

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

Western Suffolk BOCES

Western Suffolk BOCES
Board of Cooperative Educational Services
2009-2010 Report Card

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-2
Alternative Education.....	3
Adult Career & Technical Education.....	4
Adult Basic Education.....	4
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	5
State Testing Program.....	6-7
Professional Development.....	8
Technology Services.....	9
School Library System Services.....	10
 2009-2010 Expenses.....	 11

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

Western Suffolk BOCES
2009-10

- Amityville UFSD
- Babylon UFSD
- Cold Spring Harbor CSD
- Commack UFSD
- Copiague UFSD
- Deer Park UFSD
- Elwood UFSD
- Half Hollow Hills CSD
- Harborfields CSD
- Huntington UFSD
- Kings Park CSD
- Lindenhurst UFSD
- North Babylon UFSD
- Northport-East Northport UFSD
- Smithtown CSD
- South Huntington UFSD
- West Babylon UFSD
- Wyandanch 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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2008-09	2008-09	2009-10	2009-10
700	311	712	313
519	339	476	278
356	221	308	152

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

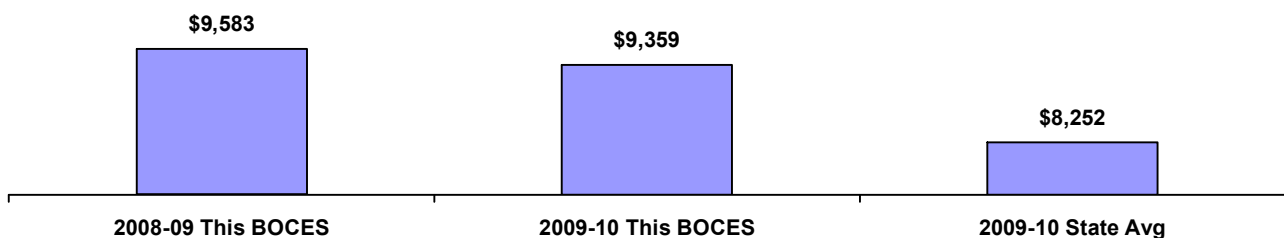
“New Vision”

Other one-year programs

0	0	0	0
0	0	0	0

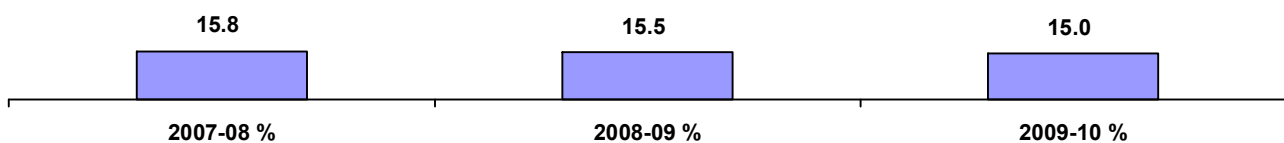
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

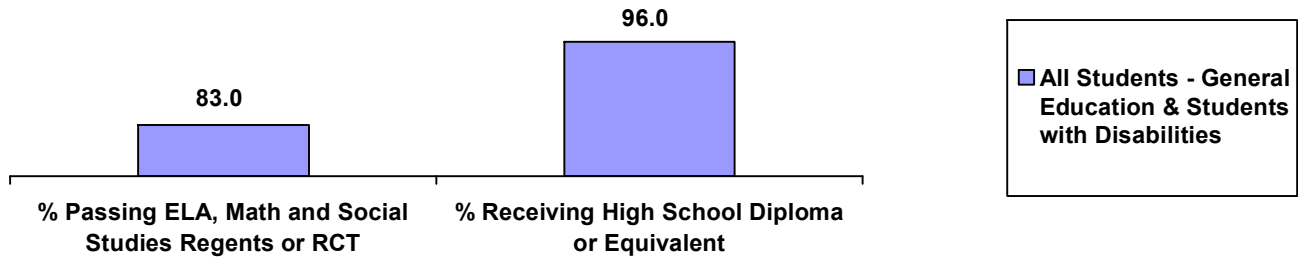
Data Source: Basic Education Data System



* Data include CTE students in General Education, CTE students with Disabilities and those in alternative and co-op programs through CTE compared to BOCES Demographic Study of Enrollment in the 18 local school districts.

