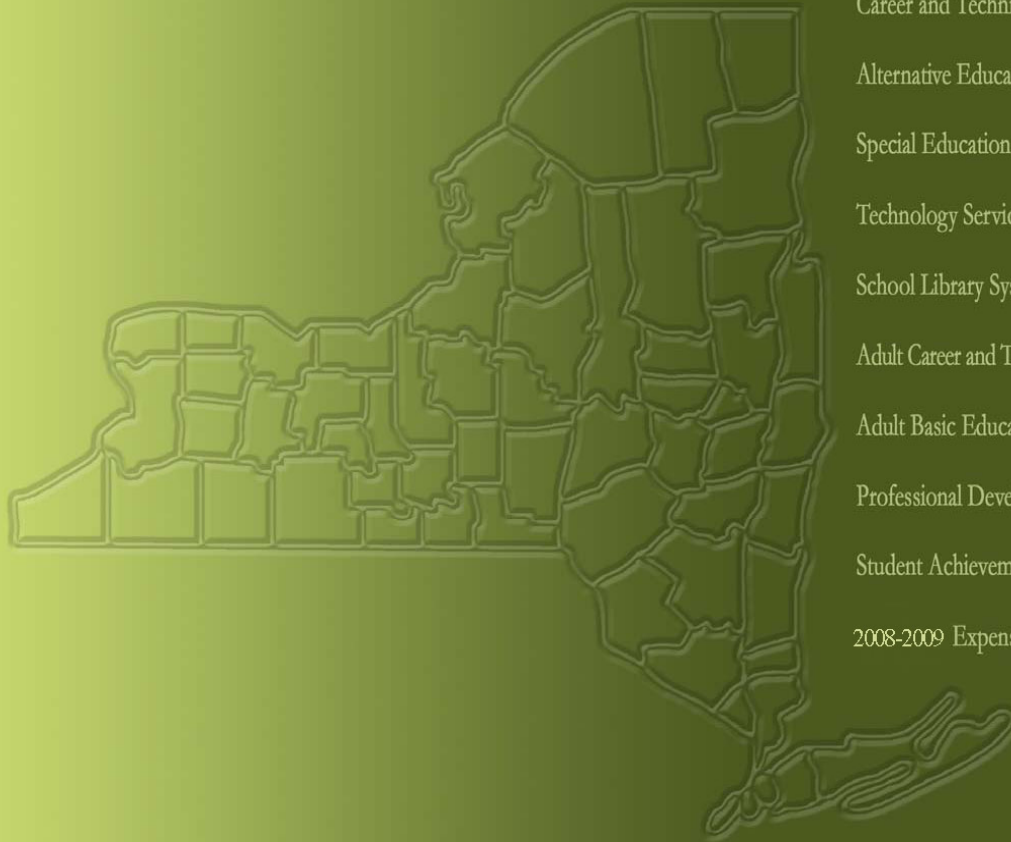


BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**



- Career and Technical Education
- Alternative Education
- Special Education
- Technology Services
- School Library System Services
- Adult Career and Technical Education
- Adult Basic Education
- Professional Development
- Student Achievement
- 2008-2009 Expenses

**2008-2009**

**Eastern Suffolk BOCES**

**Eastern Suffolk BOCES  
Board of Cooperative Educational Services  
2008-2009 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
- Regents Examinations

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**Eastern Suffolk BOCES**  
**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 Union Free 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 11<sup>th</sup>/12<sup>th</sup> grade students enrolled in a CTE two-year sequence:

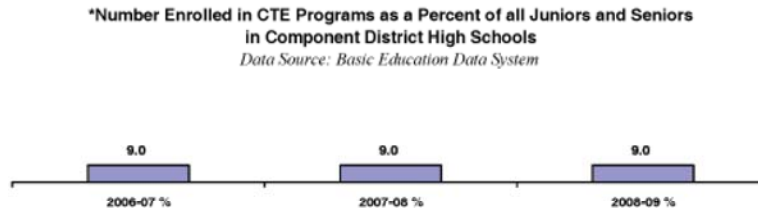
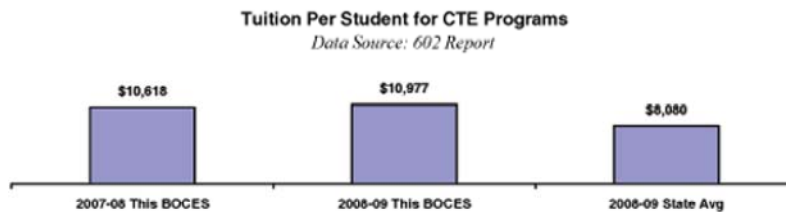
First-year students .....	414
Second-year students .....	396
Second-year students completing .....	372

