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

SOUTHERN WESTCHESTER BOCES

SOUTHERN WESTCHESTER BOCES
Board of Cooperative Educational Services
2015-2016 Report Card

Table of Contents

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

SOUTHERN WESTCHESTER BOCES
6690
Component Districts

- Ardsley
- Blind Brook
- Bronxville
- Byram Hills
- Dobbs Ferry
- Eastchester
- Edgemont
- Elmsford
- Greenburgh Central 7
- Greenburgh Eleven
- Greenburgh Graham
- Greenburgh North Castle
- Harrison
- Hastings-on-Hudson
- Hawthorne Cedar Knolls
- Irvington
- Mount Pleasant Blythedale
- Mount Pleasant Central
- Mount Pleasant Cottage
- Mount Vernon
- New Rochelle
- Pelham
- Pleasantville
- Pocantico Hills
- Port Chester
- Rye
- Rye Neck
- Scarsdale
- Tarrytowns
- Tuckahoe
- Valhalla
- White Plains

Non-Component Districts
- Mamaroneck
- Yonkers

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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2014-15**	**2014-15**	**2015-16**	**2015-16**
First-year students	115	176	238	119
Second-year students	138	102	170	129
Second-year students completing	133	103	259	111
Completers with technical endorsement	89	49	66	39

Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:				
"New Vision"	0	0	0	0
Participated 1 yr of a CTE Program	29	14	16	14
Other one-year programs	0	0	0	0

Tuition Per Student for CTE Programs
Data Source: 602 Report

	2014-15 This BOCES	2015-16 This BOCES	2015-16 State Avg.
	$15,384	$15,729	$0
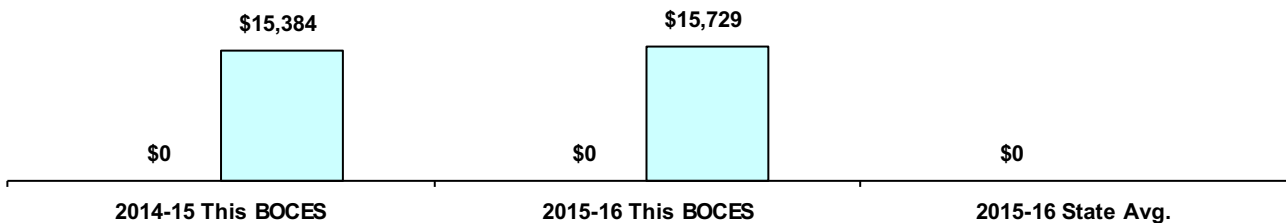
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

2013-14 %	2014-15 %	2015-16%
5.0	0.0	0.0
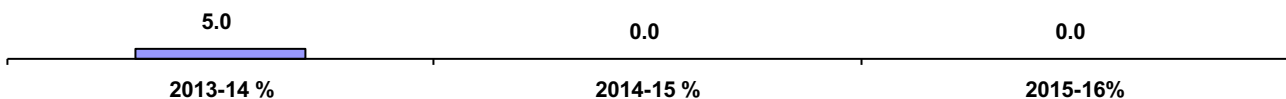
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2015

Data Source: SIRS

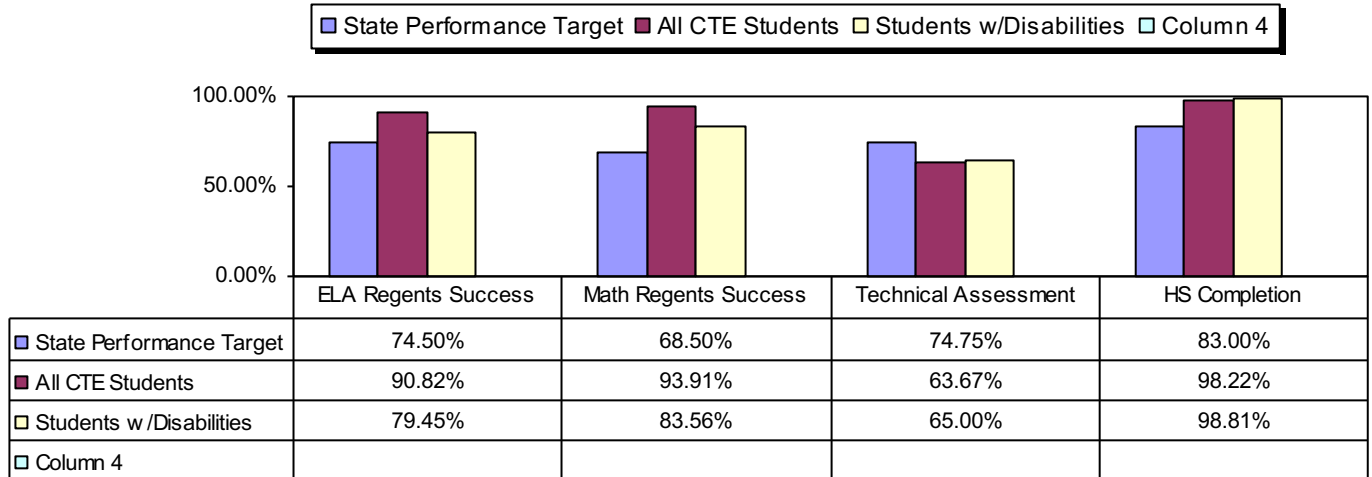|	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
☐ State Performance Target	74.50%	68.50%	74.75%	83.00%
☐ All CTE Students	90.82%	93.91%	63.67%	98.22%
☐ Students w/Disabilities	79.45%	83.56%	65.00%	98.81%
☐ Column 4				

