

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
- 2013-2014 Expenses

2013-2014

Eastern Suffolk BOCES

**Eastern Suffolk BOCES
Board of Cooperative Educational Services
2013-2014 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 and 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
2012-13	2012-13	2013-14	2013-14
213	141	228	167
114	71	124	83
198	74	120	79
111	43	73	40

Other Career-Related Programs

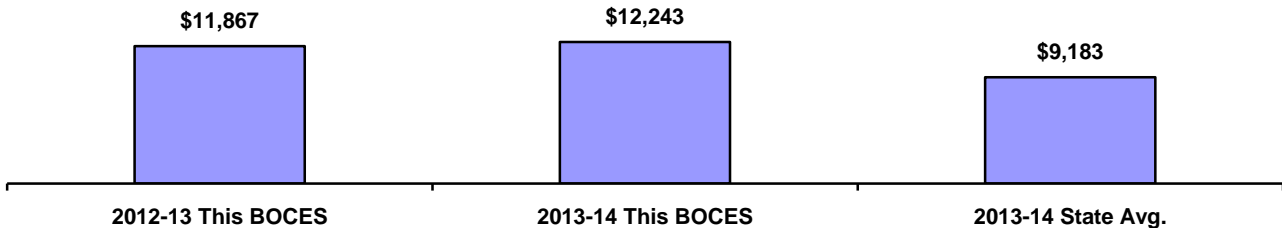
Number of 11th/12th grade students enrolled in one-year programs:

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

0	0	0	0
199	68	227	83
487	322	385	265

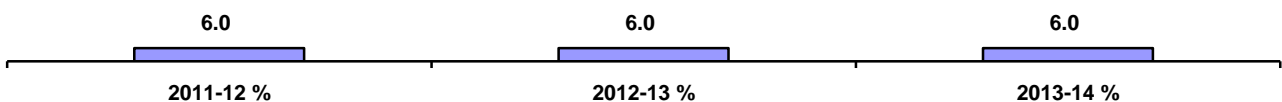
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

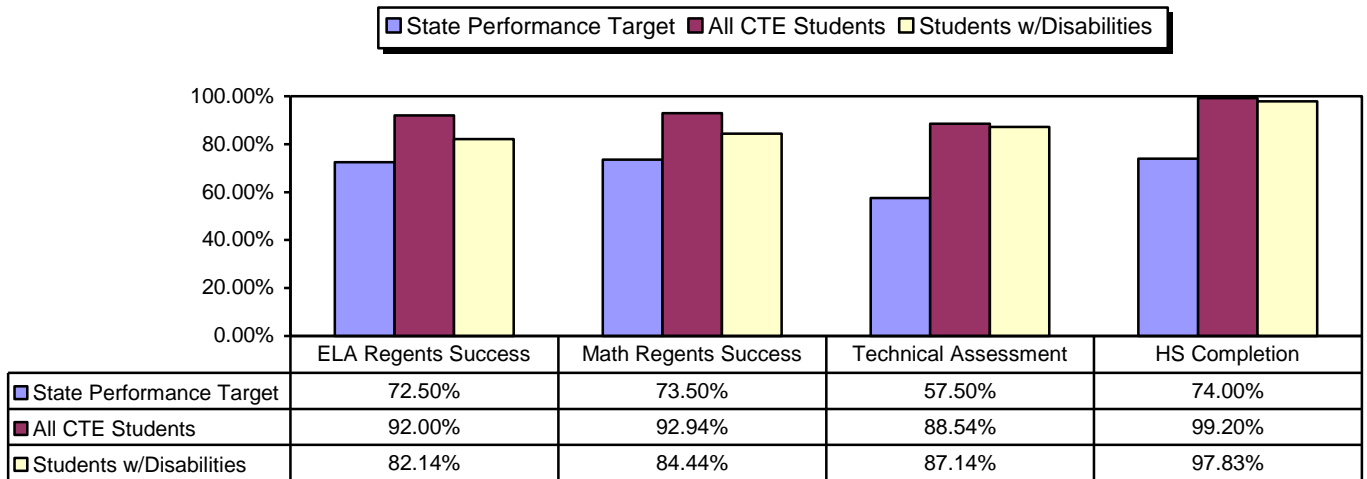
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2013

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2012-2013 Placement Outcomes

