

Career & Technical Education

Adult Career & Technical Education

Alternative Education

Adult Basic Education

Special Education

Professional Development

Technology Services

Student Achievement

Graduation Results

2002-2003 Expenses

School Library System Services

Board of Cooperative Educational Services



2003-2004 Report Card

WESTERN SUFFOLK BOCES

Board of Cooperative Educational Services 2003-2004 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
Professional Development	7
Technology Services.....	8
School Library System Services	9
Student Achievement Report for Supervisory Districts	
Grade 4 and Grade 8 English Language Arts and Math Assessments.....	10
Math and English Regents Examinations	11
Graduation Results/Distribution of Graduates	12
2002-2003 Expenses	13

Prior editions of the BOCES Report Card included other data representing BOCES special education programs and services. The following data were not available for this report:

- Services Provided by BOCES.
- Percent of Students with Disabilities Provided Special Education Services in Integrated Settings.
- Students with Disabilities Exiting BOCES Special Education Programs.
- Postsecondary Education and Employment Plans of Student with Disabilities.



WESTERN SUFFOLK BOCES

5893

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
- NO BABYLON USD
- NORTHPT-E NORTHPT UFSD
- SMITHTOWN CSD
- SO HUNTINGTON UFSD
- WEST BABYLON UFSD
- WYANDANCH UFSD

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled workforce careers. Most CTE programs require two years to complete. *Data source: BOCES Survey.*

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
2002-03	2002-03	2003-04	2003-04
691	266	602	264
470	247	468	304
336	145	445	181

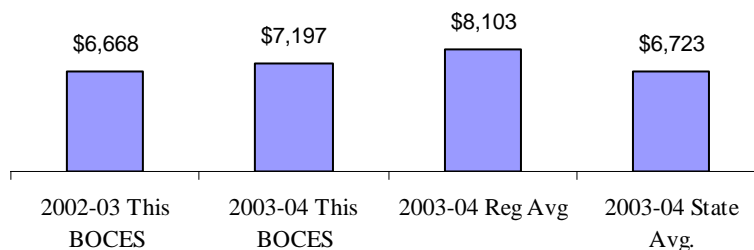
Number of 11th/12th grade students enrolled in one-year programs

“New Vision”

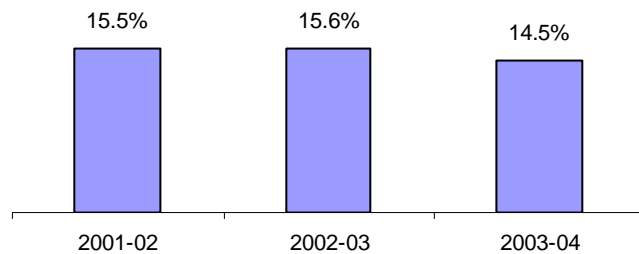
Other one-year programs

0	0	0	0
42	0	46	0

Tuition Per Student for CTE Programs Data Source: 602 Report



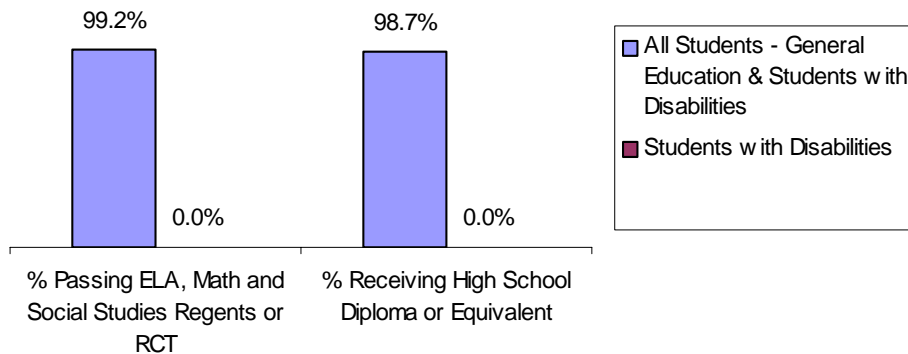
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools



*Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2003

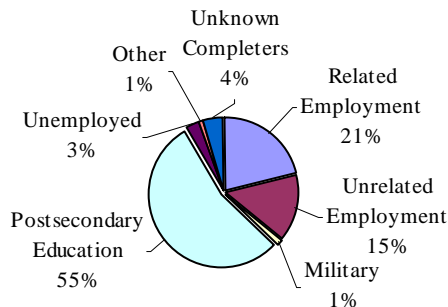
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data source: CTEDS-2*



Status of Career and Technical Education (CTE) Students Who Graduated in 2003

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*

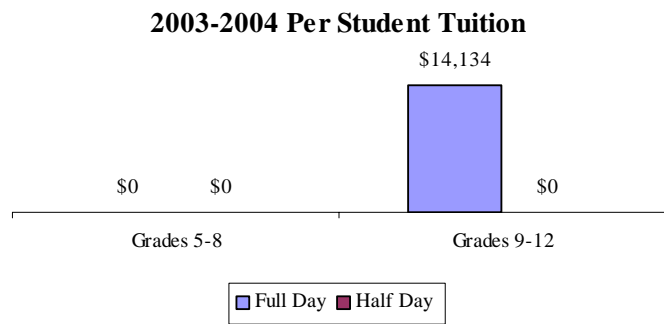
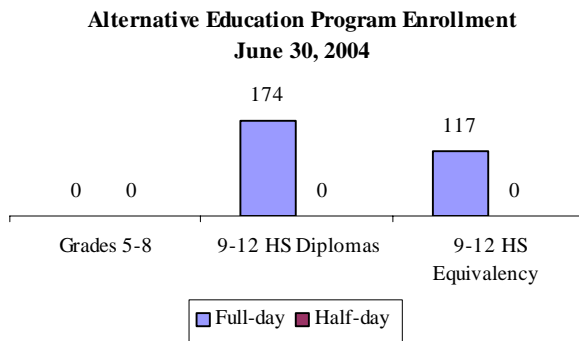
All Graduates (General Education and Students with Disabilities)



Students with Disabilities No Report

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. Data source: 2004 BOCES Survey



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. Data source: 2004 BOCES Survey

	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
Number of students who:						
returned to a school district program.....	0	0	43	0	0	0
remained in the BOCES program.....	0	0	70	0	42	0
left the program and did not enter another district or BOCES program (dropouts).....	0	0	18	0	44	0
are waiting for GED exam results.....					8	0
received high school diplomas.....			43	0		
received high school equivalency diplomas					23	0

Adult Career and Technical Education (CTE) -

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement.

2002-2003 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	
All CTE Programs			
Number Enrolled	2,192		
Number who Left Prior to Completion	173	7.9%	17.3%
Number who Completed	1,719	78.4%	72.7%
Completed and Status Known	1,630	94.8%	49.9%
Completed and were Successfully Placed*	1,579	96.9%	86.9%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	188	11.0%	13.1%
Under-Represented Gender Members Who Completed	146	10.3%	11.9%

* Successfully Placed means placed in employment, the military or in additional education.

Note: 300 students continued in the program.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2003-2004 was 4,906.

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					
	2001-02	2002-03	2003-04	2001-02		2002-03		2003-2004	
Adult Beginning/Intermediate	1,126	1,733	1,114	841	75%	691	40%	438*	39%
Adult Secondary (Low)	447	473	80	352	79%	182	38%	39*	49%
ESOL	2,713	2,193	2,413	2,073	76%	809	36%	749*	37%

*Gains do not include 252 students who received a GED or high school diploma as a result of literacy programs.

Other Outcomes (2001-02 through 2003-04)

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					
	2001-02	2002-03	2003-04	2001-02		2002-03		2003-04	
Entered employment	357	397	271	282	79%	397	100%	236	87%
Retained employment	401	2,554	2,875	373	93%	2,554	100%	2,875	100%
Obtained a secondary or high school equivalency diploma	438	332	293	359	82%	332	100%	252	86%
Entered post-secondary education or training	351	142	305	295	84%	142	100%	305	100%

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)

