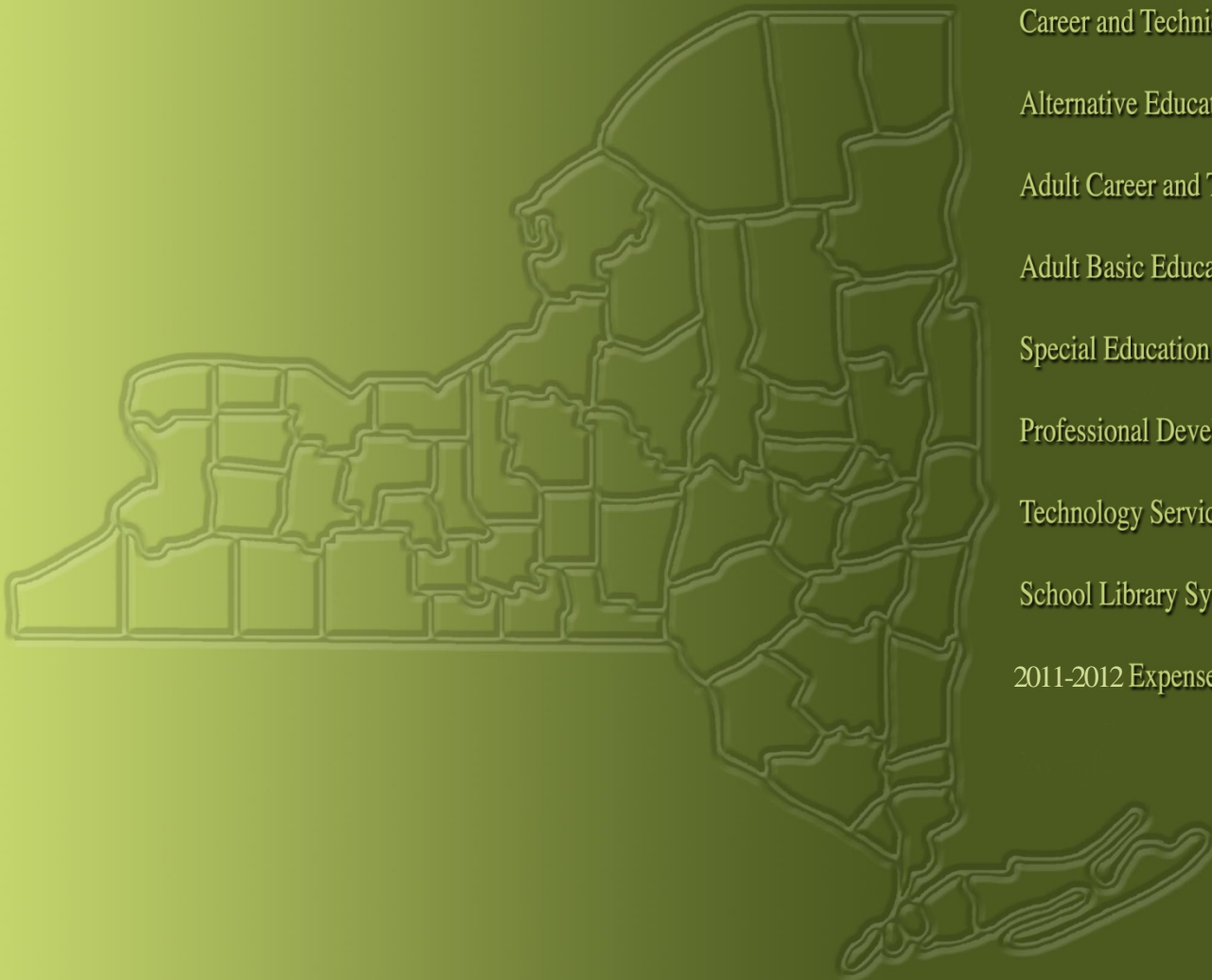


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- Technology Services
- School Library System Services
- 2011-2012 Expenses

2012-2013

Western Suffolk BOCES

**WESTERN SUFFOLK 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

WESTERN SUFFOLK BOCES

Component Districts

- 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

Completers with technical endorsement*

*not all completers are eligible for Technical Endorsement

Other Career-Related Programs

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

“New Vision”

