Board of Cooperative Educational Services

Report Card

Career and Technical Education

Alternative Education

Special Education ◆ Technology Services

School Library System Services

Adult Career and Technical Education

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Student Achievement ◆ 2005-2006 Expenses

05

Eastern Suffolk BOCES

Eastern Suffolk BOCES
Board of Cooperative Educational Services
2005-2006 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
- Regents Examinations

Eastern Suffolk BOCES
5891

Component Districts

- Amagansett Union Free School District
- Bay Shore Union Free School District
- Bayport-Blue Point Union Free School District
- Brentwood Union Free School District
- Bridgehampton Union Free School District
- Brookhaven-Comsewogue Union Free School District
- Center Moriches Union Free School District
- Central Islip Union Free School District
- Connetquot Central School District
- East Hampton Union Free School District
- East Islip Union Free School District
- East Moriches Union Free School District
- East Quogue Union Free School District
- Eastport-South Manor Central School District
- Fire Island Union Free School District
- Fishers Island Union Free School District
- Greenport Union Free School District
- Hampton Bays Union Free School District
- Hauppauge Union Free School District
- Islip Union Free School District
- Little Flower Union Free School District
- Longwood Central School District
- Mattituck-Cutchogue Union Free School District
- Middle Country Central School District
- Miller Place Union Free School District
- Montauk Union Free School District
- Mount Sinai Union Free School District
- New Suffolk Common School District
- Oysterponds Union Free School District
- Patchogue-Medford Union Free School District
- Port Jefferson Union Free School District
- Quogue Union Free School District
- Remsenburg-Speonk Union Free School District
- Riverhead Central School District
- Rocky Point Union Free School District
- Sachem Central School District
- Sag Harbor Union Free School District
- Sagaponack common School District
- Sayville Union Free School District
- Shelter Island Union Free School District
- Shoreham-Wading River Central School District
- South Country Central School District
- Southampton Union Free School District
- Southold Union Free School District
- Springs Union Free School District
- Three Village Central School District
- Tuckahoe Common School District
- Wainscott Union Free School District
- West Islip Union Free School District
- Westhampton Beach Union Free School District
- William Floyd Union Free School District

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. *Data Source: BOCES Survey*

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2004-05	2004-05	2005-06	2005-06

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

First-year students …………………………	443	148	401	158
Second-year students ……………………..	281	146	417	210
Second-year students completing ………..	248	142	378	184

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

"New Vision" ………………………………	0	0	0	0
Other one-year programs ………………..	1,345	382	866	375

Tuition Per Student for CTE Programs
Data Source: 602 Report

$8,805	$10,043	$7,095
2004-05 This BOCES	2005-06 This BOCES	2005-06 State Avg
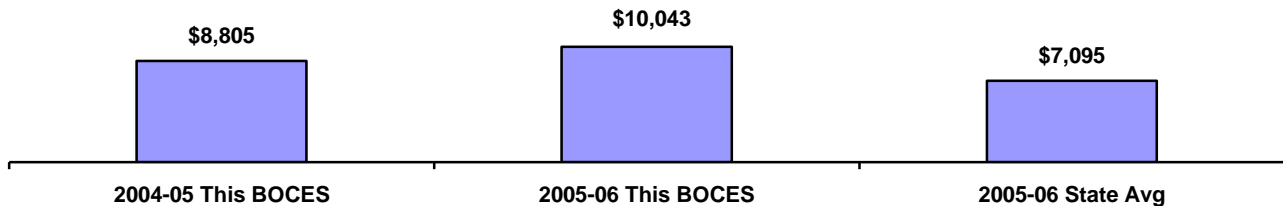
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: BOCES Survey and Basic Education Data System

9.0	9.0	9.3
2003-04 %	2004-05 %	2005-06 %
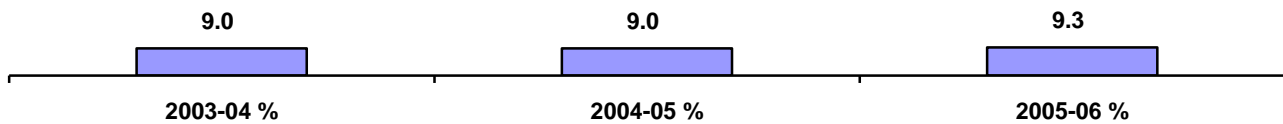
* Data Include General Education and Students with Disabilities. *Data Source: BOCES Survey and Basic Education Data System*