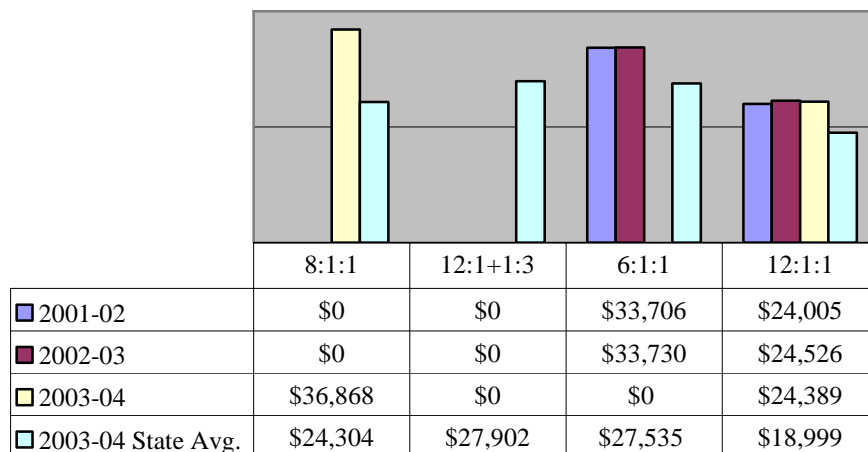
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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 for enrollment and tuition: 602 Report.

Enrollment Trends

	2001-02	2002-03	2003-04
8:1:1	NA	NA	980
12:1+1:3	0	0	0
6:1:1	1,010	938	0
12:1:1	150	124	120

Costs Per Student 2001-02 Through 2003-04



Tuition rates are unavailable for 2001-02 for the 12:1+1:3 student/staff ratio.

State Testing Program

These data are results of State assessments for students enrolled in BOCES programs.

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	
Elementary-level English Language Arts February 2004	25	4	2	0	34	18%	6%	3
Elementary-level Mathematics May 2004	20	9	3	0	34	35%	9%	2
Middle-level English Language Arts January 2004	30	29	2	0	69	45%	3%	8
Middle-level Mathematics May 2004	35	22	5	1	68	41%	9%	5

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA)

	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	
Elementary-level English Language Arts	0	0	4	15	19	100%	100%	0
Elementary-level Mathematics	2	3	3	11	19	89%	74%	0
Middle-level English Language Arts	0	3	6	7	16	100%	81%	0
Middle-level Mathematics	1	5	2	8	16	94%	63%	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.

Note: To protect student confidentiality, the pound character (#) appears when fewer than five students in a group are tested.



Professional Development 2003-2004 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	6	181	15	30	11
District Based Educational Planning	62	307	47	0	104
High School Graduation Requirements	0	120	10	0	6
Learning Standards (ELA, MST etc.)	91	3,819	216	40	76
Data Management and Analysis	19	127	34	0	0
Integrating Technology into Curricula & Instruction	48	2,481	89	150	141
Interdisciplinary Teaching (including integration of career technology & academics)	2	160	6	0	6
Middle Level Education Academic and Youth Development	13	155	13	0	15
Career and Technical Education	0	102	5	0	6
Instructional Strategies	45	2,754	89	130	46
Parent Training	2	33	14	0	111
Special Education Issues	19	481	24	37	30
Leadership Training	78	231	254	340	226
Special Education Training Resource Center (SETRC)	0	0	0	0	0
Other	93	1,559	152	65	407



Technology Services 2003-2004 School Year

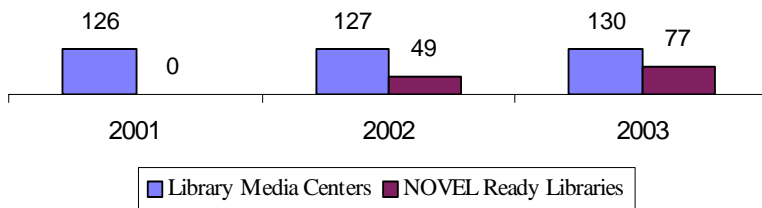
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	3	40	833
Instructional Computing	18	7,895	90,162
Computer/Audio Visual Repair	0	0	
Library Automation/Software	14	68	70,126
LAN Installation/Support	11	4,825	55,099
Distributed Process Technicians	0	0	0
Guidance Information	22	9,650	110,198
Administrative Computer Services	7	3,070	
Administrative Training	0	0	



