

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
- 2015-2016** Expenses

2015-2016

Western Suffolk BOCES

**Western Suffolk BOCES
Board of Cooperative Educational Services
2015-2016 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-6
Adult Career & Technical Education.....	7
Adult Basic Education.....	7
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	8
State Testing Program.....	9-11
Professional Development.....	12
Technology Services.....	13
School Library System Services.....	14
 2015-2016 Expenses.....	 15

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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2014-15	2014-15	2015-16	2015-16
620	330	631	322
498	295	575	278
410	263	494	247
202	81	340	161

Other Career-Related Programs

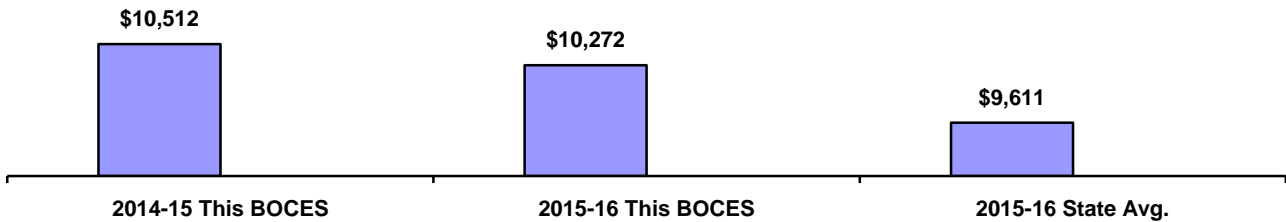
Number of 11th/12th grade students enrolled in one-year programs:

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

0	0	0	0
0	0	0	0
0	0	0	0

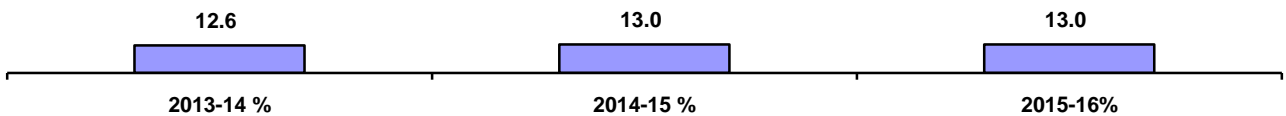
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

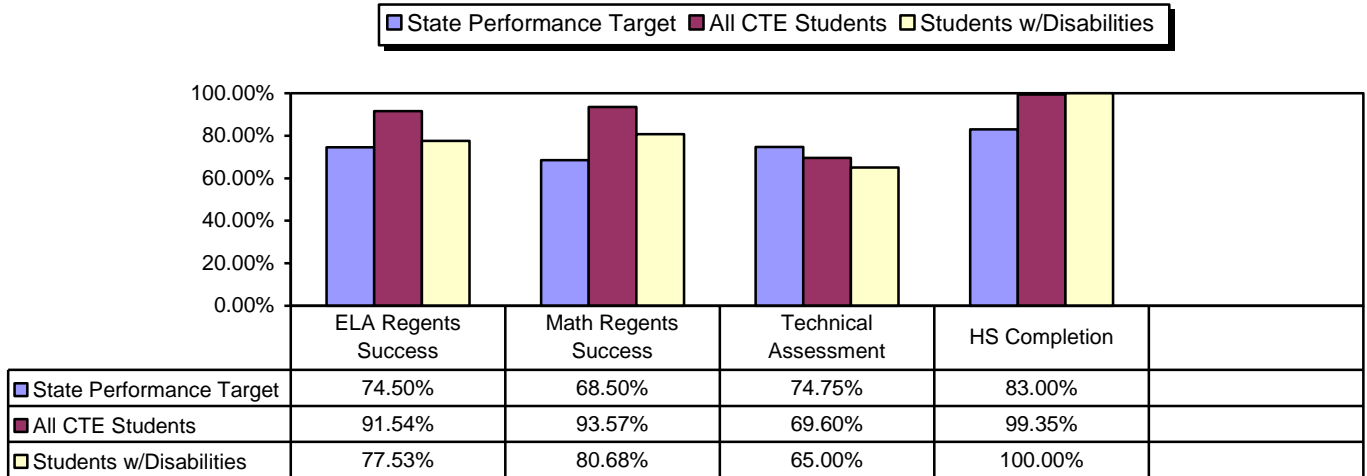
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2015