Participated 1 yr of a CTE Program

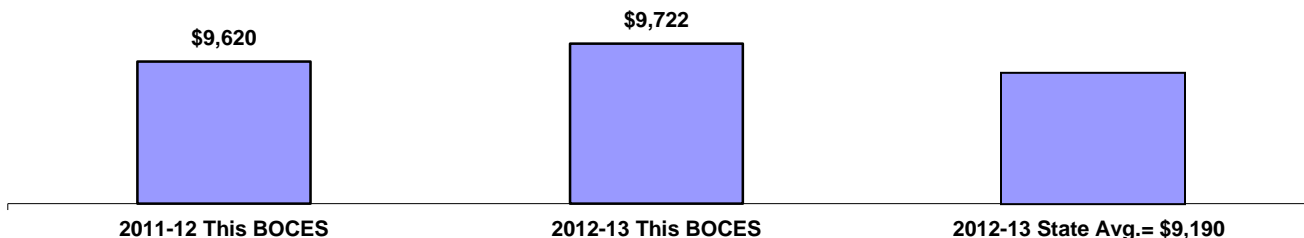
Other one-year programs

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2011-12	2011-12	2012-13	2012-13
First-year students	678	328	763	386
Second-year students	500	253	478	177
Second-year students completing	323	159	309	140
Completers with technical endorsement*	63	13	72	22

“New Vision”	0	0	0	0
Participated 1 yr of a CTE Program	0	0	0	0
Other one-year programs	0	0	0	0

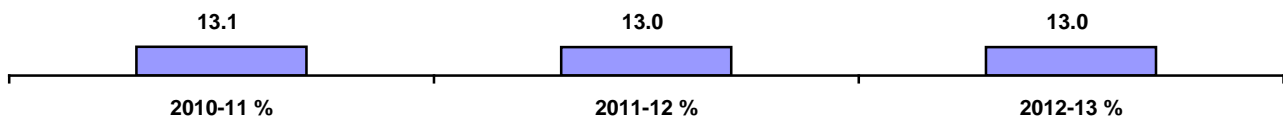
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

