

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
- 2022-2023** Expenses

2022-2023

WESTERN SUFFOLK BOCES

**WESTERN SUFFOLK BOCES
Board of Cooperative Educational Services
2022-2023 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

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare current year standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement.

WESTERN SUFFOLK BOCES
58930000000

Component Districts

- Amityville UFSD
- Babylon UFSD
- Cold Spring Harbor CSD
- Commack UFSD
- Deer Park UFSD
- Elwood UFSD
- Half Hollow Hills CSD
- Harborfields CSD
- Huntington 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

WESTERN SUFFOLK BOCES encompasses 210 square miles

Joint Management Team

- Nassau BOCES
- Suffolk One (Eastern Suffolk BOCES)
- Suffolk Two (Western Suffolk BOCES)

Regional Information Center

- EASTERN SUFFOLK BOCES

**To learn more about the comprehensive nature of BOCES in NYS, go to:
<https://www.boces.org/>**

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
2021-2022	2021-2022	2022-2023	2022-2023
684	344	689	315
416	209	443	246
302	129	349	184
151	93	247	130

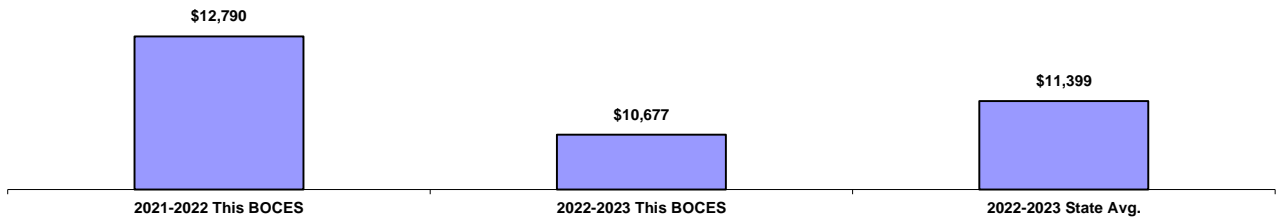
Other Career-Related Programs

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

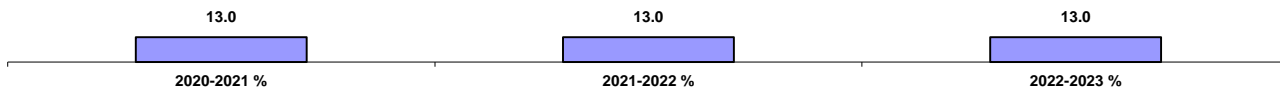
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

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

Tuition Per Student for CTE Programs
Data Source: 602 Report



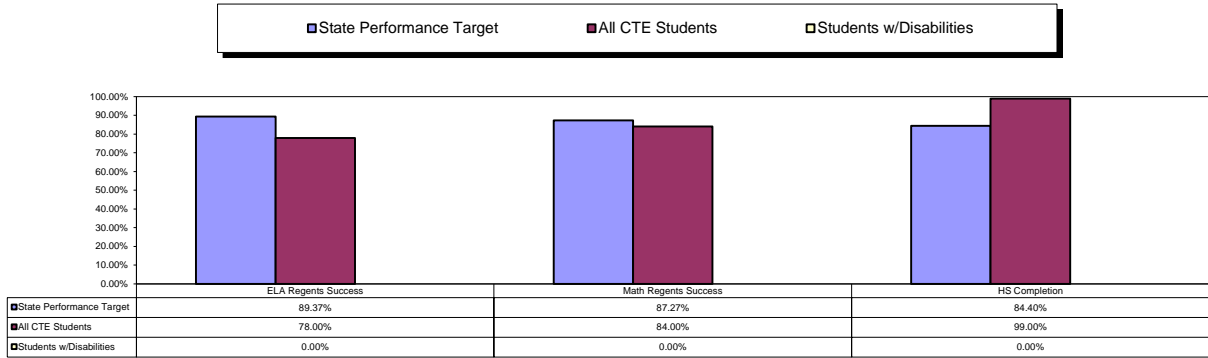
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS

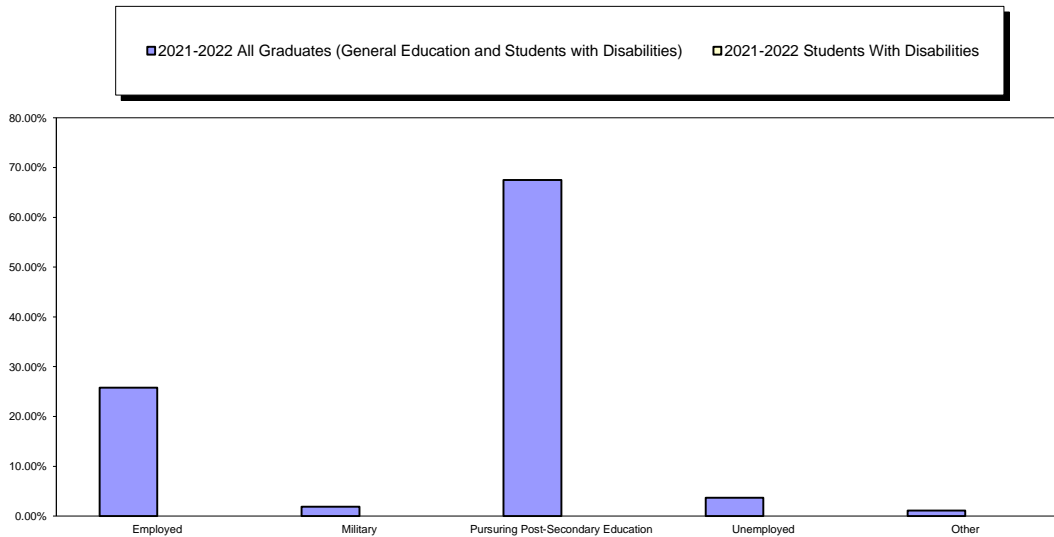


Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

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
95.2%	79.4 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023**

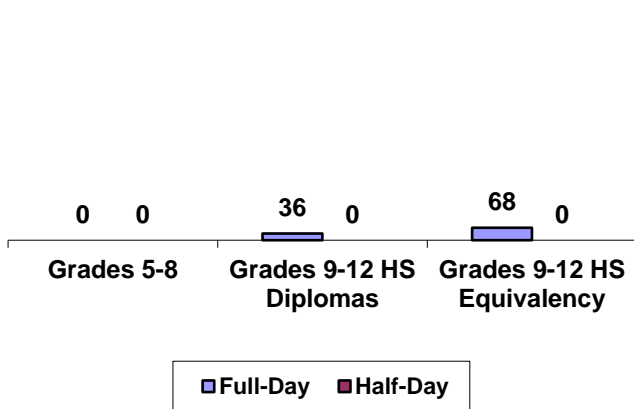
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
	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

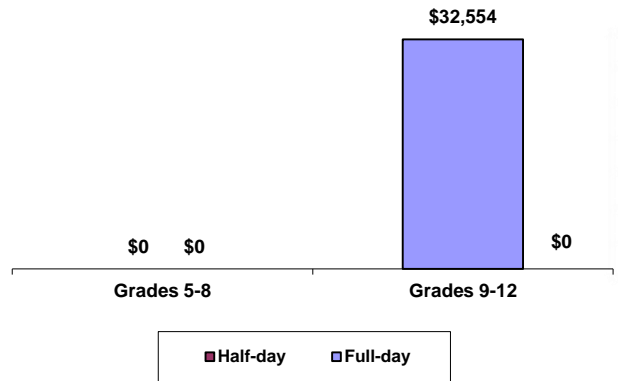
Alternative Education

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, 2023**



2022-2023 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	4	0	0	0
Remained in the BOCES program	0	0	14	0	0	49
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	49
Received high school diplomas			18	0		