Performance of Career & Technical Education (CTE) Students Who Graduated in 2005
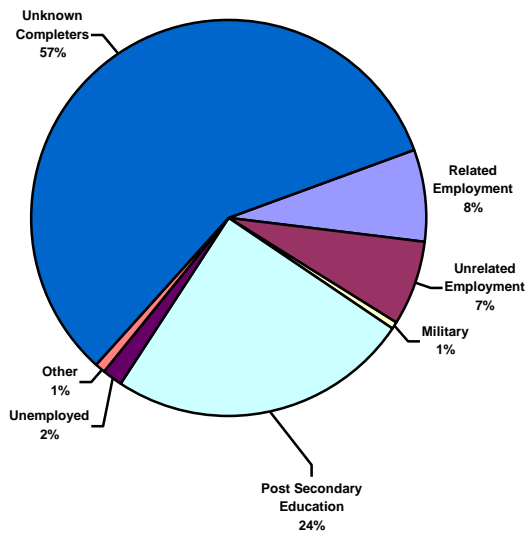
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*

93.0 **91.4**

92.0 **90.5**

% Passing ELA, Math and Social Studies Regents or RCT

% Receiving High School Diploma or Equivalent

- ■ All Students - General Education & Students with Disabilities
- ■ Students with Disabilities
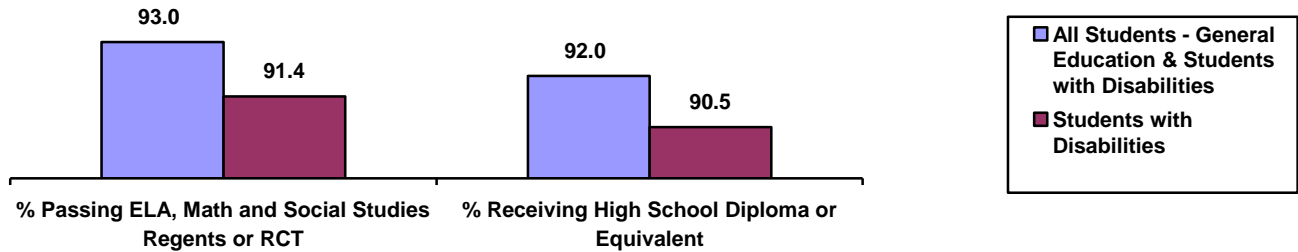
Status of Career and Technical Education (CTE) Students Who Graduated in 2005

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)

Unknown Completers 57%

Related Employment 8%

Unrelated Employment 7%

Military 1%

Other 1%

Unemployed 2%

Post Secondary Education 24%

Students with Disabilities

Unknown Completers 55%

Related Employment 10%

Unrelated Employment 9%

Military 1%

Other 2%

Unemployed 3%

Post Secondary Education 20%

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 distri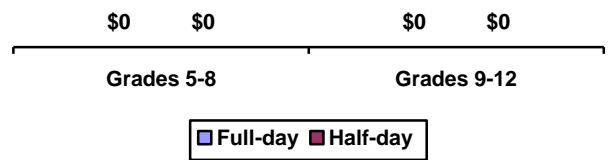ct programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas. *Data Source: BOCES Survey*

Alternative Education Program Enrollment June 30, 2006

0	0	0	0	0	0

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

☐ Full-Day ■ Half-Day
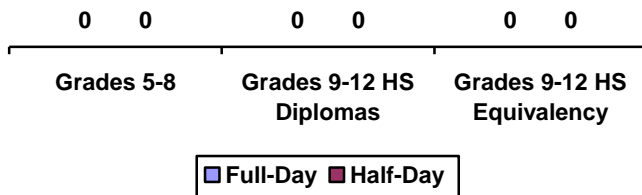
2005-2006 Per Student Tuition

$0	$0	$0	$0

Grades 5-8	Grades 9-12

☐ Full-day ■ Half-day

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: BOCES Survey*

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	Full-day	Half-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
are waiting for GED exam results …….….…					0	0
received high school diplomas ……………...			0	0		
received high school equivalency diplomas …					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: Adult Allies*

	This BOCES		Statewide Average
2004-05 Adult CTE Program Results	**Count**	**Percentage**	**Percentage**
All CTE Programs			
Number Enrolled	1,949		
Number who Left Prior to Completion	250	12.8%	16.8%
Number who Completed	1,623	83.3%	72.4%
Completed and Status Known	1,016	62.6%	80.6%
Completed and were Successfully Placed*	925	57.0%	73.8%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	207	10.6%	10.1%
Under-Represented Gender Members Who Completed	158	8.1%	9.3%

* 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 2005-2006 was 1,482.

