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

2010-2011 Expenses

2010-2011

Nassau BOCES

Nassau BOCES
Board of Cooperative Educational Services
2010-2011 Report Card

Table of Contents

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-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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2009-10**	**2009-10**	**2010-11**	**2010-11**
First-year students	401	234	520	331
Second-year students	218	244	246	154
Second-year students completing	211	238	217	131
Completers with technical endorsement	148	60	164	59

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	31	18	29	36
Other one-year programs	96	43	25	92

Tuition Per Student for CTE Programs
Data Source: 602 Report

$11,304	$11,630	$8,465
2009-10 This BOCES	2010-11 This BOCES	2010-11 State Avg.
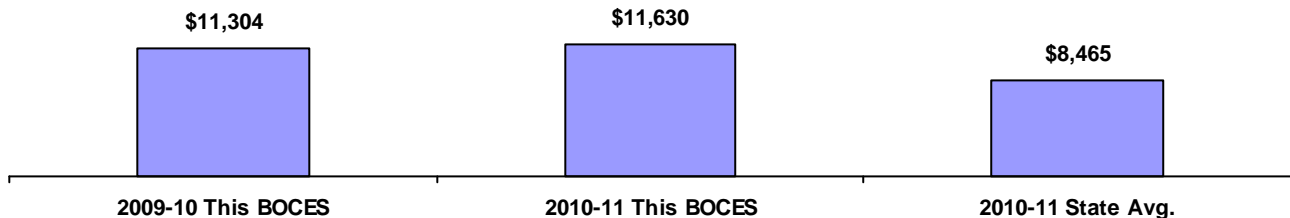
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

3.8	3.7	4.4
2008-09 %	2009-10 %	2010-11 %
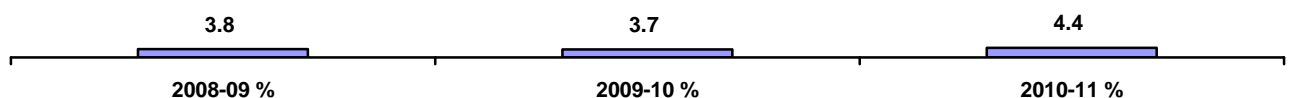
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
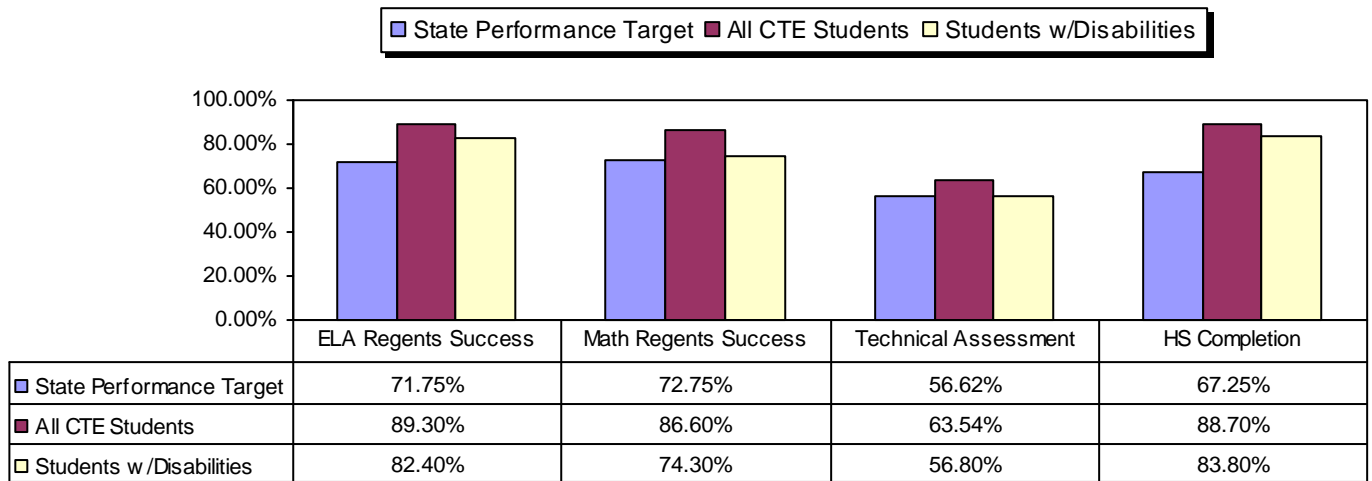## Who Left School in 2010

