BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

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Eastern Suffolk BOCES

Eastern Suffolk BOCES
Board of Cooperative Educational Services
2015-2016 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.

	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	270	114	268	121
Second-year students	124	59	118	53
Second-year students completing	115	72	115	51
Completers with technical endorsement	114	61	101	45

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	294	63	268	121
Other one-year programs	387	279	451	202

Tuition Per Student for CTE Programs
Data Source: 602 Report

$12,197	$12,829	$9,611
2014-15 This BOCES	**2015-16 This BOCES**	**2015-16 State Avg.**
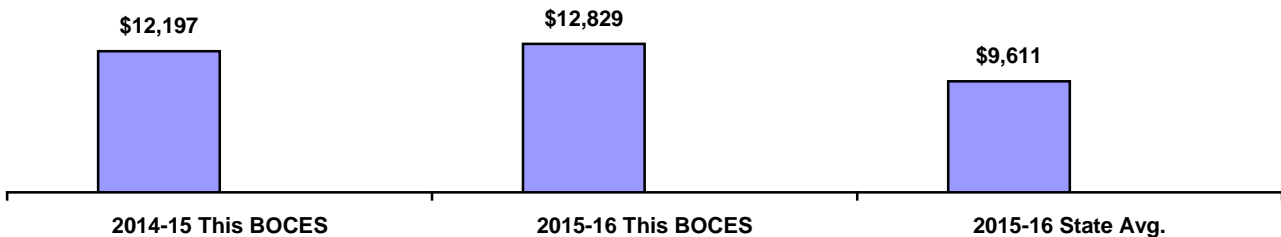
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

6.0	6.0	6.0
2013-14 %	**2014-15 %**	**2015-16%**
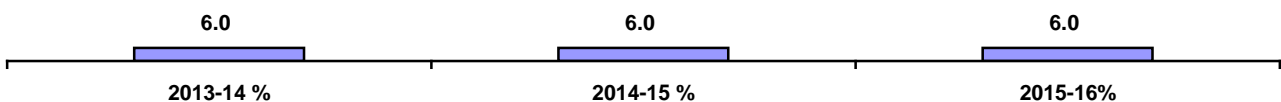
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

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	93.29%	93.19%	91.98%	96.99%
□ Students w/Disabilities	77.29%	76.47%	87.80%	93.97%
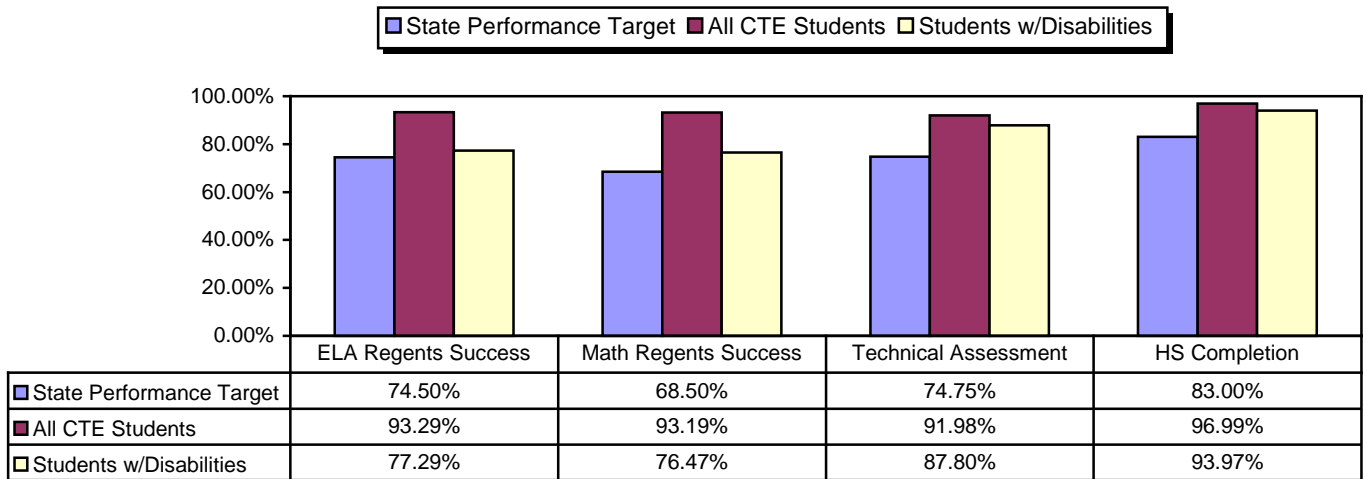
Status of Career and Technical Education (CTE) Students
2015 Placement Outcomes

