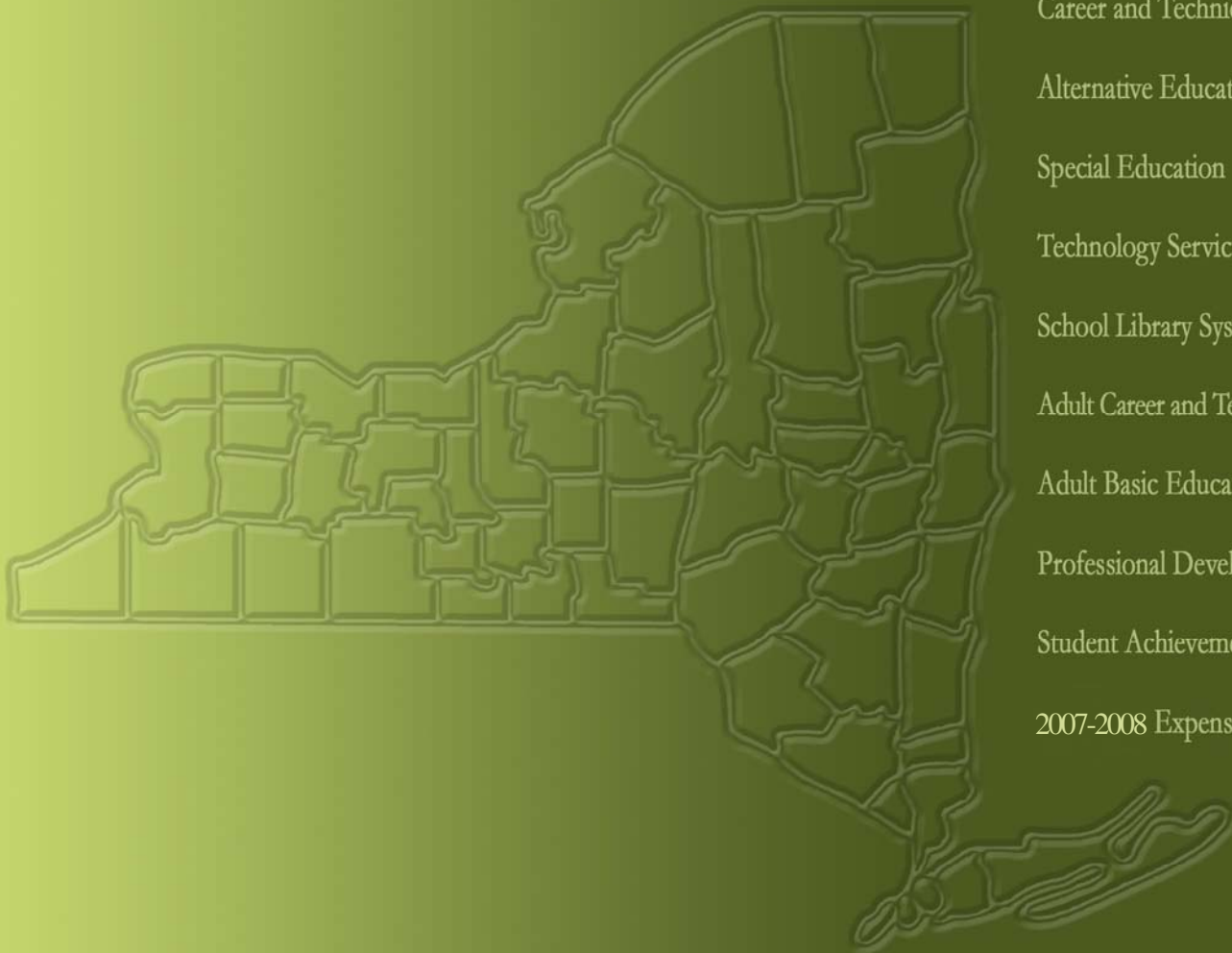


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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

Putnam/Northern Westchester BOCES

**Putnam/Northern Westchester 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

Putnam/Northern Westchester BOCES
4890

Component Districts

- BEDFORD CSD
- BREWSTER CSD
- BRIARCLIFF MANOR UFSD
- CARMEL CSD
- CHAPPAQUA UFSD
- CROTON-HARMON UFSD
- GARRISON UFSD
- HALDANE CSD
- HENDRICK HUDSON CSD
- KATONAH LEWISBORO UFSD
- LAKELAND CSD
- MAHOPAC CSD
- NORTH SALEM CSD
- OSSINING UFSD
- PEEKSKILL CITY SD
- PUTNAM VALLEY CSD
- SOMERS CSD
- YORKTOWN CSD

