

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
- 2012-2013 Expenses

2012-2013

Eastern Suffolk BOCES

**Eastern Suffolk BOCES
Board of Cooperative Educational Services
2012-2013 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

Eastern Suffolk BOCES
589100

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 Common School District
- West Islip Union Free School District
- Westhampton Beach Union Free School District
- William Floyd Union Free School District

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
2011-12	2011-12	2012-13	2012-13
283	140	213	141
174	85	114	71
167	83	198	74
66	32	111	43

Other Career-Related Programs

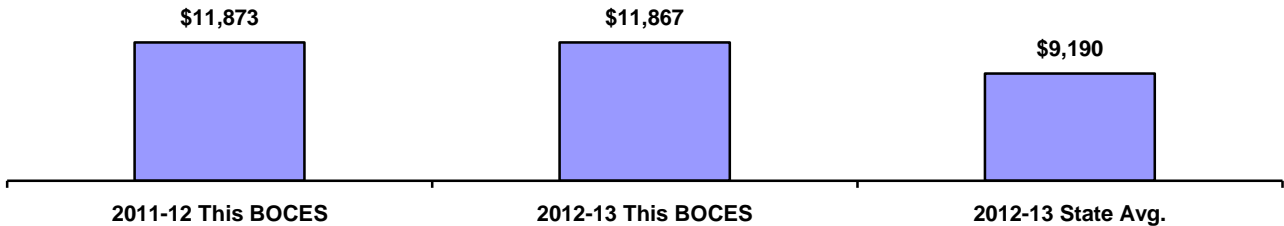
Number of 11th/12th grade students enrolled in one-year programs:

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

0	0	0	0
172	85	199	68
458	225	487	322

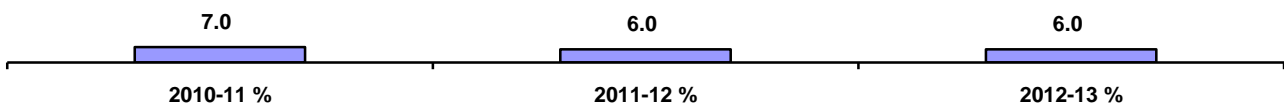
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

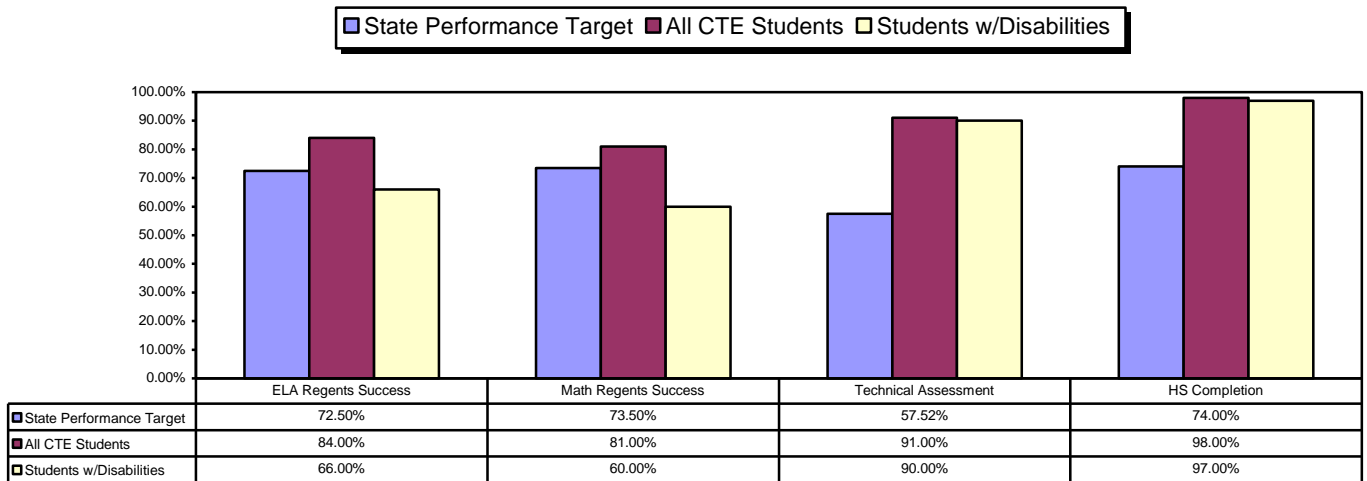
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2012

