

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
- 2012-2013 Expenses

2013-2014

Western Suffolk BOCES

**Western Suffolk BOCES
Board of Cooperative Educational Services
2013-2014 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
"[Click [HERE](#) and type BOCES Code]"

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
2012-13	2012-13	2013-14	2013-14
763	386	631	340
478	177	514	318
309	140	462	300
72	22	220*	52

Other Career-Related Programs

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

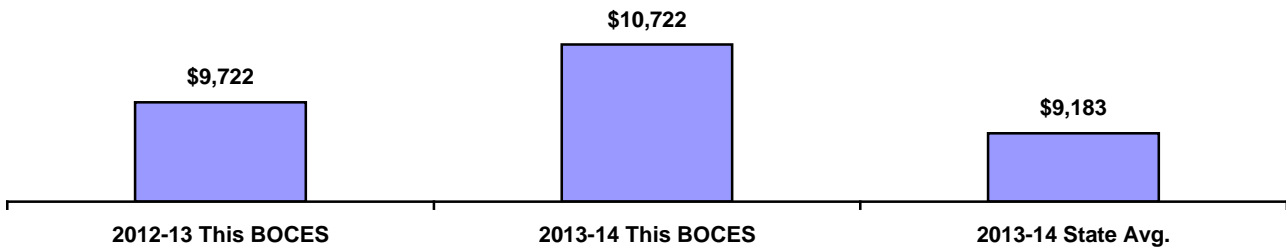
“New Vision”
 Participated 1 yr of a CTE Program
 Other one-year programs

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

* Gave to first and second year students

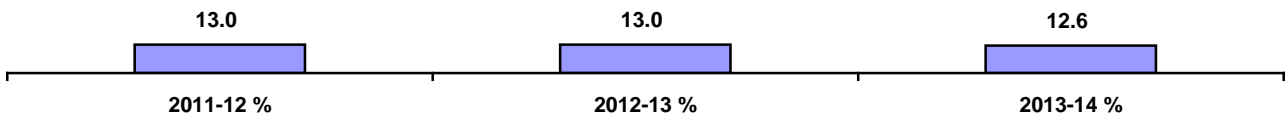
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

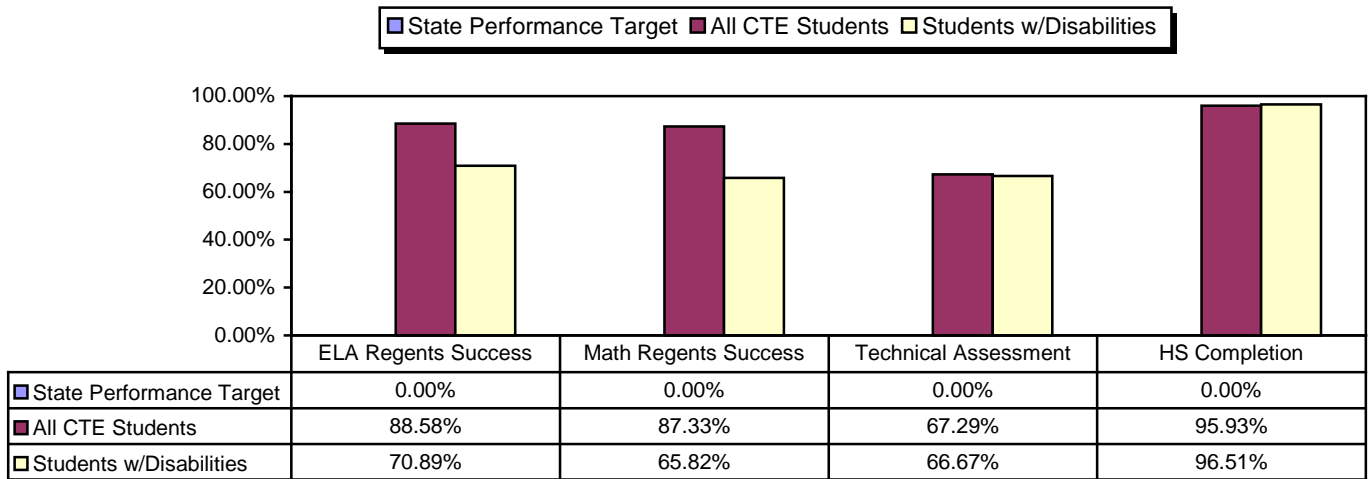
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2012-2013 Placement Outcomes