Data Source: SIRS

Legend: ■ State Performance Target ■ All CTE Students □ Students w/Disabilities

	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■ State Performance Target	71.75%	72.75%	56.62%	67.25%
■ All CTE Students	89.30%	86.60%	63.54%	88.70%
□ Students w/Disabilities	82.40%	74.30%	56.80%	83.80%

Status of Career and Technical Education (CTE) Students
2009 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
96.62%	96.22 %

Legend:
■ 2008-2009 All Graduates (General Education and Students with Disabilities)
□ 2008-2009 Students with Disabilities
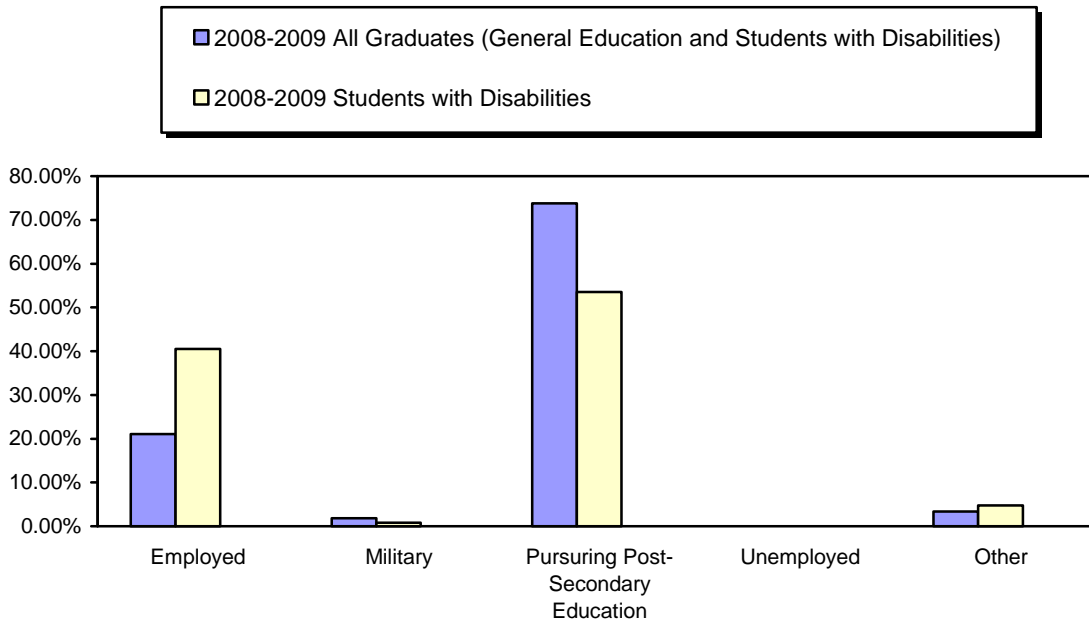
General Education Development Leading to (GED)
For CTE Students Age 16-18
2010-2011

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.

Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full-day
Enrolled	0	3
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	1
Left the program and did not enter another district or BOCES program (dropouts)	0	1
Returned to School District:	0	1

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, 2011
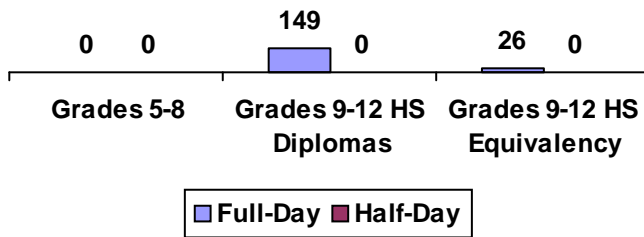
2010-2011 Per Student Tuition
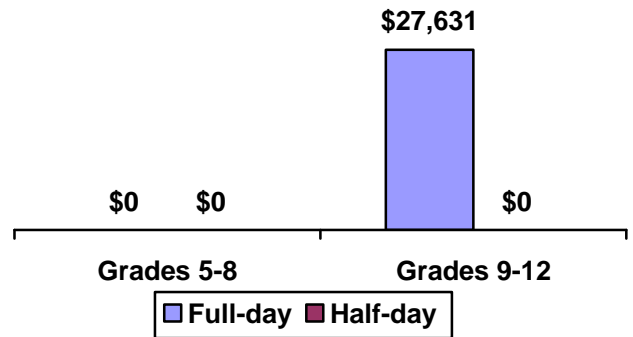
Alternative Education Outcomes

