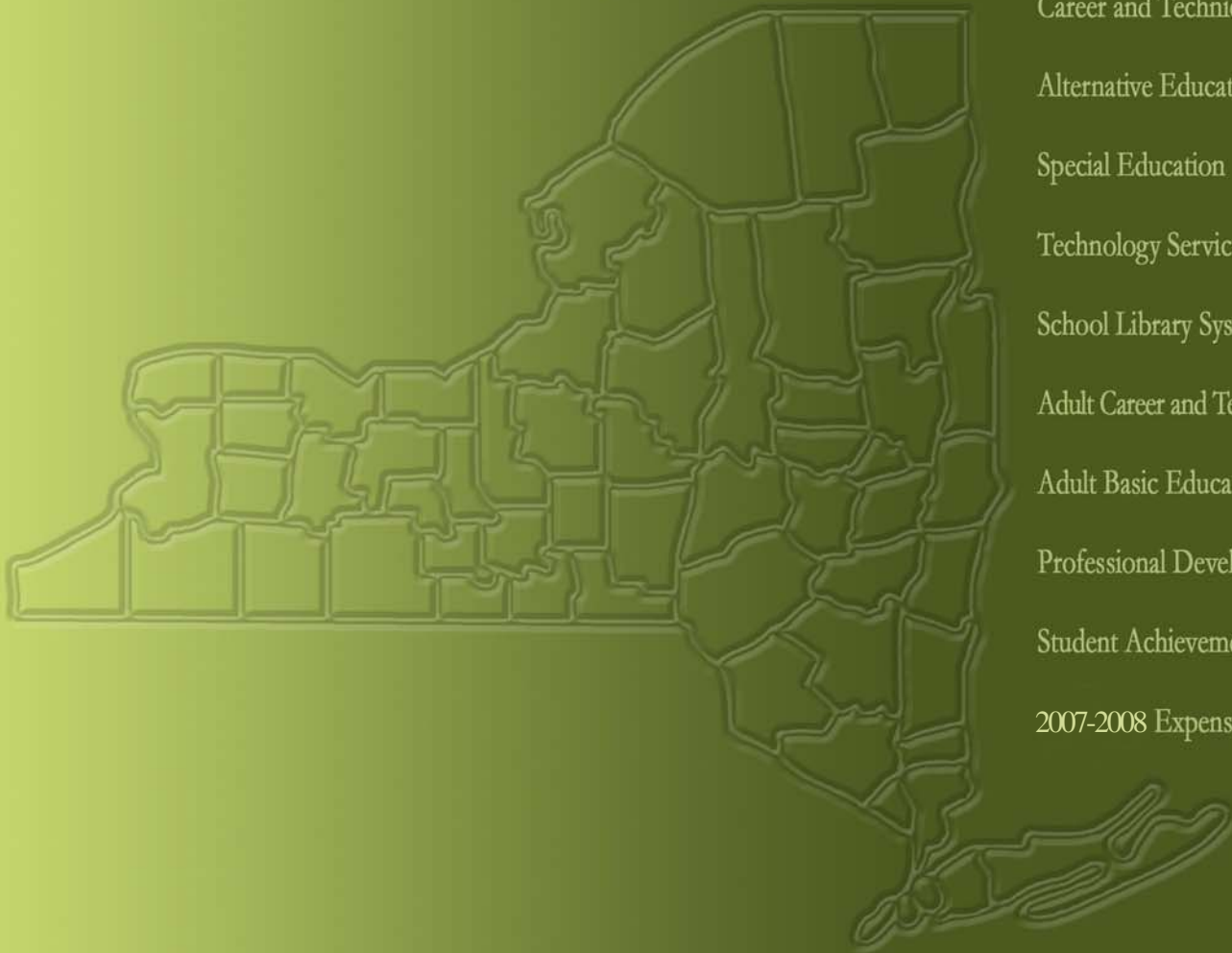


BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**



- 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
- 2007-2008 Expenses

**2007-2008**

**Nassau BOCES**

**NASSAU BOCES**  
**Board of Cooperative Educational Services**  
**2007-2008 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	MERRICK UFSD
BELLMORE UFSD	MINEOLA UFSD
BELLMORE-MERRICK CSD	NEW HYDE PK-GRDN CITY PK UFSD
BETHPAGE UFSD	NORTH BELLMORE UFSD
CARLE PLACE UFSD	NORTH MERRICK UFSD
EAST MEADOW UFSD	NORTH SHORE CSD
EAST ROCKAWAY UFSD	OCEANSIDE UFSD
EAST WILLISON UFSD	OYSTER BAY-EAST NORWICH CSD
ELMONT UFSD	PLAINVIEW-OLD BETHPAGE CSD
FARMINGDALE UFSD	PORT WASHING UFSD
FLORAL PK-BELLEROSE UFSD	ROCKVILLE CENTRE UFSD
FRANKLIN SQ UFSD	ROOSEVELT UFSD
FREEPORT UFSD	ROSLYN UFSD
GARDEN CITY UFSD	SEAFORD UFSD
GLEN COVE CITY SD	SEWANHAKA CENTRAL HS
GREAT NECK UFSD	SYOSSET CSD
HEMPSTEAD UFSD	UNIONDALE UFSD