Data Source: SIRS

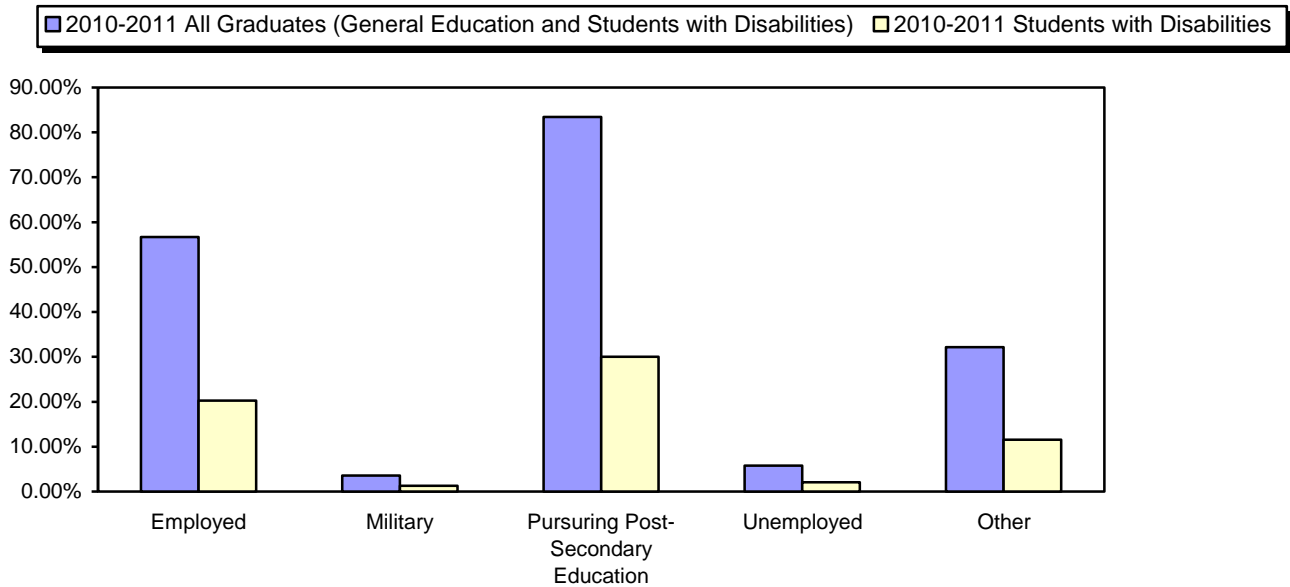


Status of Career and Technical Education (CTE) Students 2011 Placement Outcomes

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
77.20%	87.75%



Sample BOCES

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

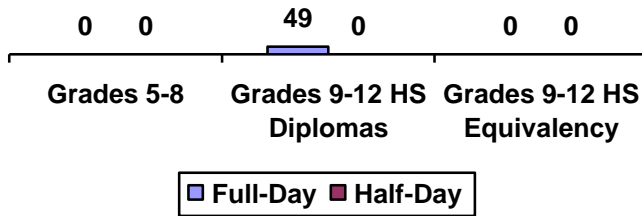
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	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

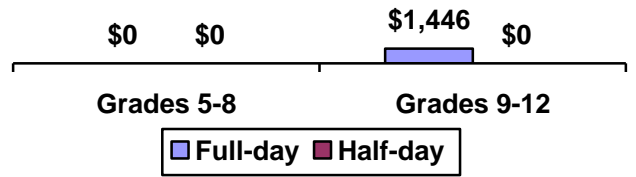
Alternative Education

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, 2013**



2012-2013 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	11	0	0	0
Remained in the BOCES program	0	0	20	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	N/A	0	0	0
Received high school diplomas			18	0		

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	0	1	4	5	0.0%	20%	80.0%
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	1	1	0.0%	0.0%	100.0%
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	1	1	17	19	5%	5%	90%
Global History and Geography	0	2	3	5	0.0%	40%	60%
United States History and Government	0	1	5	6	0.0%	17%	83%