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
95.0%	**91.0 %**
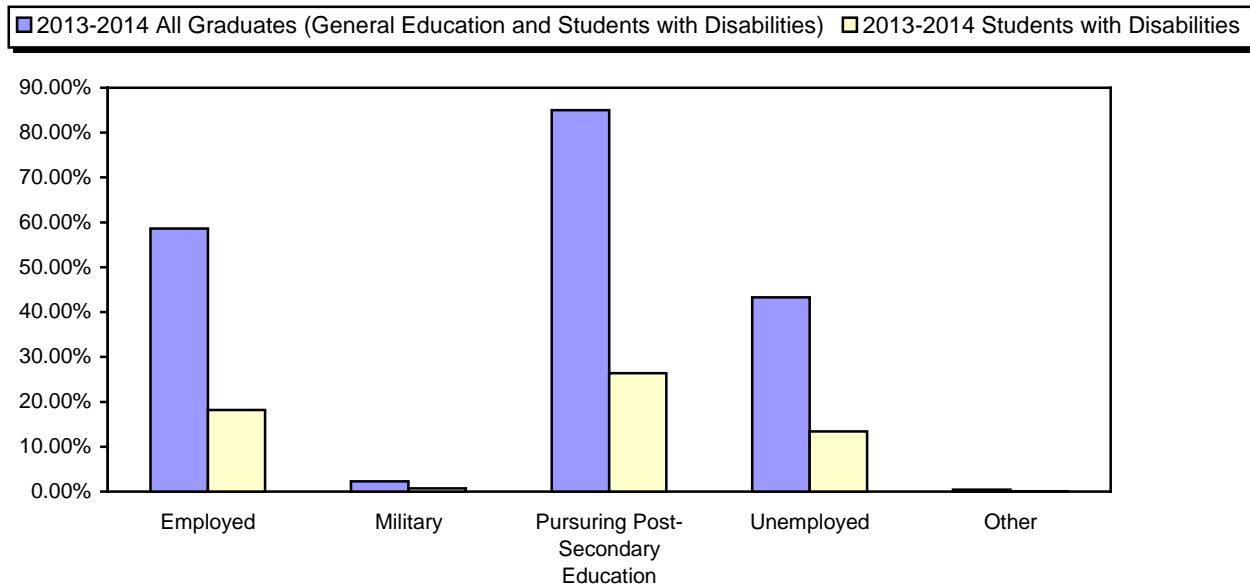
General Education Development Leading to (GED)
For CTE Students Age 16-18
2015-2016

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	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, 2016
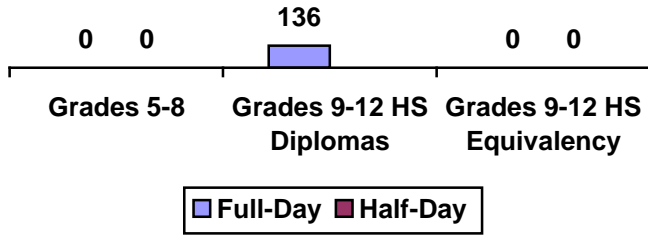
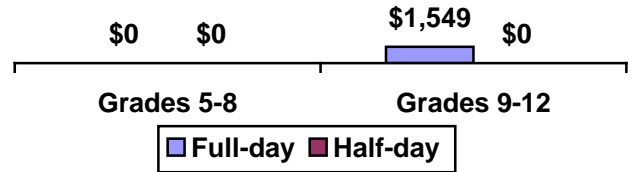**2015-2016 Per Student Tuition**

	Grades 5-8	Grades 9-12 HS Diplomas	Grades 9-12 HS Equivalency
	0 0	136	0 0

Full-Day ■ Half-Day

	Grades 5-8	Grades 9-12
	$0 $0	$1,549 $0

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.

