

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
- Technology Services
- School Library System Services
- 2011-2012 Expenses

2011-2012

Eastern Suffolk BOCES

**Eastern Suffolk BOCES
Board of Cooperative Educational Services
2011-2012 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.

Number of 11th/12th 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
2010-11	2010-11	2011-12	2011-12
308	96	283	140
328	180	174	85
321	177	167	83
97	50	66	32

Other Career-Related Programs

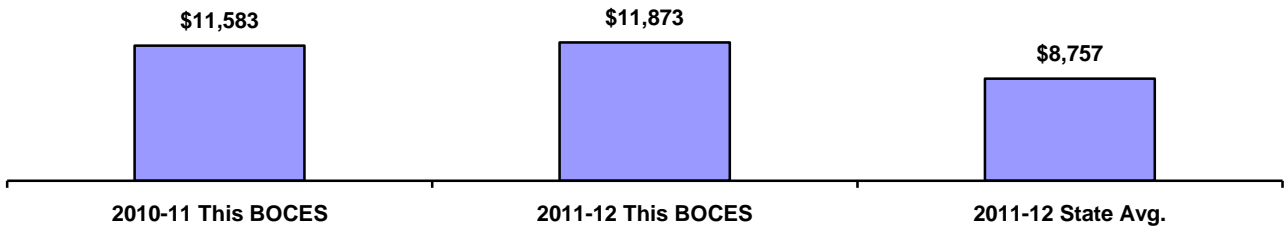
Number of 11th/12th grade students enrolled in one-year programs:

- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

0	0	0	0
625	322	172	85
0	0	458	225

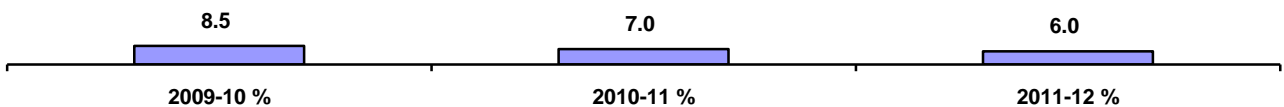
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

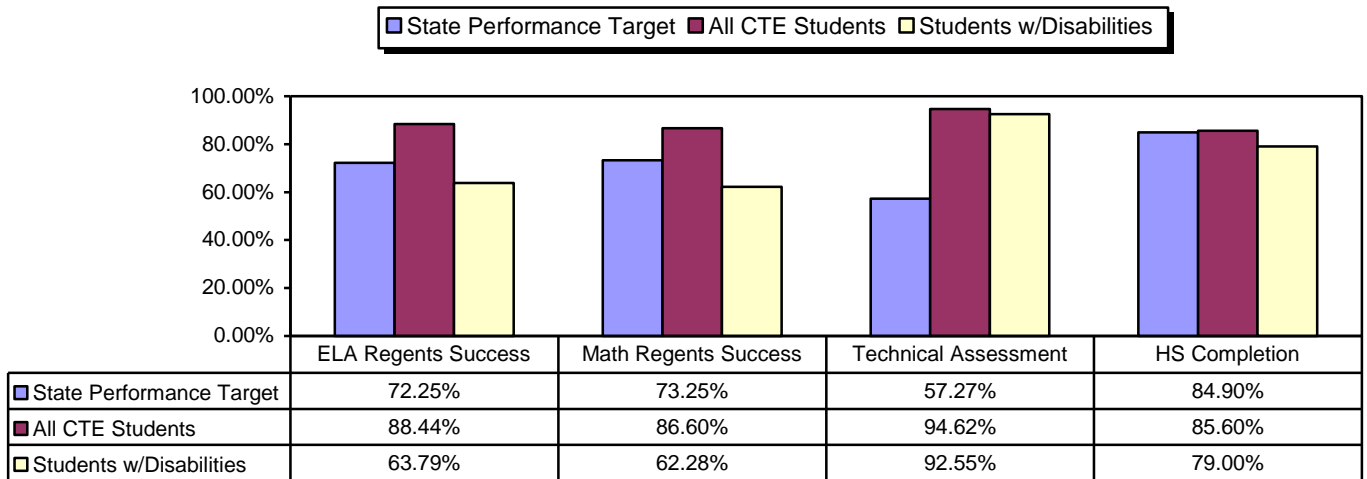
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2011