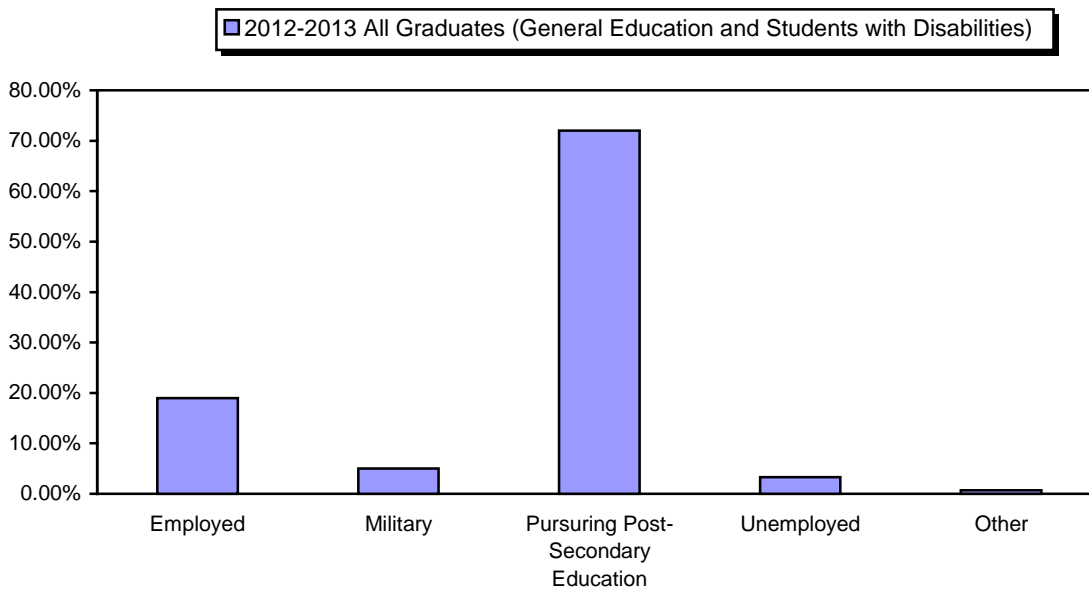
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

<http://www.p12.nysed.gov/cte/perkins4/docs/ReportCardsFor2014-15App052314.pdf>

<http://www.p12.nysed.gov/cte/perkins4/datareporting.html>

Total Placement

This BOCES	State Target
92%	88%



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2013-2014**

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.

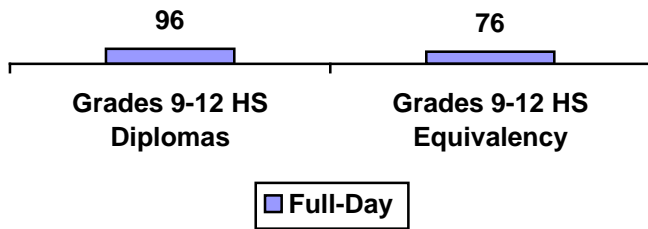
	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

Note: All out-of-school were in Wilson Tech's Center for Alternative Education. These students are reported in with General CTE students because they pursue a CTE program.

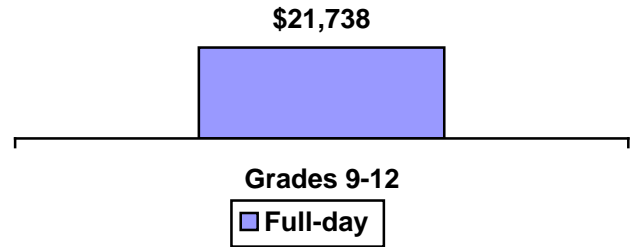
Alternative Education

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, 2014**



2013-2014 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.

