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

2020-2021 Expenses

2020-2021

Eastern Suffolk BOCES

Eastern Suffolk BOCES
Board of Cooperative Educational Services
2020-2021 Report Card

Table of Contents

Page

Component/Non-Component District List…… ii

Indicators of BOCES Performance

Career & Technical Education…….…..… 1-3
Alternative Education……..… 4-5
Adult Career & Technical Education……..... 6
Adult Basic Education…….……..... 6
Special Education
Special Education Enrollment and Tuition in BOCES Programs……. 7
State Testing Program……..... 8-10
Professional Development…… 11

2020-2021 Expenses…… 12

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 the circumstances related to the pandemic, approximately 4 out of 10 students participated in the Spring 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests. As a result, State Exam data are not an accurate representative of the State's student population for the 2020-21 school year. The U.S. Department of Education did not grant the Department's assessment waiver request for Spring 2021 tests. As a result, the Department administered shorter state assessments to those students who attended school in person. Students engaged in fully remote learning were not required to come to school to take the tests. For Spring 2022, NYSED expects to return to the normal two-session test format. Additionally, Regents Examinations were not offered in January or August of 2021. NYSED did offer the following Regents examinations in June 2021 only: Algebra I, Earth Science (written test only), English Language Arts (ELA), and Living Environment. More information can be found in the NYSED news feed website at http://www.nysed.gov/news/2021.

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 83 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.

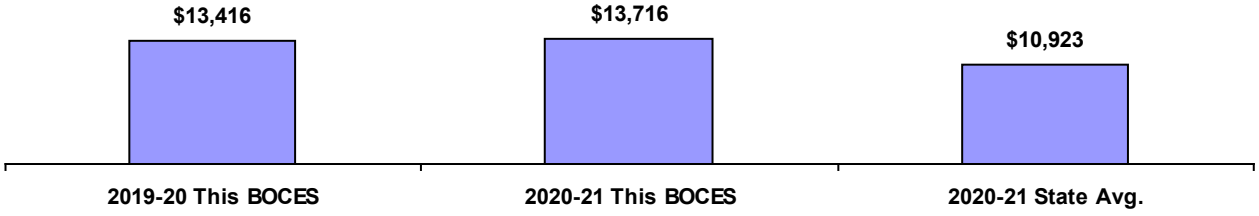
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	General Education Students 2019-20	Students with Disabilities 2019-20	General Education Students 2020-21	Students with Disabilities 2020-21
First-year students	294	159	354	123
Second-year students	127	71	175	71
Second-year students completing	123	70	175	68
Completers with technical endorsement	123	70	175	68

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	354	75	373	62
Other one-year programs	432	312	446	241

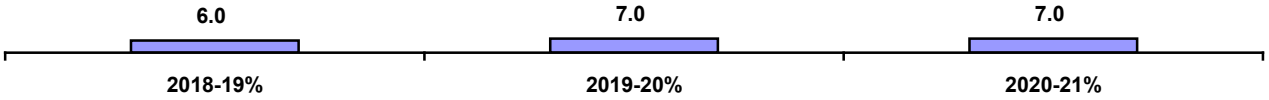
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

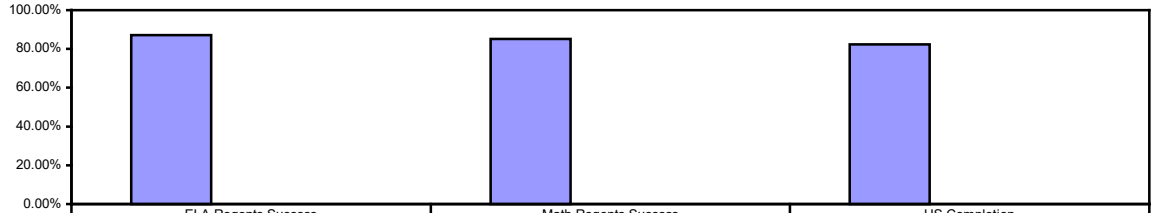
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators
Who Left School in 2019-20