School Library System Services

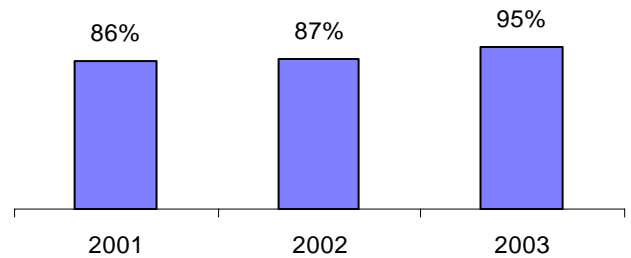
School Library System Services, a state-aided program sponsored by each BOCES, provide vital library and information resources to public and nonpublic schools throughout the State. Each system operates under an approved plan of service and provides leadership and training through professional development activities; facilitates resource-sharing among its member school libraries; promotes advances in technology for information storage and retrieval; focuses on cooperative collection development of school library materials; addresses the information needs of special client groups and participates in regional library issues with public, academic and special libraries. Students, teachers and administrators in each BOCES service area benefit from the activities of the program. The charts below depict selected school library system services.

Number of School Library Media Centers and NOVEL Ready Libraries

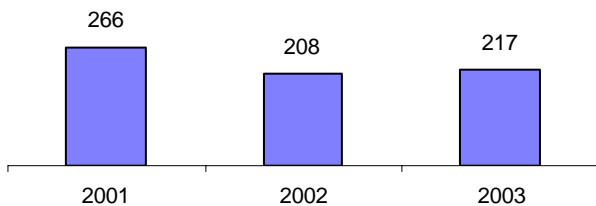


NOVEL (New York Online Virtual Electronic Library) Ready Libraries provide access via the Internet to their own information resources and to information resources outside the library, in addition to providing technology training.

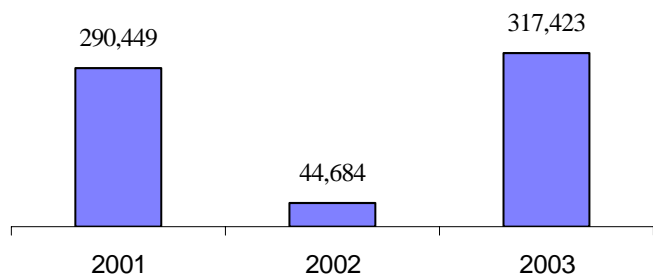
Percent of Participating Libraries with Internet Access



Number of Participants at Professional Development Workshops



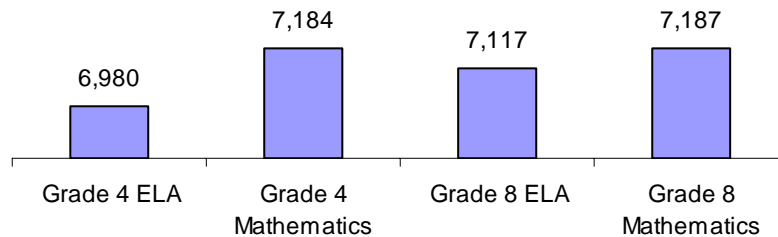
Number of Electronic Database Searches by Participating Libraries



State Testing Program for All Component Districts

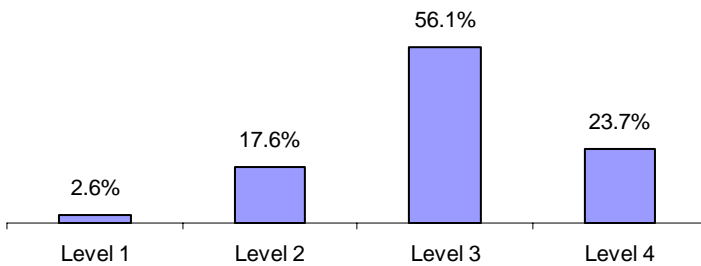
The State testing program provides data to the State Education Department and local school districts for use in planning, managing, and evaluating educational programs. The 4th and 8th grade English language arts (ELA) and mathematics tests measure student performance on the State standards for the elementary and middle grades, while the Regents examinations are key indicators of student progress in the secondary grades. These data are calculated by aggregating district-level results for general education students and pupils with disabilities for all component districts.