Data Source: SIRS

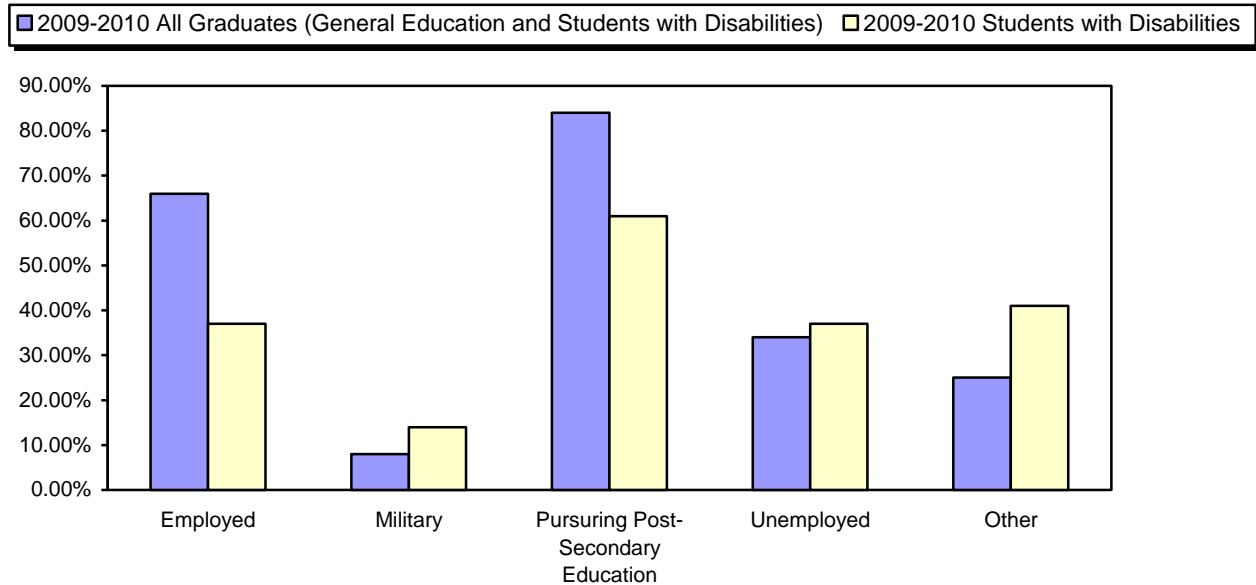


Status of Career and Technical Education (CTE) Students 2010 Placement Outcomes

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*

Total Placement

This BOCES	State Target
79.0%	87.25%



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2011-2012**

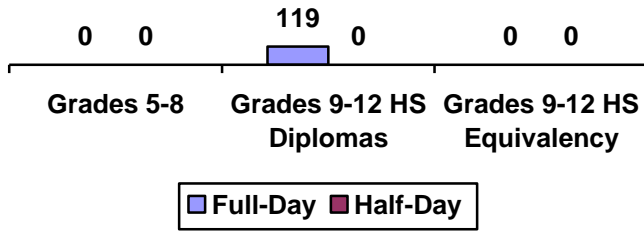
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
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

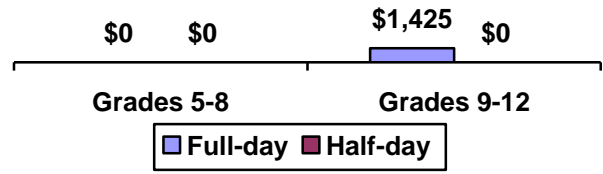
Alternative Education

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, 2012**



2011-2012 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	36	0	0	0
Remained in the BOCES program	0	0	8	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	N/A	0	0	0
Received high school diplomas			31	0		1

Alternative Education State Testing Program
2011-2012 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	1	2	6	9	11.0%	22.0%	67.0%
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	0	1	1	2	0.0%	50.0%	50.0%
Physical Setting/ Earth Science	4	1	1	6	67.0%	16.0%	17.0%
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	0	2	12	14	0.0%	14.0%	86.0%
Global History and Geography	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%