Number of students who:	Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Half-day	Full-day
Returned to a school district program	14	0	0	0
Remained in the BOCES program	42	0	0	53
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	23
Received high school diplomas	40	0		

Alternative Education State Testing Program
2013-2014 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	9	10	9	28	32%	36%	32%
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	5	8	10	23	22%	35%	43%
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	8	7	34	49	16%	14%	69.5%
Global History and Geography	15	5	21	41	37%	12%	51%
United States History and Government	17	5	19	41	41.5%	12%	46%

Note:

Data reflects the highest score each student achieved on tests given in Jan. 2014, June 2014 and Aug. 2014.

**Alternative Education Performance of Students
2013-2014 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	1	0	0	0	100%	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	1	0	0	0	100%	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.	1	0	0	0	100%	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 Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2012-13	1874	--	--
Continuing Enrollment after 2012-13	219	11.69%	14.64%
Completed or Left During 2012-13	1655	88.31%	84.74%
Left Prior to Completion During 2012-13	120	7.25%	13.35%
Completed by the End of 2012-13	1535	92.75%	87.70%
Completed or Left During 2012-13 and Status Known	1522	91.96%	64.42%
Completed/Left/Status Known and Successfully Placed*	1436	94.35%	88.95%
Completed but Not seeking Employment	13	0.85%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	146	--	--
Under-Represented Gender Members Enrolled During 2012-13	0	--	--
Completed a Non-Traditional Program By the End of 2012-13	86	58.90%	81.52%
Under-Represented Gender Members Who Completed	0	0.0%	80.76%

* 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 2013-2014 was 2725.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/Intermediate	748	891	819	336	45%	516	58%	313	40%
Adult Secondary (Low)	155	156	106	85	55%	89	57%	56	53%
ESOL	1725	1586	1800	1052	61%	999	63%	1023	58%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered employment	96	52	138	89	92%	50	96%	117	85%
Retained employment	192	114	535	148	77%	81	71%	455	85%
Obtained secondary or HS equivalency diploma	164	151	144	162	98%	135	89%	128	75%
Entered post-secondary education or training	241	542	428	239	99%	527	97%	424	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)

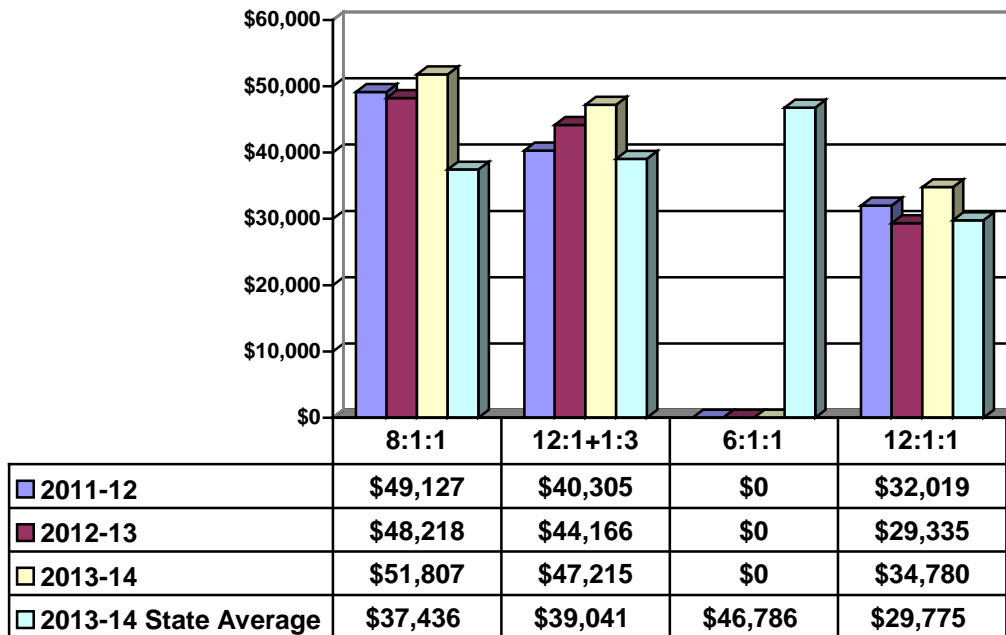
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2011-12	2012-13	2013-14
8:1:1	758	755	755
12:1+1:3	121	93	93
6:1:1	0	0	0
12:1:1	81	85	79