Counts of Students Tested
(General Education and Students with Disabilities)

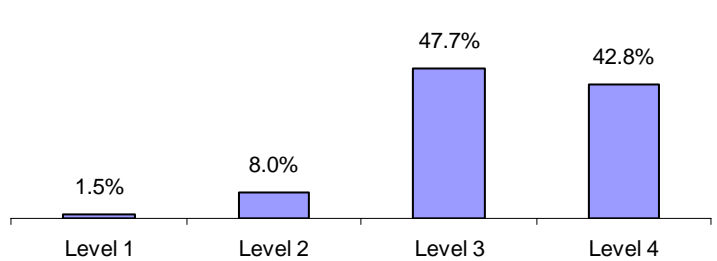


Percent of Student Scoring at Each Performance Level

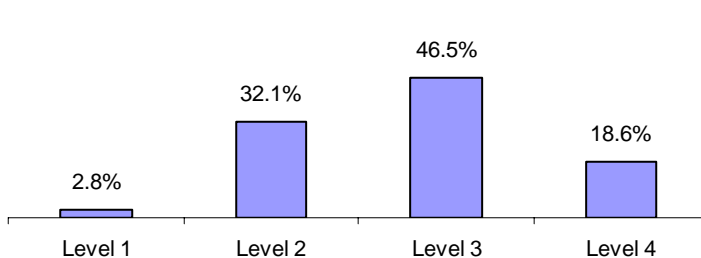
Grade 4 English Language Arts
February 2004



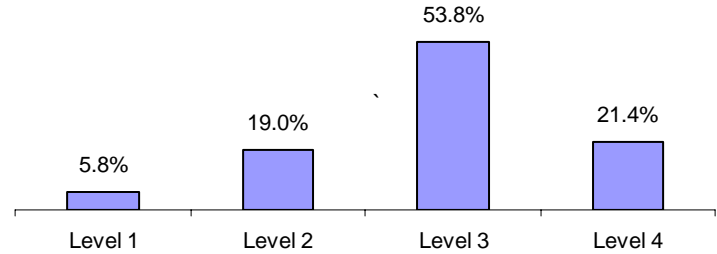
Grade 4 Mathematics
May 2004



Grade 8 English Language Arts
January 2004



Grade 8 Mathematics
May 2004



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.

Further descriptions for each level by exam are available on the School Report Cards at the New York State Education Department Web site at www.emsc.nysed.gov/irts/.

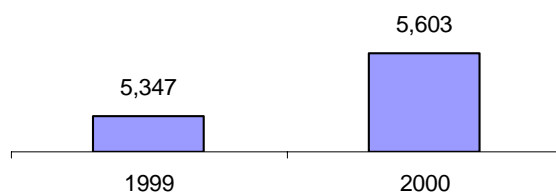
Regents Examinations

In 1996, the Regents acted to raise learning standards by requiring future students to demonstrate competence for graduation using Regents examinations, rather than the lower-level Regents competency tests (RCTs). All general-education students who entered ninth grade in the fall of 1996 were required to score 65 or higher (55 if approved by the local school board) on the Regents examination in comprehensive English to earn a local diploma. General-education students who entered ninth grade in the fall of 1997 are required to score 65 or higher (55 if approved by the local school board) on the Regents examination in comprehensive English and on a Regents examination in mathematics. The number of Regents examinations required for graduation has increased with each succeeding freshman class. Added requirements for the freshman class of 1998 were the Regents examinations in global history and geography and U.S. history & government. The freshman class of 1999 has to also pass a Regents examination in science.

