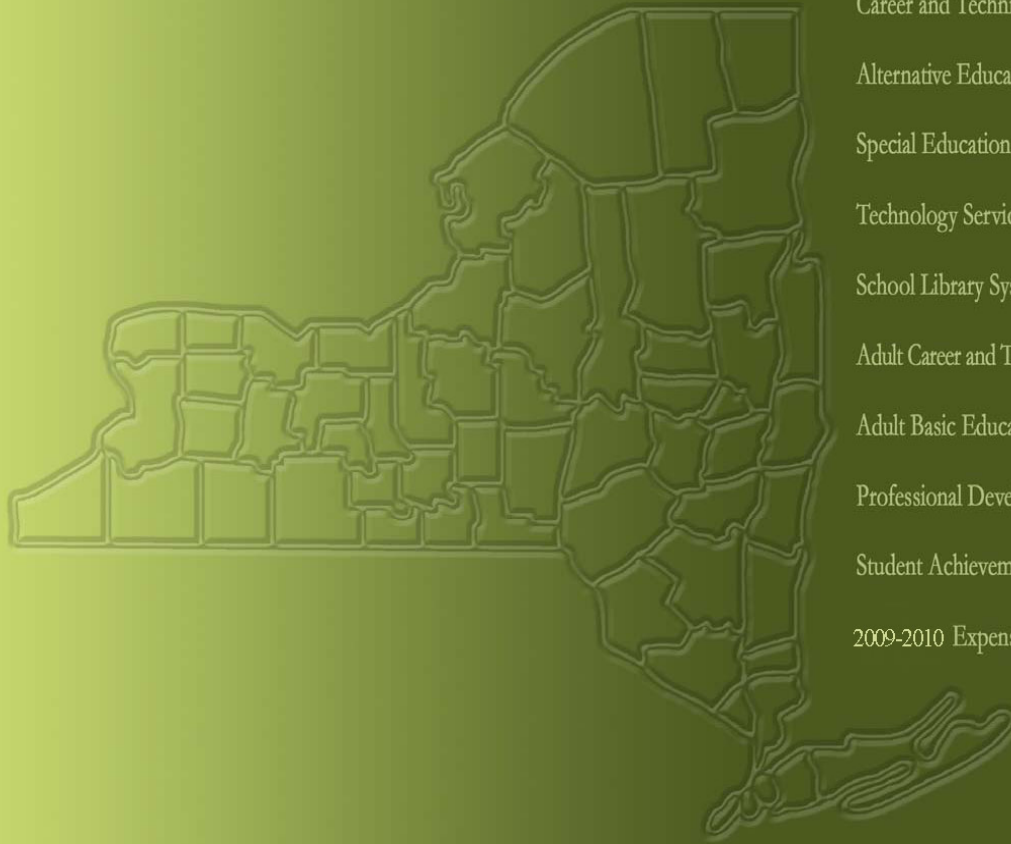


BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- 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
- 2009-2010 Expenses

2009-2010

Eastern Suffolk BOCES

**Eastern Suffolk BOCES
Board of Cooperative Educational Services
2009-2010 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

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
-

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:

First-year students
 Second-year students
 Second-year students completing

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2008-09	2008-09	2009-10	2009-10
357	175	404	165
290	142	216	88
281	138	214	88

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

“New Vision”
 Other one-year programs

0	0	0	0
828	408	868	355

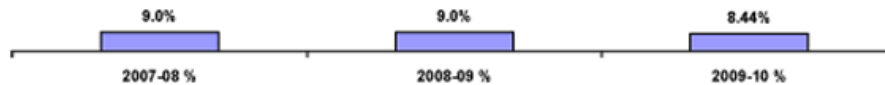
Tuition Per Student for CTE Programs

Data Source: The 2009-10 602 Report was not available at press time. Data reported is from internal sources.



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

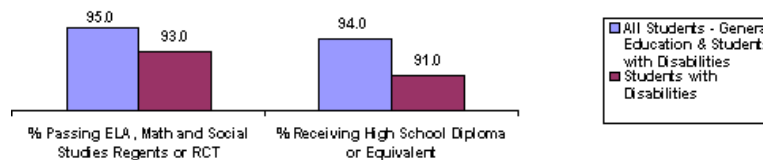
Data Source: Basic Education Data System