Tuition Rates Per Student 2011-12 through 2013-14



Special Education State Testing Program 2013-2014 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	13	3	0	0	16	18.75%	0%	NA
Grade 4 English Language Arts	20	4	0	0	24	16.75%	0%	NA
Grade 5 English Language Arts	17	1	0	0	18	5.56%	0%	NA
Grade 6 English Language Arts	11	7	1	0	19	42.10%	5.26%	NA
Grade 7 English Language Arts	25	4	2	0	31	19.35%	6.45%	NA
Grade 8 English Language Arts	23	8	1	1	33	30.30%	6.06%	NA
Grade 3 Mathematics	12	0	2	1	15	20.0%	20.0%	NA
Grade 4 Mathematics	22	2	0	0	24	8.33%	0%	NA
Grade 5 Mathematics	14	3	0	0	17	17.65%	0%	NA
Grade 6 Mathematics	14	5	0	0	19	26.32%	0%	NA
Grade 7 Mathematics	24	0	3	0	27	11.11%	11.11%	NA
Grade 8 Mathematics	25	6	1	0	32	21.88%	3.13%	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.)
2013-2014 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	31	23	13	67	46%	34%	19%
Geometry	13	6	2	21	62%	29%	10%
Algebra 2/ Trigonometry	5	1	3	9	56%	11%	33%
Living Environment	28	17	25	70	40%	24%	36%
Physical Setting/ Earth Science	25	5	8	38	66%	13%	21%
Physical Setting/ Chemistry	0	0	2	2	0.0%	0.0%	100%
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	39	8	39	86	45%	9%	45%
Global History and Geography	52	17	26	95	55%	18%	27%
United States History and Government	45	12	27	84	54%	14%	32%

Note: Data reflects the highest score each student achieved on tests given in Jan. 2014, June 2014 and Aug. 2014. Percentages may not equal 100 due to rounding.

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	8	16	5	0	29	72.41%	17.24%	NA
Grade 4 English Language Arts	8	13	9	0	30	73.33%	30.00%	NA
Grade 5 English Language Arts	13	10	6	0	29	55.17%	20.69%	NA
Grade 6 English Language Arts	7	11	6	0	24	70.83%	25.00%	NA
Grade 7 English Language Arts	9	11	8	0	28	67.86%	28.57%	NA
Grade 8 English Language Arts	15	5	6	0	26	42.31%	23.08%	NA
High School English Language Arts	4	11	51	2	68	94.12%	77.94%	0
Grade 3 Mathematics	17	7	5	0	29	41.38%	17.24%	NA
Grade 4 Mathematics	15	4	11	0	30	50.00%	36.67%	NA
Grade 5 Mathematics	10	9	10	0	29	65.51%	34.48%	NA
Grade 6 Mathematics	7	11	6	0	24	70.83%	25.00%	NA
Grade 7 Mathematics	8	13	5	2	28	64.29%	17.86%	NA
Grade 8 Mathematics	7	9	10	0	26	73.08%	38.46%	NA
High School Mathematics	5	15	45	3	68	92.65%	70.59%	0