Data Source: SIRS



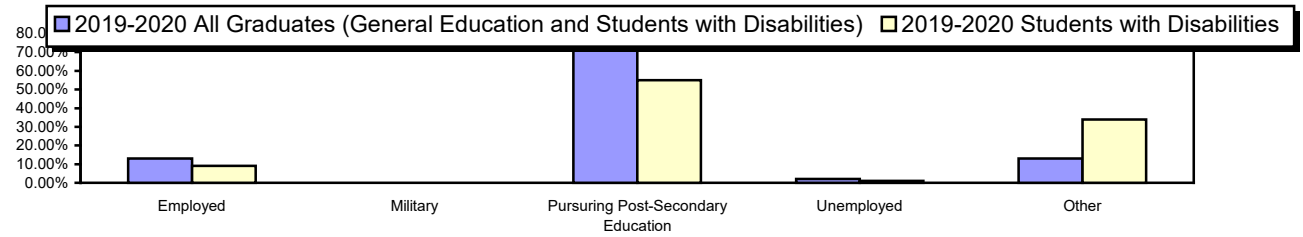
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	87.16%	85.11%	82.30%
All CTE Students	0.00%	0.00%	0.00%
Students w/Disabilities	0.00%	0.00%	0.00%

Status of Career and Technical Education (CTE) Students
2019-20 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. **Students received exemption from certain Regents testing requirements in 2019-2020 due to exam cancellation in response to the ongoing COVID-19 pandemic. As such, students were able to complete High School without passing all normally required Regents exams.** *Data Source: CTE Placement Report* - ***No data to report – no Regents given.***

Total Placement

This BOCES	State Target
86.50%	97.54 %



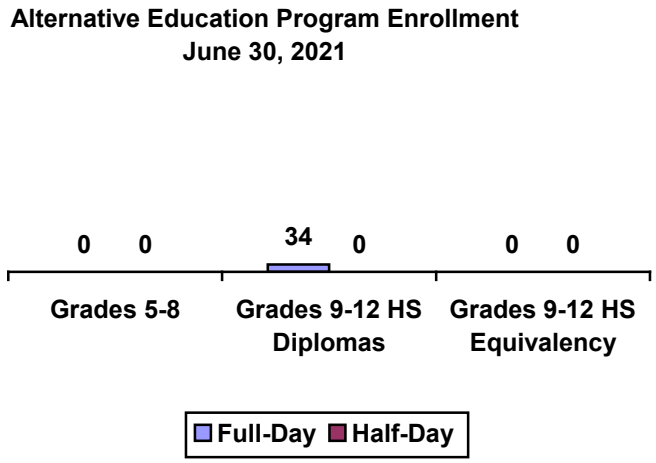
Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2020-2021

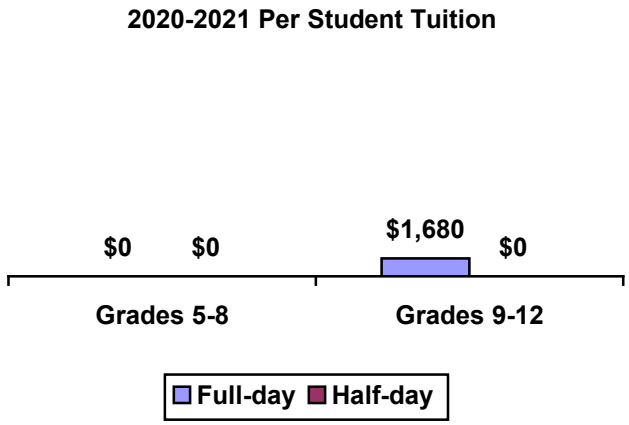
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

	Grades 9-12 Programs Leading to a TASC	
Number of students who:	**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 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	
Number of students who:	**Full-day**	**Half- day**	**Full-day**	**Half-day**	**Half- day**	**Full-day**
Returned to a school district program	0	0	6	0	0	0
Remained in the BOCES program	0	0	11	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			17	0		

Alternative Education State Testing Program

2020-2021 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	
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%	
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%	

***No tests were administered due to student waivers.**

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 2019-20	1,232	--	--
Continuing Enrollment after 2019-20	73	5.93%	26.25%
Completed or Left During 2019-20	1,159	94.07%	73.42%
Left Prior to Completion During 2019-20	160	12.99%	13.29%
Completed by the End of 2019-20	999	81.09%	60.13%
Completed or Left During 2019-20 and Status Known	403	32.71%	44.85%
Completed/Left/Status Known and Successfully Placed*	333	27.03%	35.22%
Completed but Not seeking Employment	27	2.19%	6.31%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2019-20	1,020	82.79%	45.18%
Completed a Non-Traditional Program By the End of 2019-20	800	64.94%	32.56%
Under-Represented Gender Members Enrolled during 2019-20	136	11.04%	5.65%
Under-Represented Gender Members Who Completed during 2019-20	111	9.01%	3.99%

* 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 2020-2021 was **1,100**.