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

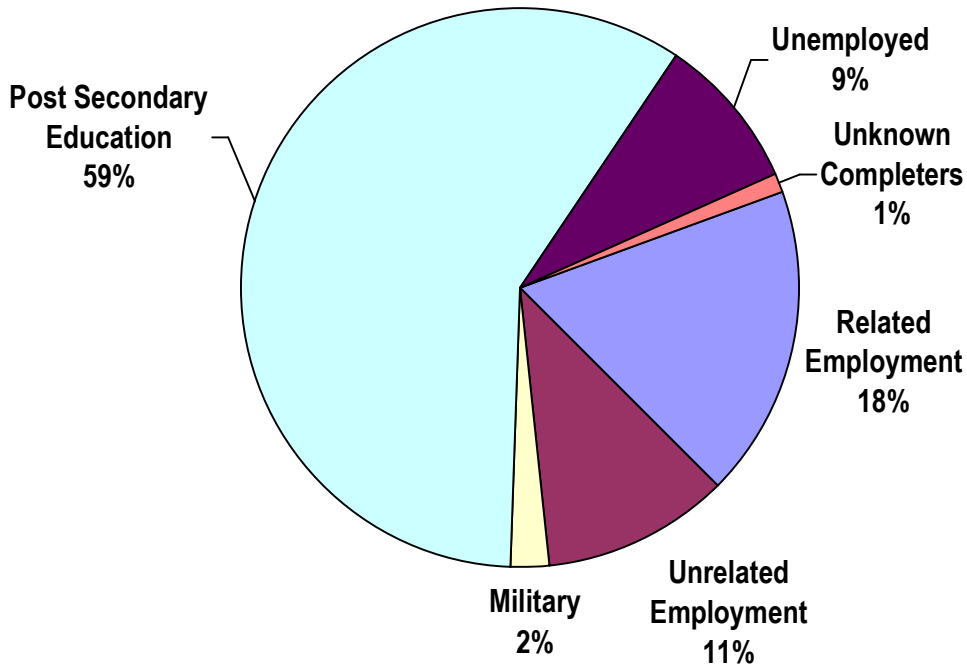
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



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

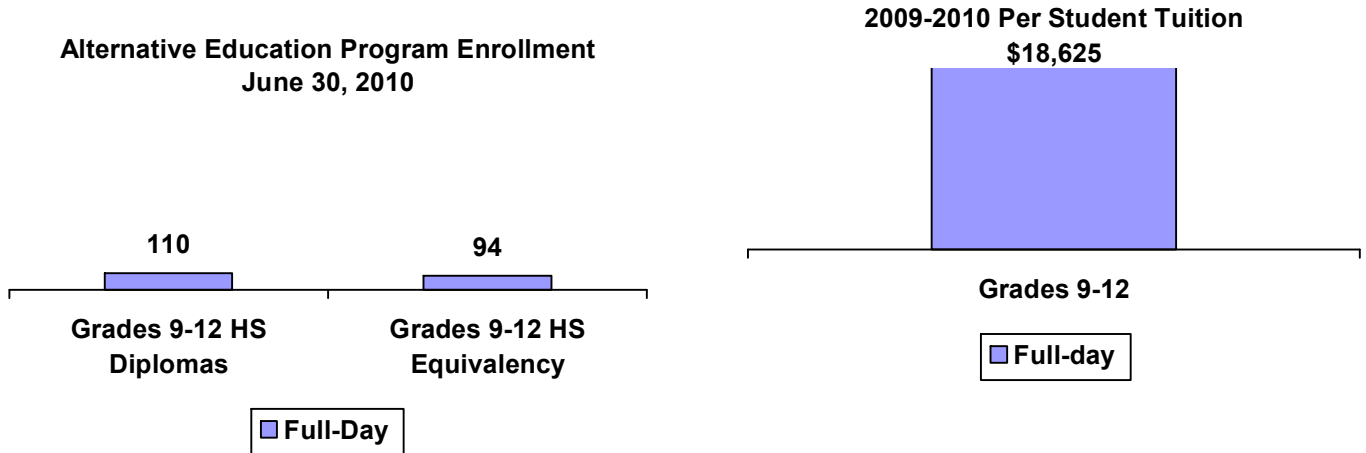
BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. *Data Source: CTEDS-2 Report*