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	15	0	0	0
Remained in the BOCES program	0	0	102	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	16	0	0	0
Received high school diplomas			13	0		

Alternative Education State Testing Program
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	5	2	3	10	50.0%	20.0%	30.0%
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	3	1	4	8	37.5%	12.5%	50.0%
Physical Setting/ Earth Science	4	0	0	4	100.0%	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	4	2	0	6	66.7%	33.3%	0.0%
Global History and Geography	13	0	0	13	100.0%	0.0%	0.0%
United States History and Government	8	2	0	10	80.0%	20.0%	0.0%

Alternative Education Performance of Students
2015-2016 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%

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	1,953	--	--
Continuing Enrollment after 2014-15	55	2.82%	16.77%
Completed or Left During 2014-15	1,898	97.18%	78.30%
Left Prior to Completion During 2014-15	216	11.38%	16.40%
Completed by the End of 2014-15	1,682	88.62%	87.55%
Completed or Left During 2014-15 and Status Known	949	50.00%	66.73%
Completed/Left/Status Known and Successfully Placed*	837	88.20%	83.68%
Completed but Not seeking Employment	12	0.71%	4.48%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2014-15	1,521	--	--
Under-Represented Gender Members Enrolled During 2014-15	170	--	--
Completed a Non-Traditional Program By the End of 2014-15	1,301	85.54%	79.23%
Under-Represented Gender Members Who Completed	132	77.65%	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 2,702.

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	654	596	574	333	50.92%	292	48.99%	269	48.38%
Adult Secondary (Low)	58	39	41	11	18.97%	13	33.33%	12	30.77%
ESOL	1,816	1,986	2,087	954	52.53%	1,101	55.44%	1,186	57.52%

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	331	473	375	126	38.07%	189	39.96%	93	24.80%
Retained employment	465	780	1,023	263	56.56%	227	29.10%	362	35.39%
Obtained secondary or HS equivalency diploma	87	66	105	49	56.32%	39	59.09%	71	67.61%
Entered post-secondary education or training	768	626	1,222	620	80.73%	535	85.46%	933	76.35%

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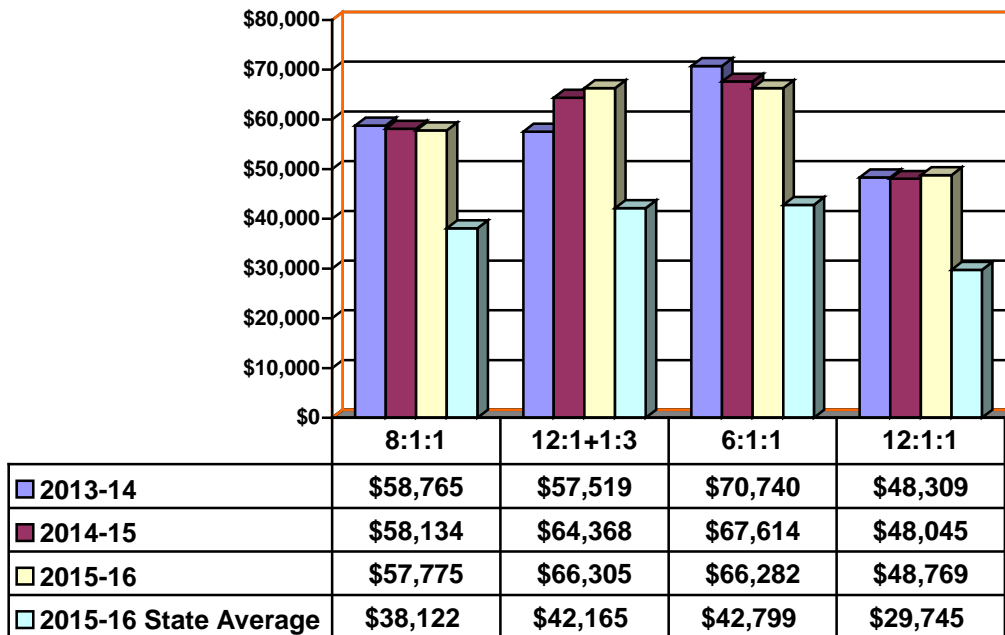- o 8 students per teacher plus 1 paraprofessional (8:1:1)