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

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2006-07	2006-07	2007-08	2007-08
First-year students	400	162	390	190
Second-year students	184	162	434	213
Second-year students completing	175	120	399	189

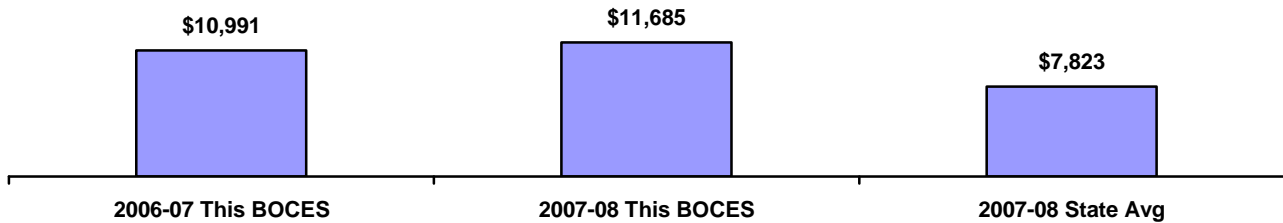
Number of 11th/12th grade students enrolled in one-year programs:

“New Vision”
 Other one-year programs

“New Vision”	22	0	24	2
Other one-year programs	31	6	70	17

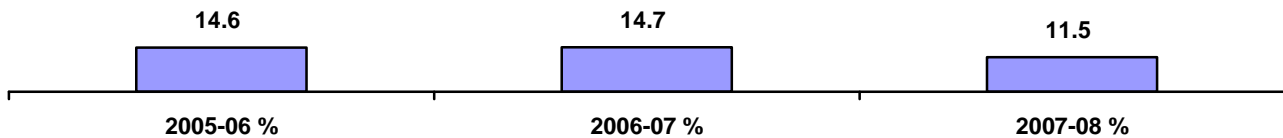
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

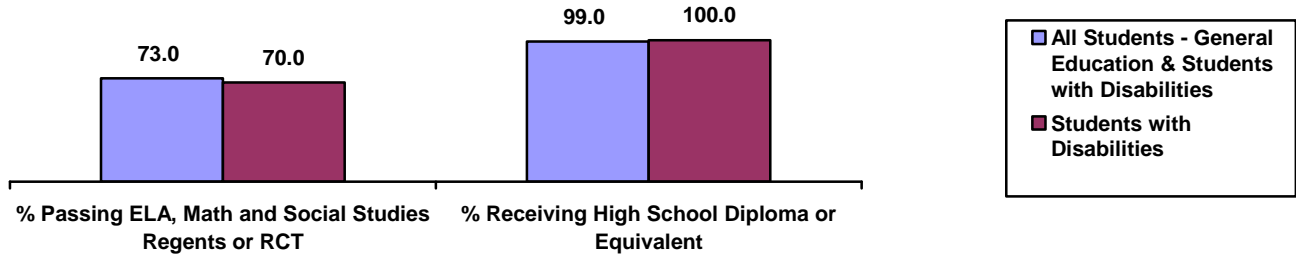
Data Source: Basic Education Data System



* 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

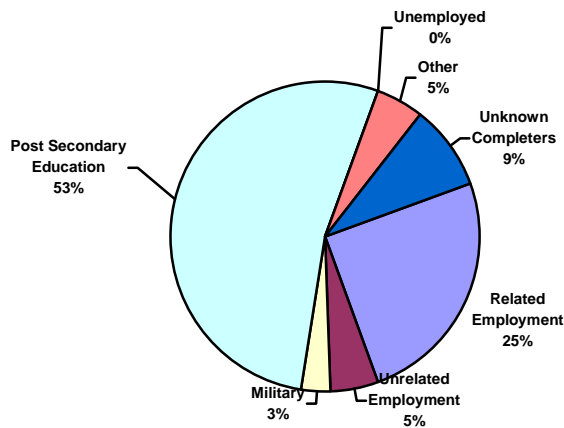
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



