

# 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

**2019-2020** Expenses

## 2019-2020

## Eastern Suffolk BOCES

**Eastern Suffolk BOCES  
Board of Cooperative Educational Services  
2019-2020 Report Card**

**Table of Contents**

	<b>Page</b>
<b>Component/Non-Component District List.....</b>	<b>ii</b>
<b>Indicators of BOCES Performance</b>	
<b>Career &amp; Technical Education.....</b>	<b>1-3</b>
<b>Alternative Education.....</b>	<b>4-5</b>
<b>Adult Career &amp; Technical Education.....</b>	<b>6</b>
<b>Adult Basic Education.....</b>	<b>6</b>
<b>Special Education</b>	
<b>Special Education Enrollment and Tuition in BOCES Programs.....</b>	<b>7</b>
<b>State Testing Program.....</b>	<b>8-10</b>
<b>Professional Development.....</b>	<b>11</b>
<b>2019-2020 Expenses.....</b>	<b>12</b>

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

Due to COVID-19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved [waiver](#) and the memorandum from the Office of Accountability entitled "[2019-20 Accountability Implications to Address the COVID-19 Crisis.](#)"

# **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

Eastern Suffolk BOCES also serves approximately **19** school districts in Western Suffolk County, **54** in Nassau County, and **85** school districts/BOCES in New York.

**Eastern Suffolk BOCES encompasses 924 square miles**

## **Joint Management Team**

- Eastern Suffolk BOCES
- Western Suffolk BOCES
- Nassau BOCES

## **Regional Information Center**

- Suffolk Regional Information Center

**To learn more about the comprehensive nature of BOCES in NYS, go to:  
<https://www.boces.org/>**

# 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 11<sup>th</sup>/12<sup>th</sup> 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
2018-19	2018-19	2019-20	2019-20
262	135	294	159
105	70	127	71
102	70	123	70
90	50	123	70

### Other Career-Related Programs

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

“New Vision”

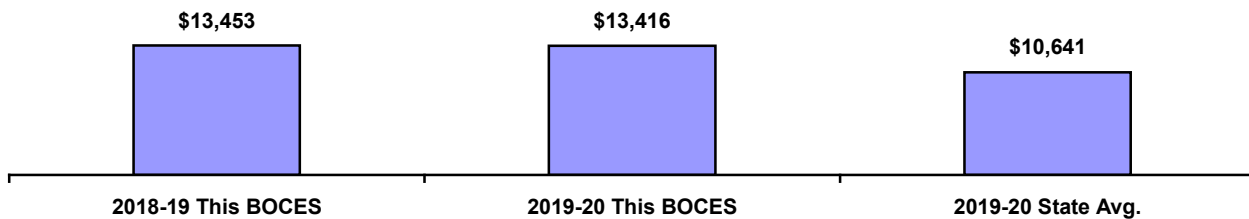
Participated 1 yr of a CTE Program

Other one-year programs

0	0	0	0
329	74	354	75
391	280	432	312

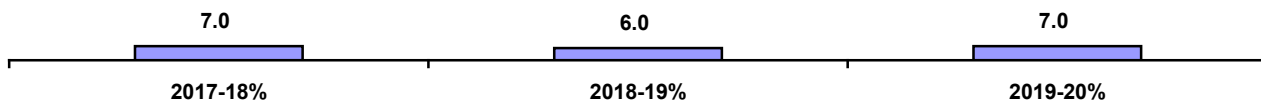
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