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	1,467	1,526	1,590
12:1+1:3	72	67	65
6:1:1	177	94	142
12:1:1	204	187	156

Tuition Rates Per Student
2013-14 through 2015-16

	8:1:1	12:1+1:3	6:1:1	12:1:1
☐ **2013-14**	$58,765	$57,519	$70,740	$48,309
■ **2014-15**	$58,134	$64,368	$67,614	$48,045
☐ **2015-16**	$57,775	$66,305	$66,282	$48,769
☐ **2015-16 State Average**	$38,122	$42,165	$42,799	$29,745

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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	18	2	0	0	20	10.0%	0.0%	0
Grade 4 English Language Arts	29	6	0	0	35	17.1%	0.0%	0
Grade 5 English Language Arts	29	1	0	0	30	3.3%	0.0%	0
Grade 6 English Language Arts	15	4	0	0	19	21.0%	0.0%	0
Grade 7 English Language Arts	22	1	0	0	23	4.3%	0.0%	0
Grade 8 English Language Arts	24	5	0	0	29	17.2%	0.0%	0
Grade 3 Mathematics	16	0	0	0	16	0.0%	0.0%	0
Grade 4 Mathematics	25	2	0	0	27	7.4%	0.0%	0
Grade 5 Mathematics	24	0	0	0	24	0.0%	0.0%	0
Grade 6 Mathematics	12	4	0	0	16	25.0%	0.0%	0
Grade 7 Mathematics	20	0	0	0	20	0.0%	0.0%	0
Grade 8 Mathematics	19	1	1	0	21	4.8%	4.8%	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.

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	14	2	0	16	87.5%	12.5%	0.0%
Geometry	2	0	0	2	100.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	48	30	54	132	36.4%	22.7%	40.9%
Physical Setting/ Earth Science	39	13	20	72	54.2%	18.1%	27.7%
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	6	2	2	10	60.0%	20.0%	20.0%
Global History and Geography	110	32	45	187	58.8%	17.1%	24.1%
United States History and Government	63	16	53	132	47.7%	12.1%	40.2%

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	2	12	25	5	45	93.3%	66.7%	0.0%
Grade 4 English Language Arts	1	7	20	10	38	97.4%	78.9%	0.0%
Grade 5 English Language Arts	6	5	25	1	37	83.8%	70.3%	0.0%
Grade 6 English Language Arts	6	8	22	3	39	84.6%	64.1%	0.0%
Grade 7 English Language Arts	6	6	26	1	39	84.6%	69.2%	0.0%
Grade 8 English Language Arts	13	6	20	4	43	69.8%	55.8%	0.0%
High School English Language Arts	7	12	19	5	43	83.7%	55.8%	0.0%
Grade 3 Mathematics	5	12	25	2	44	88.6%	61.4%	0.0%
Grade 4 Mathematics	8	10	18	2	38	78.9%	52.6%	0.0%
Grade 5 Mathematics	9	8	19	1	37	75.7%	54.1%	0.0%
Grade 6 Mathematics	10	5	21	3	39	74.4%	61.5%	0.0%
Grade 7 Mathematics	3	14	21	1	39	92.3%	56.4%	0.0%
Grade 8 Mathematics	10	16	17	0	43	76.7%	39.5%	0.0%
High School Mathematics	9	5	23	6	43	79.1%	67.4%	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	22	126	38	164	3	0	5	20	3	40
Data-Driven Instruction	35	73	42	48	4	0	12	4	22	46
Lead Evaluator Training	19	0	9	0	0	0	19	0	14	0
Principal Evaluator Training	14	0	0	0	0	0	1	0	11	0
Integrating Technology into Curricula & Instruction	40	216	7,710	382	0	0	0	0	0	0
Project Based Learning	0	42	0	78	0	0	0	0	0	0
College & Career Readiness	30	194	28	48	3	0	9	4	29	207
Career and Technical Education	0	121	0	0	0	0	0	0	0	161
Middle Level Education	41	0	85	0	6	0	22	0	12	0
Positive Youth Development	3	0	3	0	0	32	0	0	174	0
Instructional Strategies	144	104	865	185	23	17	25	20	42	0
Parent Training	0	25	0	0	0	0	0	0	0	15
Special Education Issues	82	49	690	107	12	0	10	5	69	6
(RSE-TASC) Regional Special Education Technical Assistance Support	171	359	1,445	2,774	381	575	104	118	1,274	2,013
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	130	136	1,036	1,236	0	0	429	649	40	115
Leadership Training	120	62	78	164	5	59	113	150	925	72
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	79	0	43	0	14	0	141	0	243	0
Culture/Climate	126	20	364	302	287	178	41	0	140	611
School & District Planning	55	63	18	0	8	0	8	0	55	168
Response to Intervention	17	0	20	0	0	0	8	0	12	0
Data Management and Analysis	34	937	17	134	0	1	30	69	179	1,706
Learning Standards (ELA, MST, etc.)	98	0	599	0	17	0	25	0	76	0
Interdisciplinary Teaching (including integration of career technology & academics)	28	185	179	230	1	0	2	0	2	0
Other	0	12	0	48	0	68	0	0	0	0