HERRICKS UFSD	VALLEY STREAM CENTRAL HS
HEWLETT WOODMERE UFSD	VALLEY STREAM HEMP 13 UFSD
HICKSVILLE UFSD	VALLEY STREAM HEMP 24 UFSD
ISLAND PARK UFSD	VALLEY STREAM HEMP 30 UFSD
ISLAND TREES UFSD	WANTAGH UFSD
JERICHO UFSD	WEST HEMPSTEAD UFSD
LAWRENCE UFSD	WESTBURY UFSD
LEVITTOWN UFSD	
LOCUST VALLEY CSD	
LONG BEACH CSD	
MALVERNE UFSD	
MANHASSET UFSD	
MASSAPEQUA UFSD	

## 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
	2006-07	2006-07	2007-08	2007-08
First-year students	282	235	306	212
Second-year students	348	205	303	267
Second-year students completing	344	198	299	254

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

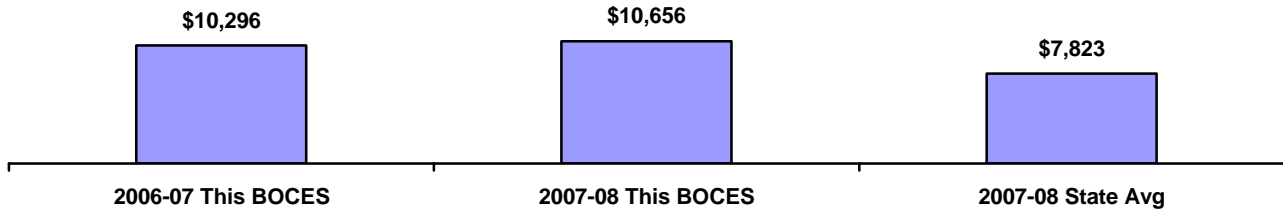
“New Vision” .....

Other one-year programs .....

“New Vision”	0	0	0	0
Other one-year programs	44	27	45	67

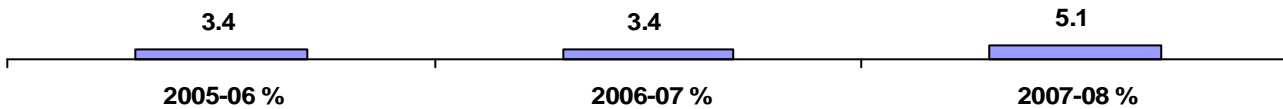
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

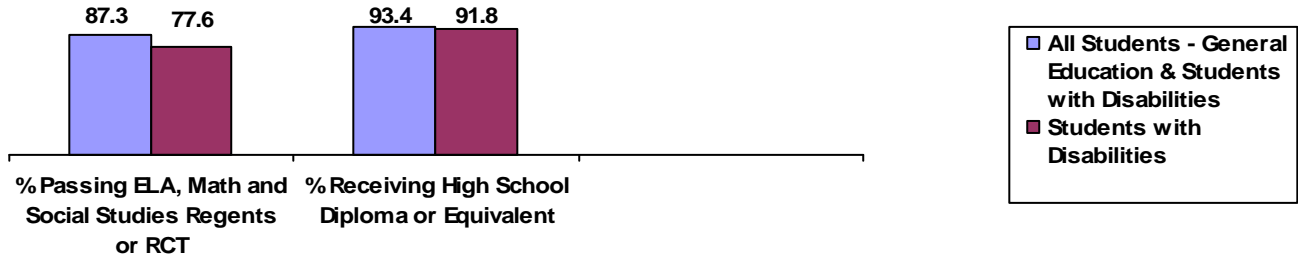
*Data Source: Basic Education Data System*