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	713	349	743	169	23.7%	83	23.8%	146	19.7%
Adult Secondary (Low)	65	31	40	9	13.9%	4	12.9%	4	10.0%
ESOL	2,529	1,221	2,340	742	29.3%	286	23.4%	924	39.5%

Other Outcomes (2003-04 through 2005-06)

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					
	2003-04	2004-05	2005-06	2003-04		2004-05		2005-06	
					Percent		Percent		Percent
Entered employment	54	125	337	7	13.0%	0	0.0%	54	16.0%
Retained employment	37	32	139	10	27.0%	0	0.0%	4	2.9%
Obtained a secondary or high school equivalency diploma	482	153	670	42	0.1%	0	0.0%	55	8.2%
Entered post-secondary education or training	125	85	151	0	0.0%	0	0.0%	4	2.6%

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)
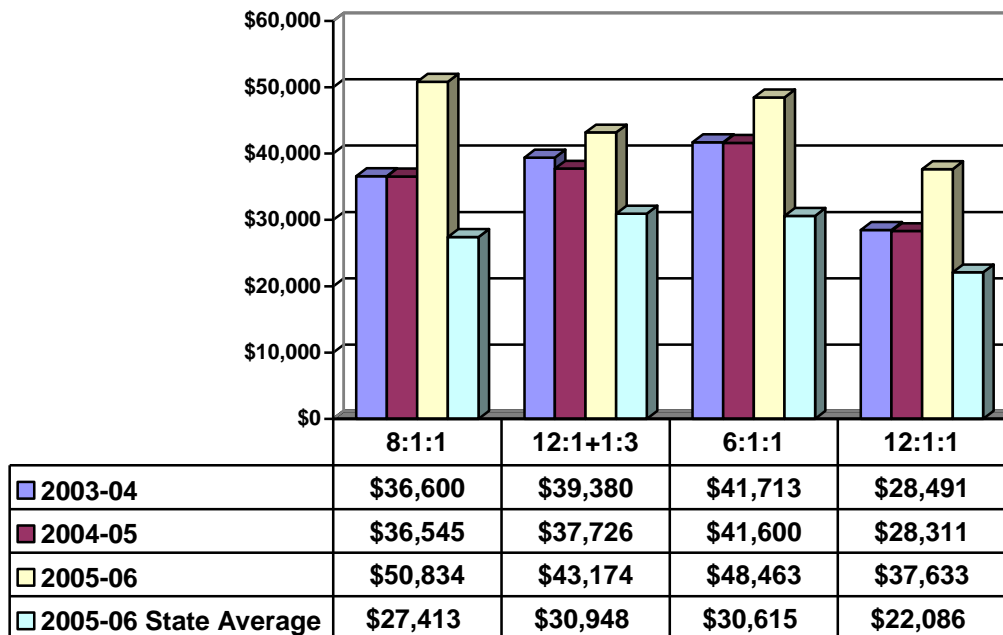- o 8 students per teacher plus 1 paraprofessional (8:1:1)

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

	2003-04	2004-05	2005-06
8:1:1	702	883	753
12:1+1:3	53	58	56
6:1:1	818	847	654
12:1:1	149	216	192

Tuition Rates Per Student
2003-04 through 2005-06

	8:1:1	12:1+1:3	6:1:1	12:1:1
□ 2003-04	$36,600	$39,380	$41,713	$28,491
■ 2004-05	$36,545	$37,726	$41,600	$28,311
□ 2005-06	$50,834	$43,174	$48,463	$37,633
□ 2005-06 State Average	$27,413	$30,948	$30,615	$22,086

State Testing Program
2005-2006 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: nySTART/ BOCES Assessment Reporting Software (BARS)