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	19/6,144	1	102,399		X
Instructional Computing	28/8,113	1	135,212		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	44/44	1	158,884	X	
LAN Installation/Support	33/9,438	10	157,306		X
Distributed Process Technicians	0/0	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	166/38,759 69/19,788	13 77		X	X
Administrative Training	0/0	0			
Instructional Media Resources	24/7,329 32/32	1 1	122,150 82,784	X	X
Model Schools	33/7,698	14	0	X	
Other Student Instructional Support	52/52	1	144,299	X	

Sample BOCES

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*
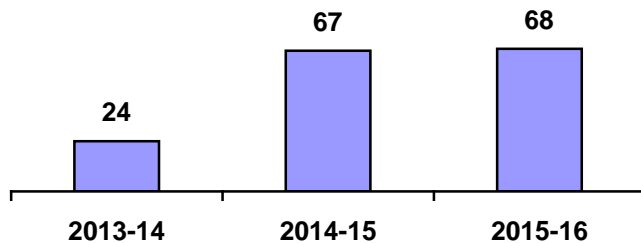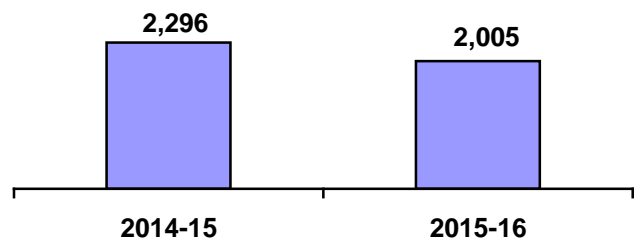
Number of Library Media Centers

2013-14	2014-15	2015-16
243	243	243
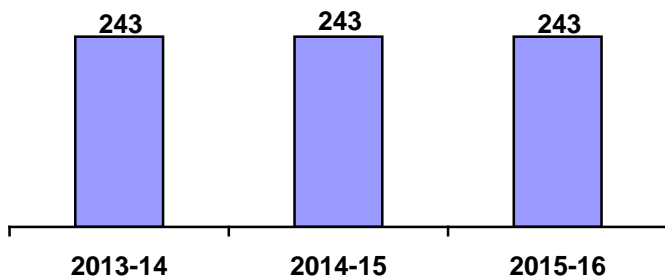
Consulting and Technical Assistance Services plus Reference by SLS Staff

2013-14	2014-15	2015-16
351	752	634
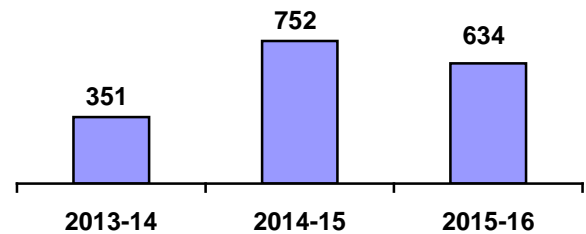
Number of Professional Workshops

2013-14	2014-15	2015-16
24	67	68

Number of Participants at Professional Development Workshops

2014-15	2015-16
2,296	2,005

Sample BOCES

2015-2016 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses………… ………………………………………….$ 31,982,124

Capital Expenses………………………………………………….… $ 6,133,558

Total Program Expenses……………………………………….…… $ 287,203,118

Total Expenses…………….………………………………………….$ 325,318,800