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	20	0	0	4
Remained in the BOCES program	0	0	49	0	0	11
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	0	5
Received high school diplomas			35	0		

Alternative Education State Testing Program
2010-2011 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
Integrated Algebra	6	12	17	35	17.1%	34.3%	48.6%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	3	3	20	26	11.5%	11.5%	77.0%
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	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%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	3	3	0.0%	0.0%	100.0%
Comprehensive Exam in English	3	4	51	58	5.1%	6.9%	88.0%
Global History and Geography	11	14	27	52	21.2%	26.9%	51.9%
United States History and Government	4	7	24	34	11.8%	17.6%	70.6%

Alternative Education Performance of Students
2010-2011 School Year

State Assessment-RCT 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
RCT – Grade 10 Mathematics	1	0	1	0	50.0%	0.0%	50.0%
RCT – Grade 11 Mathematics	0	0	2	0	0.0%	0.0%	100.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	1	0	0	0	100.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	1	0	0	0	100.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	0	0	0	0	0.0%	0.0%	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: ASISTS*

	This BOCES Count	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2009-10	898	--	--
Continuing Enrollment after 2009-10	307	34.2%	0.0%
Completed or Left During 2009-10	591	65.8%	0.0%
Left Prior to Completion During 2009-10	77	13.0%	0.0%
Completed by the End of 2009-10	514	87.0%	0.0%
Completed or Left During 2009-10 and Status Known	44	7.5%	0.0%
Completed/Left/Status Known and Successfully Placed*	23	52.3%	0.0%
Completed but Not seeking Employment	16	3.1%	0.0%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2009-10	40	--	--
Under-Represented Gender Members Enrolled During 2009-10	38	--	--
Completed a Non-Traditional Program By the End of 2009-10	40	100.0%	0.0%
Under-Represented Gender Members Who Completed	26	68.4%	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 2010-2011 was 1698.

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 2008-09	Enrollment 2009-10	Enrollment 2010-11	Educational Gain 2008-09	Percent	Educational Gain 2009-10	Percent	Educational Gain 2010-11	Percent
Adult Beginning/ Intermediate	398	345	320	108	27.0%	158	46.0%	152	48.0%
Adult Secondary (Low)	19	11	20	4	21.0%	5	45.0%	11	55..0%
ESOL	1431	1535	1358	613	43.0%	925	60.0%	879	65.0%

Other Outcomes (2008-09 through 2010-11)

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 2008-09	Students with Goal 2009-10	Students with Goal 2010-11	Students Achieving Goal 2008-09	Percent	Students Achieving Goal 2009-10	Percent	Students Achieving Goal 2010-11	Percent
Entered employment	72	77	88	42	58.0%	53	68.0%	73	82.0%
Retained employment	49	35	75	33	67.0%	26	74.0%	65	86.0%
Obtained secondary or HS equivalency diploma	25	63	56	25	100.0%	63	100.0%	54	96.0%
Entered post-secondary education or training	73	68	58	64	87.0%	74	98.0%	48	82.0%

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:

- o 12 students per teacher plus one paraprofessional (12:1:1)
- o 6 students per teacher plus one paraprofessional (6:1:1)
- o 12 students per teacher plus four paraprofessionals (12:1+1:3)
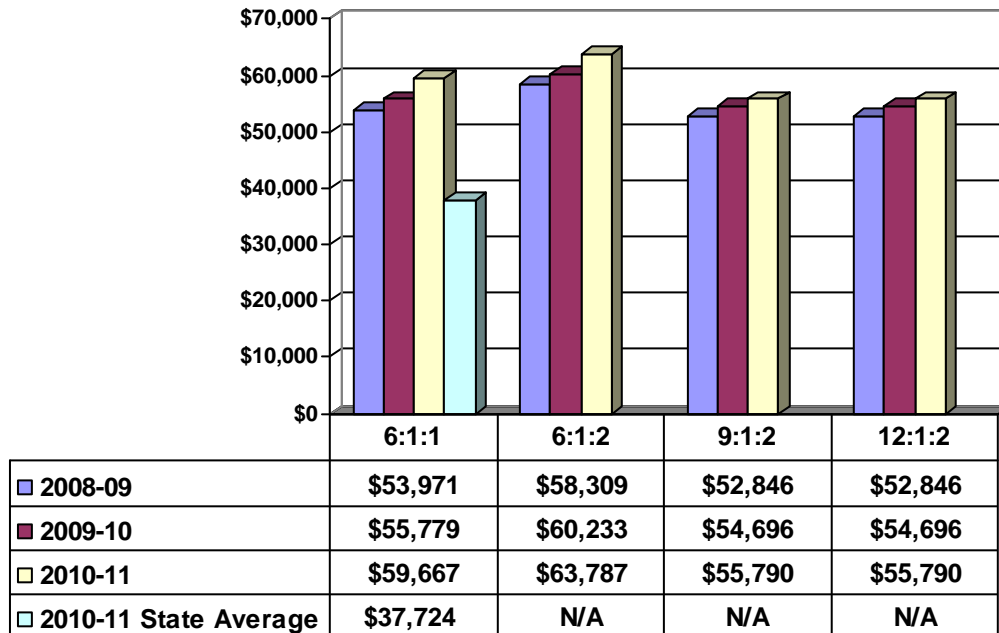- o 8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2008-09	2009-10	2010-11
6:1:1	580	569	549
6:1:2	419	429	427
9:1:2	597	583	599
12:1:2	41	34	27

Tuition Rates Per Student
2008-09 through 2010-11

	6:1:1	6:1:2	9:1:2	12:1:2
2008-09	$53,971	$58,309	$52,846	$52,846
2009-10	$55,779	$60,233	$54,696	$54,696
2010-11	$59,667	$63,787	$55,790	$55,790
2010-11 State Average	$37,724	N/A	N/A	N/A

Special Education State Testing Program
2010-2011 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	25	13	14	1	53	52.8%	28.3%	2
Grade 4 English Language Arts	22	21	15	0	58	62.1%	25.9%	2
Grade 5 English Language Arts	28	20	12	1	61	54.1%	21.3%	0
Grade 6 English Language Arts	28	17	7	0	52	46.2%	13.5%	1
Grade 7 English Language Arts	36	26	11	0	73	50.7%	15.1%	1
Grade 8 English Language Arts	34	23	10	0	67	49.3%	14.9%	3
Grade 3 Mathematics	20	15	16	0	51	60.8%	31.4%	2
Grade 4 Mathematics	20	24	10	4	58	65.5%	24.1%	1
Grade 5 Mathematics	13	26	15	6	60	78.3%	35.0%	0
Grade 6 Mathematics	31	13	5	3	52	40.4%	15.4%	1
Grade 7 Mathematics	43	18	7	6	74	41.9%	17.6%	0
Grade 8 Mathematics	41	17	8	3	69	40.6%	15.9%	2

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.)
2010-2011 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
Integrated Algebra	33	11	28	72	45.8%	15.3%	38.9%
Geometry	3	5	15	23	13.0%	21.7%	65.2%
Algebra 2/ Trigonometry	1	0	5	6	16.7%	0.0%	83.3%
Living Environment	19	9	52	80	23.8%	11.3%	65.0%
Physical Setting/ Earth Science	26	10	25	61	42.6%	16.4%	41.0%
Physical Setting/ Chemistry	0	0	6	6	0.0%	0.0%	100.0%
Physical Setting/ Physics	0	0	1	1	0.0%	0.0%	100.0%
Comprehensive French	0	0	1	1	0.0%	0.0%	100.0%
Comprehensive Italian	0	0	1	1	0.0%	0.0%	100.0%
Comprehensive Spanish	0	0	5	5	0.0%	0.0%	100.0%
Comprehensive Exam in English	33	21	52	106	31.1%	19.8%	49.1%
Global History and Geography	24	11	39	74	32.4%	14.9%	52.7%
United States History and Government	24	16	55	95	25.3%	16.8%	57.9%