**Alternative Education Performance of Students
2011-2012 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%

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		BOCES Statewide Average
	Count	Percentage	
All CTE Programs			
Enrolled during 2010-11	2,641	--	--
Continuing Enrollment after 2010-11	390	14.77%	N/A
Completed or Left During 2010-11	2,251	85.23%	N/A
Left Prior to Completion During 2010-11	314	13.95%	N/A
Completed by the End of 2010-11	1,937	86.05%	N/A
Completed or Left During 2010-11 and Status Known	1,321	58.69%	N/A
Completed/Left/Status Known and Successfully Placed*	1,091	82.59%	N/A
Completed but Not seeking Employment	8	0.41%	N/A
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2010-11	1,329	--	--
Under-Represented Gender Members Enrolled During 2010-11	152	--	--
Completed a Non-Traditional Program By the End of 2010-11	1,132	85.18%	N/A
Under-Represented Gender Members Who Completed	129	84.87%	N/A

* 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 2011-2012 was 713.

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Adult Beginning/Intermediate	713	826	713	220	30.9%	276	33.4%	364	51.1%
Adult Secondary (Low)	55	53	41	11	20.0%	21	39.6%	17	41.5%
ESOL	2,700	2,450	1,809	1,200	44.4%	1,228	50.1%	1,059	58.5%

Other Outcomes (2009-10 through 2011-12)

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					
	2009-10	2010-11	2011-12	2009-10		2010-11		2011-12	
					Percent		Percent		Percent
Entered employment	100	58	188	74	74.0%	37	63.0%	127	67.0%
Retained employment	23	23	10	14	60.0%	14	60.0%	7	70.0%
Obtained secondary or HS equivalency diploma	96	106	70	83	86.0%	87	82.0%	58	82.0%
Entered post-secondary education or training	283	98	91	12	18.0%	88	89.0%	76	83.0%

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:

- 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)

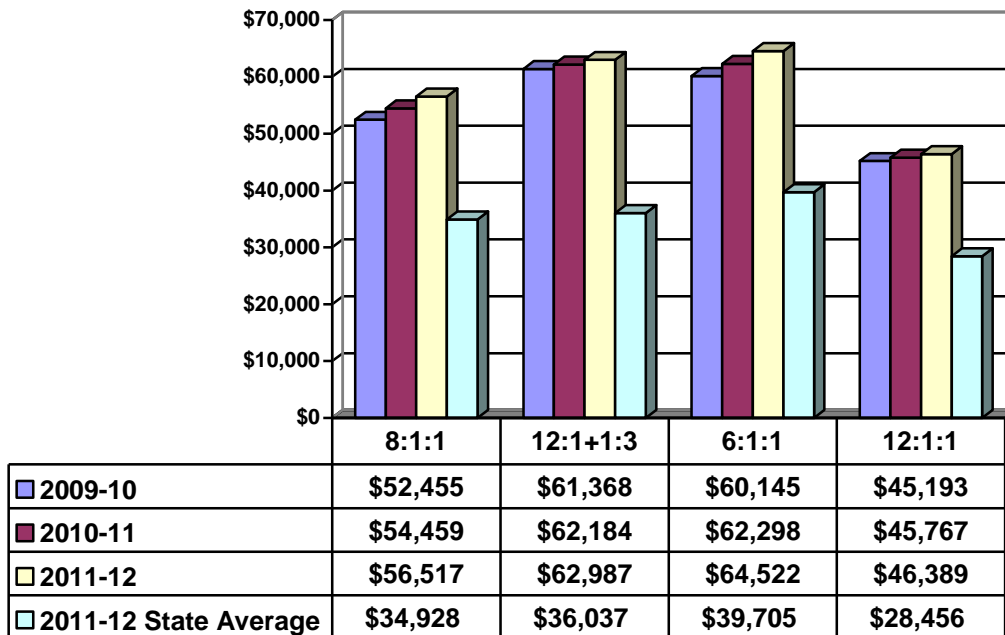
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2009-10	2010-11	2011-12
8:1:1	1,027	1,150	1,218
12:1+1:3	60	59	60
6:1:1	432	268	288
12:1:1	226	224	185