Data Source: SIRS

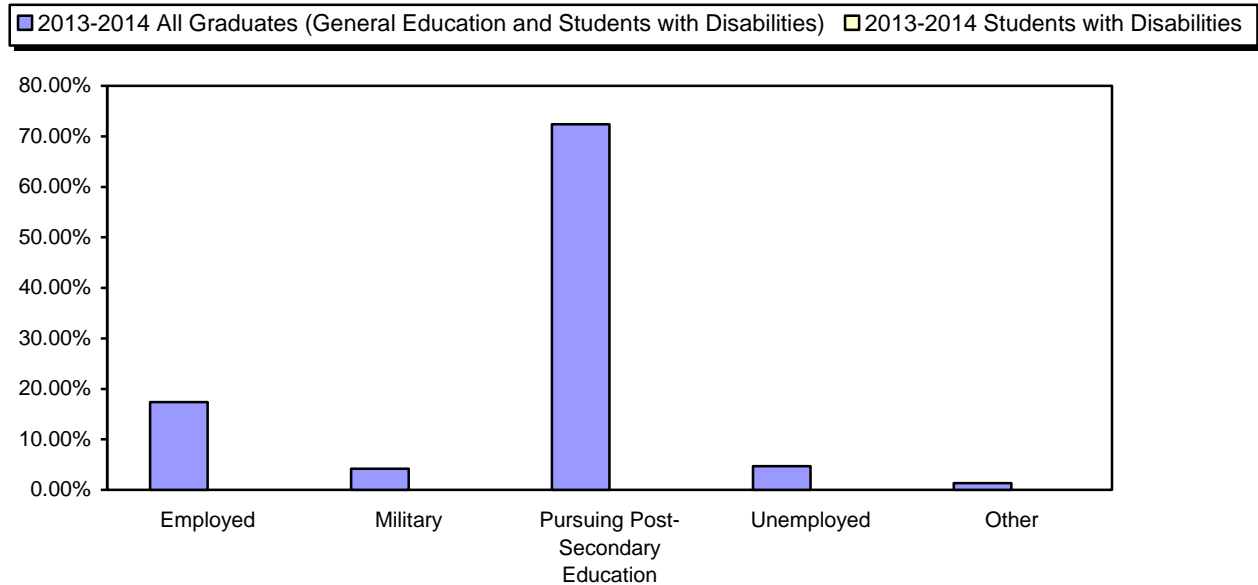


Status of Career and Technical Education (CTE) Students 2015 Placement Outcomes

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*
<http://www.p12.nysed.gov/cte/perkins4/docs/RptCardsFinal16-170412116.pdf>

Total Placement

This BOCES	State Target
94%	91.0 %



Sample BOCES

**General Education Development Leading to (GED)
For CTE Students Age 16-18
2015-2016**

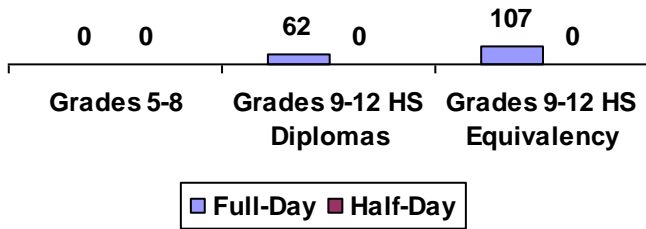
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

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

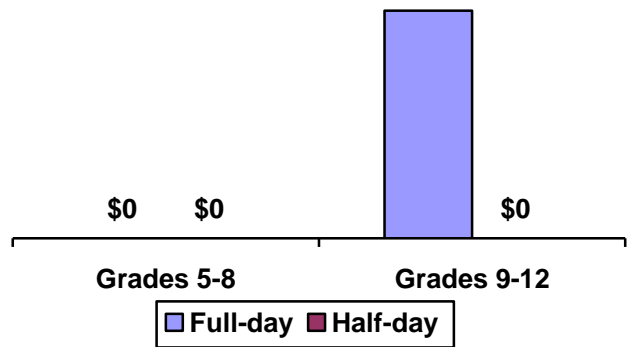
Alternative Education

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 Program Enrollment
June 30, 2016**



2015-2016 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.

	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	6	0	0	7
Remained in the BOCES program	0	0	29	0	0	89
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	11
Received high school diplomas			27	0		

Alternative Education State Testing Program
2015-2016 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	5	7	10	22	23%	32%	46%
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	6	14	16	36	17%	39%	45%
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	4	7	17	28	14%	25%	61%
Global History and Geography	11	16	16	43	26%	37%	37%
United States History and Government	22	19	29	70	32%	27%	42%

**Alternative Education Performance of Students
2015-2016 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
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2014-15	2170	--	--
Continuing Enrollment after 2014-15	269	12.40%	16.77%
Completed or Left During 2014-15	1901	87.60%	78.30%
Left Prior to Completion During 2014-15	172	7.92%	16.40%
Completed by the End of 2014-15	1729	79.68%	87.55%
Completed or Left During 2014-15 and Status Known	1772	93.21%	66.73%
Completed/Left/Status Known and Successfully Placed*	1709	96.44%	83.68
Completed but Not seeking Employment	22	1.4%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	0	--	--
Under-Represented Gender Members Enrolled During 2014-15	0	--	--
Completed a Non-Traditional Program By the End of 2014-15	0	0.0%	79.23%
Under-Represented Gender Members Who Completed	0	0.0%	80.79%

* 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 2015-2016 was 2574.