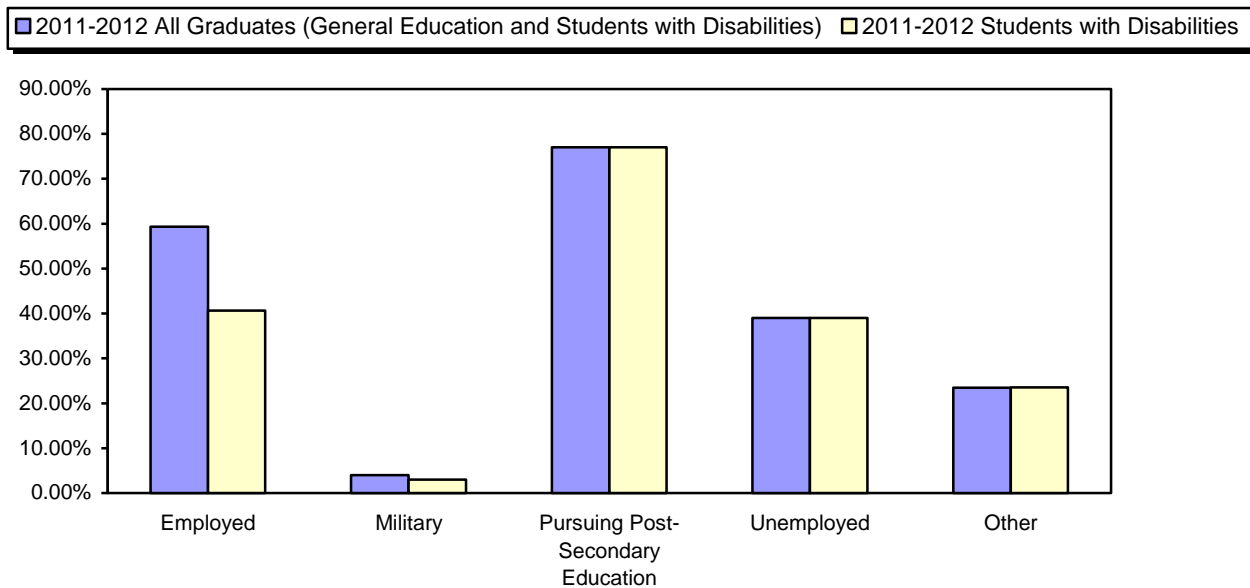
BOCES surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

http://www.p12.nysed.gov/cte/perkins4/docs/ReportCard13_14AppFinal041513.pdf

<http://www.p12.nysed.gov/cte/perkins4/datareporting.html>

Total Placement

This BOCES	State Target
81.0%	90.0 %



**General Education Development Leading to GED
for CTE Students Ages 16-18
2013-2014**

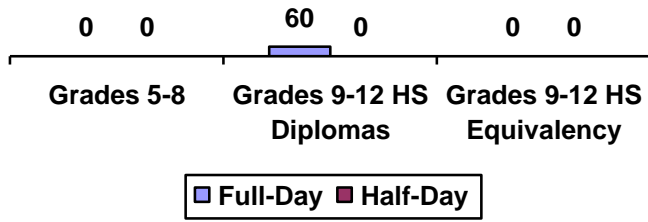
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading to 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

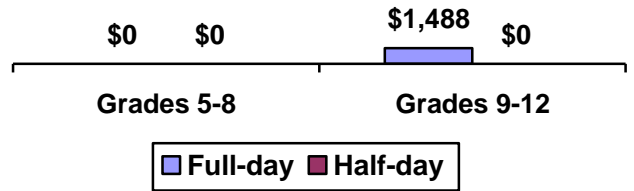
Alternative Education

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, 2014**



**2013-2014 Per Student Tuition
(monthly rate)**



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	10	0	0	0
Remained in the BOCES Program	0	0	28	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			22	0		

Alternative Education State Testing Program
2013-2014 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	2	1	4	7	29.0%	14.0%	57.0%
Geometry	2	0	2	4	50.0%	0.0%	50.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	1	0	4	5	20.0%	0.0%	80.0%
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	8	4	4	16	50.0%	25.0%	25.0%
Global History and Geography	7	2	1	10	70.0%	20.0%	10.0%
United States History and Government	3	0	8	11	27.0%	0.0%	73.0%

