

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
- 2012-2013 Expenses

2012-2013

Nassau BOCES

**Nassau BOCES
Board of Cooperative Educational Services
2012-2013 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

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 11th/12th grade students enrolled in a CTE two-year sequence:

- First-year students
- Second-year students
- Second-year students completing
- Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2011-12	2011-12	2012-13	2012-13
466	261	451	295
327	184	296	157
304	157	249	114
182	72	210	67

Other Career-Related Programs

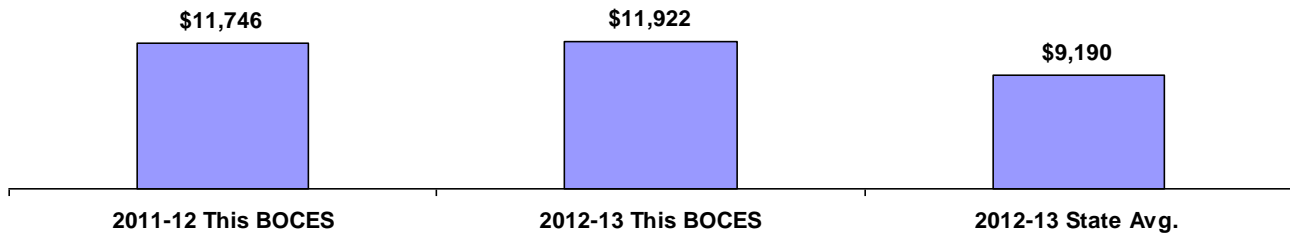
Number of 11th/12th grade students enrolled in one-year programs:

- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

0	0	0	0
37	23	34	12
36	95	24	92

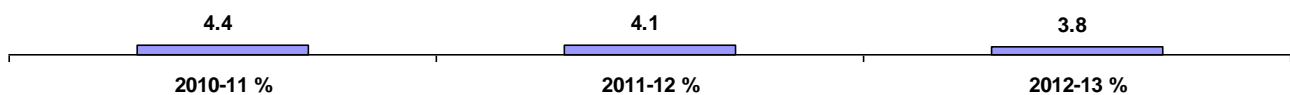
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

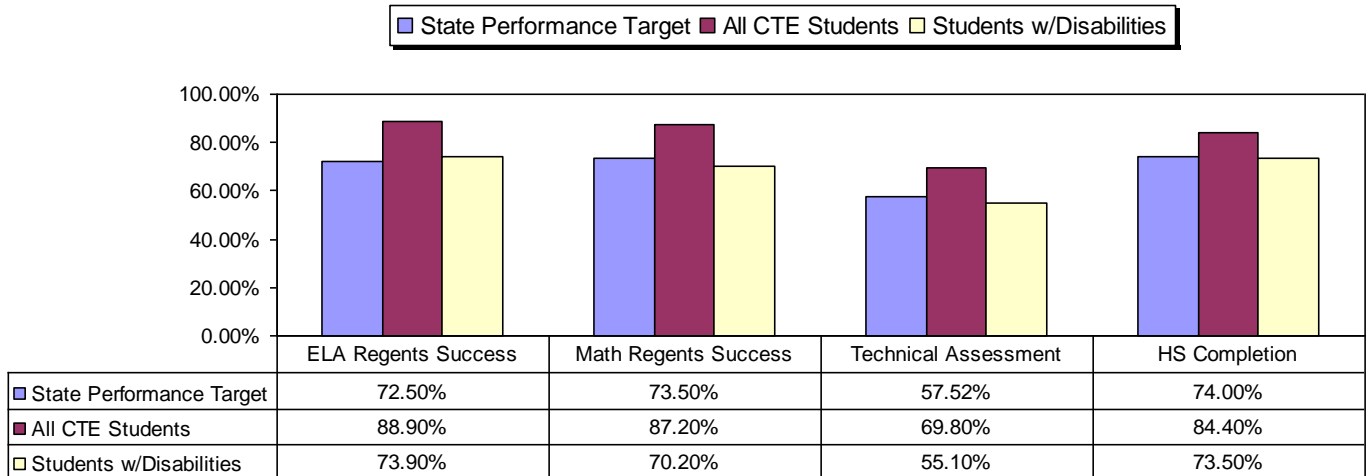
Data Source: SIRS



* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators Who Left School in 2012

