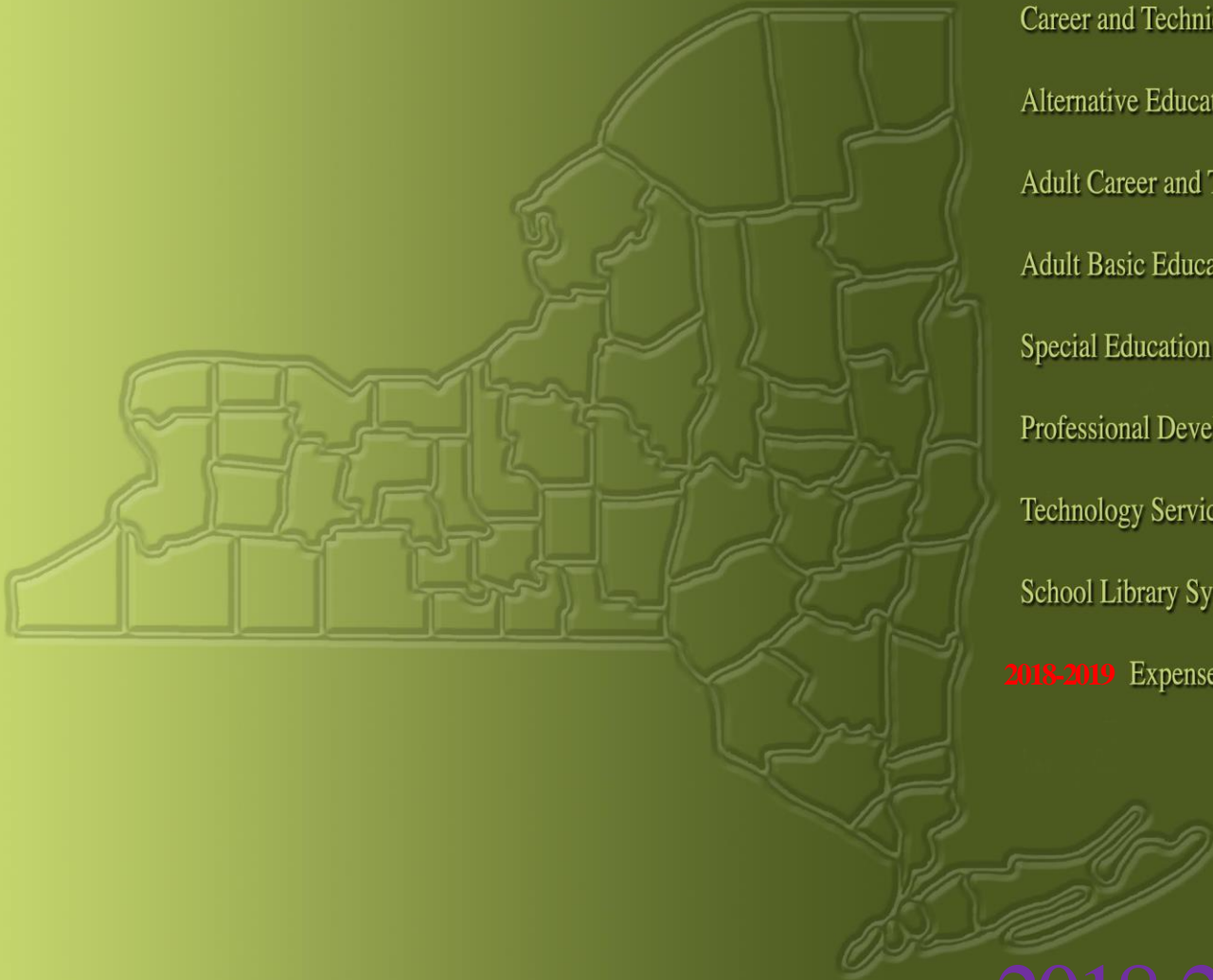


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



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

2018-2019 Expenses

2018-2019

Western Suffolk BOCES

Western Suffolk BOCES
Board of Cooperative Educational Services
2018-2019 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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2017-18	2017-18	2018-19	2018-19
687	360	665	371
458	240	462	242
393	155	389	159
190	77	193	81