Tuition Rates Per Student 2009-10 through 2011-12



Special Education State Testing Program 2011-2012 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	16	9	3	0	28	42.9%	10.7%	0
Grade 4 English Language Arts	16	8	8	0	32	50%	25%	0
Grade 5 English Language Arts	25	8	5	0	38	54.2%	13.2%	0
Grade 6 English Language Arts	28	12	6	0	46	39.1%	13.0%	0
Grade 7 English Language Arts	33	14	2	0	49	32.7%	4.1%	0
Grade 8 English Language Arts	42	23	7	0	72	41.7%	9.7%	0
Grade 3 Mathematics	17	6	3	1	27	37.0%	14.8%	0
Grade 4 Mathematics	15	9	4	4	32	53.1%	25%	0
Grade 5 Mathematics	22	11	4	1	38	42.1%	13.2%	0
Grade 6 Mathematics	34	10	3	0	47	27.7%	6.4%	0
Grade 7 Mathematics	37	9	0	0	46	19.6%	0.0%	0
Grade 8 Mathematics	49	19	1	2	71	30.9%	4.2%	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.)
2011-2012 School Year

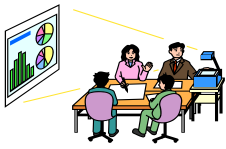
State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	56	41	30	127	43%	32%	24%
Geometry	4	3	12	19	21%	15%	63%
Algebra 2/ Trigonometry	10	1	2	13	77%	7.6%	15.4%
Living Environment	30	16	40	86	34.9%	18.6%	46.5%
Physical Setting/ Earth Science	33	10	28	71	46.5%	14%	39.4%
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	87	21	47	155	56.1%	13.5%	30.3%
Global History and Geography	114	16	45	175	65.1%	9.1%	25.7%
United States History and Government	79	27	45	151	52.3%	17.9%	29.8%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2011-2012 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	5	6	10	14	35	85.7%	68.6%	0.0%
Grade 4 English Language Arts	7	6	10	18	41	82.92%	39.02%	0.0%
Grade 5 English Language Arts	3	14	10	22	49	93.9%	48.9%	0.0%
Grade 6 English Language Arts	0	14	8	17	39	100%	56.4%	0.0%
Grade 7 English Language Arts	0	12	5	19	36	100%	66.7%	0.0%
Grade 8 English Language Arts	0	13	10	16	39	100%	66.7%	0.0%
High School English Language Arts	2	9	4	32	47	95.8%	72.3%	0.0%
Grade 3 Mathematics	1	6	15	13	35	97.1%	60%	0.0%
Grade 4 Mathematics	2	12	15	12	41	95.1%	65.9%	0.0%
Grade 5 Mathematics	0	11	18	20	49	100%	77.6%	0.0%
Grade 6 Mathematics	0	6	13	20	38	100%	84.6%	0.0%
Grade 7 Mathematics	13	1	13	9	36	63.9%	61.1%	0.0%
Grade 8 Mathematics	13	4	11	11	39	66.7%	38.47%	0.0%
High School Mathematics	0	13	2	32	47	100%	72.4%	0.0%

Data Source: nySTART

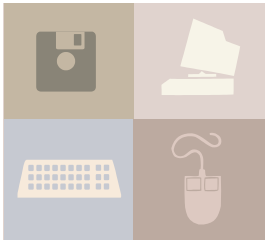
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents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



Professional Development 2011-2012 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	102	0	1,508	0	113	0	288	0	285	0
Data-Driven Instruction	0	229	0	463	0	73	0	311	0	401
Lead Evaluator Training	57	0	143	0	0	0	393	0	375	0
Principal Evaluator Training	32	0	2	0	0	0	24	0	258	0
Integrating Technology into Curricula & Instruction	34	0	12,325	0	0	0	0	0	0	0
Project Based Learning	10	0	0	0	0	0	0	0	0	0
College & Career Readiness	26	151	45	33	3	0	5	16	20	189
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	9	0	127	0	0	0	5	0	13	0
Positive Youth Development	50	0	48	0	0	0	12	0	294	0
Instructional Strategies	112	0	666	0	27	0	43	0	105	0
Parent Training	53	0	0	0	0	0	9	0	311	0
Special Education Issues	68	44	378	221	4	0	1	9	14	0
(RSE-TASC) Regional Special Education Technical Assistance Support	111	0	1,795	0	112	0	35	0	1,994	0
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	125	125	700	178	0	0	127	286	93	39
Leadership Training	219	0	211	0	23	0	226	0	250	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	34	0	9	0	0	0	20	0	19	0
Culture/Climate	33	0	44	926	10	10	7	0	24	140
School & District Planning	13	0	30	0	0	0	0	0	1	0
Response to Intervention	2	0	20	0	0	0	5	0	0	0
Data Management and Analysis	417	1,171	188	155	3	4	124	109	677	1,418
Learning Standards (ELA, MST, etc.)	64	0	229	0	3	0	12	0	185	0
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	445	0	0	0	36	0	95