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2007-08	2007-08	2008-09	2008-09
414	179	380	163
396	213	246	105
372	193	228	98

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

“New Vision” .....	0
Other one-year programs .....	770

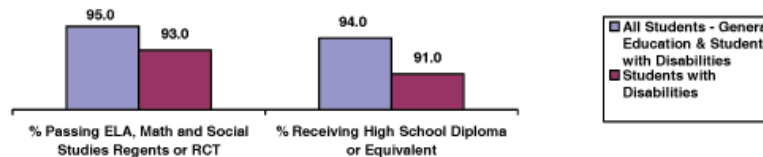
0	0	0	0
770	383	923	396



\* Data Include General Education and Students with Disabilities. Data Source: BOCES Survey and Basic Education Data System

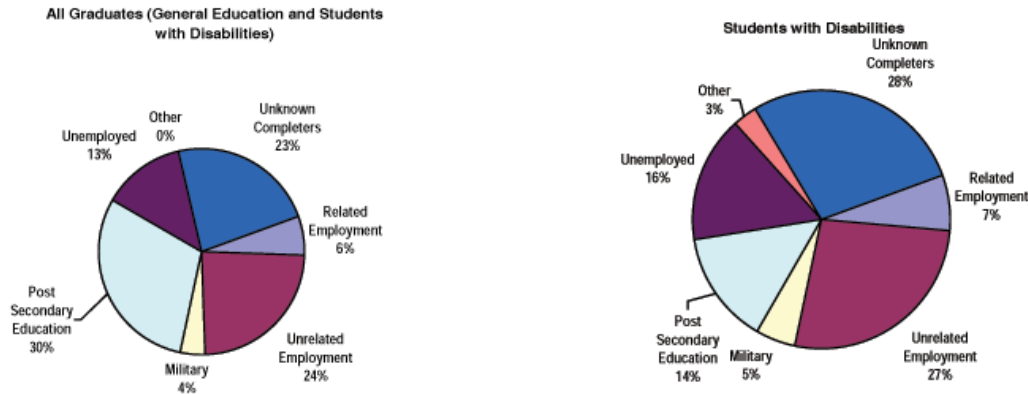
**Performance of Career & Technical Education (CTE) Students Who Graduated in 2008**

BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) Data Source: CTEDS-2



**Status of Career and Technical Education (CTE) Students Who Graduated in 2008**

BOCES Surveys CTE graduates within one year after program completion to determine if they are employed or continuing their education. *Data Source: CTEDS-2 Report*



**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.

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	Full-day	Half-day
returned to a school district program	0	0	0	0	0	0
remained in the BOCES program	0	0	0	0	0	0
left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
are waiting for GED exam results					0	0
received high school diplomas			0	0		

received high school equivalency diplomas ...

				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: Adult Allies*

2007-08 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
<b>All CTE Programs</b>			
Number Enrolled	2,049		
Number who Left Prior to Completion	279	13.6%	19.3%
Number who Completed	1,455	71.0%	80.7%
Completed and Status Known	1,028	70.7%	67.8%
Completed and were Successfully Placed*	926	63.6%	84.2%
<b>Non-Traditional Programs</b>			
Under-Represented Gender Members Enrolled	0		
Under-Represented Gender Members Who Completed	0	0.0%	67.6%

\* 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 2008-2009 was 3,139.