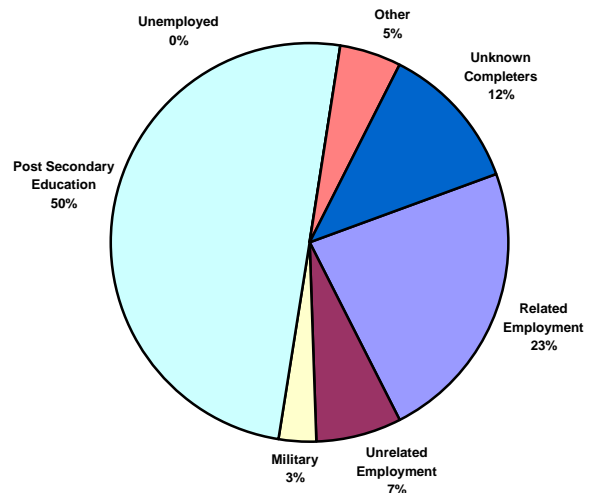
Status of Career and Technical Education (CTE) Students Who Graduated in 2007

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)

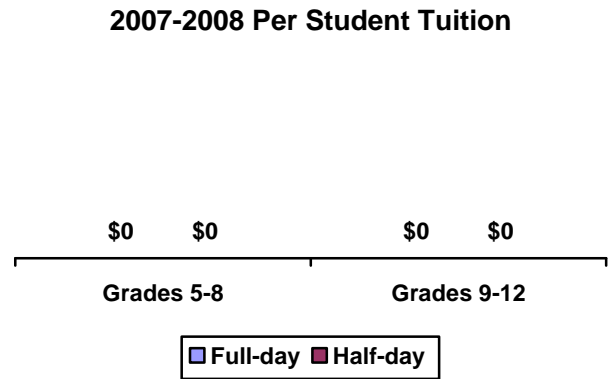
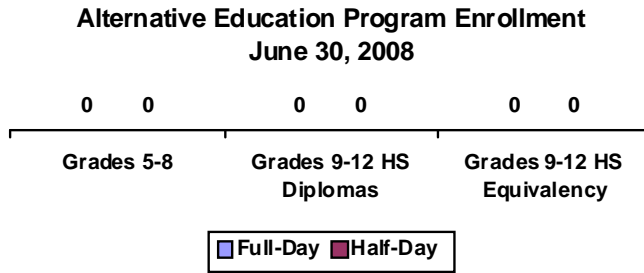


Students with Disabilities



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	0	0	0	0
remained in the BOCES program	0	0	0	0	0	0
left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
are waiting for GED exam results					0	0
received high school diplomas			0	0		
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*

2006-07 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	189		
Number who Left Prior to Completion	13	14.5%	17.4%
Number who Completed	122	64.5%	69.8%
Completed and Status Known	122	64.5%	74.5%
Completed and were Successfully Placed*	117	61.9%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	19	10.0%	12.6%
Under-Represented Gender Members Who Completed	15	7.9%	13.1%

* 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 1769.

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	560	445	378	269	48.0%	176	24.5%	124	32.8%
Adult Secondary (Low)	109	134	35	50	45.9%	44	32.8%	3	8.6%
ESOL	1577	1582	1356	744	47.2%	906	57.2%	812	59.8%

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	81	57	48	37	45.7%	25	43.9%	26	54.2%
Retained employment	31	55	15	3	10.0%	18	32.7%	3	20%
Obtained a secondary or high school equivalency diploma	162	134	94	109	67.3%	83	61.9%	88	93.6%
Entered post-secondary education or training	92	108	65	24	26.1%	31	28.7%	38	54.5%

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)

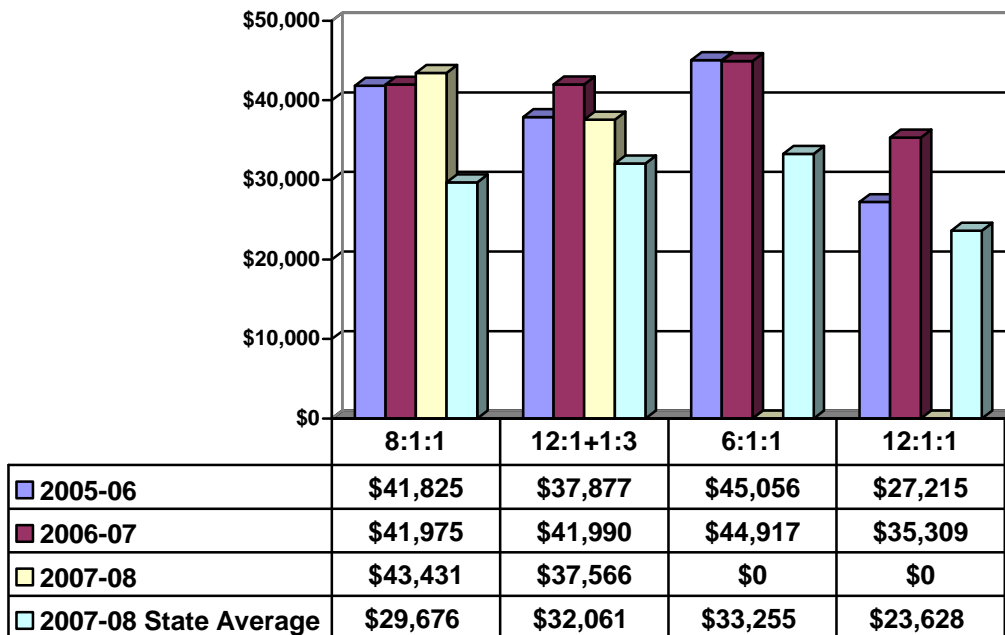
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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
8:1:1	43.70	53	248
12:1+1:3	111.47	108	102
6:1:1	191.90	187	0
12:1:1	16.13	11	0