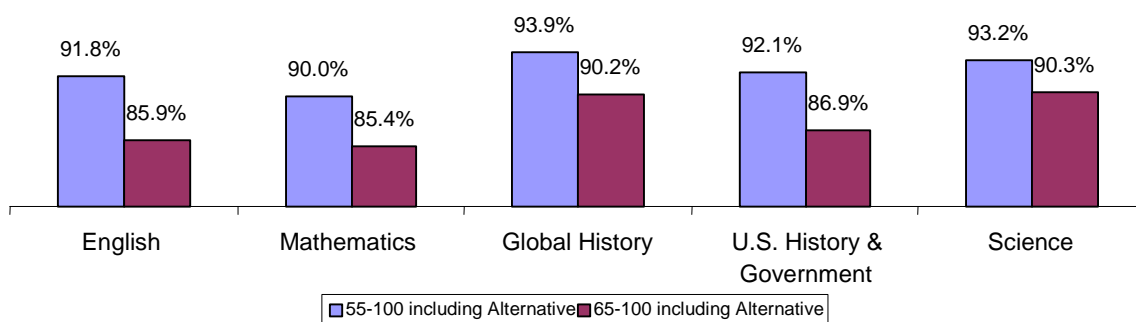
Data were collected to assess the progress that students are making toward meeting new graduation requirements for their cohort. The following charts show the percentage of cohort members in component districts who scored 55-100 and 65-100 on each Regents examination after four years. The data include results for students with disabilities.

Cohort Enrollment

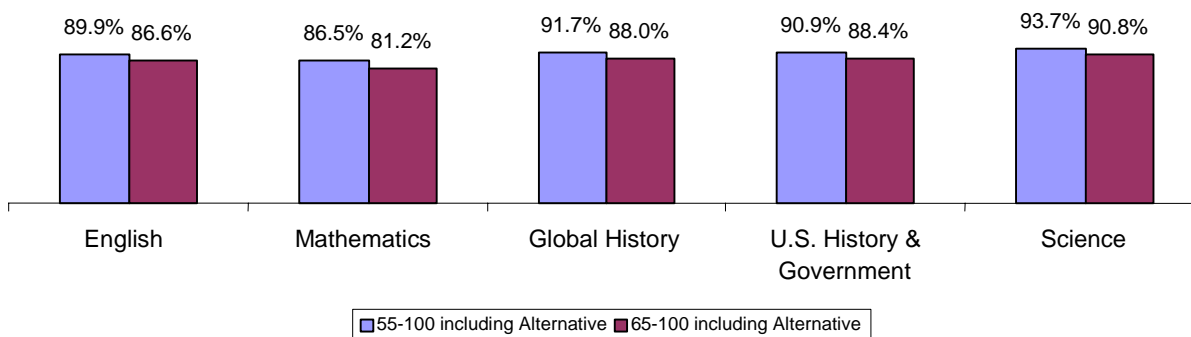
All Students, General Education and Special Education