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

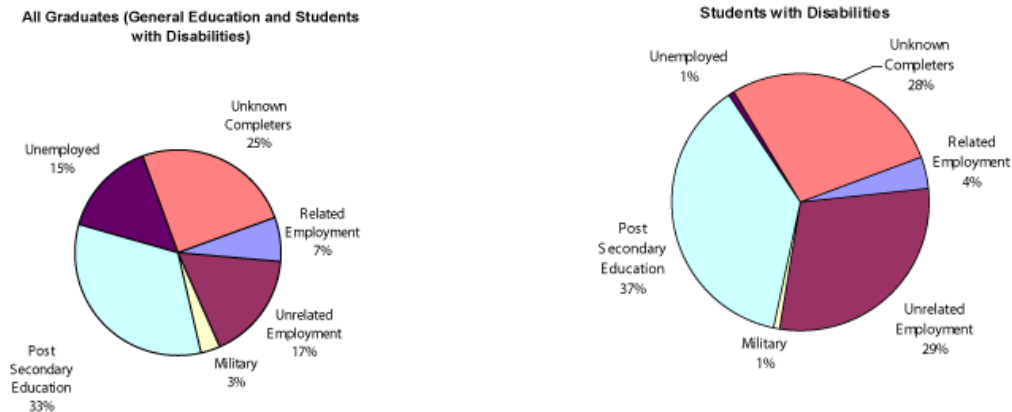
Performance of Career & Technical Education (CTE) Students Who Graduated in 2009

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*



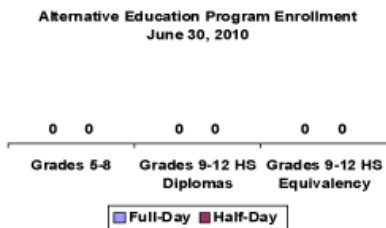
Status of Career and Technical Education (CTE) Students Who Graduated in 2009

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.

	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
Number of students who:.....						
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*

	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Enrolled during 2008-09	2,088		
Continuing Enrollment after 2008-09	325	16.00%	
Completed or Left During 2008-09	1,763	84.00%	
Left Prior to Completion During 2008-09	179	00.08%	
Completed by the End of 2008-09	1,455	70.00%	
Completed or Left During 2008-09 and Status Known	1,028	58.00%	
Completed/Left/Status Known and Successfully Placed*	926	44.00%	
Non-Traditional Programs			
Enrolled in Non-Traditional Programs During 2008-09	1,636	78.00%	
Under-Represented Gender Members Enrolled During 2008-09	165	10.00%	
Completed a Non-Traditional Program By the End of 2008-09	1,207	74.00%	
Under-Represented Gender Members Who Completed	119	72.00%	

* 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 2009-2010 was 3,506.

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	613	687	713	171	27.9%	191	28.2%	220	30.9%
Adult Secondary (Low)	48	48	55	14	29.2%	8	16.6%	11	20.0%
ESOL	3,310	2,371	2,700	1,366	41.2%	1,183	49.9%	1,200	44.4%

Other Outcomes (2007-08 through 2009-10)

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					
	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
					Percent		Percent		Percent
Entered employment	73	468	100	135	57.0%	315	67.0%	74	74.0%
Retained employment	208	4	23	73	54.5%	2	50.0%	14	60.0%
Obtained a secondary or HS equivalency diploma	82	63	96	44	75.9%	59	93.0%	83	86.0%

Entered post-secondary education or training	47	51	283	33	64.7%	24	47.0%	12	18.0%
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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)

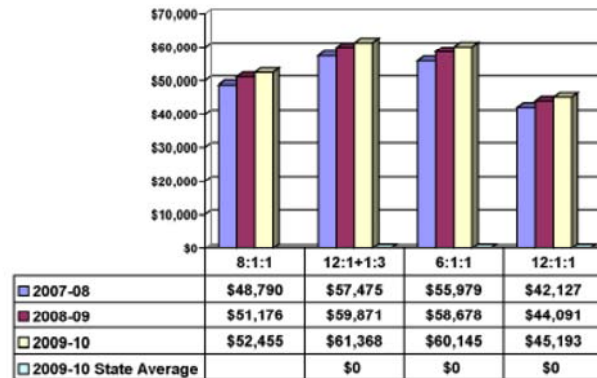
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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: The 2009-10 602 Report was not available at press time. Enrollment trend data is from internal source.*

Enrollment Trends

	2007-08	2008-09	2009-10
8:1:1	842	826	1027
12:1+1:3	63	62	60
6:1:1	575	525	432
12:1:1	166	149	226

**Tuition Rates Per Student
2007-08 through 2009-10**



**State Testing Program
2009-2010 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	21	8	4	2	35	40.0%	17.0%	0
Grade 4 English Language Arts	23	13	5	0	41	39.0%	10.0%	0
	16	13	3	0	32	53.0%	9.0%	0

Grade 5 English Language Arts								
Grade 6 English Language Arts	26	20	4	0	50	48.0%	10.0%	0
Grade 7 English Language Arts	41	17	5	0	63	35.0%	11.0%	0
Grade 8 English Language Arts	35	21	1	0	57	39.0%	2.0%	0
Grade 3 Mathematics	21	9	3	1	34	38.0%	12.0%	0
Grade 4 Mathematics	27	11	3	1	42	34.0%	5.0%	0
Grade 5 Mathematics	20	10	1	0	31	35.0%	3.0%	0
Grade 6 Mathematics	34	13	1	1	49	28.0%	4.0%	0
Grade 7 Mathematics	44	18	2	0	64	30.0%	5.0%	0
Grade 8 Mathematics	44	13	0	0	57	21.0%	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.