Other Career-Related Programs

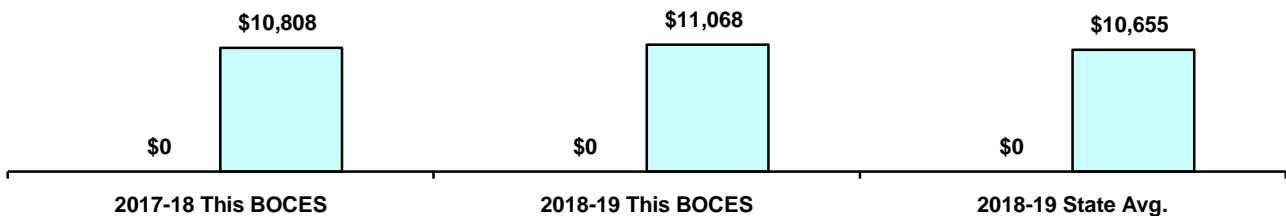
Number of 11th/12th grade students enrolled in one-year programs:

- “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

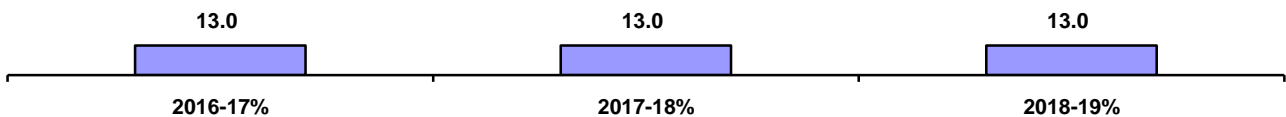
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

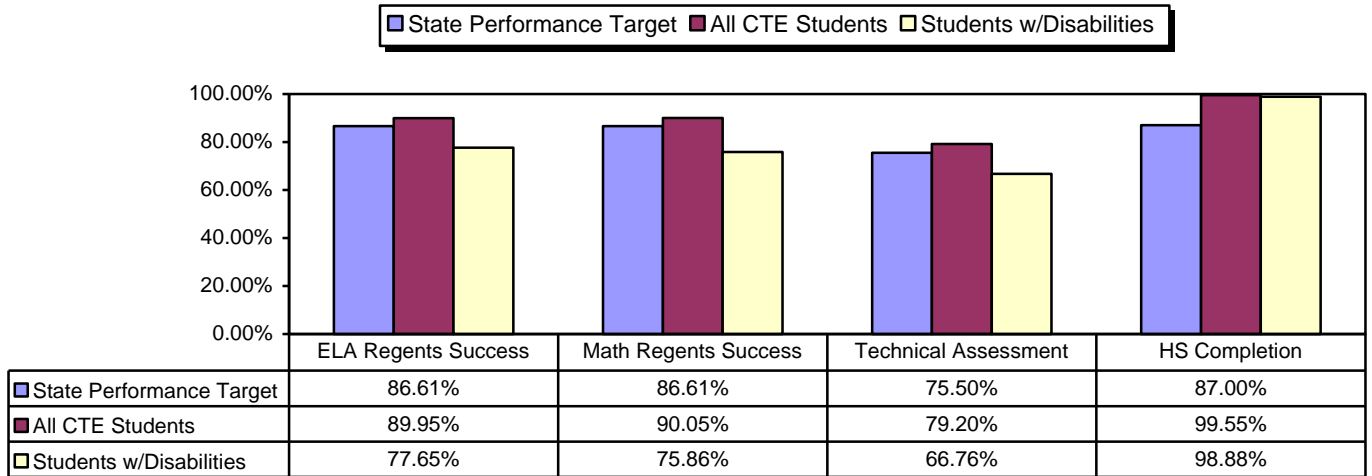
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2018