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	4	5	1	0	10	60.0%	10.0%	0
Grade 4 English Language Arts	7	6	0	0	13	46.2%	0.0%	0
Grade 5 English Language Arts	3	6	6	0	15	80.0%	40.0%	0
Grade 6 English Language Arts	1	4	1	0	6	83.3%	16.7%	0
Grade 7 English Language Arts	1	11	3	0	15	93.3%	20.0%	0
Grade 8 English Language Arts	0	3	4	0	7	100.0%	57.1%	0
Grade 3 Mathematics	0	2	5	0	7	100.0%	71.4%	0
Grade 4 Mathematics	1	9	4	1	15	93.3%	33.3%	0
Grade 5 Mathematics	0	2	9	1	12	100.0%	83.3%	0
Grade 6 Mathematics	0	4	4	1	9	100.0%	55.6%	0
Grade 7 Mathematics	4	1	2	0	7	42.9%	28.6%	0
Grade 8 Mathematics	2	3	3	2	10	80.0%	50.0%	0

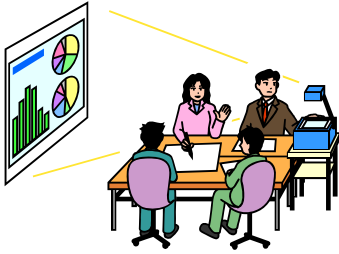
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**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	0	4	3	0	7	100.0%	42.9%	0
Grade 4 English Language Arts	3	3	7	2	15	80.0%	60.0%	0
Grade 5 English Language Arts	1	2	8	1	12	91.7%	75.0%	0
Grade 6 English Language Arts	1	4	1	3	9	88.9%	44.4%	0
Grade 7 English Language Arts	0	2	4	2	8	100.0%	75.0%	0
Grade 8 English Language Arts	0	2	3	5	10	100.0%	80.0%	0
High School English Language Arts	0	0	4	2	6	100.0%	100.0%	0
Grade 3 Mathematics	4	4	1	0	9	55.6%	11.1%	0
Grade 4 Mathematics	7	6	1	0	14	50.0%	7.1%	0
Grade 5 Mathematics	7	4	5	0	16	56.3%	31.3%	0
Grade 6 Mathematics	5	0	0	1	6	16.7%	16.7%	0
Grade 7 Mathematics	4	11	1	0	16	75.0%	6.3%	0
Grade 8 Mathematics	5	1	1	0	7	28.6%	14.3%	0
High School Mathematics	0	0	0	0	0	0.0%	0.0%	0

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 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	0	0	0	0	0
High School Graduation Requirements	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	75	1,000	23	0	217
Data Management and Analysis	0	0	0	0	0
Integrating Technology into Curricula & Instruction	33	680	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	56	169	0	0	0
Middle Level Education Academic and Youth Development	6	25	0	0	0
Career and Technical Education	4	24	0	0	0
Instructional Strategies	86	4,259	26	0	62
Parent Training	1	0	0	0	0
Special Education Issues	42	131	29	0	34
Leadership Training	10	21	0	0	0
Special Education Training Resource Center (SETRC)	0	0	0	0	0
Other	53	61	113	0	92