**Performance of Students with Severe Disabilities on the
New York State Alternate Assessment (NYSAA)
2009-2010 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	9	11	11	15	46	100.0%	61.0%	1
Grade 4 English Language Arts	9	10	9	15	43	100.0%	63.0%	1
Grade 5 English Language Arts	1	2	10	20	33	99.0%	81.0%	0
Grade 6 English Language Arts	1	13	9	16	39	100%	61%	0
Grade 7 English Language Arts	0	13	17	19	49	100%	74%	1
Grade 8 English Language Arts	0	14	11	22	47	100%	70%	1

High School English Language Arts	0	7	18	25	50	100%	86%	4
Grade 3 Mathematics	0	19	13	14	46	100.0%	61.0%	1
Grade 4 Mathematics	0	16	8	19	43	100.0%	63.0%	1
Grade 5 Mathematics	0	5	12	16	33	99.0%	81.0%	0
Grade 6 Mathematics	0	8	11	20	39	100.0%	79.0%	0
Grade 7 Mathematics	10	2	6	18	36	70.0%	64.0%	1
Grade 8 Mathematics	10	5	13	13	41	76.0%	64.0%	1
High School Mathematics	0	14	22	19	55	100.0%	75.0%	6

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
2009-2010 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	33	208	8	6	78
District Based Educational Planning	111	584	32	58	354
High School Graduation Requirements	49	235	10	6	45
Learning Standards (ELA, MST, etc.)	191	4593	58	2	125
Data Management and Analysis	69	34	5	0	121
Integrating Technology into Curricula & Instruction	34	12610	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0
Middle Level Education Academic and Youth Development	26	74	16	3	22
Career and Technical Education	31	50	0	0	1012
Instructional Strategies	114	2115	46	30	254

Parent Training	7	0	0	0	27
Special Education Issues	120	786	72	27	218
Leadership Training	86	322	43	4	176
Special Education Training Resource Center (SETRC)	39	135	0	0	0
Bilingual/ESL Technical Assistance Center (BETAC)	619	1198	290	63	319
Regional Special Education Technical Assistance Centers (RSE-TASC)	94	1291	40	108	1138



Technology Services 2009-2010 School Year

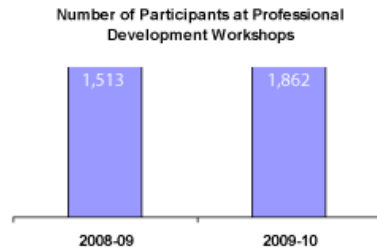
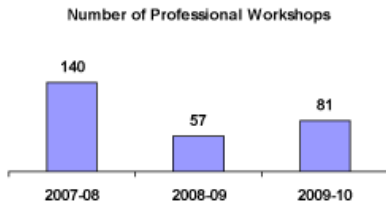
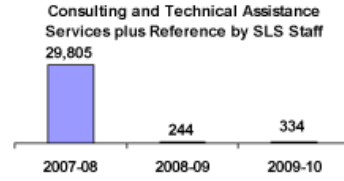
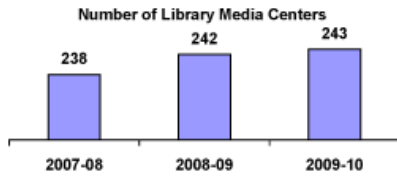
BOCES provides technology services to district and BOCES staff and students.	Districts	Professionals	Students
		Teachers Administrators	
Distance Learning	15	2711	45,191
Instructional Computing	26	8872	147,865
Computer/Audio Visual Repair	0	0	
Library Automation/Software	0	0	0
LAN Installation/Support	28	9052	150,863
Distributed Process Technicians	0	0	0
Guidance Information	0	0	0
Administrative Computer Services	112	29,052	
Administrative Training	0	0	



School Library Systems (SLS)

agency that sponsors the program to provide vital library and information resources to

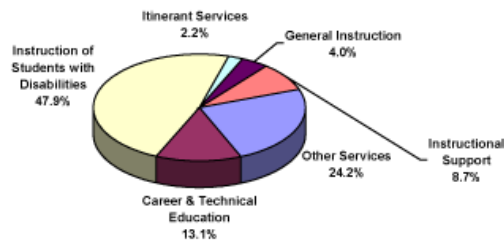
School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under 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*



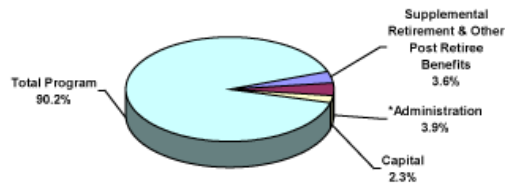
2009-2010 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits)	\$ 11,710,429
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 10,882,310
Capital Expenses.....	\$ 6,777,447
Total Program Expenses.....	\$ 269,335,766



Total Expenses.....	\$ 298,705,952
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*Excludes Supplemental & Other Post Retirement Benefits