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2017 Placement Outcomes

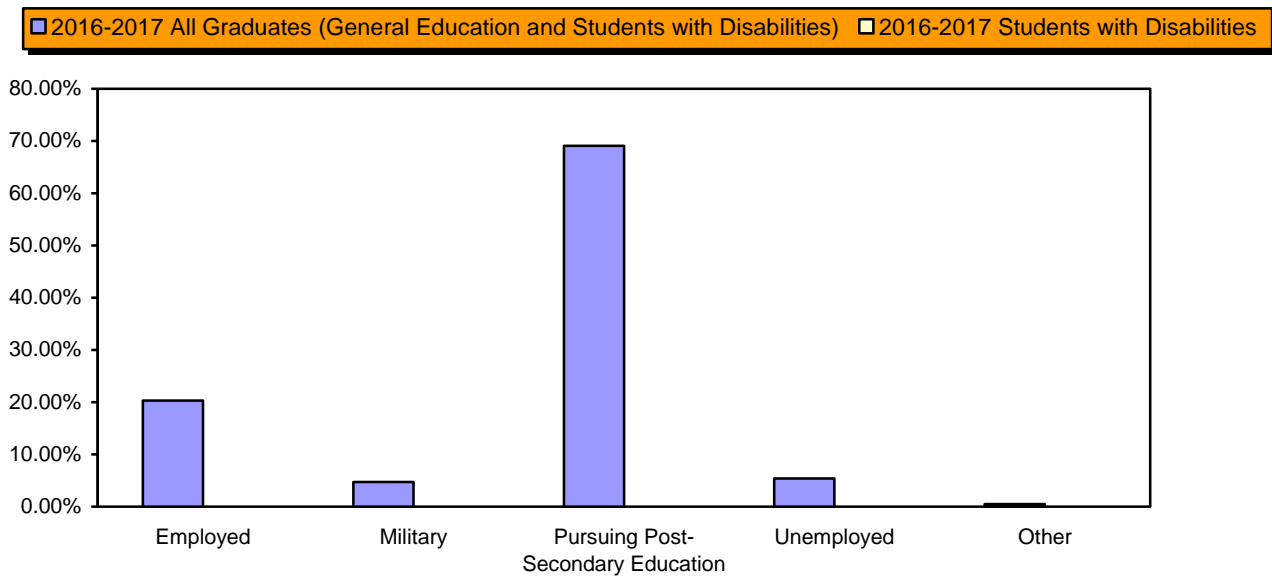
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

<http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCards052118.pdf>

<http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf>

TOTAL PLACEMENT

YOUR BOCES	STATE TARGET
94.1%	0.0 %



General Education Development Leading to (GED)

For CTE Students Age 16-18 2018-2019

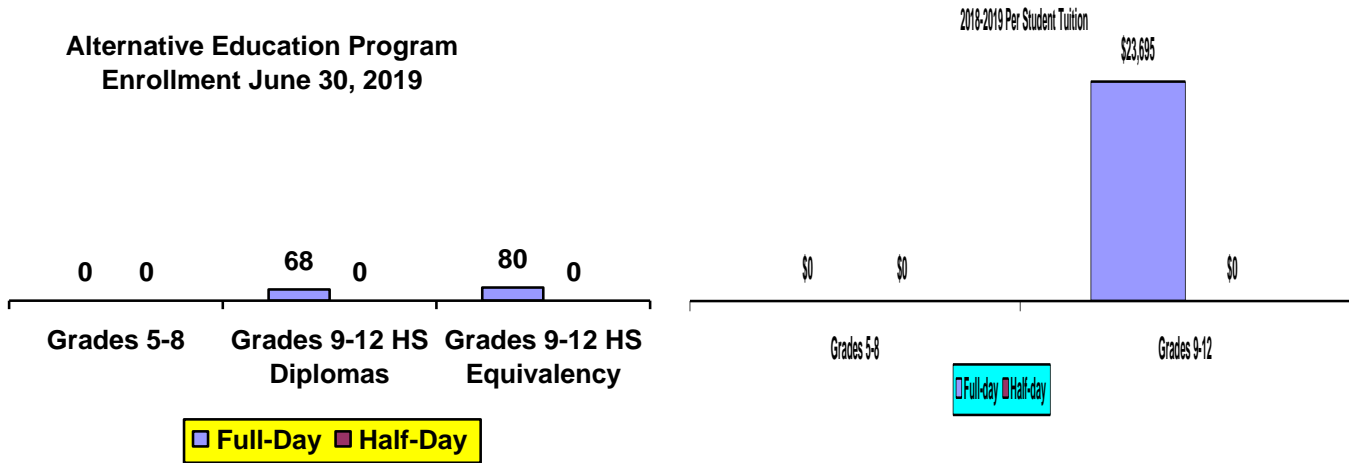
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	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, 2019