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

## Performance of Career & Technical Education (CTE) Students Who Graduated in 2007

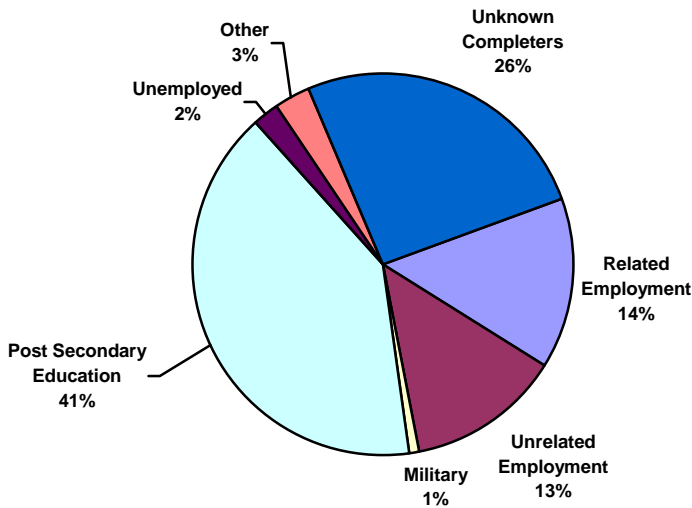
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



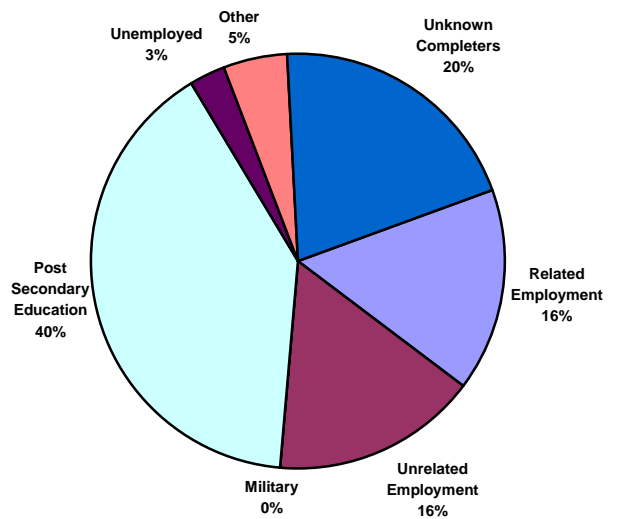
## Status of Career and Technical Education (CTE) Students Who Graduated in 2007

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)

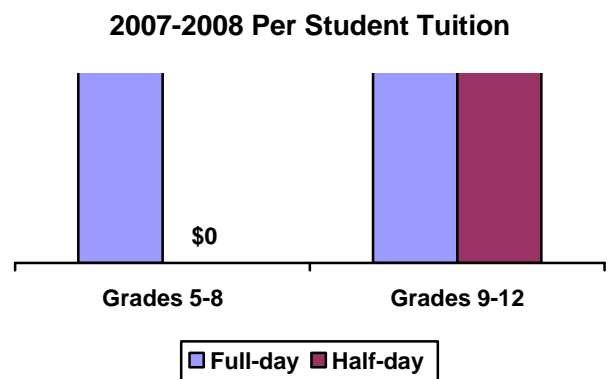
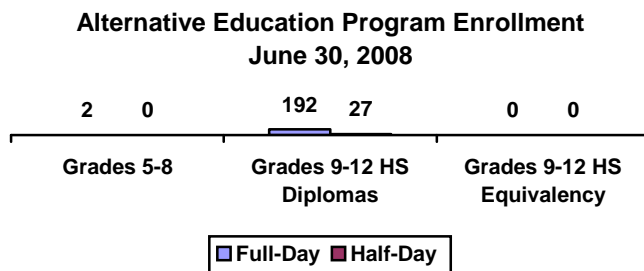