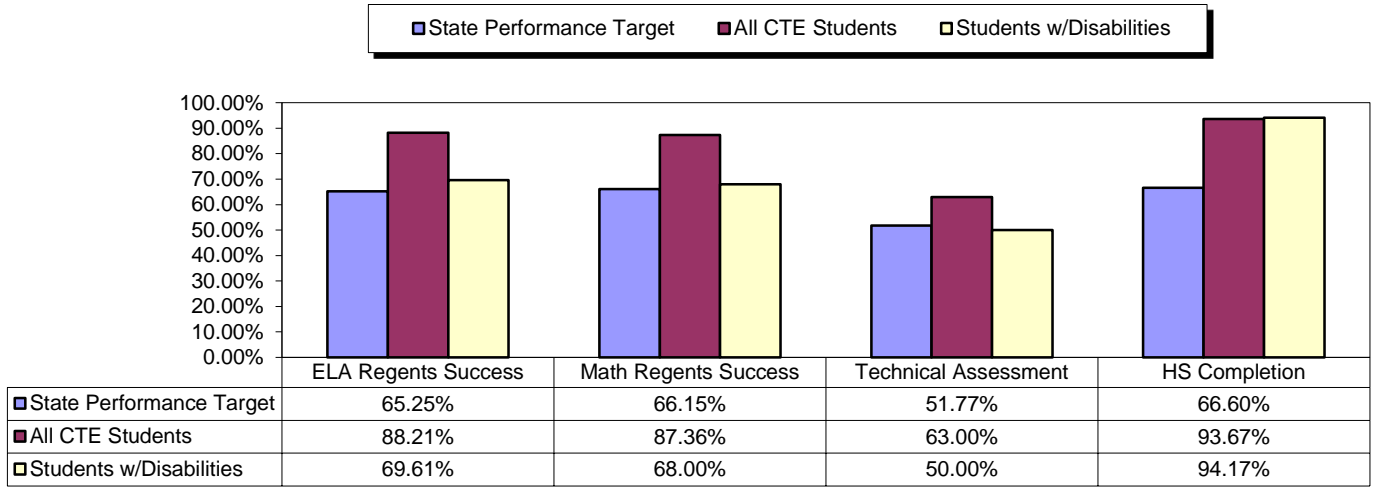
Data Source: SIRS



* 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

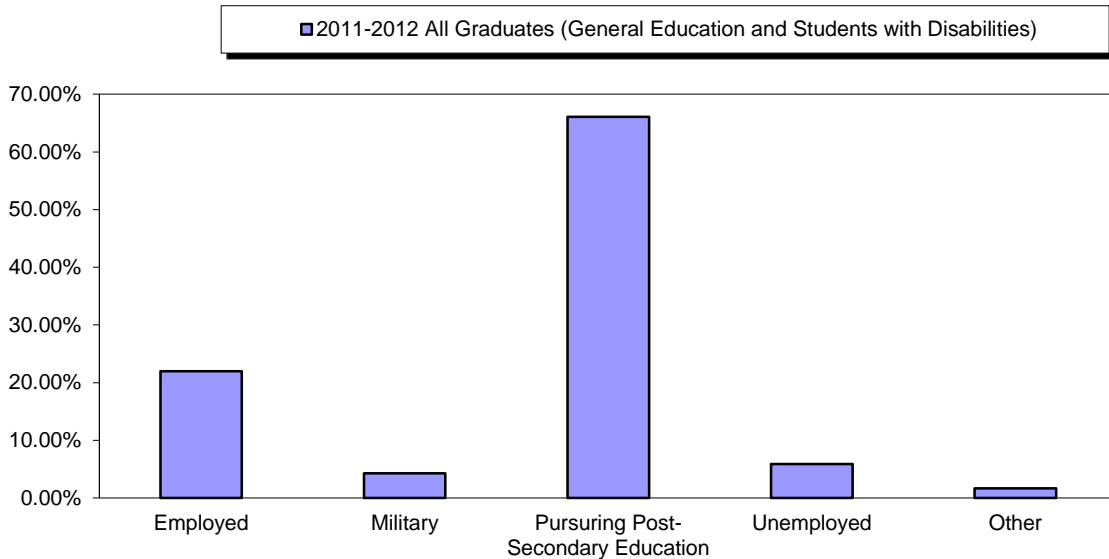


Status of Career and Technical Education (CTE) Students 2012 Placement Outcomes

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
92.4%	87.75%



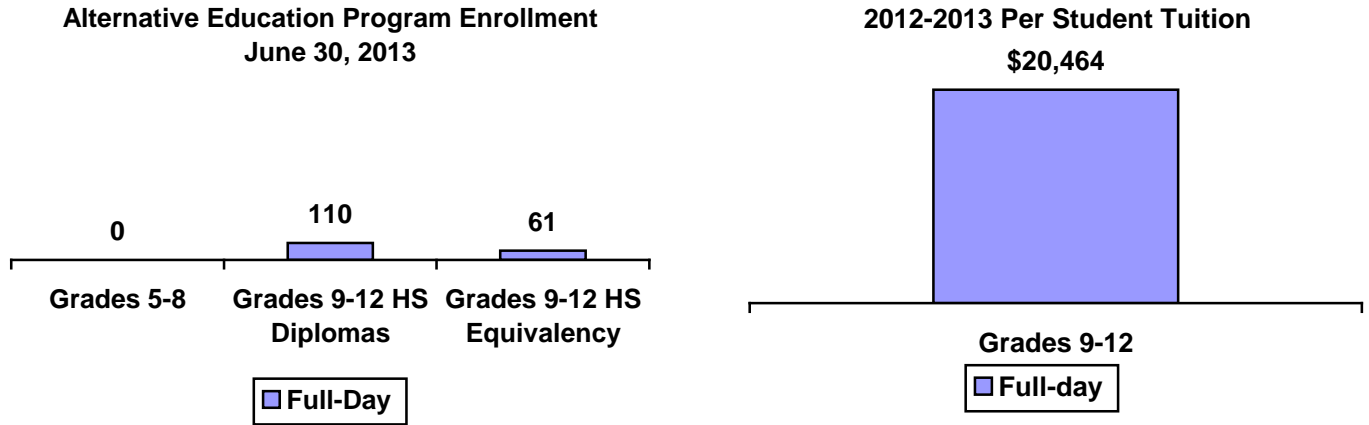
**General Education Development Leading to (GED)
For CTE Students Age 16-18
2012-2013**

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	65	0
Passing Rate of Students Tested	55%	0
Remained / Still Enrolled in the Program	46	0
Left the program and did not enter another district or BOCES program (dropouts)	6	0
Returned to School District:	0	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.