**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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	725	613	687	191	26.3%	171	27.9%	191	28.2%
Adult Secondary (Low)	45	48	48	9	20.0%	14	29.2%	8	16.6%
ESOL	3,739	3,310	2,371	1,188	31.8%	1,366	41.3%	1,183	49.9%

**Other Outcomes (2006-07 through 2008-09)**

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					
	2006-07	2007-08	2008-09	2006-07		2007-08		2008-09	
					Percent		Percent		Percent
Entered employment	237	73	468	135	57.0%	135	57.0%	315	67.0%
Retained employment	134	208	4	73	54.5%	73	54.5%	2	50.0%
Obtained a secondary or high school equivalency diploma	58	82	63	44	75.9%	44	75.9%	59	93.0%
Entered post-secondary education or training	51	47	51	33	64.7%	33	64.7%	24	47.0%

**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 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+1:4)
- o 8 students per teacher plus 1 paraprofessional (8:1:1)

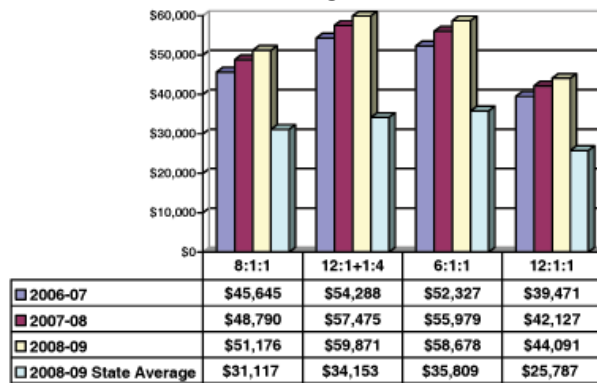
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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**

	2006-07	2007-08	2008-09
8:1:1	847	842	826
12:1+1:4	54	63	62
6:1:1	559	575	525
12:1:1	173	166	149

**Tuition Rates Per Student  
2006-07 through 2008-09**



**State Testing Program  
2008-2009 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	24	8	10	0	42	43%	24%	0
Grade 4 English Language Arts	11	9	6	0	26	58%	23%	0
Grade 5 English Language Arts	5	22	26	0	53	90%	49%	0
Grade 6 English Language Arts	4	33	26	0	50	92%	26%	0
Grade 7 English Language Arts	10	30	16	0	56	82%	29%	0
Grade 8 English Language Arts	26	35	11	0	72	64%	15%	0

Grade 3 Mathematics	20	12	13	0	45	56%	29%	0
Grade 4 Mathematics	13	8	7	1	29	55%	28%	0
Grade 5 Mathematics	14	21	15	2	52	73%	33%	0
Grade 6 Mathematics	31	15	7	0	53	42%	13%	0
Grade 7 Mathematics	17	29	8	0	54	69%	15%	0
Grade 8 Mathematics	41	24	10	0	75	45%	13%	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.

**Performance of Students with Severe Disabilities on the  
New York State Alternate Assessment (NYSAA)  
2008-2009 School Year**

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	7	5	16	13	41	83%	71%	0
Grade 4 English Language Arts	3	10	12	12	37	91%	64%	0
Grade 5 English Language Arts	1	10	24	6	41	98%	74%	0
Grade 6 English Language Arts	0	14	10	12	36	100%	61%	0
Grade 7 English Language Arts	0	13	17	19	49	100%	74%	0
Grade 8 English Language Arts	0	14	11	22	47	100%	70%	0
High School English Language Arts	0	7	18	25	50	100%	86%	0
Grade 3 Mathematics	0	9	20	12	41	100%	78%	0
Grade 4 Mathematics	0	9	16	12	37	99%	75%	0
Grade 5 Mathematics	0	8	22	11	41	100%	81%	0
	0	11	11	14	36	100%	70%	0

Grade 6 Mathematics								
Grade 7 Mathematics	11	6	19	13	49	78%	66%	0
Grade 8 Mathematics	10	10	16	11	47	78%	57%	0
High School Mathematics	0	9	19	21	49	100%	82%	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.