Performance of the 1999 Cohort as of June 2003

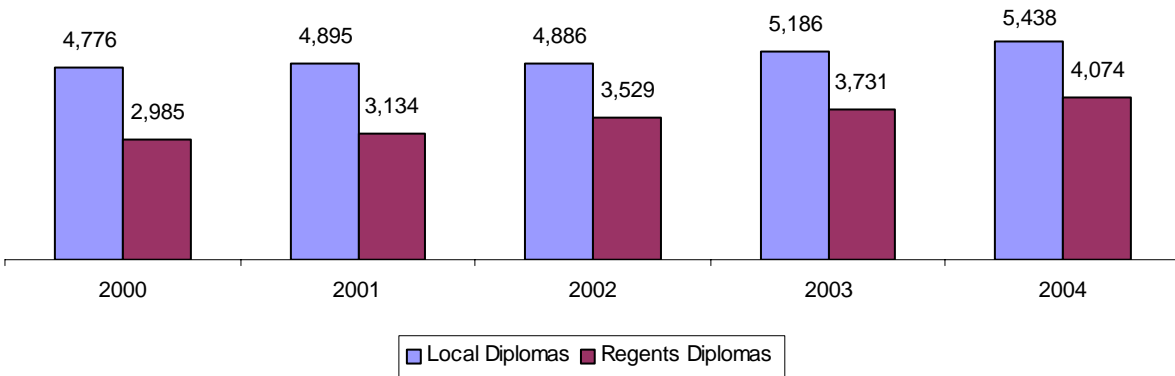


Performance of the 2000 Cohort as of June 2004 after 4 Years



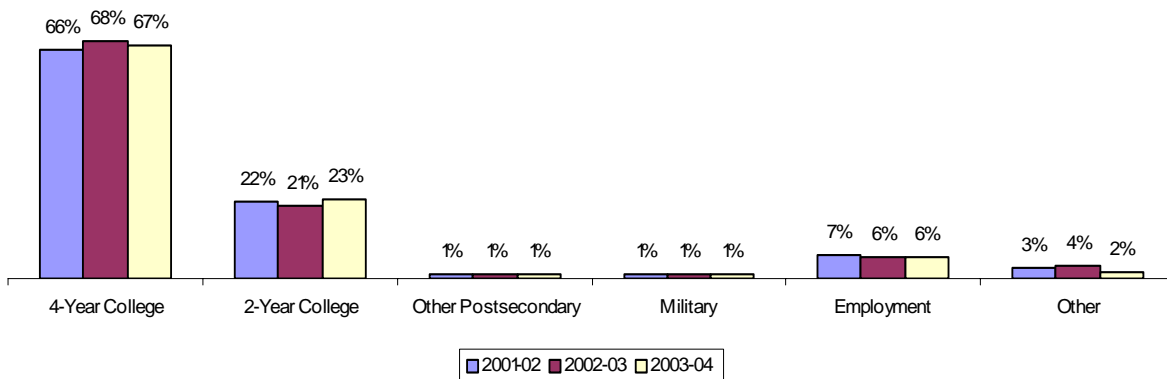
Graduation Results 1999-2000 through 2003-04 School Years

Displayed below are the number of graduates in component districts who received local diplomas with or without Regents endorsement and local diplomas with Regents endorsement during the 1999-2000 through 2003-04 school years. Before the 2001-02 school year, counts include January, June and August graduates. In the 2001-02 school year, counts include January and June graduates. Data for the 2002-03 and 2003-04 school year include August, January and June graduates. In 2003-04, 74.9% of the high school graduates in this BOCES region component districts earned a Regents diploma versus 69.2% of the graduates in component districts statewide.



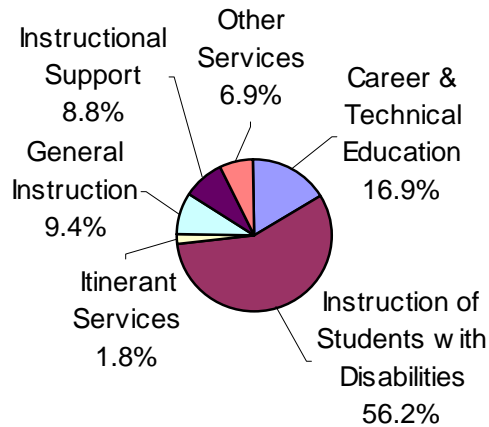
Distribution of Graduates 2001-2002 through 2003-2004 School Years

The chart provides the percentage of graduates in component districts who specified the postsecondary intentions listed during the 2001-2002 through 2003-2004 school years. Other postsecondary includes trade and proprietary schools.



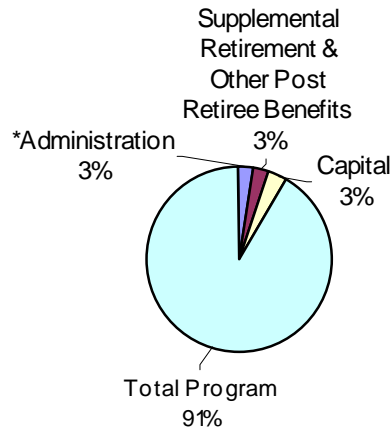
2002-2003 Expenses

Administrative Expenses (Excluding Supplemental & Other Post Retirement Benefits)	\$ 3,319,750
Supplemental & Other Post Retirement Benefits	\$ 3,008,408
Capital Expenses	\$ 3,724,224
Total Program Expenses	\$ 93,799,022



Total Expenses\$ 103,851,404

Percent of Total Expenses



*Excludes Supplemental & Other Post Retirement Benefits