Number of students who:	Grades 9-12 Programs Leading to HS Diploma	Grades 9-12 Programs Leading to HS Equivalency Diplomas
	Full-day	Full-day
Returned to a school district program	11	0
Remained in the BOCES program	31	19
Left the program and did not enter another district or BOCES program (dropouts)	5	1
Received high school diplomas	34	

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	13	13	13	39	33%	33%	33%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0%	0%	0%
Living Environment	5	10	18	33	15%	30%	55%
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	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	11	4	21	36	31%	11%	58%
Global History and Geography	9	7	20	37	24%	19%	54%
United States History and Government	9	12	23	44	20%	27%	52%

Note: Data reflects the highest score each student achieved on tests given in Jan. 2013, June 2013 and Aug. 2013.

**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%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	1	1	2	0.0%	50%	50%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	2	2	0%	0%	100%
RCT – Grade 12 Science	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 10 Global Studies	0	2	2	4	0.0%	50%	50%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0%	0%
RCT – Grade 12 Global Studies	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 11 Reading	0	2	5	7	0.0%	29%	71%
RCT – Grade 12 Reading	0	0	1	1	0%	0%	100%
RCT – Grade 11 Writing	0	3	4	7	0.0%	43%	57%
RCT – Grade 12 Writing	1	0	1	2	50%	0.0%	50%
RCT – Grade 11 United States History & Gov't.	1	1	2	4	25%	25%	50%
RCT – Grade 12 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%

Note: Data reflects the highest score each student achieved on tests given in Jan. 2013, June 2013 and Aug. 2013.

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	1911	--	--
Continuing Enrollment after 2011-12	347	18.16%	16.49%
Completed or Left During 2011-12	1564	81.84%	81.39%
Left Prior to Completion During 2011-12	108	6.91%	14.76%
Completed by the End of 2011-12	1456	93.09%	86.18%
Completed or Left During 2011-12 and Status Known	103	6.59%	63.11%
Completed/Left/Status Known and Successfully Placed*	1304	83.38%	95.42%
Completed but Not seeking Employment	15	1.03%	3.76%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2011-12	146	--	--
Under-Represented Gender Members Enrolled During 2011-12	0	--	--
Completed a Non-Traditional Program By the End of 2011-12	86	58.9%	73.62%
Under-Represented Gender Members Who Completed	0	0.0%	76%

* 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 2633.

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	
	2864	2628	2633		Percent		Percent		Percent
Adult Beginning/Intermediate	890	748	891	481	54%	336	45%	516	58%
Adult Secondary (Low)	163	155	156	80	49%	85	55%	89	57%
ESOL	1811	1725	1586	978	54%	1052	61%	999	63%

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	
			859		Percent		Percent		Percent
Entered employment	179	96	52	132	73%	89	92%	50	96%
Retained employment	306	192	114	183	59%	148	77%	81	71%
Obtained secondary or HS equivalency diploma	161	164	151	159	98%	162	98%	135	89%
Entered post-secondary education or training	293	241	542	290	98%	239	99%	527	97%

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)

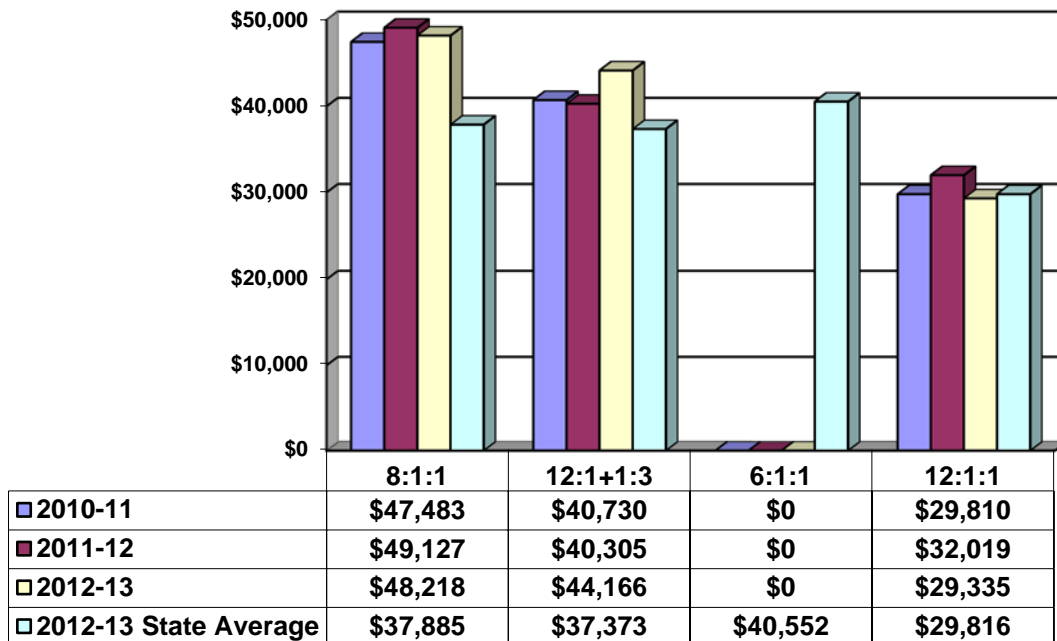
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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
8:1:1	782	758	755
12:1+1:3	114	121	93
6:1:1	0	0	0
12:1:1	79	81	85