### Professional Development 2008-2009 School Year

BOCES provided training for a minimum of one or more full instructional days in the following areas:	Number of Participants:				
	Districts	Teachers	Principals	Paraprofessionals	Other
Site Based Educational Planning	34	219	97	9	22
District Based Educational Planning	41	3,127	245	1	36
High School Graduation Requirements	43	287	16	0	38
Learning Standards (ELA, MST, etc.)	208	5,955	72	5	9
Data Management and Analysis	87	486	370	21	346
Integrating Technology into Curricula & Instruction	38	11,130	0	0	25
Interdisciplinary Teaching (including integration of career technology & academics)	9	140	14	0	16
Middle Level Education Academic and Youth Development	23	181	13	5	10
Career and Technical Education	34	50	0	0	0
Instructional Strategies	189	3,649	153	85	384
Parent Training	7	0	0	0	30
Special Education Issues	26	47	160	3	123
Leadership Training	119	422	221	0	453
Special Education Training Resource Center (SETRC)	93	903	257	0	455
Bilingual/ESL Technical Assistance Center (BETAC)	69	1,121	448	2	147



Reading First/RF Supplement	8	119	14	0	16
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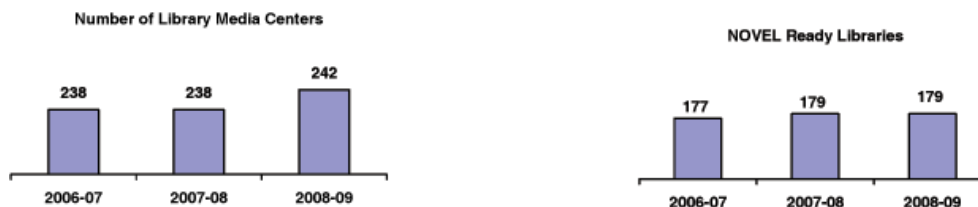
**Technology Services  
2008-2009 School Year**

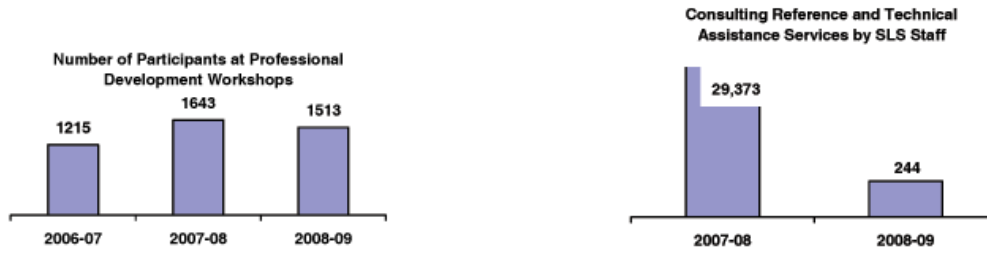
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals	Students
		Teachers Administrators	
Distance Learning	19	4,600	76,669
Instructional Computing	55	17,007	97,949
Computer/Audio Visual Repair	10	2,564	
Library Automation/Software	43	24,798	0
LAN Installation/Support	27	9,015	150,255
Distributed Process Technicians	3	3	0
Guidance Information	15	111	85,001
Administrative Computer Services	132	31,271	
Administrative Training	52	7,675	



**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*

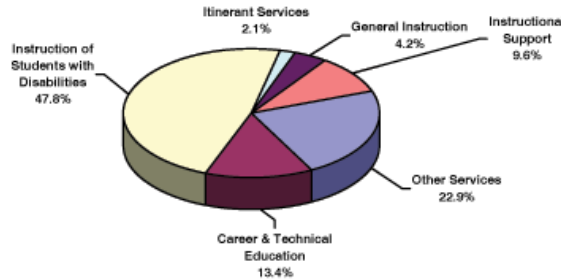




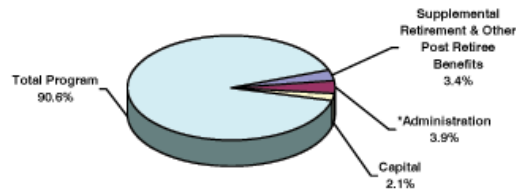
**2007-2008 Expenses**

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$ 11,464,022
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 9,993,486
Capital Expenses.....	\$ 6,139,995
Total Program Expenses.....	\$ 268,785,536



Total Expenses.....	\$ 296,383,039
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\*Excludes Supplemental & Other Post Retirement Benefits