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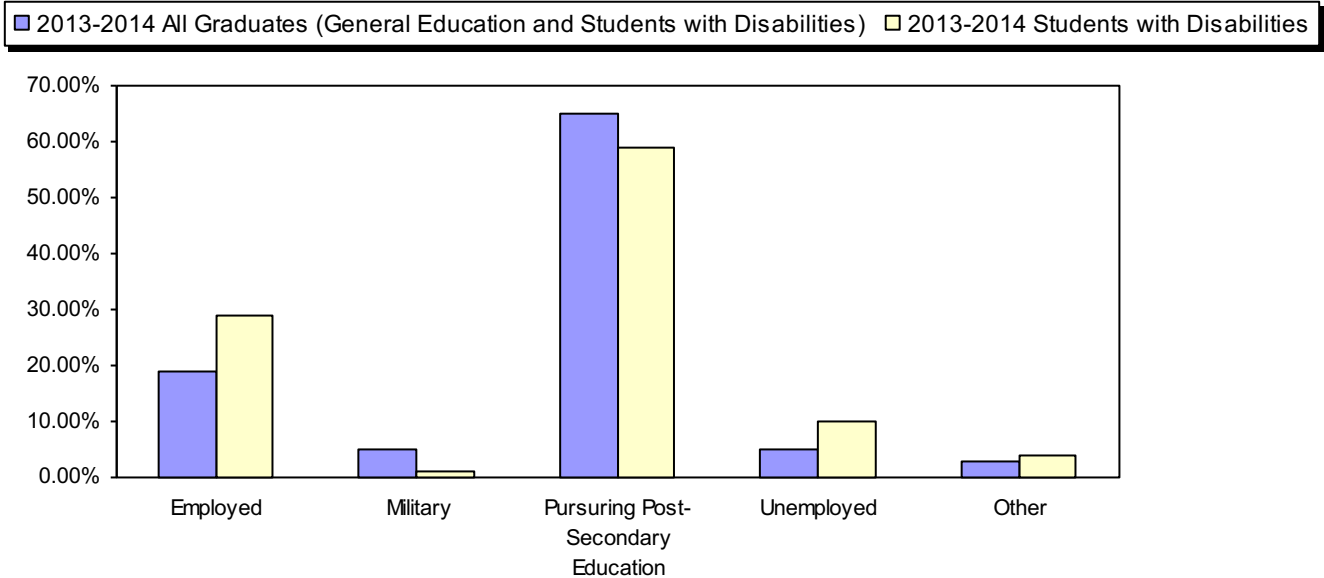## 2015 Placement Outcomes

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
87.77%	91.00 %

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.

