WESTERN SUFFOLK BOCES

Component Districts

- [illegible]
-

CTE Student Performance on Perkins Indicators
Who Left School in 2012

Data Source: SIRS

General Education Development Leading to (GED)
For CTE Students Age 16-18
2012-2013

Number of students who:	Grades 9-12 Programs Leading GED	
	Half-day	Full day

Alternative Education

-

Alternative Education State Testing Program

2012-2013 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	13	13	13	39	33%	33%	33%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0%	0%	0%
Living Environment	5	10	18	33	15%	30%	55%

Note: Data reflects the highest score each student achieved on tests given in Jan. 2013, June 2013 and Aug. 2013.

Adult Career and Technical Education (CTE)

Data Source: ASISTS

	This BOCES		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2011-12	1911	--	--
Continuing Enrollment after 2011-12	347	18.16%	16.49%
Completed or Left During 2011-12	1564	81.84%	81.39%

Special Education

Special Education Enrollment and Tuition

Special Education State Testing Program

2012-2013 School Year

Data Source: BARS

State Assessment	Counts of Students Tested	Percentage of Students Tested	No Valid Score

Special Education State Testing Program (cont'd.)

2012-2013 School Year

Note:

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2012-2013 School Year

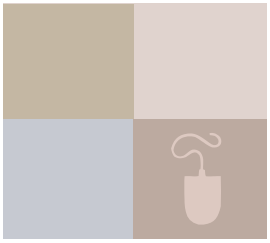
State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 E								

Data Source: L2RPT (ESBOCES)

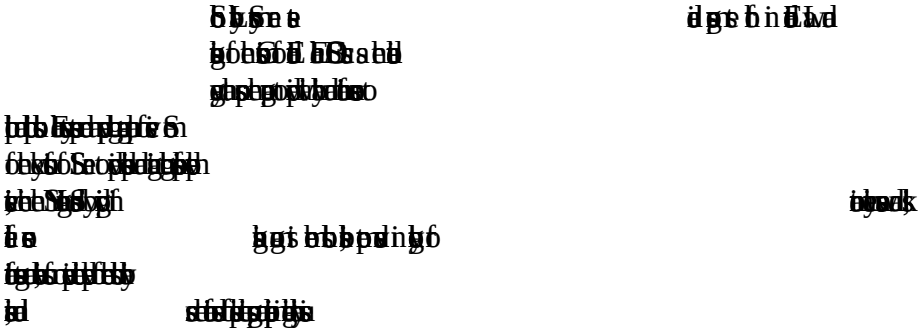
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and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

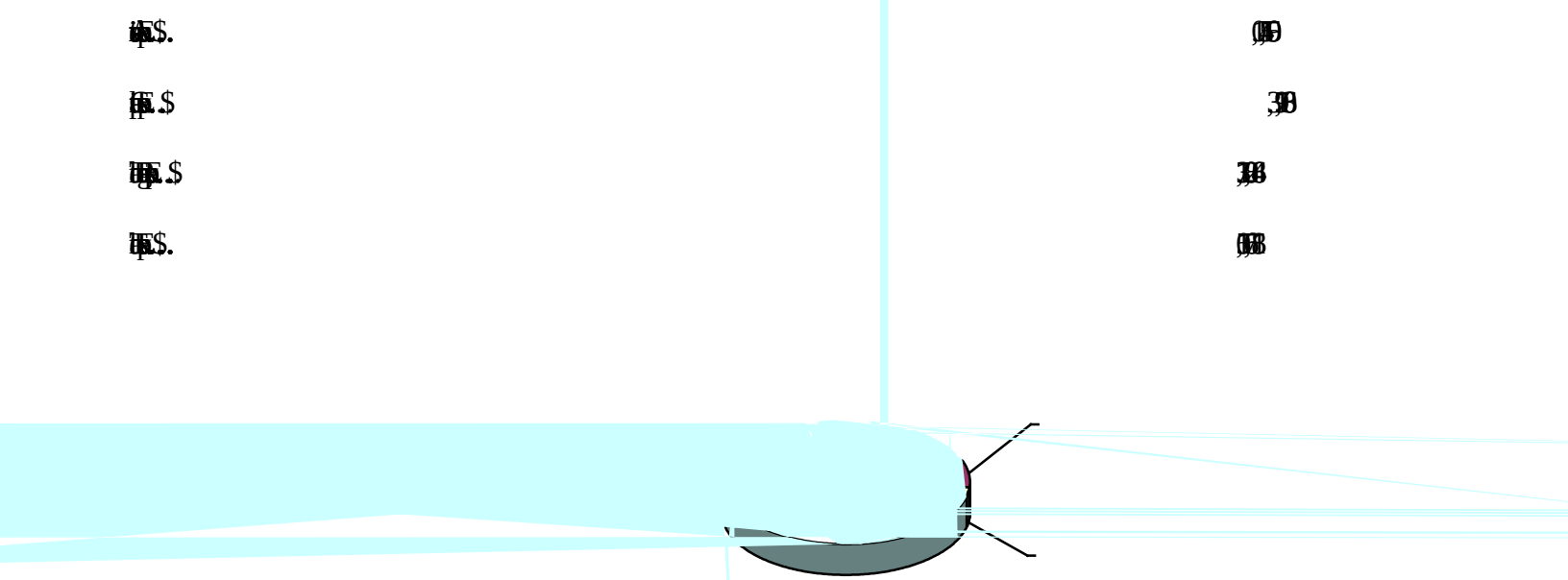
Professional Development 2012-2013 School Year

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	80	40	1930	134	0	0	0	100	80	0
Data-Driven Instruction	13	0	70	0	0	0	15	0	0	0
Lead Evaluator Training	12	0	10	0	0	0	50	0	90	0
Principal Evaluator Training	8	0	0	0	0	0	45	0	10	0
Integrating Technology into										



School Library Systems (SLS)



2012-2013 Expenses

Data Source: SA111, schedule 2A