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2010-2011 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	11	10	4	16	41	73.2%	48.8%	0
Grade 4 English Language Arts	6	13	8	13	40	85.0%	52.5%	0
Grade 5 English Language Arts	1	7	16	13	37	97.3%	78.4%	0
Grade 6 English Language Arts	6	24	15	10	55	89.1%	45.5%	0
Grade 7 English Language Arts	0	19	18	21	58	100.0%	67.2%	0
Grade 8 English Language Arts	1	11	16	17	45	97.8%	73.3%	0
High School English Language Arts	2	15	30	29	76	97.4%	77.6%	1
Grade 3 Mathematics	1	16	11	13	41	97.6%	58.5%	0
Grade 4 Mathematics	0	16	18	6	40	100.0%	85.7%	0
Grade 5 Mathematics	0	7	22	8	37	100.0%	85.7%	0
Grade 6 Mathematics	4	18	27	6	55	92.7%	77.8%	0
Grade 7 Mathematics	7	12	30	9	58	87.9%	84.6%	0
Grade 8 Mathematics	7	9	17	12	45	84.4%	81.3%	0
High School Mathematics	1	9	41	23	74	98.6%	90.6%	3

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 2010-2011 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 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	82	0	1,027	0	1	0	124	0	69	0
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	0	0	0	0	0	0	0	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	94	23	30,300	0	0	0	0	0	0	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	0	0	0	0	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	66	0	32	0	7	0	34	0	24	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	4	0	0	0	0	0	0	0	0	0
(RSE-TASC) Regional Special Education Technical Assistance Support	0	0	0	0	0	0	0	0	0	0
(SE-SIS) Special Education School Improvement Specialist	9	35	580	1,275	57	10	9	54	16	42
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	55	0	17	0	1	0	94	0	5	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	0	0	0	0	0	0	0	0	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	0	0	0	0	0	0	0	0	0	0
Response to Intervention	1	0	0	0	0	0	0	0	0	0
Data Management and Analysis	56	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	0	0	0	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	43	79	12	0	0	0	3	0	347	152
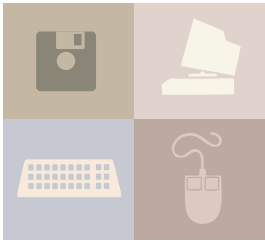
Technology Services
2010-2011 School Year

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.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	26/1,141	0	22,000	X	
Instructional Computing	42/19,739	73	154,873		X
Computer/Audio Visual Repair	45/17,495	10			X
Library Automation/Software	36/178	3	125,790	X	
LAN Installation/Support	47/22,105	87	173,685		X
Distributed Process Technicians	38/17,670	85	139,935		X
Guidance Information	38/275	0	0	X	
Administrative Computer Services	40/18,944	25			X
Administrative Training	56/550	0			X
Instructional Media Resources	50/21,853	1	168,889		X
Model Schools	0/0	0	0		
Other Student Instructional Support	0/0	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*
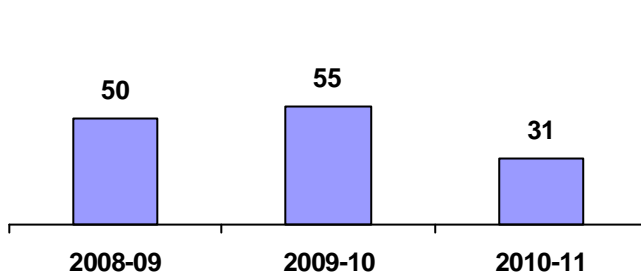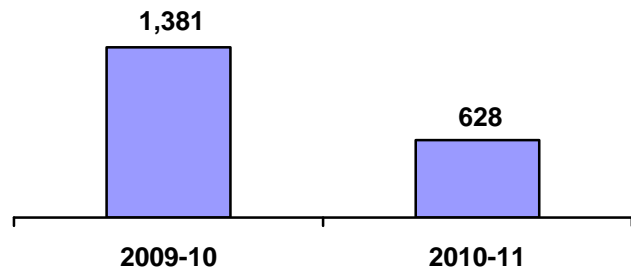
Number of Library Media Centers