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	26	4	7	0	37	29.7%	18.9%	0
Grade 4 English Language Arts	36	8	0	0	44	18.2%	0%	0
Grade 5 English Language Arts	46	12	14	1	73	37.0%	20.5%	0
Grade 6 English Language Arts	49	22	7	0	78	37.2%	9.0%	0
Grade 7 English Language Arts	39	30	12	0	81	51.9%	14.8%	0
Grade 8 English Language Arts	51	36	10	0	97	47.4%	10.3%	0
Grade 3 Mathematics	21	11	8	0	40	47.5%	20.0%	0
Grade 4 Mathematics	39	3	3	1	46	15.2%	8.7%	0
Grade 5 Mathematics	56	12	5	0	73	23.3%	6.8%	0
Grade 6 Mathematics	71	9	1	0	81	12.3%	1.2%	0
Grade 7 Mathematics	62	16	6	1	85	27.1%	8.2%	0
Grade 8 Mathematics	69	21	1	0	91	24.2%	1.1%	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.

Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2005-2006 School Year

Data Source: nySTART/ BOCES Assessment Reporting Software (BARS)

| 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	7	7	7	31	52	86.5%	73.1%	1
Grade 4 English Language Arts	0	5	7	19	31	100.%	83.9%	0
Grade 5 English Language Arts	5	3	2	29	39	87.2%	79.5%	0
Grade 6 English Language Arts	2	8	2	25	37	94.6%	73.0%	1
Grade 7 English Language Arts	2	10	3	42	57	96.5%	78.9%	1
Grade 8 English Language Arts	4	4	3	27	38	89.5%	78.9%	1
High School English Language Arts	2	1	11	35	49	96.0%	93.9%	0
Grade 3 Mathematics	5	8	8	31	52	90.4%	75.0%	1
Grade 4 Mathematics	1	4	5	21	31	96.8%	83.9%	0
Grade 5 Mathematics	5	7	1	26	39	87.2%	69.2%	0
Grade 6 Mathematics	7	5	7	18	37	81.1%.	67.6%	1
Grade 7 Mathematics	3	10	3	41	57	94.7%	77.2%	1
Grade 8 Mathematics	4	7	2	26	39	89.7%	71.8%	0
High School Mathematics	4	3	9	33	49	91.8%	85.7%	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.

Professional Development
2005-2006 School Year

Data Source: BOCES Survey

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	17	227	52	0	0
District Based Educational Planning	35	357	107	0	0
High School Graduation Requirements	18	168	85	0	0
Learning Standards (ELA, MST, etc.)	85	6,967	167	0	75
Data Management and Analysis	79	0	30	0	0
Integrating Technology into Curricula & Instruction	44	5,532	55	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	15	450	45	0	0
Middle Level Education Academic and Youth Development	20	420	44	0	0
Career and Technical Education	0	0	0	0	0
Instructional Strategies	54	1,556	244	3	0
Parent Training	18	0	51	0	0
Special Education Issues	24	338	88	0	0
Leadership Training	17	48	183	0	0
Special Education Training Resource Center (SETRC)	69	118	15	0	238
Other- BETAC	51	479	82	1	46
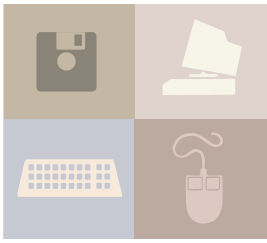
Technology Services
## 2005-2006 School Year

Data Source: BOCES Survey

| BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals Teachers Administrators	Students
Distance Learning	3	800	9,000
Instructional Computing	37	4,566	
Computer/Audio Visual Repair	9	1,231 items repaired	
Library Automation/Software			
LAN Installation/Support	27		
Distributed Process Technicians			
Guidance Information	14		
Administrative Computer Services	69		
Administrative Training			