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: BARS

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	29	0	1	0	30	3.33%	3.33%	1
Grade 4 English Language Arts	16	2	0	0	18	11.1%	0.0%	1
Grade 5 English Language Arts	14	2	0	0	16	12.5%	0.0%	0
Grade 6 English Language Arts	27	3	1	0	31	12.902%	3.225%	2
Grade 7 English Language Arts	17	8	1	0	26	34.615%	3.846%	2
Grade 8 English Language Arts	13	4	0	0	17	23.529%	0.0%	2
Grade 3 Mathematics	28	1	1	0	30	6.66%	3.33%	1
Grade 4 Mathematics	13	5	0	0	18	27.77%	0.0%	0
Grade 5 Mathematics	14	1	0	0	15	6.66%	0.0%	1
Grade 6 Mathematics	25	5	0	0	30	16.66%	0.0%	3
Grade 7 Mathematics	19	6	0	0	25	24.0%	0.0%	3
Grade 8 Mathematics	14	4	0	0	18	22.22%	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.

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	21	14	18	53	39.6%	26.4%	34.0%
Geometry	8	2	1	11	72.7%	18.2%	9.1%
Algebra 2/ Trigonometry	3	1	5	9	33.3%	11.1%	55.6%
Living Environment	16	13	20	49	32.7%	26.5%	40.8%
Physical Setting/ Earth Science	41	7	12	60	63.8%	11.7%	20.0%
Physical Setting/ Chemistry	1	1	3	5	20.0%	20.0%	60.0%
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	50	18	33	101	49.5%	17.8%	32.7%
Global History and Geography	64	16	17	97	66.0%	16.5%	17.5%
United States History and Government	42	18	32	92	45.7%	19.6%	34.8%

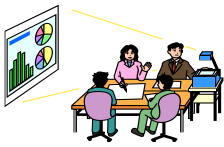
Note: Data reflects the highest score each student achieved on tests given in Jan. 2013, June 2013 and Aug. 2013.

**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	1	0	2	23	26	96.15%	96.15%	1
Grade 4 English Language Arts	0	1	10	15	26	100%	96.15%	0
Grade 5 English Language Arts	0	0	3	20	23	100%	100%	1
Grade 6 English Language Arts	0	1	4	18	23	100%	95.65%	1
Grade 7 English Language Arts	0	0	1	25	26	100%	100%	1
Grade 8 English Language Arts	0	0	1	34	35	100%	100%	0
High School English Language Arts	0	0	0	39	39	100%	100%	0
Grade 3 Mathematics	0	1	3	22	26	100%	96.16%	1
Grade 4 Mathematics	0	2	9	15	26	100%	92.31%	0
Grade 5 Mathematics	0	0	2	21	23	100%	100%	1
Grade 6 Mathematics	0	0	3	20	23	100%	100%	1
Grade 7 Mathematics	0	0	4	22	26	100%	100%	1
Grade 8 Mathematics	0	0	2	33	35	100%	100%	0
High School Mathematics	0	0	0	39	39	100%	100%	0

Data Source: L2RPT (ESBOCES)