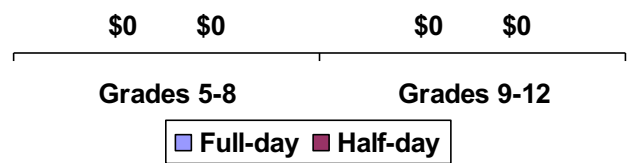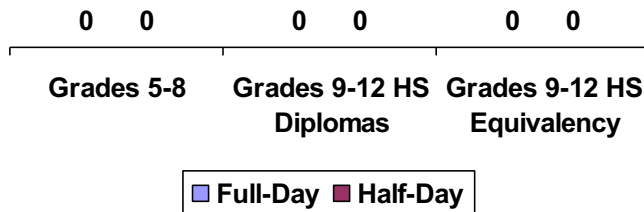| Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full-day
Enrolled	5	0
Passing Rate of Students Tested	1	0
Remained / Still Enrolled in the Program	1	0
Left the program and did not enter another district or BOCES program (dropouts)	3	0
Returned to School District:	0	0

Sample BOCES

Alternative Education
N/A (BOCES does not have this program)

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

0 0	0 0	0 0
Grades 5-8	**Grades 9-12 HS Diplomas**	**Grades 9-12 HS Equivalency**

☐ **Full-Day** ☐ **Half-Day**

2015-2016 Per Student Tuition

$0 $0	$0 $0
Grades 5-8	**Grades 9-12**

☐ **Full-day** ☐ **Half-day**

Alternative Education Outcomes
N/A – (BOCES does not have this program)

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 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
Returned to a school district program	0	0	0	0	0	0
Remained in the BOCES program	0	0	0	0	0	0
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		

Alternative Education State Testing Program
2015-2016 School Year
N/A – (BOCES does not have this program)

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	0	0	0	0	0.0%	0.0%	0.0%
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	0	0	0	0	0.0%	0.0%	0.0%
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	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography	0	0	0	0	0.0%	0.0%	0.0%
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%

Alternative Education Performance of Students
2015-2016 School Year
N/A – (BOCES does not have this program)

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%

Sample BOCES

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 2014-15	429	--	--
Continuing Enrollment after 2014-15	39	9.09%	16.77%
Completed or Left During 2014-15	390	90.91%	78.30%
Left Prior to Completion During 2014-15	147	37.69%	16.40%
Completed by the End of 2014-15	243	62.31%	87.55%
Completed or Left During 2014-15 and Status Known	282	72.31%	66.73%
Completed/Left/Status Known and Successfully Placed*	118	41.84%	83.68%
Completed but Not seeking Employment	0	0.0%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	0	--	--
Under-Represented Gender Members Enrolled During 2014-15	33	--	--
Completed a Non-Traditional Program By the End of 2014-15	0	0.0%	79.23%
Under-Represented Gender Members Who Completed	29	87.88%	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 3800.

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	1244	1230	1083	801	64.4%	875	71.1%	765	70.6%
Adult Secondary (Low)	103	86	97	63	61.2%	69	80.2%	59	60.8%
ESOL	2473	2398	2620	1607	65.0%	1527	63.7%	2047	78.1%

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	356	437	385	312	87.6%	353	80.8%	280	72.7%
Retained employment	862	1123	689	753	87.4%	944	84.1%	573	83.2%
Obtained secondary or HS equivalency diploma	67	53	48	53	79.1%	45	84.9%	39	81.3%
Entered post-secondary education or training	60	64	79	55	91.7%	55	85.9%	73	92.4%

Sample BOCES

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:

- o   12 students per teacher plus one paraprofessional (12:1:1)
- o   6 students per teacher plus one paraprofessional (6:1:1)
- o   12 students per teacher plus four paraprofessionals (12:1+1:3)
- o   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	183	228	17
8:1:2	133	112	182
8:1:3	0	0	79
12:1:4	54	47	37
12:1:1	49	19	87

Tuition Rates Per Student
2013-14 through 2015-16
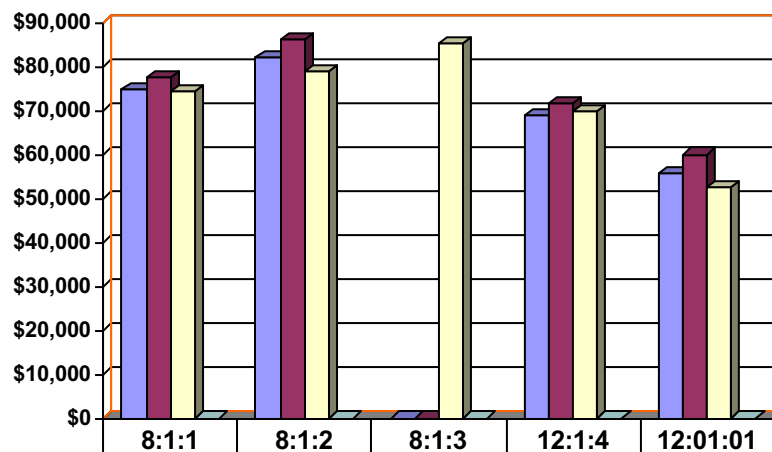
	8:1:1	8:1:2	8:1:3	12:1:4	12:01:01
2013-14	$74,655	$81,961	$0	$69,056	$55,611
2014-15	$77,692	$86,034	$0	$71,784	$59,979
2015-16	$74,240	$79,063	$85,320	$69,742	$52,488
2015-16 State Average	$0	$0	$0	$0	$0