Technology Services 2007-2008 School Year

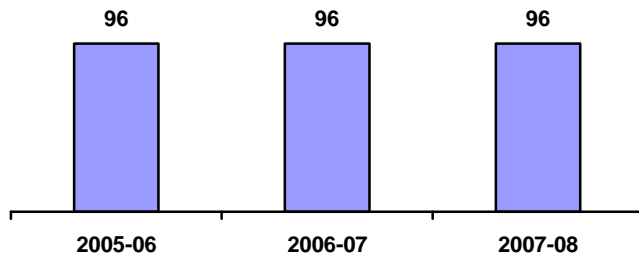
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	0	0	0
Instructional Computing	0	0	0
Computer/Audio Visual Repair	14	0	
Library Automation/Software	0	0	0
LAN Installation/Support	0	0	0
Distributed Process Technicians	0	0	0
Guidance Information	0	0	0
Administrative Computer Services	0	0	
Administrative Training	0	0	



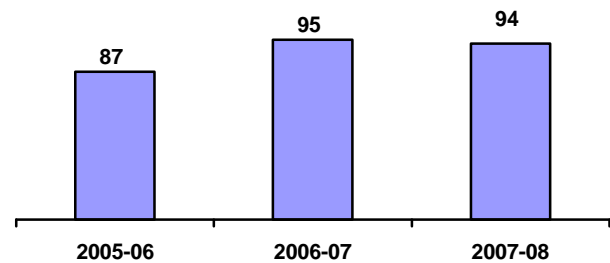
School Library Systems (SLS)

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*

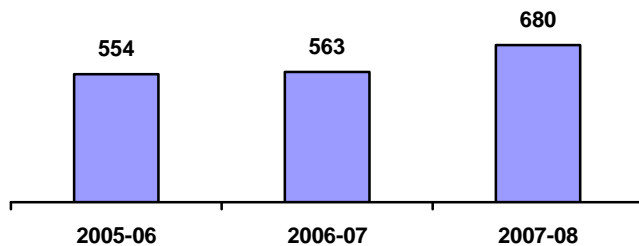
Number of Library Media Centers



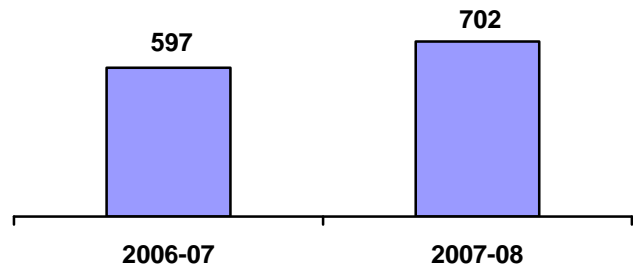
NOVEL Ready Libraries



Number of Participants at Professional Development Workshops



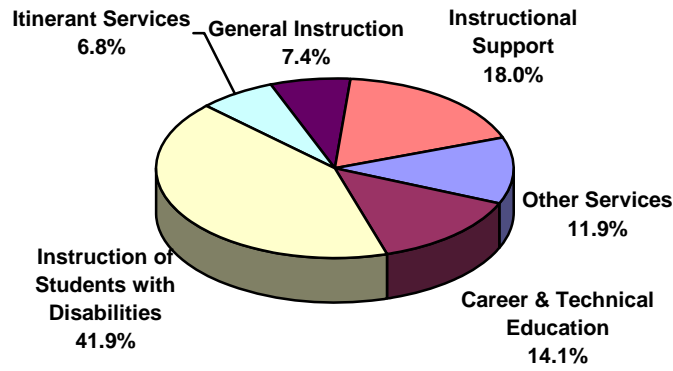
Consulting Reference and Technical Assistance Services by SLS Staff



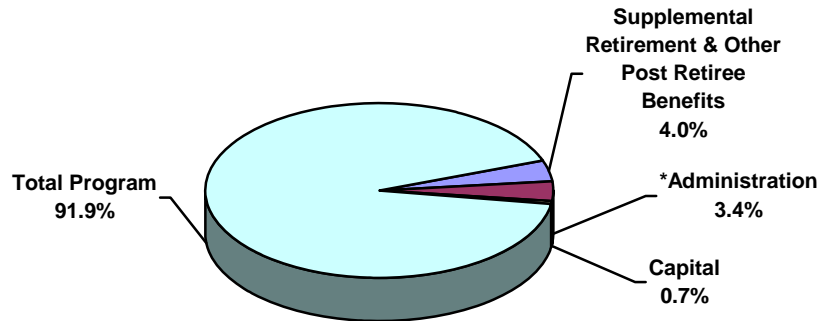
2007-2008 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$	3,128,036.00
Supplemental Retirement & Other Post Retirement Benefits.....	\$	3,647,788.00
Capital Expenses.....	\$	673,000.00
Total Program Expenses.....	\$	84,187,241.00



Total Expenses.....	\$	91,636,065.00
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*Excludes Supplemental & Other Post Retirement Benefits