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*
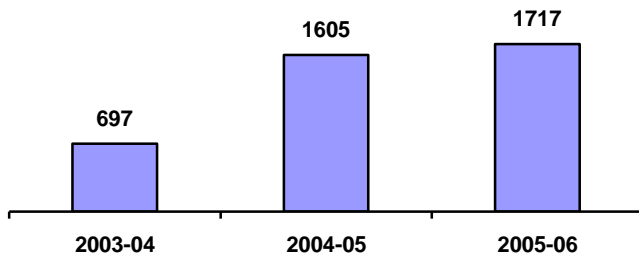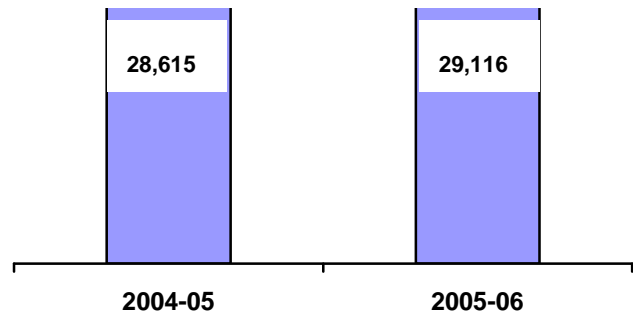
Number of Library Media Centers

2003-04	2004-05	2005-06
241	238	238

NOV EL Ready Libraries

2003-04	2004-05	2005-06
156	163	167
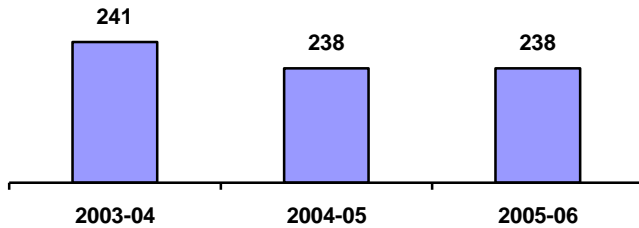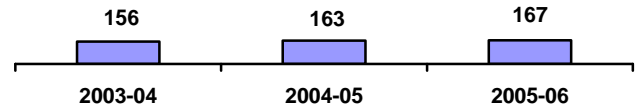
Number of Participants at Professional Development Workshops

2003-04	2004-05	2005-06
697	1605	1717

Consulting Reference and Technical Assistance Services by SLS Staff

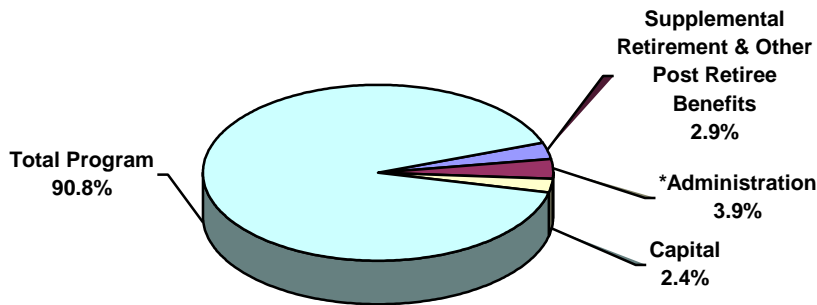| 2004-05	2005-06
28,615	29,116

2005-2006 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement
& Other Post Retirement Benefits) ………………………………………………$ 10,320,888

Supplemental Retirement & Other Post Retirement Benefits…………..……………$ 7,848,826

Capital Expenses…………………………………………………………………….$ 6,434,252

Total Program Expenses…………………………………………….…………$ 242,753,194
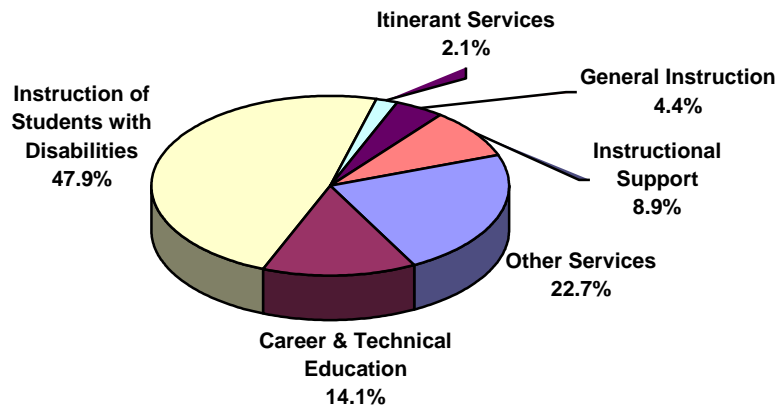
Total Expenses………………………………………………………………….$ 267,357,160

*Excludes Supplemental & Other Post Retirement Benefits