Alternative Education State Testing Program
2022-2023 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	2	2	8	12	16.6%	16.6%	66.7%	
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)	4	3	12	19	21%	15.8%	63.2%	
Living Environment	1	5	2	8	12.5%	62.5%	25%	
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)	5	5	7	17	29.4%	29.4%	41.1%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	3	2	11	16	18.7%	12.5%	68.8%	

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 Count Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2021-22	647	--	--
Continuing Enrollment after 2021-22	268	41.42%	13.71%
Completed or Left During 2021-22	379	58.58%	86.31%
Left Prior to Completion During 2021-22	63	16.62%	11.49%
Completed by the End of 2021-22	316	83.38%	74.53%
Completed or Left During 2021-22 and Status Known	335	88.39%	54.24%
Completed/Left/Status Known and Successfully Placed*	298	88.96%	34.62%
Completed but Not seeking Employment	17	5.38%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	0	0.0%	50.85%
Completed a Non-Traditional Program By the End of 2021-22	0	0.0%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	0	0.0%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	0	0.0%	5.78%

* 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 2022-23 was 2035.

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/Intermediate	640	590	317	0	0.0%	0	0.0%	181	56.9%
Adult Secondary (Low)	61	85	6	0	0.0%	0	0.0%	2	23.6%
ESOL	1283	1307	1712	0	0.0%	0	0.0%	1046	61.1%

Other Outcomes (2020-21 through 2022-23)

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Entered employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Retained employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	0	0	0	0	0.0%	0	0.0%	0	0.0%
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)

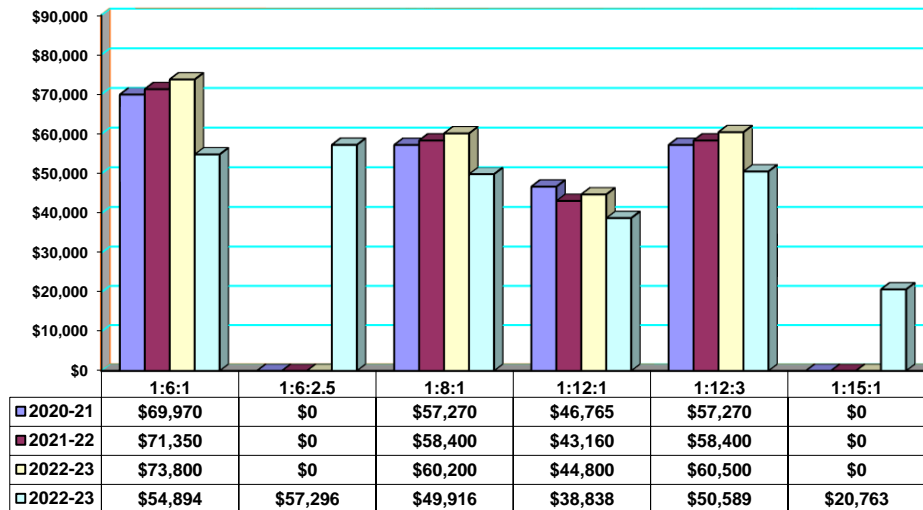
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2020-21	2021-22	2022-23
8:1:1	589	560	537
12:1+1:3	0	0	0
6:1:1	95	110	118
12:1:1	38	36	23
15:1:1	0	0	0
6:1:2.5	0	0	0
9:1:3	59	59	52