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	5	0	0	7
Remained in the BOCES program	0	0	27	0	0	68
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
Received high school diplomas	0	0	39	0	0	NA

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
Algebra I (CC)	2	1	18	21	9.5%	4.7%	85.8%
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%
English Language Arts (CC)	2	5	33	40	5%	12.5%	82.5%
Living Environment	2	2	23	27	7.4%	7.4%	85.2%
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%
Global History and Geography II (New Framework)	1	5	13	19	5.2%	26.3%	68.5%
Global History and Geography Transition	3	2	16	21	14.2%	9.5%	76.3%
United States History and Government	3	2	31	36	8.3%	5.5%	86.1%

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 2017-18	1086	--	--
Continuing Enrollment after 2017-18	198	18.23%	20.39%
Completed or Left During 2017-18	888	81.77%	78.41%
Left Prior to Completion During 2017-18	131	14.75%	13.78%
Completed by the End of 2017-18	757	85.25%	85.88%
Completed or Left During 2017-18 and Status Known	794	89.41%	65.54%
Completed/Left/Status Known and Successfully Placed*	739	93.07%	80.56%
Completed but Not seeking Employment	9	1.19%	2.91%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2017-18	0	--	--
Completed a Non-Traditional Program By the End of 2017-18	0	0.0%	82.01%
Under-Represented Gender Members Enrolled during 2017-18			
Under-Represented Gender Members Who Completed during 2017-18	0	0.0%	81.12%

* 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 2018-2019 was 2167.

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					
	2016-17	2017-18	2018-19	2016-17		2017-18		2018-19	
					Percent		Percent		Percent
Adult Beginning/Intermediate	631	622	484	272	44%	265	42%	263	54%
Adult Secondary (Low)	68	68	78	65	80%	12	18%	37	47%
ESOL	1720	1729	1605	1169	65%	1675	96%	1514	94%

Other Outcomes (2016-17 through 2018-19)

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					
	2016-17	2017-18	2018-19	2016-17		2017-18		2018-19	
					Percent		Percent		Percent
Entered employment	0*	219	308	0*	0.0%	185	84%	269	87%
Retained employment	0*	658	948	0*	0.0%	490	75%	834	88%

Obtained secondary or HS equivalency diploma	0*	69	53	0*	0.0%	67	97%	45	85%
Entered post-secondary education or training	0*	0*	0*	*0	0.0%	0*	0.0%	0*	0.0%

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 six 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)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

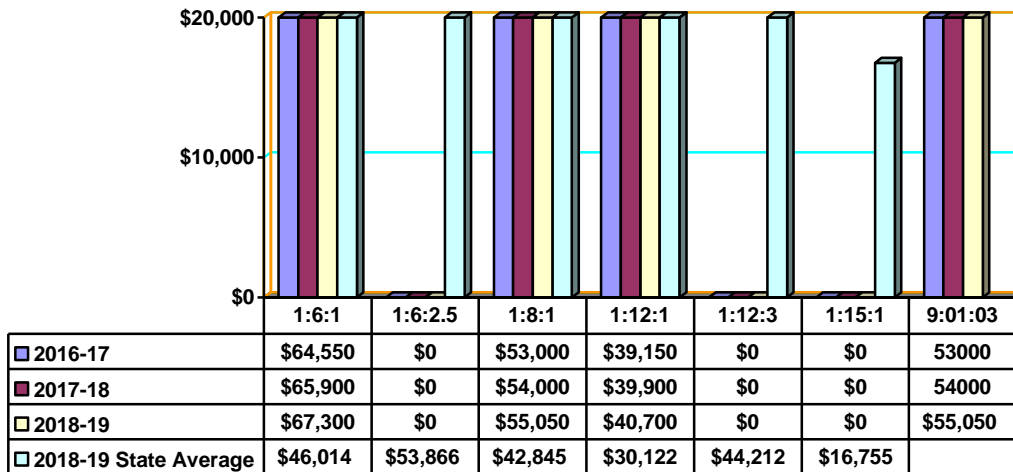
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2016-17	2017-18	2018-19
8:1:1	649	689	650
12:1+1:3	0	0	0
6:1:1	47	53	50
12:1:1	82	58	53
15:1:1	0	0	0
6:1:2.5	0	0	0
9:1:3	67	58	55