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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Adult Beginning/Intermediate	819	772	637	313	40%	285	37%	399	63%
Adult Secondary (Low)	106	89	81	56	53%	53	60%	65	80%
ESOL	1800	1806	1798	1023	58%	1120	62%	1169	65%

Other Outcomes (2013-14 through 2015-16)

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					
	2013-14	2014-15	2015-16	2013-14		2014-15		2015-16	
					Percent		Percent		Percent
Entered employment	138	158	172	117	85%	122	77%	129	75%
Retained employment	535	570	601	455	85%	450	79%	450	75%
Obtained secondary or HS equivalency diploma	144	128	110	135	89%	123	96%	79	72%
Entered post-secondary education or training	428	512	598	527	97%	496	97%	592	99%

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)

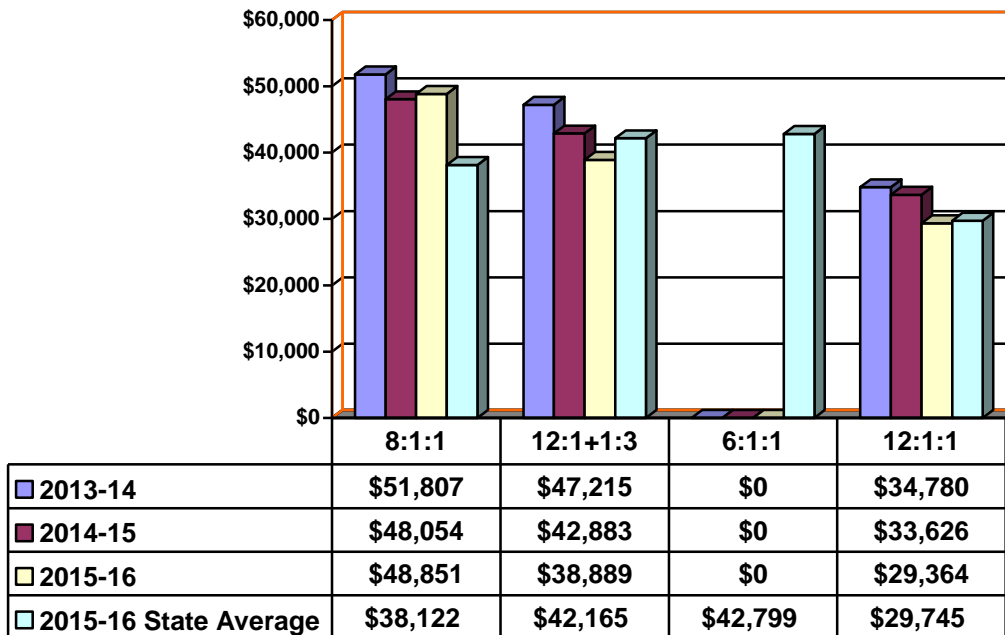
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2013-14	2014-15	2015-16
8:1:1	755	754	727
12:1+1:3	93	79	75
6:1:1	0	42	48
12:1:1	85	74	67

Tuition Rates Per Student 2013-14 through 2015-16



Special Education State Testing Program 2015-2016 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	15	2	0	0	17	11.76%	0.0%	0
Grade 4 English Language Arts	9	1	0	0	10	10.0%	0.0%	0
Grade 5 English Language Arts	13	2	0	0	15	13.33%	0.0%	0
Grade 6 English Language Arts	14	3	0	0	17	17.64%	0.0%	0
Grade 7 English Language Arts	10	1	0	0	11	9.09%	0.0%	0
Grade 8 English Language Arts	18	4	0	0	22	18.18%	0.0%	0
Grade 3 Mathematics	14	2	0	0	16	12.50%	0.0%	0
Grade 4 Mathematics	8	0	1	0	9	11.11%	11.11%	0
Grade 5 Mathematics	11	1	2	1	15	26.66%	20.0%	0
Grade 6 Mathematics	11	4	0	0	15	26.66%	0.0%	0
Grade 7 Mathematics	9	0	0	0	9	0.0%	0.0%	0
Grade 8 Mathematics	16	1	1	0	18	11.11%	5.55%	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.)
2015-2016 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	13	12	46	46%	28%	26%
Geometry**	2	1	5	8	25%	12%	63%
Algebra 2/ Trigonometry	2	1	1	4	50%	25%	25%
Living Environment	34	15	21	70	49%	21%	30%
Physical Setting/ Earth Science	14	6	6	26	54%	23%	23%
Physical Setting/ Chemistry	1	2	2	5	20%	40%	40%
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***	45	10	23	78	58%	13%	29%
Global History and Geography	76	13	13	102	74%	13%	13%
United States History and Government	22	14	23	59	37%	24%	39%