Technology Services 2011-2012 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

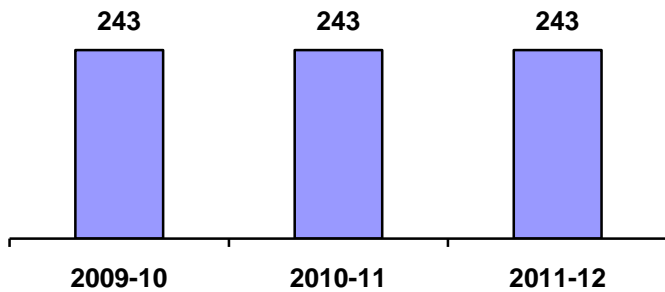
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	14/2,834	1	47,238		X
Instructional Computing	28/7,824	4	130,408		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	43/43	1	173,919	X	
LAN Installation/Support	31/10,007	16	166,775		X
Distributed Process Technicians	0/0	0	0		
Guidance Information	17/136	4	0	X	
Administrative Computer Services	69/19,757 116/29,518	79 11		X	X
Administrative Training	0/0	0			
Instructional Media Resources	32/0 23/5,221	1 4	75,585 87,015	X	X
Model Schools	33/12,325	16	0	X	
Other Student Instructional Support	0/0	0	0		



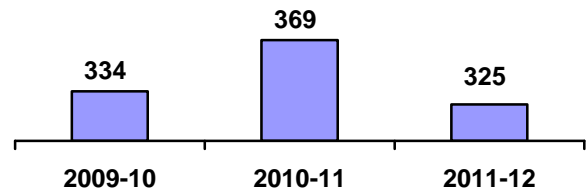
School Library Systems (SLS)

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*

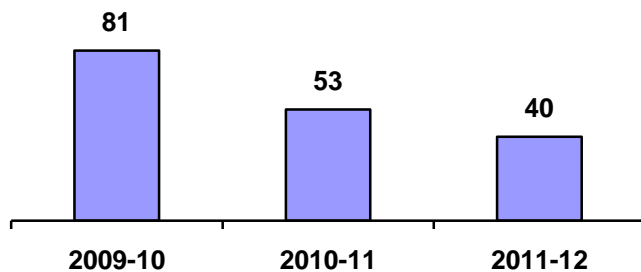
Number of Library Media Centers



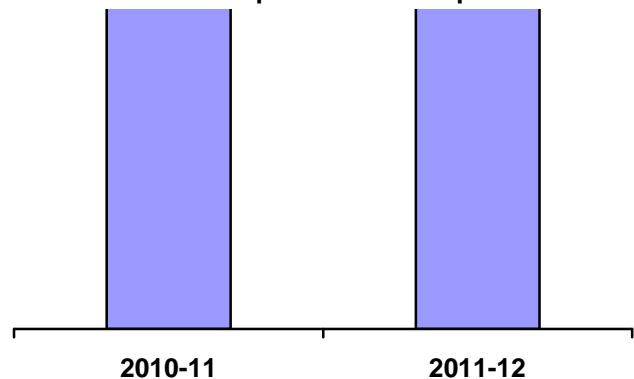
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



Number of Participants at Professional Development Workshops



2011-2012 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	25,819,216
Capital Expenses.....	\$	6,627,085
Total Program Expenses.....	\$	258,124,085
Total Expenses.....	\$	290,570,386