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					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	400	353	300	209	52.25%	65	18.0%	63	21.0%
Adult Secondary (Low)	45	1	0	17	37.78%	0	0.0%	0	0.0%
ESOL	1,614	1,320	500	895	55.45%	403	31.0%	231	29.0%

Other Outcomes (2018-19 through 2020-21)

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					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Entered employment	NA	0	0	NA	0.0%	0	0.0%	0	0.0%
Retained employment	NA	0	0	NA	0.0%	0	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	56	82	77	NA	21.0%	45	12.0%	43	56.0%
Entered post-secondary education or training	NA	0	0	NA	0.0%	0	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)

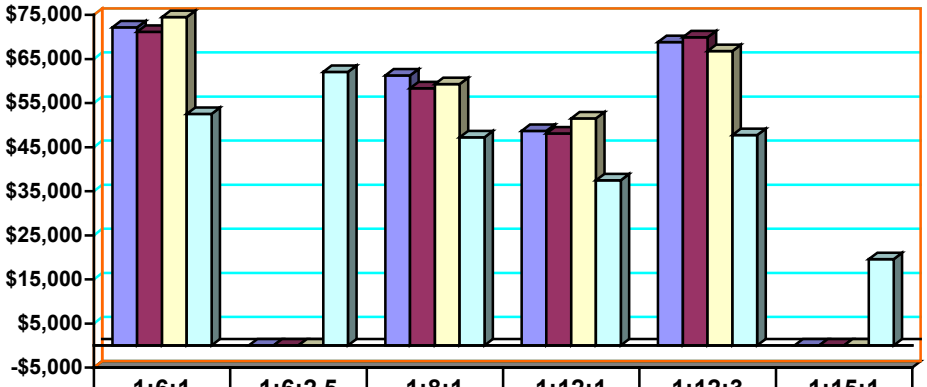
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2018-19	2019-2020	2020-21
8:1:1	1,738	1,694	1,594
12:1+1:3	52	54	46
6:1:1	114	97	100
12:1:1	158	144	143
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2018-19 through 2020-21



	1:6:1	1:6:2.5	1:8:1	1:12:1	1:12:3	1:15:1
2018-19	$72,169	$0	$61,257	$48,658	$68,821	$0
2019-20	$71,175	$0	$58,325	$48,074	$69,916	$0
2020-21	$74,517	$0	$59,279	$51,495	$66,819	$0
2020-21 State Average	$52,500	$62,044	$47,228	$37,504	$47,698	$19,565

Special Education State Testing Program

2020-2021 School Year

These data are results of State assessments for students enrolled in BOCES programs.
Data Source: Data Warehouse

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	5	5	3	0	13	61.5%	23.1%	0
Grade 4 English Language Arts	9	7	3	1	20	55.0%	20.0%	0
Grade 5 English Language Arts	17	2	1	0	20	15.0%	5.0%	0
Grade 6 English Language Arts	12	2	1	0	15	20.0%	6.7%	0
Grade 7 English Language Arts	13	1	1	0	15	13.3%	6.7%	0
Grade 8 English Language Arts	17	11	4	3	35	51.4%	20.0%	0
Grade 3 Mathematics	6	3	4	0	13	53.8%	30.8%	0
Grade 4 Mathematics	14	5	0	0	19	26.3%	0.0%	0
Grade 5 Mathematics	12	4	1	1	18	33.3%	11.1%	0
Grade 6 Mathematics	14	1	0	0	15	6.7%	0.0%	0
Grade 7 Mathematics	14	1	0	0	15	6.7%	0.0%	0
Grade 8 Mathematics	28	8	0	0	36	22.2%	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.)

2020-2021 School Year

State Assessment-Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	0	1	0	1	0.0%	100.0%	0.0%	
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	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	1	1	0.0%	0.0%	100.0%	
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%	
English Language Arts (CC)	0	0	2	2	0.0%	0.0%	100.0%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	