**Alternative Education Performance of Students
2012-2013 School Year**

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%

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		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2011-12	2,212	--	--
Continuing Enrollment after 2011-12	79	3.6%	16.49%
Completed or Left During 2011-12	2,133	96.4%	81.39%
Left Prior to Completion During 2011-12	318	14.9%	14.76%
Completed by the End of 2011-12	1,815	85.1%	86.18%
Completed or Left During 2011-12 and Status Known	1,344	63.0%	63.11%
Completed/Left/Status Known and Successfully Placed*	1,120	83.3%	95.42%
Completed but Not seeking Employment	16	0.9%	3.76%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2011-12	1,608	--	--
Under-Represented Gender Members Enrolled During 2011-12	191	--	--
Completed a Non-Traditional Program By the End of 2011-12	1,386	86.2%	73.62%
Under-Represented Gender Members Who Completed	156	81.7%	76.00%

* 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 2012-2013 was 742.

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Adult Beginning/Intermediate	826	713	742	276	33.4%	364	51.1%	313	42.2%
Adult Secondary (Low)	53	41	62	21	39.6%	17	41.5%	16	25.8%
ESOL	2,450	1,809	1,603	1,228	50.1%	1,059	58.5%	791	49.3%

Other Outcomes (2010-11 through 2012-13)

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					
	2010-11	2011-12	2012-13	2010-11		2011-12		2012-13	
					Percent		Percent		Percent
Entered employment	58	188	120	37	63%	127	67%	88	73.3%
Retained employment	23	10	284	14	60%	7	70%	67	23.6%
Obtained secondary or HS equivalency diploma	106	70	91	87	82%	58	82%	72	79.1%
Entered post-secondary education or training	98	91	760	88	89%	76	83%	469	61.7%

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:

- 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)

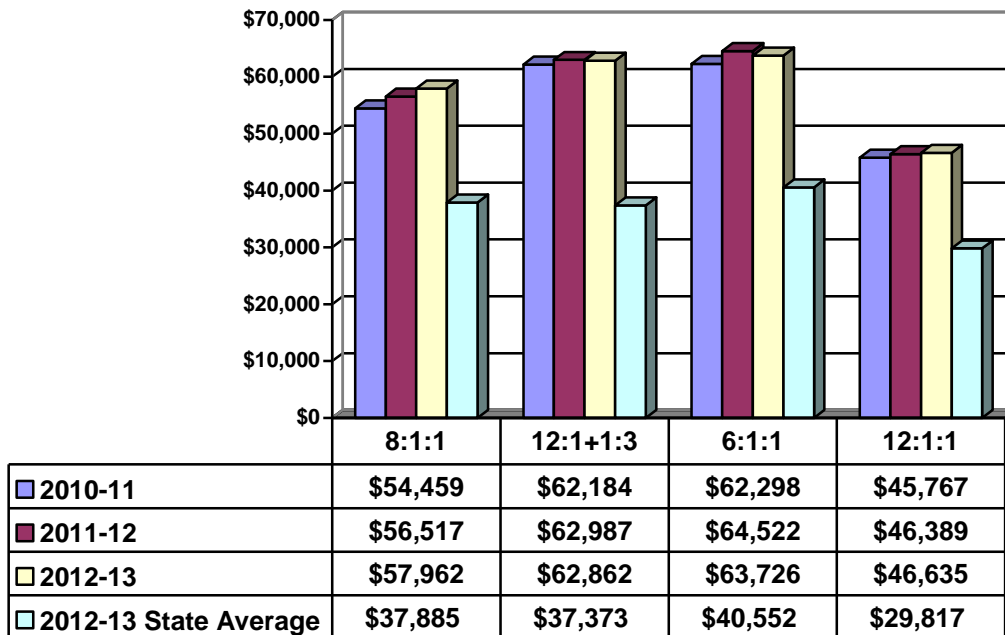
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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: 602 Report*

Enrollment Trends

	2010-11	2011-12	2012-13
8:1:1	1,150	1,218	1,380
12:1+1:3	59	60	71
6:1:1	268	288	189
12:1:1	224	185	172