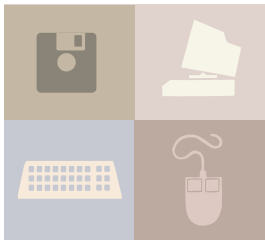
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents 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	80	40	1930	134	0	0	0	100	80	0
Data-Driven Instruction	13	0	70	0	0	0	15	0	0	0
Lead Evaluator Training	12	0	10	0	0	0	50	0	90	0
Principal Evaluator Training	8	0	0	0	0	0	45	0	10	0
Integrating Technology into Curricula & Instruction	38	0	1100	45	0	0	20	0	10	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	2	9	20	300	0	0	0	5	0	20
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	10	0	26	0	0	0	0	0	3
Instructional Strategies	44	0	2407	0	0	0	10	0	8	0
Parent Training	0	1	0	0	0	0	0	0	0	28
Special Education Issues	29	0	200	39	0	0	15	0	10	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	0	0	0	0	0	0	0	0	0	0
RBE-RN	0	0	0	0	0	0	0	0	0	0
Leadership Training	18	0	80	0	0	0	0	0	0	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	116	0	33	0	0	0	34	0	141	0
School & District Planning	0	0	0	0	0	0	0	0	0	0
Response to Intervention	2	0	15	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	4	0	15	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	2	0	15	0	0	0	0	0	0	0
Other	64	0	0	0	0	0	0	0	144	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.

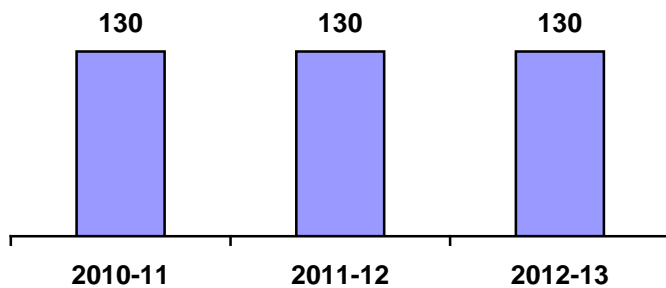
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	7/20	2	410	X	
Instructional Computing	9/5,103	3	42,300	X	
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	18/98	1.5	84,609	X	
LAN Installation/Support	14/7,938	2	65,800	X	
Distributed Process Technicians	0/0	0	0		
Guidance Information	21/230	1	63,000	X	
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	13/7,500	3	58,100	X	
Model Schools	18/10,223	3	84,609	X	
Other Student Instructional Support	0/0	0	0		



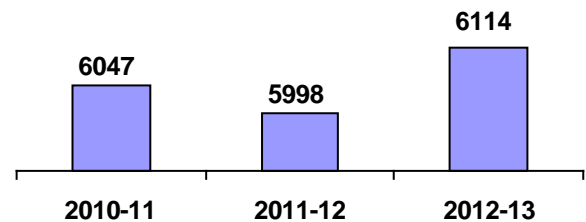
School Library Systems (SLS)

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*

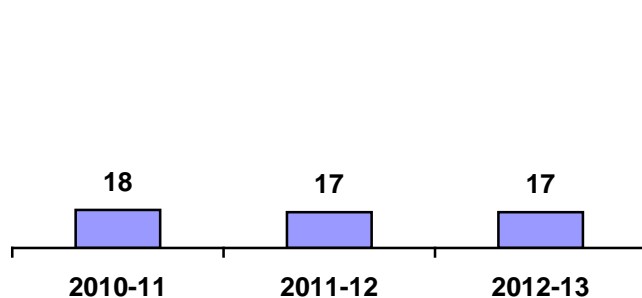
Number of Library Media Centers



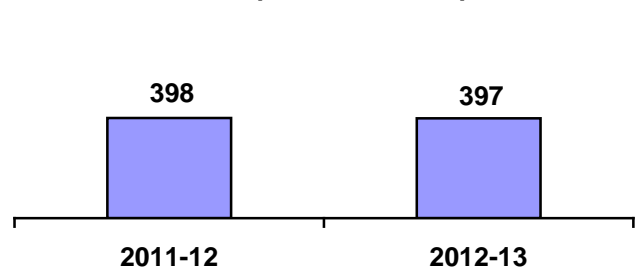
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2012-2013 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 10,541,059
Capital Expenses.....	\$ 3,197,306
Total Program Expenses.....	\$ 137,028,486
Total Expenses.....	\$ 150,766,851