2008-09	2009-10	2010-11
374	374	374
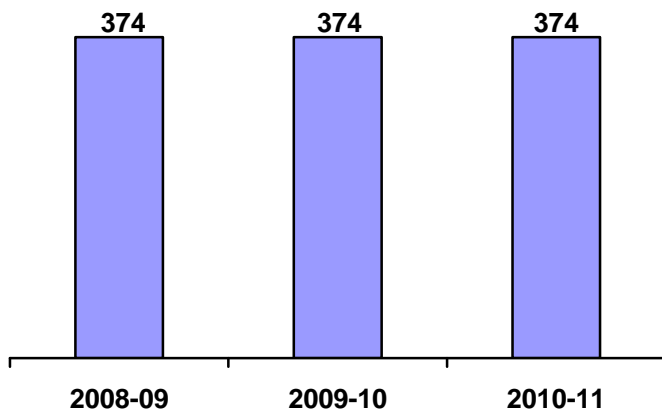
Consulting and Technical Assistance Services plus Reference by SLS Staff

2008-09	2009-10	2010-11
801	710	835
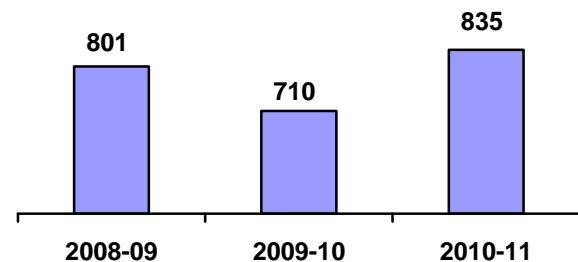
Number of Professional Workshops

2008-09	2009-10	2010-11
50	55	31

Number of Participants at Professional Development Workshops

2009-10	2010-11
1,381	628

2010-2011 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… …………………………………………….$ * 18,428,387.00

Capital Expenses………………………………………………….… $ 9,564,993.54

Total Program Expenses……………………………………….…… $ 256,125,450.09

Total Expenses…………….…………………………………………….$ 284,118,830.63

Administration
6.5%

Total Program
90.1%

Capital
3.4%

Itinerant Services
0.0%

General Instruction
8.8%

Instructional Support
16.9%

Other Services
15.9%

Instruction of Students with Disabilities
52.0%

Career & Technical Education
6.4%
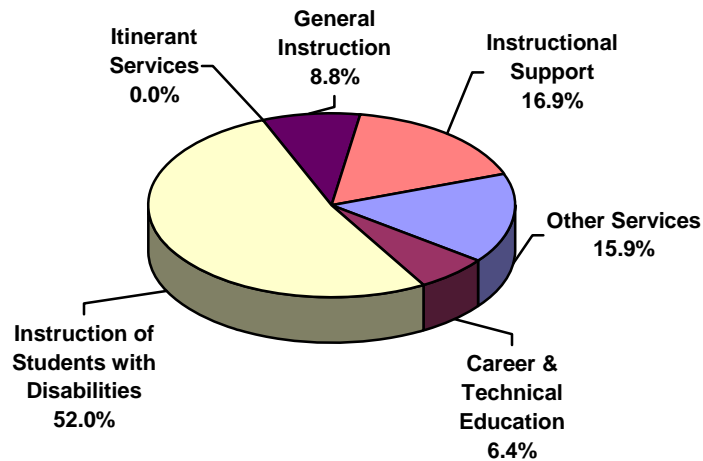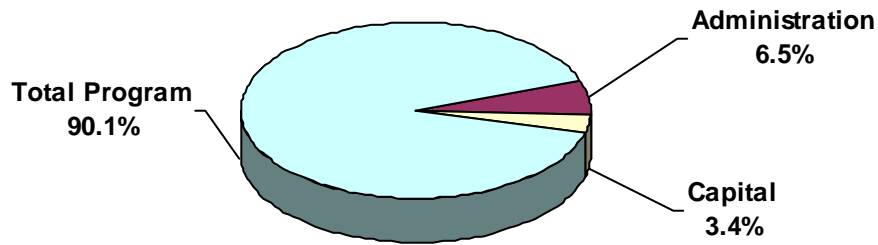
* Includes post employment benefits for all retirees