**Alternative Education Performance of Students
2013-2014 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 2012-13	2083	--	--
Continuing Enrollment After 2012-13	43	2.6%	14.64%
Completed or Left During 2012-13	2040	97.94%	84.74%
Left Prior to Completion During 2012-13	248	12.16%	13.35%
Completed by the End of 2012-13	1792	87.84%	87.70%
Completed or Left During 2012-13 and Status Known	1476	72.35%	64.42%
Completed/Left/Status Known and Successfully Placed*	1289	87.33%	88.95%
Completed But Not Seeking Employment	27	1.51%	2.99%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2012-13	1368	--	--
Under-Represented Gender Members Enrolled During 2012-13	181	--	--
Completed a Non-Traditional Program By the End of 2012-13	1158	84.65%	81.52%
Under-Represented Gender Members Who Completed	146	80.66%	80.76%

* 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 2013-2014 was 1465.

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Adult Beginning/Intermediate	713	742	654	364	51.1%	313	42.2%	333	50.92%
Adult Secondary (Low)	41	62	58	17	41.5%	16	25.8%	11	18.97%
ESOL	1809	1603	1816	1059	58.5%	791	49.3%	954	52.53%

Other Outcomes (2011-12 through 2013-14)

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					
	2011-12	2012-13	2013-14	2011-12		2012-13		2013-14	
					Percent		Percent		Percent
Entered Employment	188	120	331	127	67%	88	73.3%	126	38.07%
Retained Employment	10	284	465	7	70%	67	23.6%	263	56.56%
Obtained Secondary or HS Equivalency Diploma	70	91	87	58	82%	72	79.1%	49	56.32%
Entered Post-Secondary Education or Training	91	760	768	76	83%	469	61.7%	620	80.73%

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)

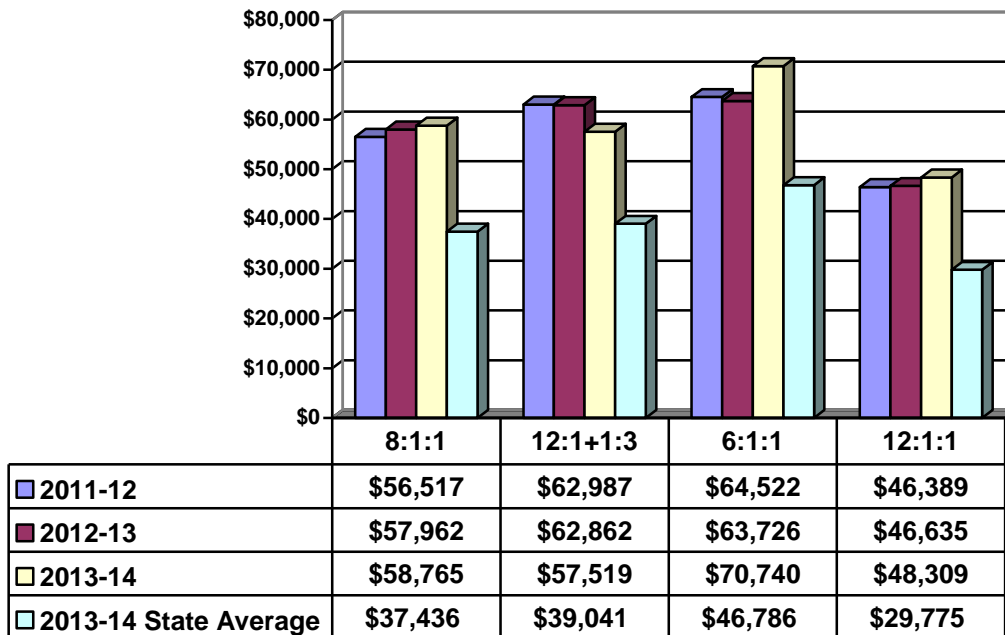
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2011-12	2012-13	2013-14
8:1:1	1,218	1,380	1,467
12:1+1:3	60	71	72
6:1:1	288	189	177
12:1:1	185	172	204