Tuition Rates Per Student 2020-21 through 2022-23



Special Education State Testing Program 2022-2023 School Year

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

Data Source: Data Warehouse

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	18	4	1	0	23	21.74%	4.35%	0
Grade 4 English Language Arts	13	4	2	0	19	31.58%	10.53%	0
Grade 5 English Language Arts	16	3	2	0	21	23.81%	9.52%	0
Grade 6 English Language Arts	8	1	0	0	9	11.11%	0.0%	0
Grade 7 English Language Arts	17	3	0	0	20	15.00%	0.0%	0
Grade 8 English Language Arts	10	5	1	0	16	37.50%	6.25%	0
Grade 3 Mathematics	10	7	4	0	21	52.38%	19.05%	0
Grade 4 Mathematics	15	2	1	0	18	16.67%	5.56%	0
Grade 5 Mathematics	15	2	2	0	19	21.05%	10.53%	0
Grade 6 Mathematics	8	1	0	0	9	11.11%	0.0%	0
Grade 7 Mathematics	16	1	2	0	19	15.79%	10.53%	0
Grade 8 Mathematics	14	1	3	0	18	22.22%	16.67%	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.)
2022-2023 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	17	7	7	31	54.84%	22.58%	22.58%	
Algebra 2 (CC)	1	1	1	3	33.33%	33.33%	33.33%	
Geometry (CC)	7	1	0	8	87.50%	12.50%	0.0%	
Living Environment	12	3	6	21	57.14%	14.29%	28.57%	
Physical Setting/ Earth Science	17	6	7	30	56.67%	20.00%	23.33%	
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%	
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Regents ELA	15	6	21	42	35.71%	14.29%	50.00%	
Global History and Geography II (New Framework)	9	7	20	36	25.00%	19.44%	55.56%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	5	7	9	21	23.81%	33.33%	42.86%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2022-2023 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	2	4	13	5	24	91.67%	75.00%	0.0%
Grade 4 English Language Arts	3	2	16	1	22	86.36%	77.27%	0.0%
Grade 5 English Language Arts	3	5	17	3	28	89.29%	71.43%	0.0%
Grade 6 English Language Arts	4	2	7	4	17	76.47%	64.71%	0.0%
Grade 7 English Language Arts	6	2	9	4	21	71.43%	61.90%	0.0%
Grade 8 English Language Arts	3	4	12	6	25	88.00%	72.00%	0.0%
High School English Language Arts	2	6	10	4	22	90.91%	63.64%	0.0%
Grade 3 Mathematics	2	4	14	4	24	91.67%	75.00%	0.0%
Grade 4 Mathematics	4	4	11	3	22	81.82%	63.64%	0.0%
Grade 5 Mathematics	6	7	12	3	28	78.57%	53.57%	0.0%
Grade 6 Mathematics	5	2	5	5	17	70.59%	58.82%	0.0%
Grade 7 Mathematics	8	0	8	5	21	61.90%	61.90%	0.0%
Grade 8 Mathematics	4	4	16	1	25	84.00%	68.00%	0.0%
High School Mathematics	3	5	11	3	22	86.36%	63.64%	0.0%

Data Source: Data Warehouse

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 2022-2023 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 Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	204	45	204	178	204	657	204	35	204	
Instructional Strategies	509	205	514	566	509	2265	509	165	509	22
Data-Driven Instruction	25	10	25	22	25	52	25	3	25	
Effective Use of Technology	65	49	65	25	65	165	65	35	65	
Project Based Learning	24	6	24	13	24	22	24	6	24	
Parent Engagement	12	4	12	6	12	10	12	0	12	
RBE-RN	0		0		0		0		0	
College, Career & Civic Readiness	18	4	18	12	18	22	0	0	18	
Response to Intervention	24	12	24	10	24	76	24	0	24	
Early Childhood Education	12	3	12	6	12	42	12		12	
Career and Technical Education	0		0		0		0		0	
Middle Level Education	18	3	18	10	18	95	0	0	18	
Special Education Strategies	90	22	90	75	90	378	90	22	90	
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	120	54	120	185	120	10	0		120	
Leadership Development	24	10	24	35	24	10	0		24	
District & School Strategic Planning	12	8	12	15	0		0		12	
Using Data	12	3	12	6	12	23	0		12	
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	30	30	30	30	30	84	0	5	30	
Social – Emotional Learning	84	52	84	63	84	648	84	8	84	24
Other culture/climate	0		4	48	0		0		0	
Safety	0		0		0		0		0	
Other	0		0		0		0		20	281

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	14,008,163.34
Capital Expenses.....	\$	3,657,204.23
Total Program Expenses.....	\$	197,870,550.23
Total Expenses.....	\$	215,535,917.80