Data Source: SIRS

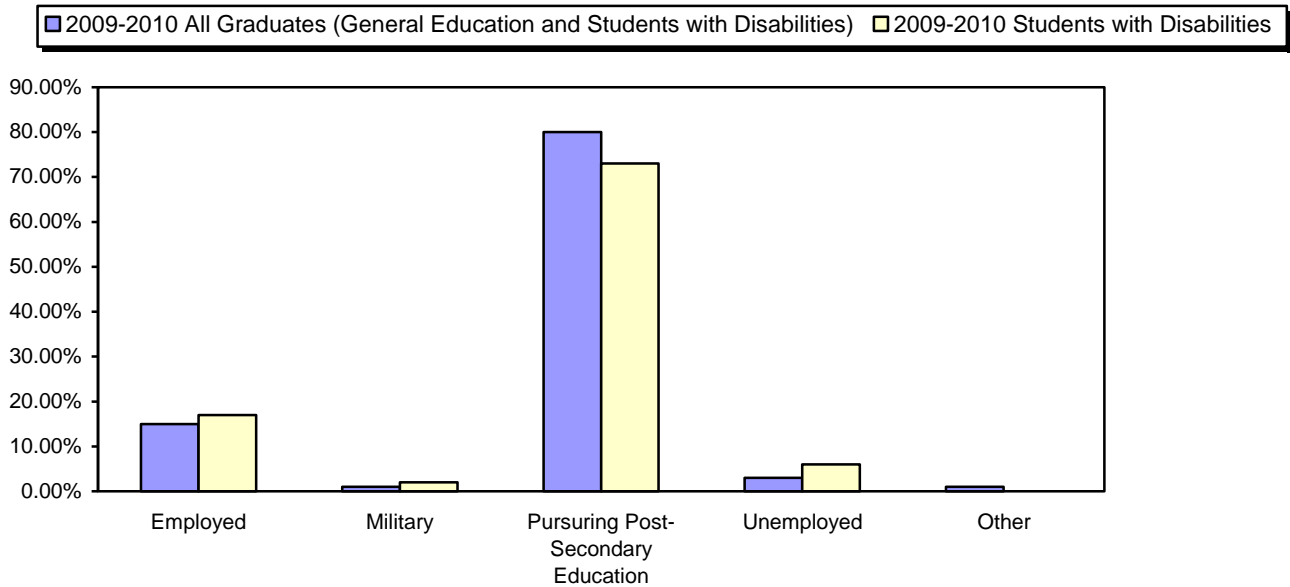


Status of Career and Technical Education (CTE) Students 2011 Placement Outcomes

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
96.3%	87.75 %



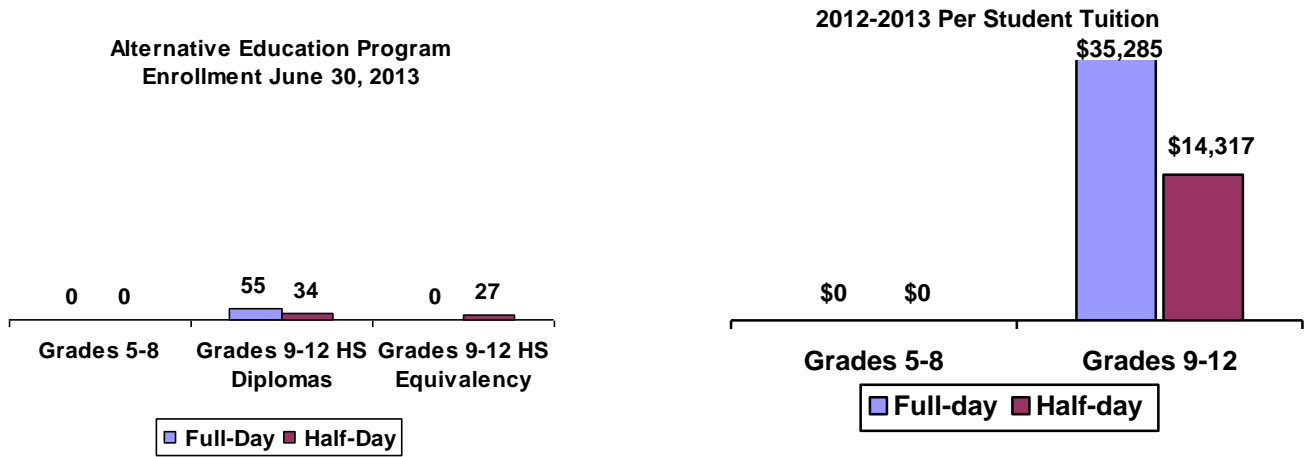
**General Education Development Leading to (GED)
For CTE Students Age 16-18
2012-2013**