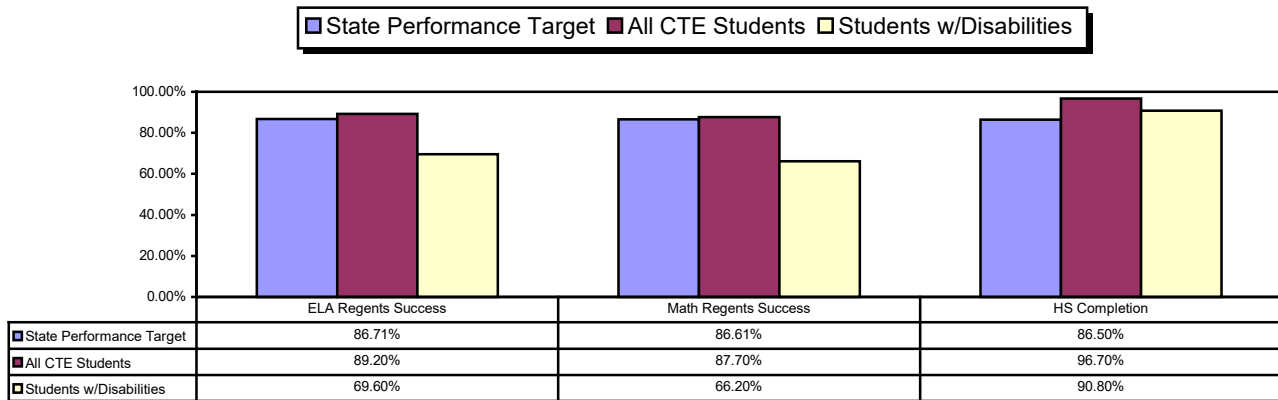
*Data Source: SIRS*



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

# CTE Student Performance on Perkins Indicators Who Left School in 2019

Data Source: SIRS



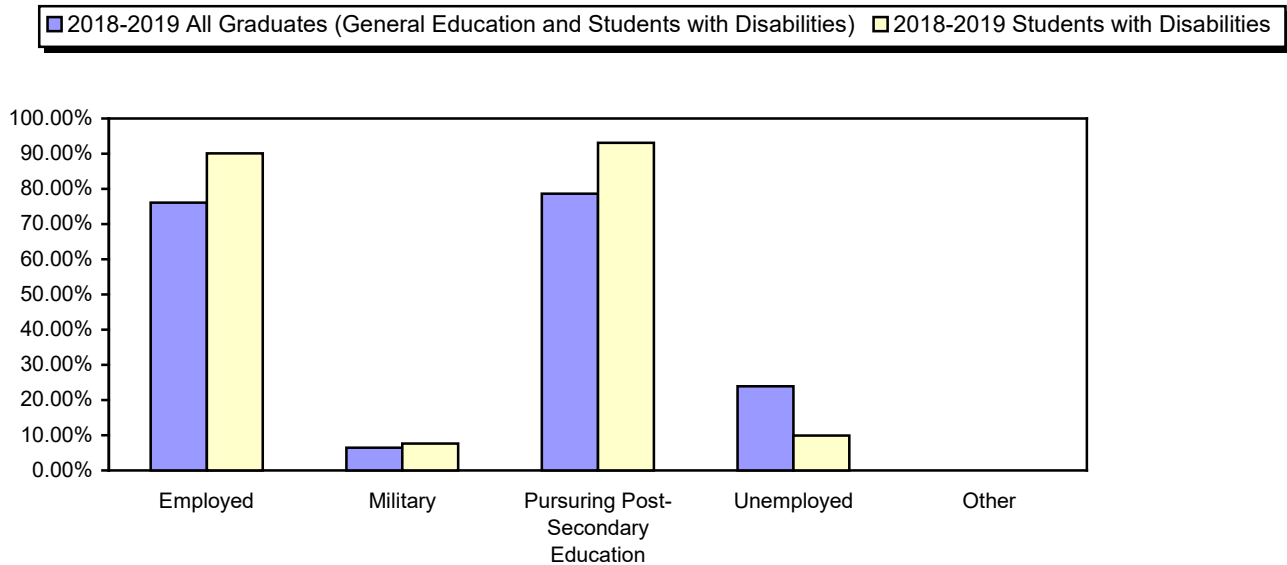
## Status of Career and Technical Education (CTE) Students 2019 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education.

### Total Placement

This BOCES *	State Target
0.0%	97.35%

\* Not Available



# **Test Assessing Secondary Completion Leading to TASC** **For CTE Students Age 16-18** **2019-2020**

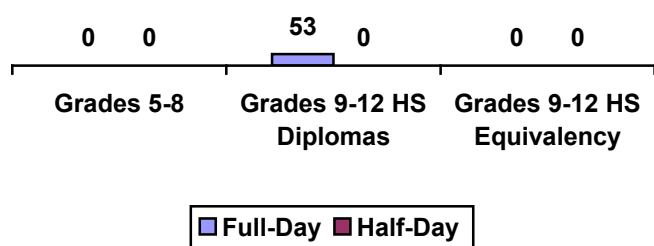
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	<b>Grades 9-12 Programs Leading TASC</b>	
	<b>Half- day</b>	<b>Full- day</b>
<b>Number of students who:</b>		
<b>Enrolled</b>	0	0
<b>Passing Rate of Students Tested</b>	0	0
<b>Remained / Still Enrolled in the Program</b>	0	0
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	0	0
<b>Returned to School District:</b>	0	0