Data Source: nySTART

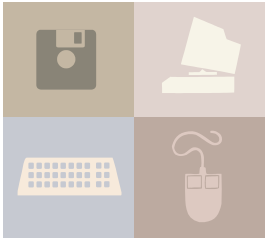
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2013-2014 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	106	43	3300	73	0	0	53	46	122	12
Data-Driven Instruction	3	0	35	0	0	0	5	0	0	0
Lead Evaluator Training	15	0	5	0	0	0	75	0	12	0
Principal Evaluator Training	5	0	0	0	0	0	45	0	10	0
Integrating Technology into Curricula & Instruction	53	11	1659	38	0	0	20	0	10	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	2	7	25	360	0	0	0	6	0	22
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	58	0	208	0	0	0	10	0	100	0
Instructional Strategies	65	12	3100	55	0	0	35	0	10	0
Parent Training	0	11	0	0	0	0	0	0	0	35
Special Education Issues	35	0	31	86	0	0	0	0	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	44	0	0	162	0	0	0	0	0	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	4	0	10	0	0	0	0	0	0	0
Culture/Climate	22	2	182	26	0	0	0	0	0	0
School & District Planning	0	16	0	0	0	0	0	0	20	0
Response to Intervention	0	0	0	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	12	0	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	65	6	0	29	0	8	0	0	324	6



Technology Services 2013-2014 School Year

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

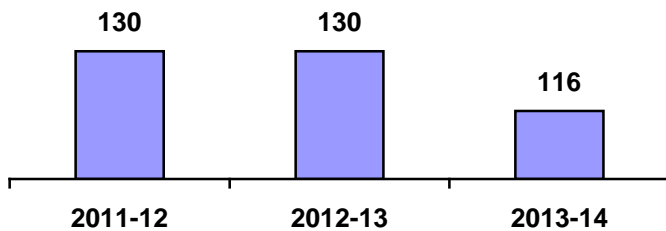
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	7/25	2	0	yes	
Instructional Computing	9/110	3	42,374	yes	
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	18/97	1	84,723	yes	
LAN Installation/Support	14/972	2	65,812	yes	
Distributed Process Technicians	0/0	0	0		
Guidance Information	23/245	1	65,000	yes	
Administrative Computer Services	0/0	0			
Administrative Training	0/0	0			
Instructional Media Resources	11/6,800	1	56,000	yes	
Model Schools	18/10,500	3	87,500	yes	
Other Student Instructional Support	0/0	0	0		



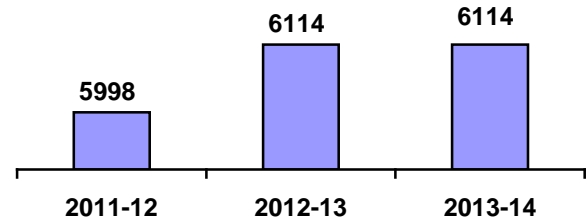
School Library Systems (SLS)

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*

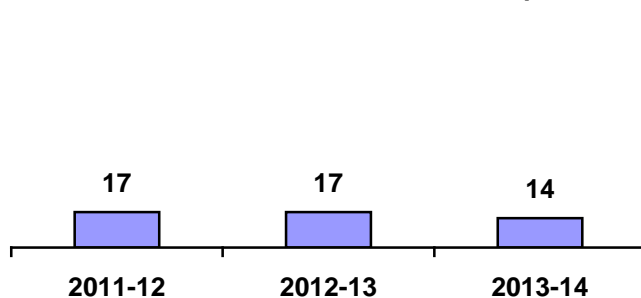
Number of Library Media Centers



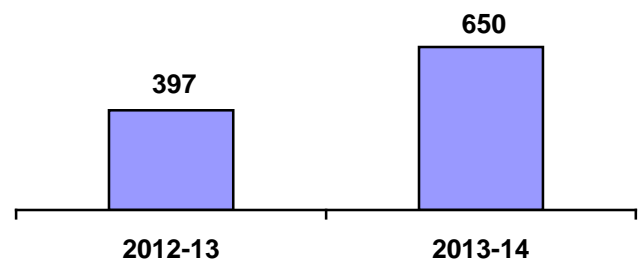
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 10,932,998
Capital Expenses.....	\$ 3,194,306
Total Program Expenses.....	\$ 145,814,137
Total Expenses.....	\$ 159,941,441