Tuition Rates Per Student 2010-11 through 2012-13



Special Education State Testing Program 2012-2013 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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	21	7	0	0	28	25%	0.0%	0
Grade 4 English Language Arts	21	9	0	0	30	30%	0.0%	0
Grade 5 English Language Arts	23	7	0	0	30	23%	0.0%	0
Grade 6 English Language Arts	39	7	0	1	47	17%	2%	0
Grade 7 English Language Arts	44	10	1	0	55	20%	2%	0
Grade 8 English Language Arts	49	11	0	0	60	18%	0.0%	0
Grade 3 Mathematics	21	5	0	1	27	22%	4%	0
Grade 4 Mathematics	23	4	2	0	29	20%	7%	0
Grade 5 Mathematics	29	0	1	0	30	3%	3%	0
Grade 6 Mathematics	38	9	0	0	47	19%	0.0%	0
Grade 7 Mathematics	54	4	0	0	58	7%	0.0%	0
Grade 8 Mathematics	52	1	0	0	53	2%	0.0%	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.)
2012-2013 School Year

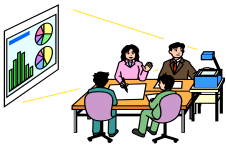
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	104	15	28	147	71%	10%	19%
Geometry	4	4	5	13	31%	31%	38%
Algebra 2/ Trigonometry	9	0	3	12	75%	0.0%	25%
Living Environment	29	25	40	94	31%	27%	42%
Physical Setting/ Earth Science	30	13	20	63	48%	21%	31%
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	75	16	35	126	60%	13%	27%
Global History and Geography	104	15	28	147	71%	10%	19%
United States History and Government	73	14	49	136	54%	10%	36%

**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 English Language Arts	6	6	2	13	27	77.0%	55.0%	0.0%
Grade 4 English Language Arts	5	2	10	20	37	86.0%	81.0%	0.0%
Grade 5 English Language Arts	1	7	17	15	40	97.0%	80.0%	0.0%
Grade 6 English Language Arts	1	17	5	21	44	97.0%	59.0%	0.0%
Grade 7 English Language Arts	2	7	4	20	33	94.0%	72.0%	0.0%
Grade 8 English Language Arts	0	14	8	15	37	100.0%	62.0%	0.0%
High School English Language Arts	1	16	5	36	58	98.0%	70.0%	0.0%
Grade 3 Mathematics	0	7	15	5	27	100.0%	74.0%	0.0%
Grade 4 Mathematics	1	7	13	16	37	97.0%	78.0%	0.0%
Grade 5 Mathematics	0	11	12	17	40	100.0%	72.0%	0.0%
Grade 6 Mathematics	0	13	14	17	44	100.0%	70.0%	0.0%
Grade 7 Mathematics	6	1	14	12	33	82.0%	78.0%	0.0%
Grade 8 Mathematics	14	3	12	8	37	62.0%	54.0%	0.0%
High School Mathematics	0	17	11	30	58	100.0%	70.0%	0.0%

Data Source: nySTART

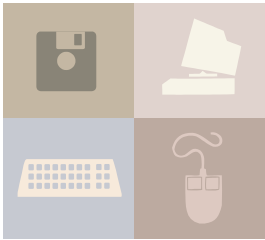
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2012-2013 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	150	50	1,764	164	49	15	86	0	171	0
Data-Driven Instruction	50	385	458	489	53	0	224	238	100	161
Lead Evaluator Training	47	0	27	0	33	0	120	0	184	0
Principal Evaluator Training	27	0	4	0	0	0	31	0	135	0
Integrating Technology into Curricula & Instruction	34	19	10,603	720	0	0	0	0	0	0
Project Based Learning	1	12	31	465	0	0	0	0	0	0
College & Career Readiness	21	356	15	246	0	0	0	15	3	18
Career and Technical Education	1	0	31	0	0	0	0	0	0	0
Middle Level Education	8	0	9	0	1	0	0	0	0	0
Positive Youth Development	11	21	5	187	0	8	0	11	194	18
Instructional Strategies	88	33	258	523	24	15	27	0	40	3
Parent Training	0	9	0	0	0	0	0	0	0	42
Special Education Issues	98	6	187	187	9	0	29	0	96	9
(RSE-TASC) Regional Special Education Technical Assistance Support	147	0	1643	0	166	0	304	0	1621	0
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	492	303	955	326	0	0	75	151	30	62
Leadership Training	115	2	108	136	3	0	42	156	83	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	92	19	25	7	10	7	76	7	110	18
Culture/Climate	69	18	69	970	17	0	72	8	127	218
School & District Planning	14	41	25	1	2		6	3	23	53
Response to Intervention	32	0	113	0	10	0	0	0	3	0
Data Management and Analysis	986	2,575	125	149	3	4	125	107	31	296
Learning Standards (ELA, MST, etc.)	24	5	31	213	0	0	3	0	12	0
Interdisciplinary Teaching (including integration of career technology & academics)	1	4	0	226	0	0	0	0	0	0
Other	0	16	0	492	0	0	0	0	0	189