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.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	27	0
Passing Rate of Students Tested	37%	0
Remained / Still Enrolled in the Program	4	0
Left the program and did not enter another district or BOCES program (dropouts)	6	0
Returned to School District:	7	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 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	Half-day	Full-day
Number of students who:						
Returned to a school district program	0	0	13	4	7	0
Remained in the BOCES program	0	0	32	16	4	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	5	3	6	0
Received high school diplomas			6	11		

Alternative Education State Testing Program
2012-2013 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	2	1	4	7	29.0%	14.0%	57.0%
Geometry	3	1	0	4	75.0%	25.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	1	1	8	10	10.0%	10.0%	80.0%
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Chemistry	0	0	1	1	0.0%	0.0%	100.0%
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	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	1	3	6	10	10.0%	30.0%	60.0%
Global History and Geography	6	4	12	22	27.0%	18.0%	55.0%
United States History and Government	1	2	5	8	12.0%	25.0%	63.0%

**Alternative Education Performance of Students
2012-2013 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	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	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	0	0	0	0	0.0%	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		BOCES Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2011-12	1530	--	--
Continuing Enrollment after 2011-12	530	34.64%	16.49%
Completed or Left During 2011-12	1000	65.36%	81.39%
Left Prior to Completion During 2011-12	199	19.90%	14.76%
Completed by the End of 2011-12	801	80.10%	86.18%
Completed or Left During 2011-12 and Status Known	124	12.40%	63.11%
Completed/Left/Status Known and Successfully Placed*	54	43.55%	95.72%
Completed but Not seeking Employment	50	6.24%	3.76%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2011-12	62	--	--
Under-Represented Gender Members Enrolled During 2011-12	65	--	--
Completed a Non-Traditional Program By the End of 2011-12	62	100.0%	73.62%
Under-Represented Gender Members Who Completed	31	47.69%	76.00%

* 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 2012-2013 was 1702.

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Adult Beginning/Intermediate	320	317	361	152	48.0%	144	52.0%	167	46.0%
Adult Secondary (Low)	20	11	13	11	55.0%	6	54.0%	6	46.0%
ESOL	1358	1313	1328	879	65.0%	1012	62.0%	647	49.0%

Other Outcomes (2010-11 through 2012-13)

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Entered employment	88	46	16	73	82.0%	39	84.0%	11	68.0%
Retained employment	75	39	14	65	86.0%	35	89.0%	12	85.0%
Obtained secondary or HS equivalency diploma	56	31	49	54	96.0%	31	100.0%	48	97.0%
Entered post-secondary education or training	58	37	53	48	82.0%	31	83.0%	31	58.0%

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)

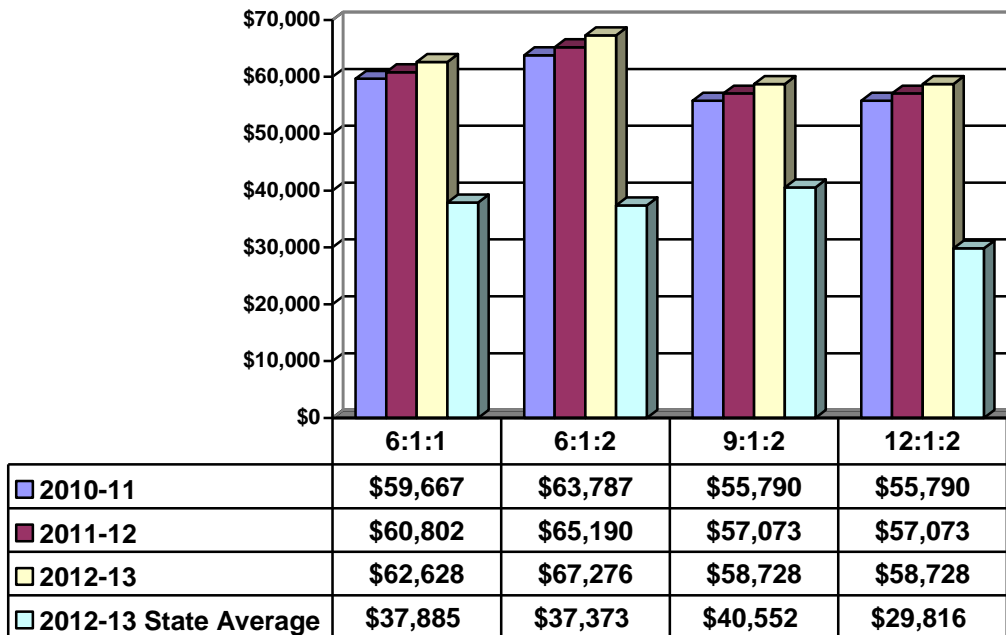
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2010-11	2011-12	2012-13
6:1:1	659	526	532
6:1:2	427	458	450
9:1:2	599	541	526
12:1:2	27	32	27