Tuition Rates Per Student 2011-12 through 2013-14



Special Education State Testing Program 2013-2014 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	27	4	0	0	31	13.0%	0.0%	0
Grade 4 English Language Arts	33	5	1	0	39	15.0%	2.0%	0
Grade 5 English Language Arts	27	1	1	0	29	7.0%	3.0%	0
Grade 6 English Language Arts	24	6	2	0	32	25.0%	6.0%	0
Grade 7 English Language Arts	48	6	1	1	56	14.0%	4.0%	0
Grade 8 English Language Arts	60	10	0	1	71	15.0%	1.0%	0
Grade 3 Mathematics	28	2	1	0	31	10.0%	3.0%	0
Grade 4 Mathematics	34	3	0	0	37	8.0%	0.0%	0
Grade 5 Mathematics	32	0	0	0	32	0.0%	0.0%	0
Grade 6 Mathematics	27	5	0	0	32	16.0%	0.0%	0
Grade 7 Mathematics	51	1	2	0	54	6.0%	4.0%	0
Grade 8 Mathematics	66	3	0	0	69	4.0%	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.)
2013-2014 School Year

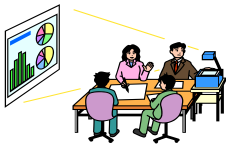
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
Integrated Algebra	73	29	27	129	57.0%	22.0%	21.0%
Geometry	8	8	8	24	33.0%	33.0%	33.0%
Algebra 2/ Trigonometry	8	2	3	13	62.0%	15.0%	23.0%
Living Environment	46	13	61	120	38.0%	11.0%	51.0%
Physical Setting/ Earth Science	29	12	18	59	49.0%	20.0%	31.0%
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	49	13	24	86	57.0%	15.0%	28.0%
Global History and Geography	136	20	26	182	75.0%	11.0%	14.0%
United States History and Government	90	17	33	140	64.0%	12.0%	24.0%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2013-2014 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	10	13	8	0	35	68.0%	26.0%	0.0%
Grade 4 English Language Arts	11	12	11	0	34	68.0%	32.0%	0.0%
Grade 5 English Language Arts	11	19	9	0	39	72.0%	23.0%	0.0%
Grade 6 English Language Arts	8	20	13	0	41	80.0%	32.0%	0.0%
Grade 7 English Language Arts	13	7	27	0	47	72.0%	57.0%	0.0%
Grade 8 English Language Arts	7	7	20	0	34	79.0%	58.0%	0.0%
High School English Language Arts	15	13	25	0	53	71.0%	47.0%	0.0%
Grade 3 Mathematics	16	10	5	0	31	48.0%	16.0%	0.0%
Grade 4 Mathematics	12	6	15	1	34	64.0%	47.0%	0.0%
Grade 5 Mathematics	14	14	11	0	39	64.0%	28.0%	0.0%
Grade 6 Mathematics	13	16	12	0	41	68.0%	29.0%	0.0%
Grade 7 Mathematics	10	16	21	0	47	78.0%	44.0%	0.0%
Grade 8 Mathematics	9	8	17	0	34	73.0%	50.0%	0.0%
High School Mathematics	8	14	30	0	52	78.0%	44.0%	0.0%

Data Source: nySTART

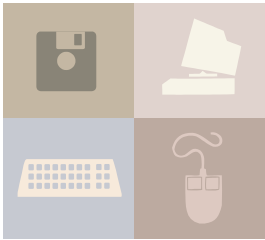
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2013-2014 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	262	84	2,285	81	57	14	75	36	129	33
Data-Driven Instruction	37	115	266	303	33	43	120	134	62	110
Lead Evaluator Training	36	0	47	0	0	0	69	0	89	0
Principal Evaluator Training	16	0	0	0	0	0	4	0	39	0
Integrating Technology into Curricula & Instruction	83	59	7,181	88	0	14	0	0	0	4
Project Based Learning	140	23	400	40	1	0	0	0	0	0
College & Career Readiness	48	115	80	68	3	14	7	20	49	85
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	12	0	17	0	1	0	0	0	2	0
Positive Youth Development	4	0	8	0	0	15	0	0	335	1
Instructional Strategies	284	95	447	154	11	0	17	64	30	6
Parent Training	18	0	0	0	0	0	0	10	0	181
Special Education Issues	74	0	367	0	15	0	9	0	58	0
Regional Special Education Technical Assistance Support (RSE-TASC)	252	0	3379	0	266	0	827	0	2,107	0
Special Education School Improvement Specialist (SE-SIS)	0	0	0	0	0	0	0	0	0	0
RBE-RN	423	354	896	392	0	0	69	164	189	113
Leadership Training	104	33	103	95	8	0	76	0	218	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	67	0	60	0	5	0	92	0	153	0
Culture/Climate	50	29	34	1,517	5	264	6	168	33	22
School & District Planning	18	8	6	3	3	0	6	0	9	35
Response to Intervention	37	0	135	0	7	0	3	0	6	0
Data Management and Analysis	97	1,512	26	192	0	4	2	99	177	1,892
Learning Standards (ELA, MST, etc.)	38	0	59	0	0	0	4	0	8	0
Interdisciplinary Teaching (including integration of career technology & academics)	41	0	190	0	6	0	1	0	9	0
Other	0	0	0	3,195	0	0	0	0	2,215	24