All Graduates (General Education and Students with Disabilities)



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	0	0	11	0	0	0
Remained in the BOCES program	0	0	99	0	94	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	18	0	24	0
Are waiting for GED exam results					12	0
Received high school diplomas			51	0		
Received high school equivalency diplomas					33	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	
All CTE Programs			
Enrolled during 2008-09	2079		
Continuing Enrollment after 2008-09	282	14%	N/A
Completed or Left During 2008-09	1797	86%	N/A
Left Prior to Completion During 2008-09	152	7%	N/A
Completed by the End of 2008-09	1645	79%	N/A
Completed or Left During 2008-09 and Status Known	1599	97%	N/A
Completed/Left/Status Known and Successfully Placed*	1563	98%	N/A
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2008-09	187	9%	N/A
Under-Represented Gender Members Enrolled During 2008-09	143	7%	N/A
Completed a Non-Traditional Program By the End of 2008-09	122	65%	N/A
Under-Represented Gender Members Who Completed	83	58%	N/A

* 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 3,105.

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	693**	1107	980	347**	50%**	488	44.1%	463	47%
Adult Secondary (Low)	70**	153	178	21**	30%**	65	42.5%	73	41%
ESOL	941**	1972	1869	558**	59%**	1013	51.4%	973	52%

** Due to changes in the system for collecting data, figures for other outcomes for this BOCES were not available.

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	0**	76	321	**	**	53	69%	228	71%
Retained employment	0**	0*	307	**	**	0*	0%*	267	86%
Obtained secondary or HS equivalency diploma	0**	174	158	**	**	158	90%	148	93%
Entered post-secondary education or training	0**	358	286	**	**	325	90%	260	90%

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)

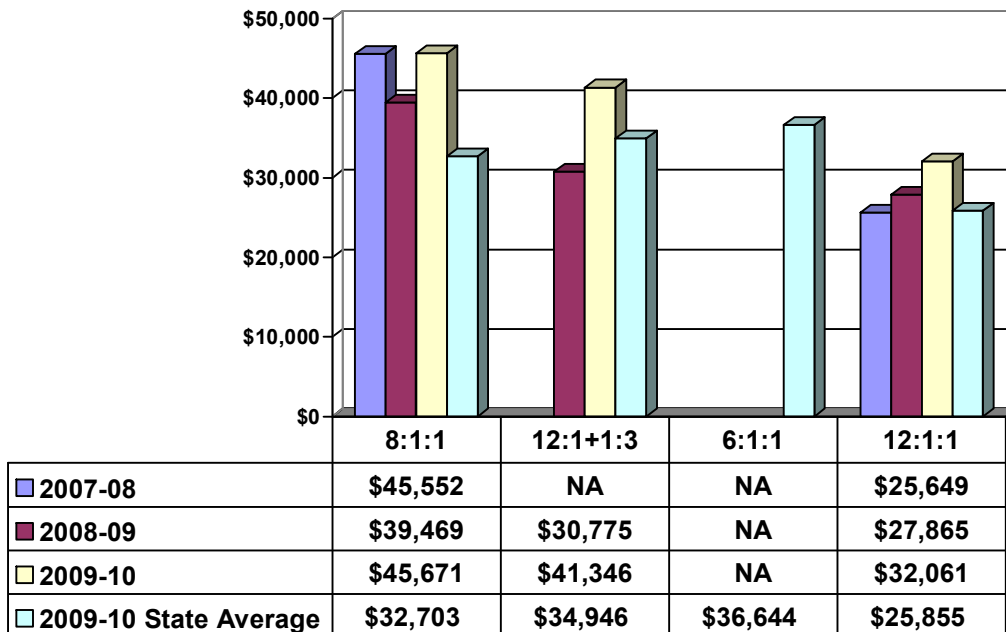
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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
8:1:1	970	852	822
12:1+1:3	N/A	124	121
6:1:1	N/A	N/A	0
12:1:1	89	80	80