Tuition Rates Per Student 2016-17 through 2018-19



Special Education State Testing Program

2018-2019 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	25	04	01	0	30	16.6%	3.3%	0
Grade 4 English Language Arts	11	05	0	0	16	31.2%	0.0%	0
Grade 5 English Language Arts	13	0	1	0	14	7.1%	7.1%	0
Grade 6 English Language Arts	19	01	01	0	21	9.5%	4.7%	0
Grade 7 English Language Arts	06	02	0	0	08	25.0%	0.0%	0
Grade 8 English Language Arts	09	02	0	0	11	18.1%	0.0%	0
Grade 3 Mathematics	22	03	0	0	25	12.0%	0.0%	0
Grade 4 Mathematics	11	04	0	0	15	26.6%	0.0%	0
Grade 5 Mathematics	10	02	01	0	13	23.0%	7.6%	0
Grade 6 Mathematics	19	0	0	0	19	0.0%	0.0%	0
Grade 7 Mathematics	05	0	02	0	07	28.5%	28.5%	0
Grade 8 Mathematics	10	0	0	0	10	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.

Special Education State Testing Program (cont'd.)
2018-2019 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
Algebra 1 (CC)	20	20	15	55	36.3%	36.3%	27.2%
Algebra 2 (CC)	0	0	02	02	0.0%	0.0%	100.0%
Geometry (CC)	06	04	07	17	35.2%	23.5%	41.1%
Living Environment	33	11	17	61	54.0%	18.0%	27.8%
Physical Setting/ Earth Science	28	08	08	44	63.6%	18.1%	18.1%
Physical Setting/ Chemistry	0	0	03	03	0.0%	0.0%	100.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
English Language Arts (CC)	25	08	38	71	35.2%	11.2%	53.5%
Global History and Geography II (New Framework)	17	06	14	37	45.9%	16.2%	37.8%
Global History and Geography Transition	21	12	10	43	48.8%	27.9%	23.2%
United States History & Government	26	13	17	56	46.4%	23.2%	30.3%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2018-2019 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	02	04	12	04	22	90.9%	72.7%	0.0%
Grade 4 English Language Arts	01	06	21	0	28	96.4%	75.0%	0.0%
Grade 5 English Language Arts	0	01	14	0	15	100.0%	93.3%	0.0%
Grade 6 English Language Arts	0	08	17	02	27	100.0%	70.3%	0.0%
Grade 7 English Language Arts	01	06	22	04	33	96.9%	78.7%	0.0%
Grade 8 English Language Arts	05	03	14	06	28	82.1%	71.4%	0.0%
High School English Language Arts	01	06	32	04	43	97.6%	83.7%	0.0%
Grade 3 Mathematics	03	04	13	02	22	86.3%	68.1%	0.0%
Grade 4 Mathematics	04	04	17	03	28	85.7%	71.4%	0.0%
Grade 5 Mathematics	0	05	10	0	15	100.0%	66.6%	0.0%
Grade 6 Mathematics	03	07	13	04	27	88.8%	62.9%	0.0%
Grade 7 Mathematics	02	04	23	4	33	93.9%	81.8%	0.0%
Grade 8 Mathematics	05	05	15	03	28	82.1%	64.2%	0.0%
High School Mathematics	01	08	28	06	43	97.6%	79.06%	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.

Professional Development 2018-2019 School Year



The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided professional 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	116	43	2813	382	0	0	742	23	18	12
Data-Driven Instruction	42	26	60	158	0	0	32	46	0	0
Lead Evaluator Training	46	0	3	0	0	0	127	0	8	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	104	57	547	225	0	0	66	24	23	6
Project Based Learning	25	0	119	116	0	0	3	2	3	0
College & Career Readiness	128	6	0	0	0	10	100	0	140	65
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	0	4	0	0	0	0	0	2	0	30
Positive Youth Development	15	0	167	0	0	0	9	0	0	0
Instructional Strategies	155	44	4169	402	0	0	134	53	27	18
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	13	0	35	0	0	0	0	2	0	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	16	5	277	54	0	0	0	0	0	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	45	0	402	0	0	0	158	0	0	0