### Students with Disabilities



## 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.

	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
Number of students who:.....						
returned to a school district program .....	0	0	51	17	0	0
remained in the BOCES program .....	2	0	161	163	0	0
left the program and did not enter another district or BOCES program (dropouts) .....	0	0	14	2	0	0
are waiting for GED exam results .....					0	0
received high school diplomas .....			75	91		
received high school equivalency diplomas ...					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: Adult Allies*

	This BOCES		Statewide Average
	Count	Percentage	Percentage
<b>2006-07 Adult CTE Program Results</b>			
All CTE Programs			
Number Enrolled	790		
Number who Left Prior to Completion	130	16.0%	16.9%
Number who Completed	660	84.0%	71.0%
Completed and Status Known	451	68.3%	67.8%
Completed and were Successfully Placed*	323	71.6%	84.2%
<b>Non-Traditional Programs</b>			
Under-Represented Gender Members Enrolled	57	8.6%	10.8%
Under-Represented Gender Members Who Completed	42	6.4%	10.1%

\* 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 2007-2008 was 1785.

### 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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Adult Beginning/Intermediate	379	396	413	112	30.0%	111	28.0%	84	23.0%
Adult Secondary (Low)	31	25	22	6	19.0%	9	36.0%	27	18.0%
ESOL	2263	1365	1345	938	41.0%	526	38.5%	468	38.0%

### Other Outcomes (2005-06 through 2007-08)

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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Entered employment	3	19	0	0	0.0%	17	89.5%	8	62.5%
Retained employment	0	22	0	0	0.0%	22	100.0%	0	0.0%
Obtained a secondary or high school equivalency diploma	11	8	0	6	55.0%	8	100.0%	21	85.0%
Entered post-secondary education or training	2	8	0	0	0.0%	6	75.0%	14	35.0%

## 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)

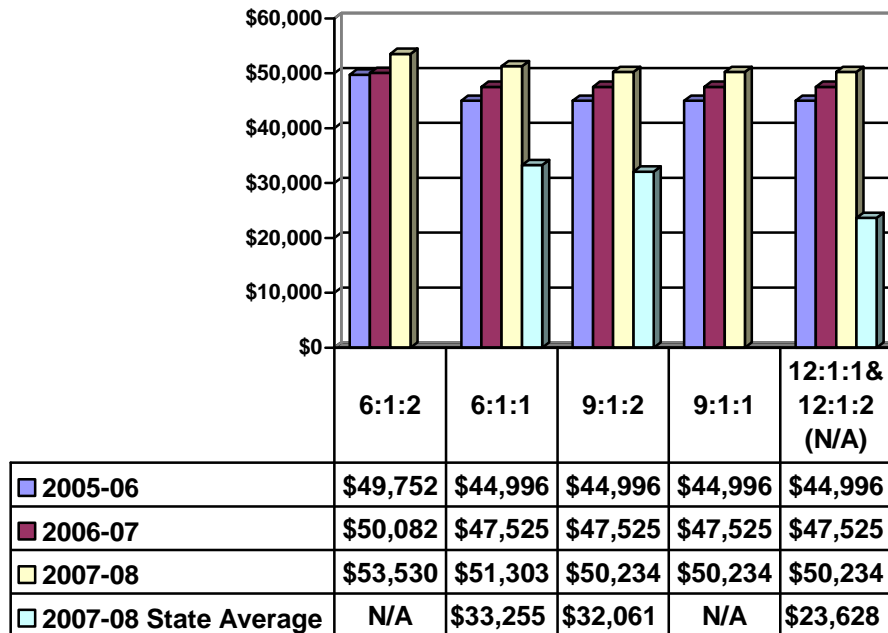
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2005-06	2006-07	2007-08
6:1:2	320	345	396
6:1:1	394	433	455
9:1:2	815	746	662
9:1:1	N/A	66	71
12:1:1**12:1:2	82	78	33