Students with Severe Disabilities Performance on the New York State Alternate Assessments 2020-2021 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	1	5	6	3	15	93.3%	60.0%	0.0%
Grade 4 English Language Arts	6	0	12	0	18	66.7%	66.7%	0.0%
Grade 5 English Language Arts	3	1	13	0	17	82.4%	76.5%	0.0%
Grade 6 English Language Arts	2	1	16	1	20	90.0%	85.0%	0.0%
Grade 7 English Language Arts	3	8	21	1	33	90.9%	66.7%	0.0%
Grade 8 English Language Arts	5	9	8	1	23	78.3%	39.1%	0.0%
High School English Language Arts	4	3	17	4	28	85.7%	75.0%	0.0%
Grade 3 Mathematics	2	4	7	2	15	86.7%	60.0%	0.0%
Grade 4 Mathematics	7	3	4	4	18	61.1%	44.4%	0.0%
Grade 5 Mathematics	3	1	12	1	17	82.4%	76.5%	0.0%
Grade 6 Mathematics	2	5	11	2	20	90.0%	65.0%	0.0%
Grade 7 Mathematics	7	8	16	2	33	78.8%	54.5%	0.0%
Grade 8 Mathematics	5	10	8	0	23	78.3%	34.8%	0.0%
High School Mathematics	5	6	9	8	28	82.1%	60.7%	0.0%

Data Source: Data Warehouse

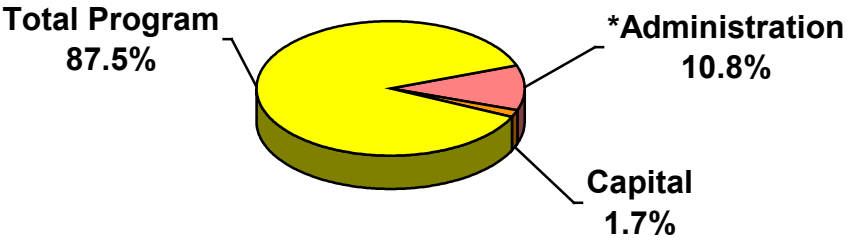
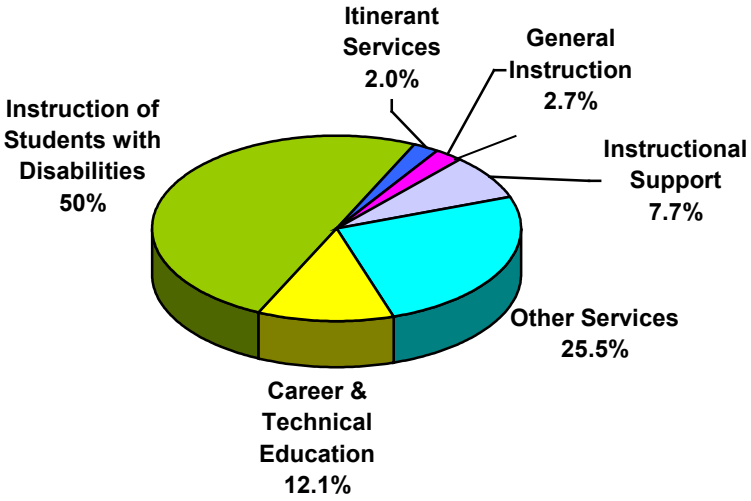
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and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

Professional Development 2020-2021 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
Curriculum & Instruction:										
Learning Standards	3	30	12	4	176	79	8	2	98	124
Instructional Strategies	27	43	59	23	596	668	67	55	485	246
Data-Driven Instruction	263	102	418	144	1640	1146	104	4	241	113
Effective Use of Technology	18263	17	18463	65	19476	31760	18311	147	18581	152
Project Based Learning	0		8	3	49	207	3	23	31	12
Parent Engagement	0		2	1	60	30	4	2	626	145
RBE-RN	263	738	112.5	260	262	3,717	99.25	208	141	970
College, Career & Civic Readiness	0		0		0		0		0	
Response to Intervention	0		6	3	712	141	24	8	81	19
Early Childhood Education	0		0		0		0		0	
Career and Technical Education	56	9	56	12	56	351	56	86	56	41
Middle Level Education	0		20	8	89	41	5	2	15	6
Special Education Strategies	0		15	2	1255	330	31	19	146	31
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	9	7	272	111	144	24	0		597	157
Leadership Development	2	50	342	43	312	95	0		520	70
District & School Strategic Planning	23	36	85	32	78	34	0		522	137
Using Data	373	981	170	182	339	323	0		182	564
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	0		948	86	1933	470	32	97	2207	570
Social – Emotional Learning	0		46	12	272	117	18	70	95	20
Other culture/climate	6	6	228	152	1058	993	316	316	353	125
Safety	0		0		0		0		0	
Other	0		0		0		0		0	

2020-2021 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…… ……	$	37,939,839.13
Capital Expenses…….….	$	6,076,032.28
Total Program Expenses…….…….	$	308,695,424.99
Total Expenses……..……	$	352,711,296.40