*Combined Integrated Algebra and Algebra 1 CC

** Represents Geometry CC

*** Combined Comprehensive Exam in English and ELA CC

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2015-2016 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	0	6	17	2	25	100.00%	76.00%	0.0%
Grade 4 English Language Arts	1	4	22	0	27	96.29%	81.48%	0.0%
Grade 5 English Language Arts	2	3	21	1	27	92.59%	81.48%	0.0%
Grade 6 English Language Arts	0	10	19	5	34	100.00%	70.58%	0.0%
Grade 7 English Language Arts	8	2	14	2	26	69.23%	61.53%	0.0%
Grade 8 English Language Arts	9	2	12	1	24	62.50%	54.16%	0.0%
High School English Language Arts	2	6	18	6	32	93.75%	75.00%	0.0%
Grade 3 Mathematics	2	9	13	1	25	92.00%	56.00%	0.0%
Grade 4 Mathematics	4	9	13	1	27	85.18%	51.85%	0.0%
Grade 5 Mathematics	5	5	17	0	27	81.48%	62.96%	0.0%
Grade 6 Mathematics	6	5	18	5	34	82.35%	67.64%	0.0%
Grade 7 Mathematics	3	8	10	5	26	88.46%	57.69%	0.0%
Grade 8 Mathematics	9	4	10	1	24	62.50%	45.83%	0.0%
High School Mathematics	2	6	21	3	32	93.75%	75.00%	0.0%

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.



Technology Services 2015-2016 School Year

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

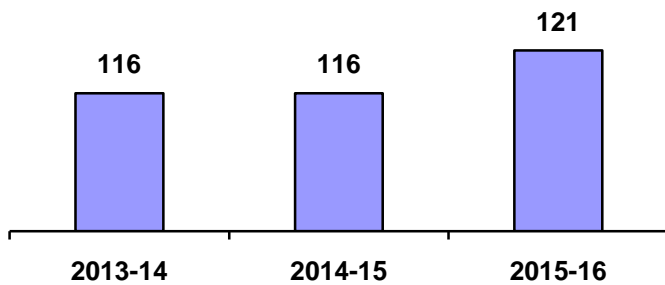
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	17/62	2		YES	
Instructional Computing	9/1,363	0	0		
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	18/112	1	83,284	YES	
LAN Installation/Support	18/1,363	1	68,922	YES	
Distributed Process Technicians	0/0	0	0		
Guidance Information	32/310	0	80,000	YES	
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	11/7,100	1	55,000	YES	
Model Schools	18/10,300	3	83,000	YES	
Other Student Instructional Support	0/0	0	0		



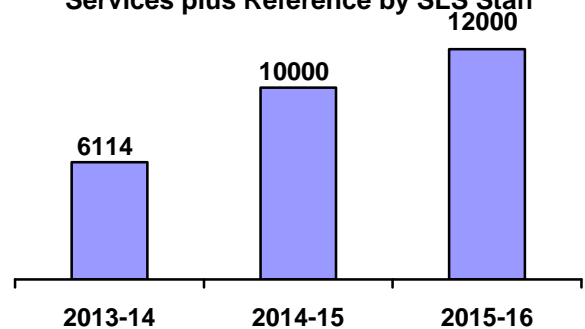
School Library Systems (SLS)

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*

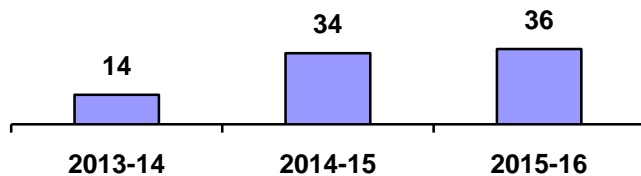
Number of Library Media Centers



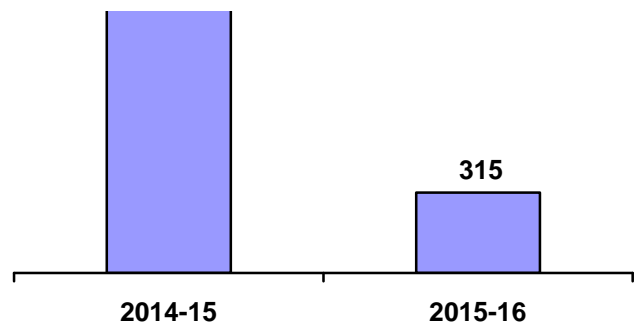
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 9,550,955.84
Capital Expenses.....	\$ 4,938,582.04
Total Program Expenses.....	\$ 148,088,452.96
Total Expenses.....	\$ 162,577,990.84