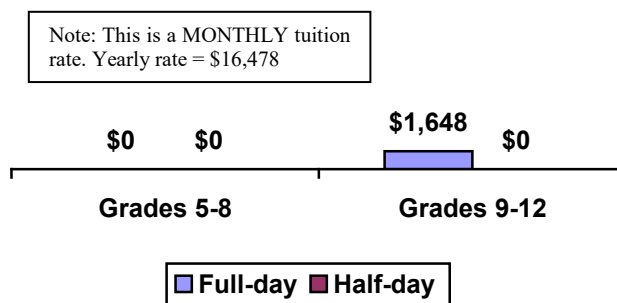
## Alternative Education

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, 2020



**2019-2020 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	12	0	0	0
Remained in the BOCES program	0	0	7	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	9	0	0	0
Received high school diplomas			25	0		



**Alternative Education State Testing Program**  
**2019-2020 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
<b>Algebra I (CC)</b>	1	0	0	1	100%	0.0%	0.0%
<b>Algebra II (CC)</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Geometry (CC)</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>English Language Arts (CC)</b>	1	0	1	2	50%	0.0%	50%
<b>Living Environment</b>	0	2	0	2	0.0%	100%	0.0%
<b>Physical Setting/ Earth Science</b>	0	0	1	1	0.0%	0.0%	100%
<b>Physical Setting/ Chemistry</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Physical Setting/ Physics</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Global History and Geography II (New Framework)</b>	0	0	0	0	0.0%	0.0%	0.0%
<b>Global History and Geography Transition</b>	1	0	2	3	33%	0.0%	67%
<b>United States History and Government</b>	0	0	1	1	0.0%	0.0%	100%

## 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*

	Count	This BOCES Percentage **	BOCES Statewide Average **
<b>All CTE Programs</b>			
Enrolled during 2018-19	1,217	--	--
Continuing Enrollment after 2018-19	45	3.70%	18.60%
Completed or Left During 2018-19	1,172	96.30%	81.70%
Left Prior to Completion During 2018-19	169	13.89%	13.10%
Completed by the End of 2018-19	1,003	82.42%	70.00%
Completed or Left During 2018-19 and Status Known	543	44.62%	44.40%
Completed/Left/Status Known and Successfully Placed*	480	39.44%	34.10%
Completed but Not seeking Employment	16	1.31%	3.40%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2018-19	1,117	91.78%	44.40%
Completed a Non-Traditional Program By the End of 2018-19	898	73.79%	36.80%
Under-Represented Gender Members Enrolled during 2018-19	149	12.24%	7.20%
Under-Represented Gender Members Who Completed during 2018-19	123	10.11%	5.10%

\* Successfully Placed means placed in employment, the military or in additional education.

\*\* Previous years' data were calculated as a % of a subset. Data for 18-19 and subsequent years will be reported as a % of the full Adult CTE Cohort year (Enrolled during 2018-19)

### Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2019-2020 was **1,674**.

#### 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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Adult Beginning/Intermediate	496	400	353	217	43.8%	209	52.25%	65	18.0%
Adult Secondary (Low)	45	45	1	11	24.4%	17	37.78%	0	0.0%
ESOL	1,713	1,614	1,320	985	57.5%	895	55.45%	403	31.0%

#### Other Outcomes (2017-18 through 2019-20)

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					
	2017-18	2018-19	2019-20	2017-18		2018-19		2019-20	
					Percent		Percent		Percent
Entered employment	NA	NA	0	NA	54.3%	NA	0.0%	0	0.0%
Retained employment	NA	NA	0	NA	36.4%	NA	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	NA	56	82	NA	21.3%	NA	21.0%	45	12.0%
Entered post-secondary education or training	NA	NA	0	NA	70.8%	NA	0.0%	0	0.0%

# 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 six 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)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