Culture/Climate	35	3	299	29	5	3	24	2	0	0
School & District Planning	26	0	192	0	0	0	38	0	3	0
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	11	8	188	32	0	0	18	0	3	0
Learning Standards (ELA, MST, etc.)	95	50	308	216	0	0	23	8	6	2
Interdisciplinary Teaching (including integration of career technology & academics)	6	7	104	29	0	0	0	5	0	5
Other	0	0	46	5	0	0	0	0	0	0

Technology Services 2018-2019 School Year



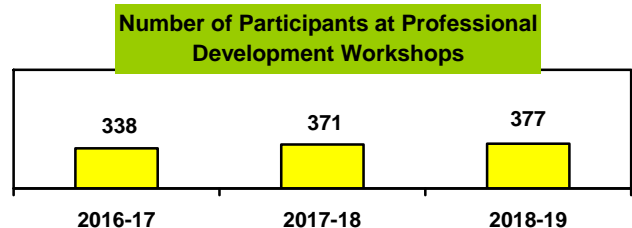
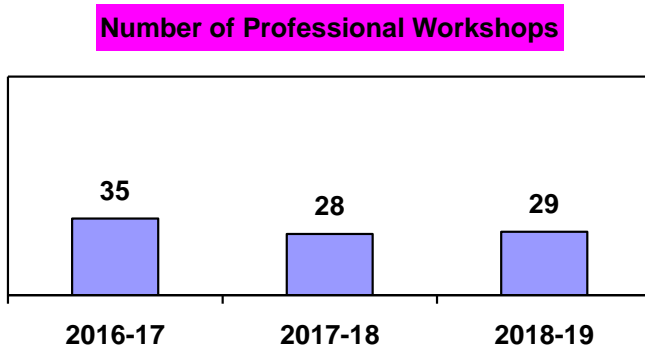
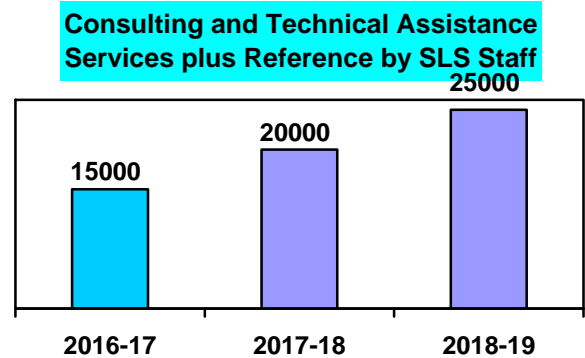
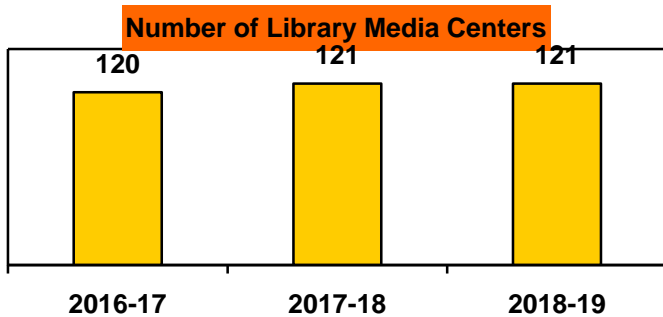
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

BOCES provides technology services to district and BOCES staff and students in the following areas:	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	18/64	2	76549	X	0
Instructional Computing	18/7250	2	76549	X	0
Computer/Audio Visual Repair	0/0	0	0	0	0
Library Automation/Software	18/103	1	76549	X	0
LAN Installation/Support	18/1368	2	76549	X	0
Distributed Process Technicians	7/18	0	76549	X	0
Guidance Information	36/403	1	85413	X	0
Administrative Computer Services	0/0	0	0	0	X
Administrative Training	0/0	0	0	0	X
Instructional Media Resources	16/3100	0	51,000	0	0
Model Schools	18/10310	5	76549	X	0
Other Student Instructional Support	0/0	0	0	0	0

School Library Systems (SLS) 2018-2019 School Year



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*



2018-2019 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$9,482,067.28
Capital Expenses.....	\$7,158,565.04
Total Program Expenses.....	\$162,488,293.61
Total Expenses.....	\$179,128,925.93