Tuition Rates Per Student 2010-11 through 2012-13



Special Education State Testing Program 2012-2013 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	44	6	6	1	57	22.8%	12.3%	10
Grade 4 English Language Arts	35	10	1	4	50	30.0%	10.0%	8
Grade 5 English Language Arts	38	6	11	0	55	30.9%	20.0%	8
Grade 6 English Language Arts	27	13	2	1	43	37.2%	7.0%	8
Grade 7 English Language Arts	40	16	7	2	65	38.5%	13.8%	13
Grade 8 English Language Arts	37	8	2	2	49	24.5%	8.2%	23
Grade 3 Mathematics	41	7	4	3	55	25.5%	12.7%	14
Grade 4 Mathematics	33	13	2	4	52	36.5%	11.5%	5
Grade 5 Mathematics	38	11	4	2	55	30.9%	10.9%	10
Grade 6 Mathematics	31	8	2	0	41	24.4%	4.9%	3
Grade 7 Mathematics	47	14	2	3	66	28.8%	7.6%	3
Grade 8 Mathematics	33	13	1	1	48	31.3%	4.2%	8

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.)
2012-2013 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	15	16	32	63	23.8%	25.4%	50.8%
Geometry	18	3	18	39	46.2%	7.7%	46.2%
Algebra 2/ Trigonometry	2	3	14	19	10.5%	15.8%	73.7%
Living Environment	5	11	37	53	9.4%	20.8%	69.8%
Physical Setting/ Earth Science	25	8	25	58	43.1%	13.8%	43.1%
Physical Setting/ Chemistry	0	1	9	10	0.0%	10.0%	90.0%
Physical Setting/ Physics	0	0	3	3	0.0%	0.0%	100.0%
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	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	16	13	29	58	27.6%	22.4%	50.0%
Global History and Geography	22	13	39	74	29.7%	17.6%	52.7%
United States History and Government	11	8	34	53	20.8%	15.1%	64.2%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2012-2013 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	10	14	14	13	51	80.4%	52.9%	0
Grade 4 English Language Arts	9	13	16	13	51	82.4%	56.9%	0
Grade 5 English Language Arts	1	10	25	14	50	98.0%	78.0%	1
Grade 6 English Language Arts	10	14	18	15	57	82.5%	57.9%	0
Grade 7 English Language Arts	1	15	10	28	54	98.1%	70.4%	1
Grade 8 English Language Arts	0	17	18	22	57	100.0%	70.2%	0
High School English Language Arts	3	11	21	13	48	93.8%	70.8%	1
Grade 3 Mathematics	1	18	20	12	51	98.0%	62.7%	0
Grade 4 Mathematics	1	23	15	12	51	98.0%	52.9%	0
Grade 5 Mathematics	0	11	26	13	50	100.0%	78.0%	1
Grade 6 Mathematics	10	13	22	12	57	82.5%	59.6%	0
Grade 7 Mathematics	10	10	23	11	54	81.5%	63.0%	1
Grade 8 Mathematics	5	19	24	9	57	91.2%	57.9%	0
High School Mathematics	0	7	26	15	48	100.0%	85.4%	1