Technology Services 2013-2014 School Year

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

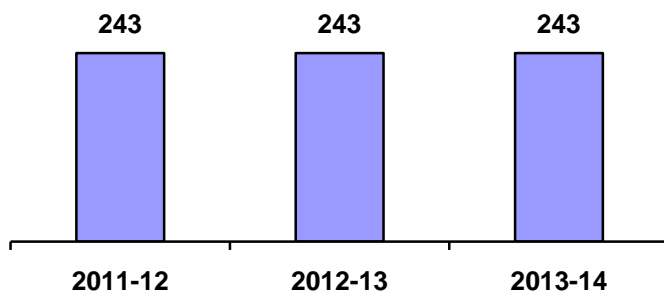
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	15/3,610	1	60,169		X
Instructional Computing	26/8,584	3	143,065		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	44/44	1	160,949	X	
LAN Installation/Support	31/10,494	13	174,893		X
Distributed Process Technicians	0/0	0	0		
Guidance Information	16/130	4	0	X	
Administrative Computer Services	147/36,162 69/19,116	13 79		X	X
Administrative Training	0/0	0			
Instructional Media Resources	19/4,878 32/32	3 1	81,300 75,585	X	X
Model Schools	33/7,097	13	0	X	
Other Student Instructional Support	52/52	1	131,053	X	



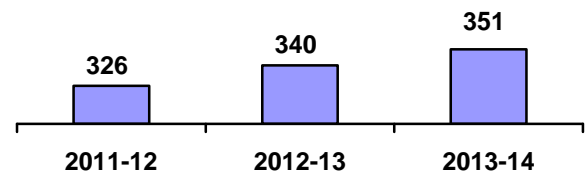
School Library Systems (SLS)

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 Systems. *Data Source: SLS Annual Report*

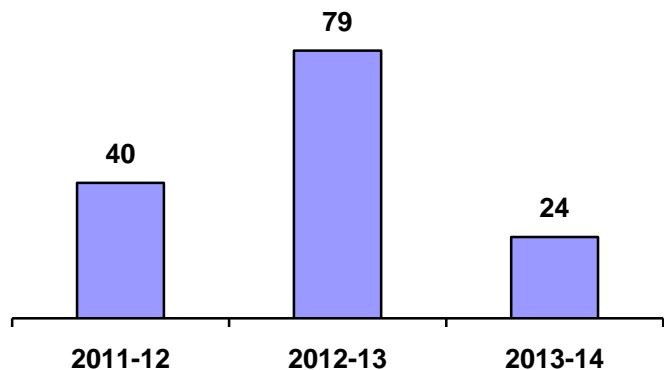
Number of Library Media Centers



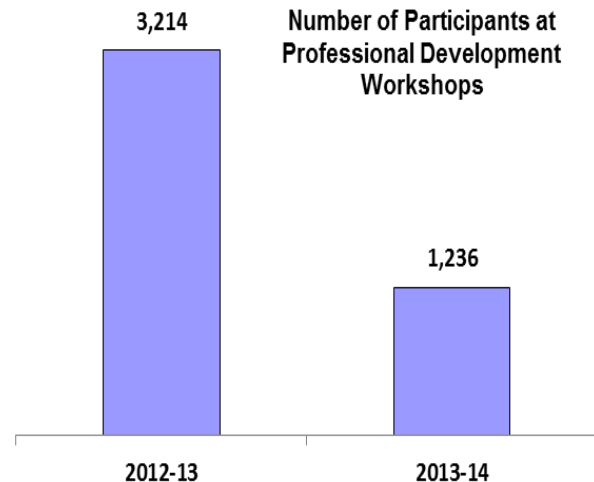
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2013-2014 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 29,578,782
Capital Expenses.....	\$ 6,391,627
Total Program Expenses.....	\$ 272,540,781
Total Expenses.....	\$ 308,511,190

