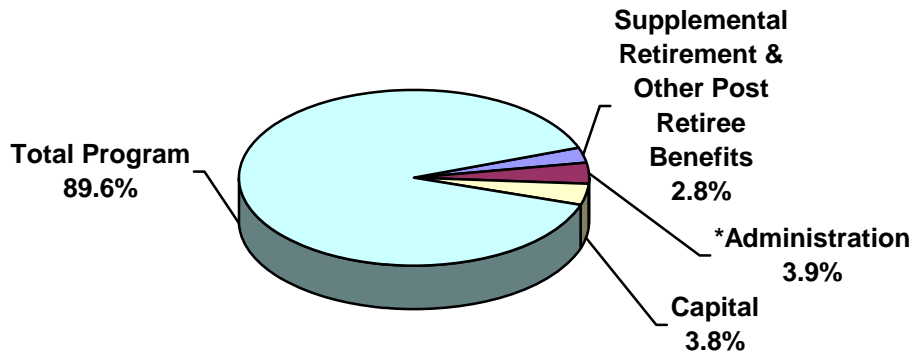
# 2009-2010 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) .....	\$	10,370,621.82
Supplemental Retirement & Other Post Retirement Benefits.....	\$	7,613,978.18
Capital Expenses.....	\$	10,113,908.00
Total Program Expenses.....	\$	240,905,769.48



Total Expenses.....	\$	269,004,277.48
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\*Excludes Supplemental & Other Post Retirement Benefits