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 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	2	0	0	2	0.0%	0.0%	1
Grade 4 English Language Arts	8	1	0	0	9	0.0%	0.0%	0
Grade 5 English Language Arts	5	1	1	0	7	0.0%	0.0%	3
Grade 6 English Language Arts	8	2	1	0	11	0.0%	0.0%	5
Grade 7 English Language Arts	6	1	1	0	8	0.0%	0.0%	2
Grade 8 English Language Arts	12	2	2	0	16	0.0%	0.0%	4
Grade 3 Mathematics	1	1	0	0	2	0.0%	0.0%	1
Grade 4 Mathematics	5	1	1	0	7	0.0%	0.0%	2
Grade 5 Mathematics	3	1	2	0	6	0.0%	0.0%	4
Grade 6 Mathematics	7	2	1	1	11	0.0%	0.0%	5
Grade 7 Mathematics	6	1	0	0	7	0.0%	0.0%	3
Grade 8 Mathematics	14	3	0	0	17	0.0%	0.0%	3

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.

Sample BOCES

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	31	14	17	62	0.0%	0.0%	0.0%
Geometry	3	1	3	7	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	2	2	0.0%	0.0%	0.0%
Living Environment	20	13	18	51	0.0%	0.0%	0.0%
Physical Setting/ Earth Science	0	0	3	3	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	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography	33	7	13	53	0.0%	0.0%	0.0%
United States History and Government	13	2	11	26	0.0%	0.0%	0.0%

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	2	2	0	4	0.0%	0.0%	0.0%
Grade 4 English Language Arts	1	2	8	3	14	0.0%	0.0%	0.0%
Grade 5 English Language Arts	3	1	7	1	12	0.0%	0.0%	0.0%
Grade 6 English Language Arts	2	5	7	1	15	0.0%	0.0%	0.0%
Grade 7 English Language Arts	1	4	6	1	12	0.0%	0.0%	0.0%
Grade 8 English Language Arts	3	3	6	4	16	0.0%	0.0%	0.0%
High School English Language Arts	2	6	11	0	19	0.0%	0.0%	0.0%
Grade 3 Mathematics	0	2	2	0	4	0.0%	0.0%	0.0%
Grade 4 Mathematics	2	2	6	4	14	0.0%	0.0%	0.0%
Grade 5 Mathematics	4	2	6	0	12	0.0%	0.0%	0.0%
Grade 6 Mathematics	2	6	4	3	15	0.0%	0.0%	0.0%
Grade 7 Mathematics	0	5	6	1	12	0.0%	0.0%	0.0%
Grade 8 Mathematics	3	4	7	2	16	0.0%	0.0%	0.0%
High School Mathematics	2	5	12	0	19	0.0%	0.0%	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.