Technology Services 2012-2013 School Year

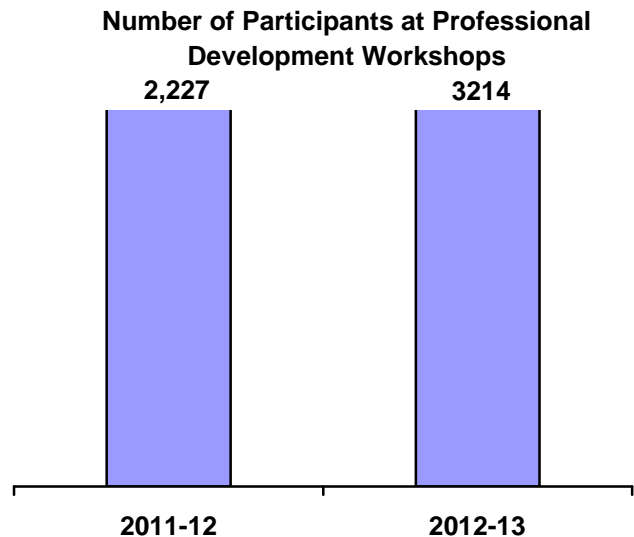
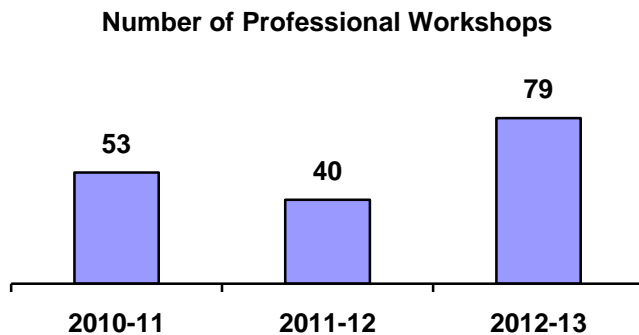
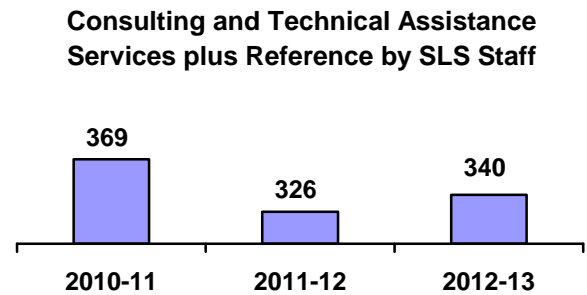
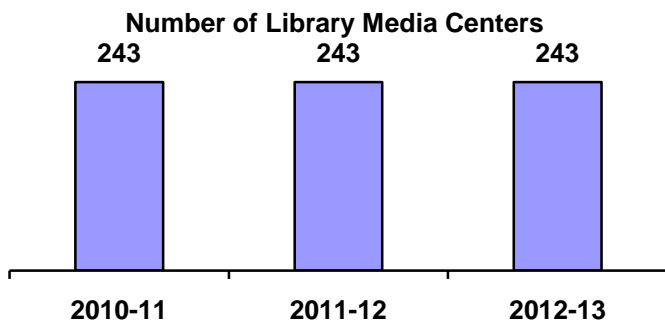
Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

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	17/2,951	1	49,176		X
Instructional Computing	30/9,196	4	153,263		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	42/42	1	173,919	X	
LAN Installation/Support	30/10,019	16	166,988		X
Distributed Process Technicians	0/0	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	116/29,777	11			X
Administrative Training	0/0	0			
Instructional Media Resources	32/32	1	75,785	X	
	23/5,037	4	83,958		X
Model Schools	0/0	0	0		
Other Student Instructional Support	52/52	1	137,610	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*



2012-2013 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 27,291,740
Capital Expenses.....	\$ 6,634,838
Total Program Expenses.....	\$ 260,049,274
Total Expenses.....	\$ 293,975,852