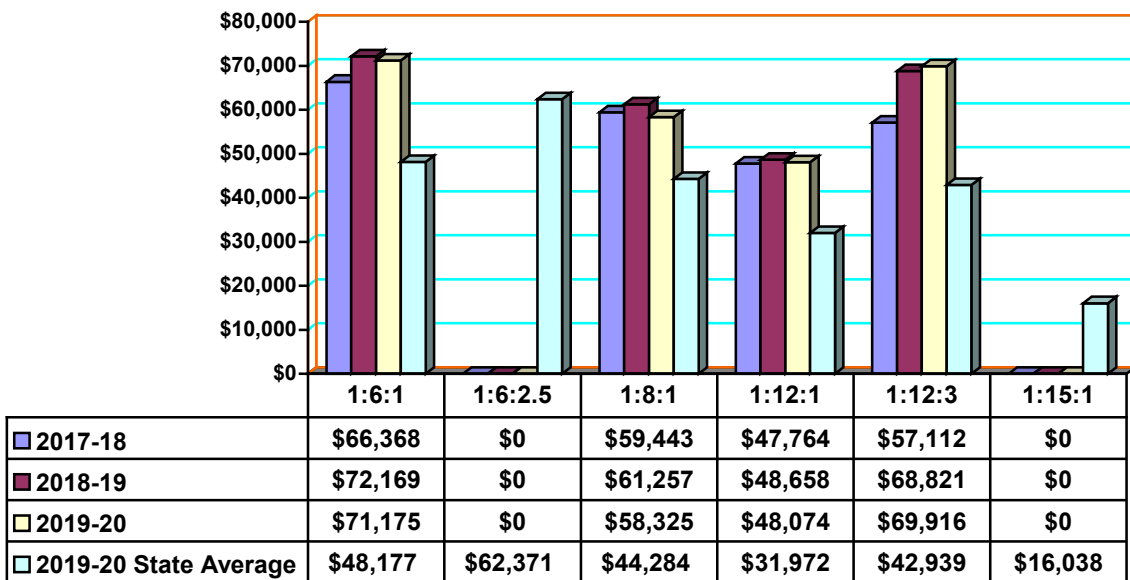
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2017-18	2018-19	2019-20
<b>8:1:1</b>	1,723	1,738	1,694
<b>12:1+1:3</b>	56	52	54
<b>6:1:1</b>	139	114	97
<b>12:1:1</b>	149	158	144
<b>15:1:1</b>	0	0	0
<b>6:1:2.5</b>	0	0	0

### Tuition Rates Per Student 2017-18 through 2019-20



## Special Education State Testing Program

### 2019-2020 School Year

These data are results of State assessments for students enrolled in BOCES programs.

*Data Source: Data Warehouse*

### CANCELED - COVID

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	0	0	0	0	0	0.0%	0.0%	0
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0

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

# Special Education State Testing Program (cont'd.)

2019-2020 School Year

**JUNE EXAMS CANCELED - COVID**

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
Algebra 1 (CC)	34	27	20	81	42%	33%	25%
Algebra 2 (CC)	0	0	1	1	0.0%	0.0%	100%
Geometry (CC)	4	3	4	11	36%	27%	36%
Living Environment	19	9	8	36	53%	25%	22%
Physical Setting/ Earth Science	6	0	1	7	86%	0.0%	14%
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%
English Language Arts (CC)	40	5	19	64	63%	8%	30%
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%
Global History and Geography II (New Framework)	9	8	9	26	35%	31%	35%
Global History & Geography Transition	1	1	0	2	50%	50%	0.0%
United States History & Government	11	8	6	25	44%	32%	24%

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2019-2020 School Year  
CANCELED - COVID**

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	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 6 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
High School English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 6 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 7 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
High School Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%

*Data Source: Data Warehouse*

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

## Professional Development 2019-2020 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 Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
<b>Curriculum &amp; Instruction:</b>										
Learning Standards	0		302	23	308	279	302	4	0	
Instructional Strategies	112	58	276	41	381	1,743	266	75	341	112
Data-Driven Instruction	497	116	919	220	1,849	984	387	1	413	28
Effective Use of Technology	15,223	81	15,280	169	15,303	34,714	15,280	187	15,223	48
Project Based Learning	7	0	7	2	149	596	111	6	111	18
Parent Engagement	0		0		0		0		65	65
RBE-RN	162	494	54	94	382	5,040	59	311	236	1,134
College, Career & Civic Readiness	0		39	1	39	36	39	2	39	8
Response to Intervention	0		145	4	145	165	145	13	145	48
Early Childhood Education	0		0		0		0		0	
Career and Technical Education	70	34	82	46	82	149	70	2	82	4
Middle Level Education	0		23	51	23	92	23	5	23	36
Special Education Strategies	14	3	104	10	875	394	104	37	110	44
<b>Leadership:</b>										
APPR: Lead Evaluator & Principal Evaluator Training	134	35	134	263	9	0	9	0	9	0
Leadership Development	56	86	38	52	38	36	0		18	20
District & School Strategic Planning	675	189	665	269	665	96	665	31	0	
Using Data	246	361	260	186	177	250	0		65	130
<b>Culture/Climate (indicate below)</b>										
Diversity/Equity/Inclusivity	0		228	148	233	461	228	154	253	125
Social – Emotional Learning	4	0	206	99	210	326	206	116	4	1
Other culture/climate	31	27	31	29	81	83	31	11	31	30
Safety	0		0		0		0		0	
Other	0		0		0		0		0	

## 2019-2020 Expenses

*Data Source: SA111, schedule 2A*

Administrative Expenses.....	\$ 37,538,889.12
Capital Expenses.....	\$ 5,723,130.82
Total Program Expenses.....	\$ 304,225,900.53
Total Expenses.....	\$ 347,487,920.47