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	12	4	3	1	20	40.0%	20.0%	0
Grade 4 English Language Arts	15	8	2	0	25	40.0%	8.0%	0
Grade 5 English Language Arts	11	8	1	0	20	45.0%	5.0%	0
Grade 6 English Language Arts	16	6	1	0	23	30.4%	4.3%	0
Grade 7 English Language Arts	20	17	5	0	42	52.4%	11.9%	0
Grade 8 English Language Arts	25	20	3	0	48	47.9%	6.3%	0
Grade 3 Mathematics	10	8	4	0	22	54.5%	18.2%	0
Grade 4 Mathematics	16	9	1	0	26	38.5%	3.9%	0
Grade 5 Mathematics	9	8	3	0	20	55.0%	15.0%	0
Grade 6 Mathematics	15	6	1	0	22	31.8%	4.5%	0
Grade 7 Mathematics	25	12	4	1	42	40.5%	11.9%	0
Grade 8 Mathematics	28	16	4	0	48	41.7%	8.3%	0

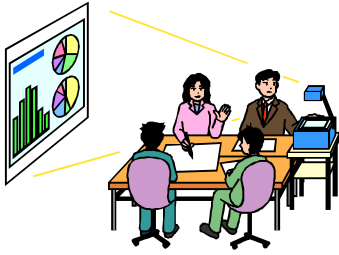
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
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	
Grade 3 English Language Arts	0	3	2	16	21	100.0%	85.7%	0
Grade 4 English Language Arts	1	5	4	14	24	95.8%	75.0%	0
Grade 5 English Language Arts	0	4	15	12	31	100.0%	87.1%	0
Grade 6 English Language Arts	0	12	6	15	33	100.0%	63.6%	0
Grade 7 English Language Arts	0	4	8	18	30	100.0%	86.7%	0
Grade 8 English Language Arts	0	6	2	27	35	100.0%	82.9%	0
High School English Language Arts	0	3	6	31	40	100.0%	92.5%	0
Grade 3 Mathematics	0	3	4	14	21	100.0%	85.7%	0
Grade 4 Mathematics	0	6	5	13	24	100.0%	75.0%	0
Grade 5 Mathematics	0	2	11	18	31	100.0%	93.5%	0
Grade 6 Mathematics	0	8	10	15	33	100.0%	75.8%	0
Grade 7 Mathematics	5	1	10	14	30	83.3%	80.0%	0
Grade 8 Mathematics	6	1	7	21	35	82.9%	80.0%	0
High School Mathematics	0	7	11	22	40	100.0%	82.5%	0

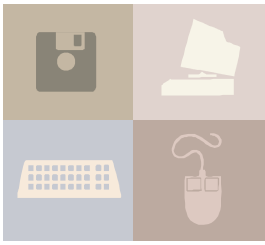
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development

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	4	445	14	14	13
District Based Educational Planning	21	232	18	0	80
High School Graduation Requirements	19	75	15		
Learning Standards (ELA, MST, etc.)	32	650	48	14	0
Data Management and Analysis	19	280	15	75	60
Integrating Technology into Curricula & Instruction	38	2723	51	13	0
Interdisciplinary Teaching (including integration of career technology & academics)	2	145	16	19	0
Middle Level Education Academic and Youth Development	1	44	15	0	0
Career and Technical Education	2	60	18	8	0
Instructional Strategies	108	26,981	135	24	0
Parent Training	1	280	15	0	188
Special Education Issues	46	714	22	323	40
Leadership Training	13	66	15	0	0
Special Education Training Resource Center (SETRC)	19	0	63	0	0
Other	70	2018	145	83	480



Technology Services 2009-2010 School Year

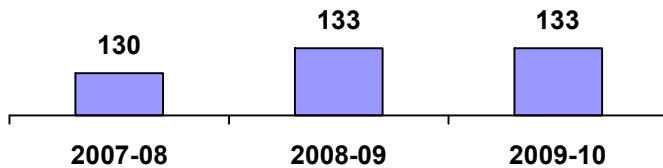
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	1	35	2525
Instructional Computing	32	7876	126,515
Computer/Audio Visual Repair	0	0	
Library Automation/Software	18	185	88,591
LAN Installation/Support	15	6,503	61,130
Distributed Process Technicians	0	0	0
Guidance Information	22	9537	89,657
Administrative Computer Services	0	0	
Administrative Training	1	15	