Data Source: nySTART

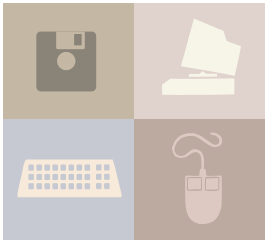
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2012-2013 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	140	0	1,258	0	0	0	270	0	71	0
Data-Driven Instruction	28	0	10	0	0	0	36	0	12	0
Lead Evaluator Training	62	0	168	0	0	0	630	0	30	0
Principal Evaluator Training	50	0	0	0	0	0	317	0	0	0
Integrating Technology into Curricula & Instruction	44	7	30,421	185	0	0	0	0	0	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	207	40	685	115	0	0	20	0	0	5
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	25	0	102	0	0	0	20	0	6	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	79	0	584	0	0	0	156	0	55	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	26	0	0	0	0	0	0	0	47
(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	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	162	0	219	0	0	0	985	0	33	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	112	0	168	0	0	0	947	0	31	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	0	128	0	0	0	0	0	0	0	403
Response to Intervention	37	0	89	0	0	0	63	0	57	0
Data Management and Analysis	0	453	0	0	0	0	0	0	0	644
Learning Standards (ELA, MST, etc.)	72	0	1027	0	0	0	209	0	64	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	39	0	110	0	0	0	63	0	129	0



Technology Services 2012-2013 School Year

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

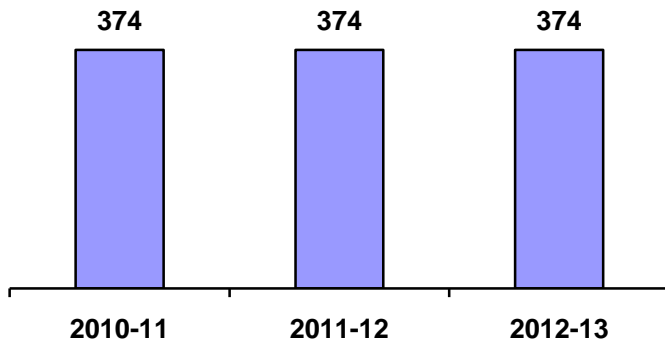
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	18/801	193	80,146		X
Instructional Computing	45/16,967	1,647	180,009		X
Computer/Audio Visual Repair	23/8,783	2,200			X
Library Automation/Software	39/13,802	0	145,709		X
LAN Installation/Support	45/16,967	2,200	180,009		X
Distributed Process Technicians	45/16,967	2,200	180,009		X
Guidance Information	32/13,473	1,647	147,904		X
Administrative Computer Services	45/16,967	2,200			X
Administrative Training	17/7,565	0		X	X
Instructional Media Resources	47/18,915	193	187,646		X
Model Schools	39/14,205	0	122,675		X
Other Student Instructional Support	48/16,617	1,647	181,531		X



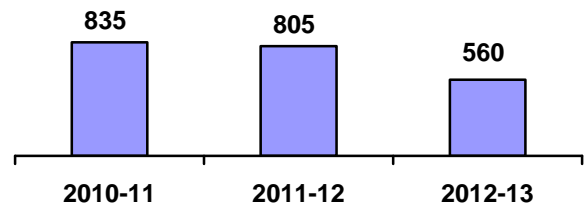
School Library Systems (SLS)

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*

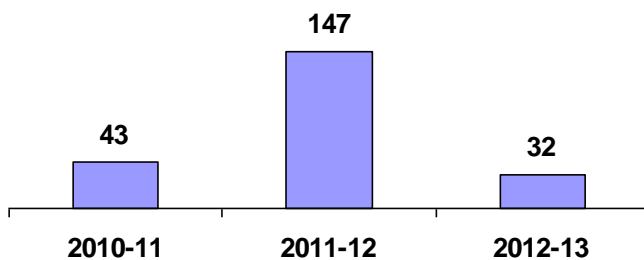
Number of Library Media Centers



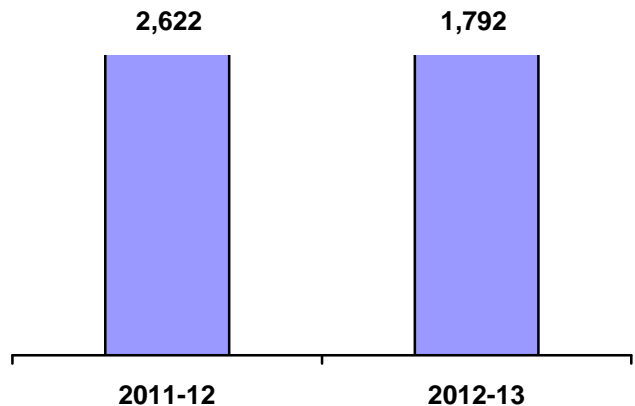
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2012-2013 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$19,097,417.47
Capital Expenses.....	\$8,932,548.33
Total Program Expenses.....	\$267,539,416.13
Total Expenses.....	\$295,569,381.93