### Tuition Rates Per Student 2005-06 through 2007-08





## State Testing Program 2007-2008 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	11	13	16	2	42	73.8%	42.9%	1
Grade 4 English Language Arts	27	12	13	3	55	50.9%	29.1%	0
Grade 5 English Language Arts	5	26	17	1	49	89.8%	36.7%	1
Grade 6 English Language Arts	12	17	13	1	43	72.1%	32.6%	1
Grade 7 English Language Arts	8	24	20	0	52	84.6%	38.5%	5
Grade 8 English Language Arts	24	24	12	0	60	60.0%	20.0%	3
Grade 3 Mathematics	3	10	24	8	45	93.3%	71.1%	0
Grade 4 Mathematics	15	18	18	4	55	72.7%	40.0%	1
Grade 5 Mathematics	13	9	24	3	49	73.5%	55.1%	3
Grade 6 Mathematics	22	6	6	8	42	47.6%	33.3%	1
Grade 7 Mathematics	23	16	13	2	54	57.4%	27.8%	3
Grade 8 Mathematics	42	10	7	1	60	30.0%	13.3%	4

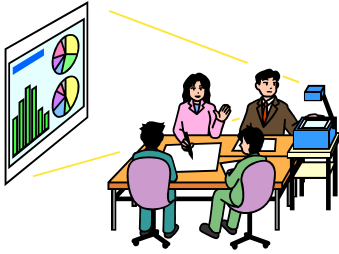
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards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

**Performance of Students with Severe Disabilities on the  
New York State Alternate Assessment (NYSAA)  
2007-2008 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	
Grade 3 English Language Arts	14	17	9	8	48	70.8%	35.4%	0
Grade 4 English Language Arts	6	12	19	13	50	88.0%	64.0%	0
Grade 5 English Language Arts	3	12	16	6	37	91.9%	59.5%	0
Grade 6 English Language Arts	1	29	16	7	53	98.1%	43.4%	0
Grade 7 English Language Arts	2	15	21	13	51	96.1%	66.7%	0
Grade 8 English Language Arts	4	12	30	19	65	93.8%	75.4%	0
High School English Language Arts	1	7	19	27	54	98.1%	85.2%	0
Grade 3 Mathematics	4	21	17	6	48	91.7%	47.9%	0
Grade 4 Mathematics	0	18	24	8	50	100.0%	64.0%	0
Grade 5 Mathematics	3	8	21	5	37	91.9%	70.3%	0
Grade 6 Mathematics	1	7	27	18	53	98.1%	84.9%	0
Grade 7 Mathematics	10	9	26	6	51	80.4%	62.7%	0
Grade 8 Mathematics	18	15	21	11	65	72.3%	49.2%	0
High School Mathematics	0	13	32	9	54	100.0%	75.9%	0

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 2007-2008 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	1	0	0	0	1
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	72	1675	139	8	123
Data Management and Analysis	0	0	0	0	0
Integrating Technology into Curricula & Instruction	38	34200	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0
Middle Level Education Academic and Youth Development	0	0	0	0	0
Career and Technical Education	0	0	0	0	0
Instructional Strategies	74	325	119	2	25
Parent Training	0	0	0	0	0
Special Education Issues	0	0	0	0	0
Leadership Training	32	48	36	2	8
Special Education Training Resource Center (SETRC)	0	0	0	0	0
Other	67	77	122	5	13



## Technology Services 2007-2008 School Year

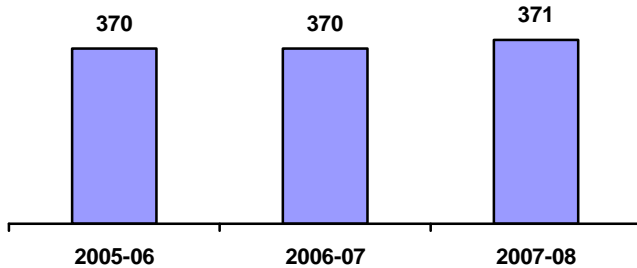
<b>BOCES provides technology services to district and BOCES staff and students.</b>	<b>Districts</b>	<b>Professionals Teachers Administrators</b>	<b>Students</b>
<b>Distance Learning</b>	42	1,001	15,475
<b>Instructional Computing</b>	40	18,001	151,674
<b>Computer/Audio Visual Repair</b>	46	16,711	
<b>Library Automation/Software</b>	41	18,112	151,097
<b>LAN Installation/Support</b>	46	20,528	172,356
<b>Distributed Process Technicians</b>	33	13,903	120,656
<b>Guidance Information</b>	35	17,738	152,239
<b>Administrative Computer Services</b>	41	17,786	
<b>Administrative Training</b>	0	0	