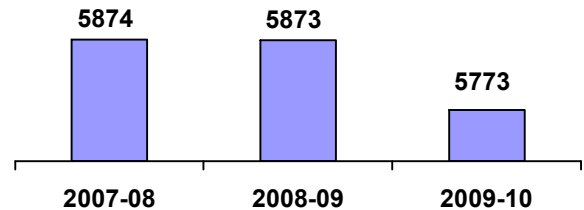
School Library Systems (SLS)

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*

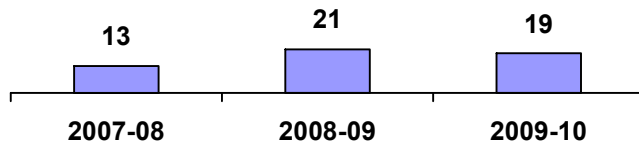
Number of Library Media Centers



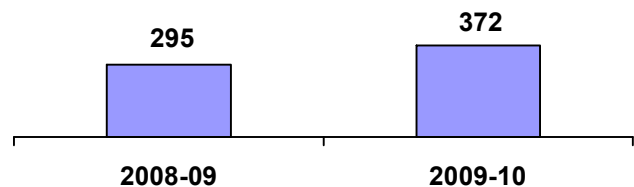
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



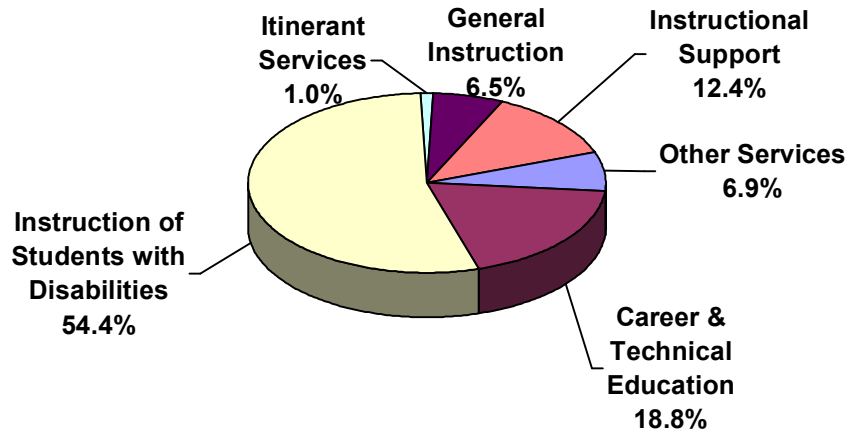
Number of Participants at Professional Development Workshops



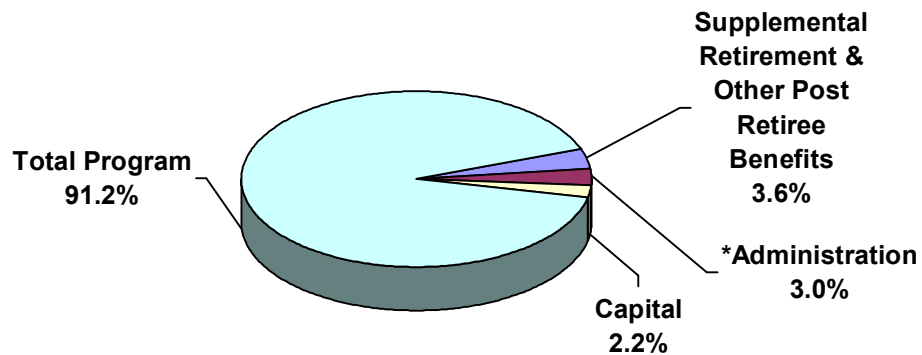
2009-2010 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$ 4,206,834
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 5,103,613
Capital Expenses.....	\$ 3,106,193
Total Program Expenses.....	\$ 128,594,866



Total Expenses.....	\$ 141,011,509
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*Excludes Supplemental & Other Post Retirement Benefits