Sample BOCES

Professional Development 2015-2016 School Year

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

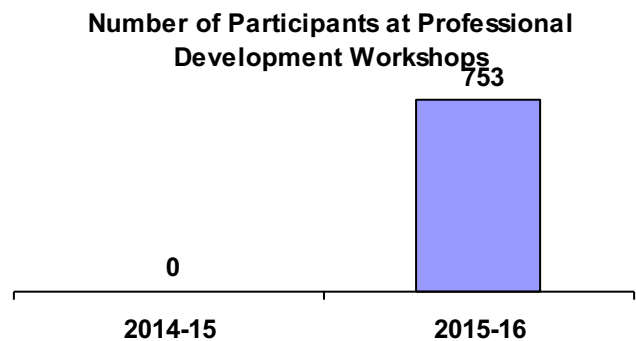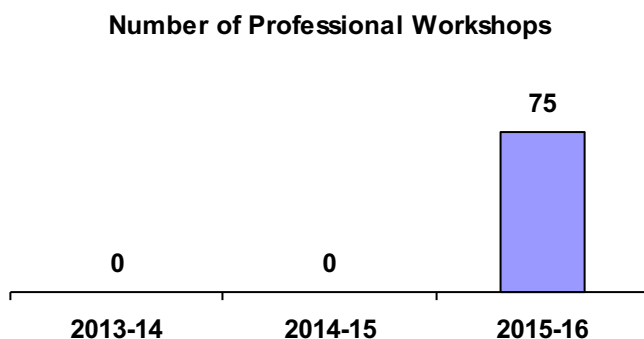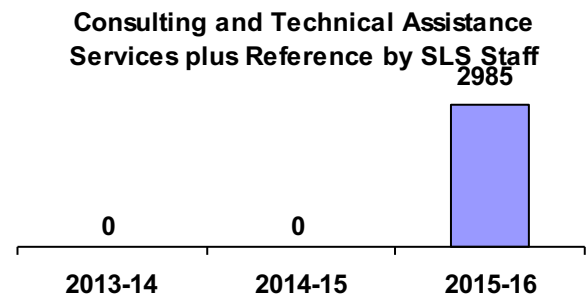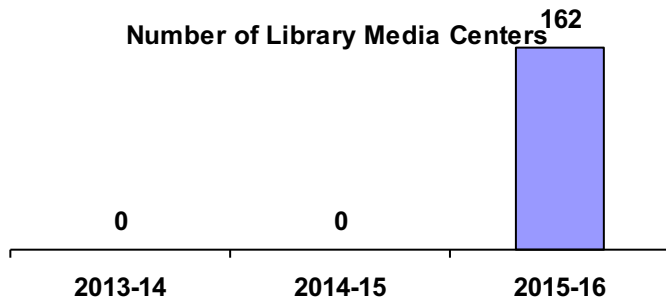| BOCES provided training in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	29	29	2580	70	13	0	11	11	28	6
Data-Driven Instruction	0	0	0	0	0	0	0	0	0	0
Lead Evaluator Training	10	2	194	1	0	0	69	9	4	4
Principal Evaluator Training	5	0	0	0	0	0	9	2	0	0
Integrating Technology into Curricula & Instruction	2	0	1086	0	0	0	0	0	0	0
Project Based Learning	0	0	0	0	0	0	0	0	0	0
College & Career Readiness	29	37	2580	653	13	0	11	25	28	6
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	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	2	0	410	0	0	0	0	0	0	0
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	4	0	612	7	0	1	1	0	1	0
(RSE-TASC) Regional Special Education Technical Assistance Support	41	54	345	215	0	0	6	26	40	34
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	231	40	608	199	0	0	15	0	41	1
Leadership Training	9	0	15	0	0	0	0	160	0	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	0	0	0	0	0	0	0	0	0
Culture/Climate	51	0	537	11	42	7	11	0	44	10
School & District Planning	3	23	0	0	0	0	0	0	0	0
Response to Intervention	27	0	50	0	0	0	3	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	20	0	285	61	0	0	3	1	2	1
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	11	0	365	4	61	2	24	5	65	34

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	40/3000	4	4977		X
Instructional Computing	0/0	0	0		X
Computer/Audio Visual Repair	30	6			X
Library Automation/Software	0/0	0	0	X	
LAN Installation/Support	0/0	0	0		X
Distributed Process Technicians	0/0	0	0		X
Guidance Information	9/36	.5	3062		X
Administrative Computer Services	59	20			X
Administrative Training	11/200	1			X
Instructional Media Resources	0/0	0	0		
Model Schools	50/10,000	3	146,325		X
Other Student Instructional Support	61/12,200	22	201,039		X

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

2013-14	2014-15	2015-16
0	0	162

Consulting and Technical Assistance Services plus Reference by SLS Staff

2013-14	2014-15	2015-16
0	0	2985

Number of Professional Workshops

2013-14	2014-15	2015-16
0	0	75

Number of Participants at Professional Development Workshops

2014-15	2015-16
0	753

2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…………. ………………………………………………….$ 8,831,984

Capital Expenses……………………………………………………………….…… $ 3,034,094

Total Program Expenses……………………………………………………..…… $ 146,915,214

Total Expenses……………………………………………………………………….$ 158,781,292

Total Program
92.5%

Capital
1.91%

*Administration
5.6%

General Instruction
2.3%

Instructional Support
42.9%

Itinerant Services
16.7%

Other Services
19.3%

Instruction of Students with Disabilities
25.6%

Career & Technical Education
8.1%