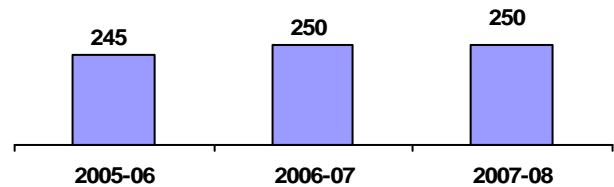
## School Library Systems (SLS)

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*

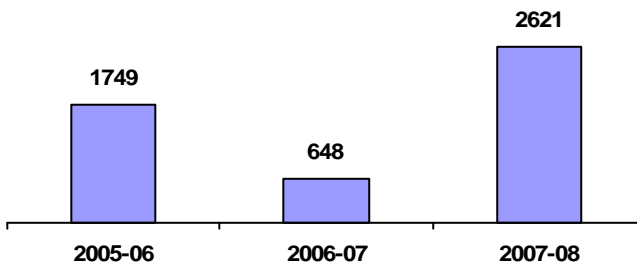
**Number of Library Media Centers**



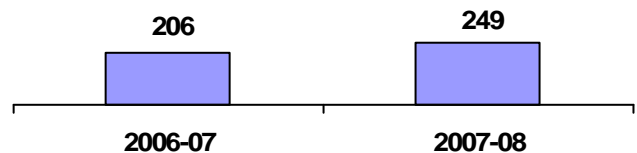
**NOVEL Ready Libraries**



**Number of Participants at Professional Development Workshops**



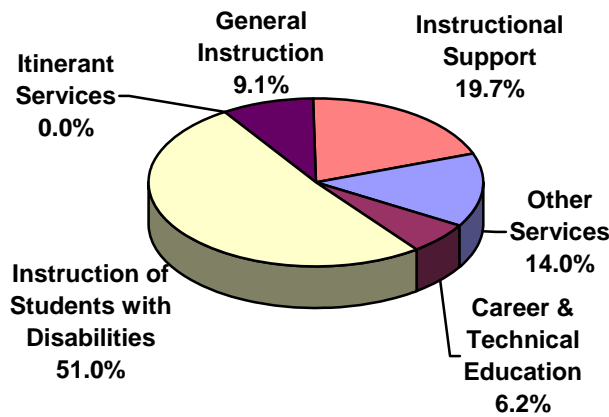
**Consulting Reference and Technical Assistance Services by SLS Staff**



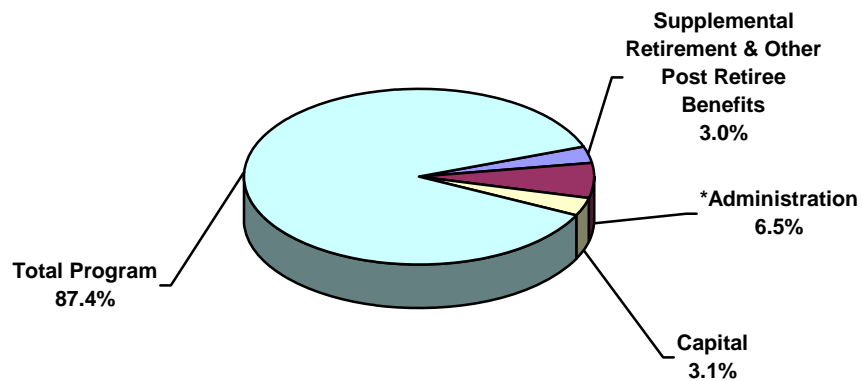
## 2007-2008 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) .....	\$ 16,946,349.00
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 7,760,366.51
Capital Expenses.....	\$ 8,061,415.88
Total Program Expenses.....	\$ 226,469,107.59



Total Expenses.....	\$ 251,476,872.47
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\*Excludes Supplemental & Other Post Retirement Benefits