BOARD OF COOPERATIVE EDUCATIONAL SERVICES

REPORT CARD

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Eastern Suffolk BOCES

Eastern Suffolk BOCES
Board of Cooperative Educational Services
2018-2019 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.

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
Number of 11th/12th grade students enrolled in a CTE two-year sequence:	**2017-18**	**2017-18**	**2018-19**	**2018-19**
First-year students	248	152	262	135
Second-year students	105	65	105	70
Second-year students completing	98	60	102	70
Completers with technical endorsement	96	59	90	50

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	243	149	329	74
Other one-year programs	463	283	391	280

Tuition Per Student for CTE Programs
Data Source: 602 Report

$13,313	$13,453	$10,655
2017-18 This BOCES	**2018-19 This BOCES**	**2018-19 State Avg.**
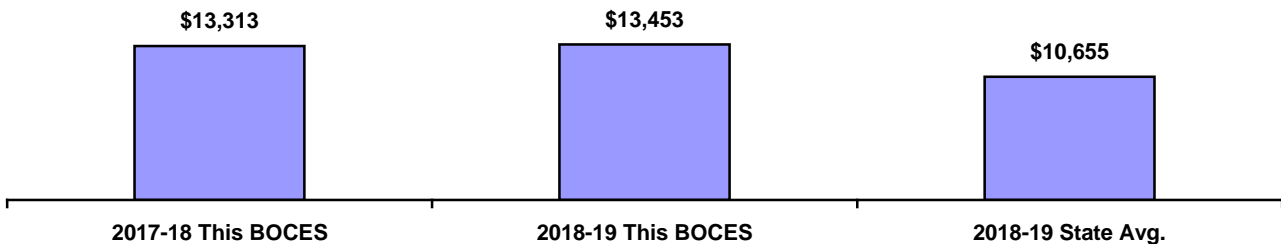
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS

6.0	7.0	6.0
2016-17%	**2017-18%**	**2018-19%**
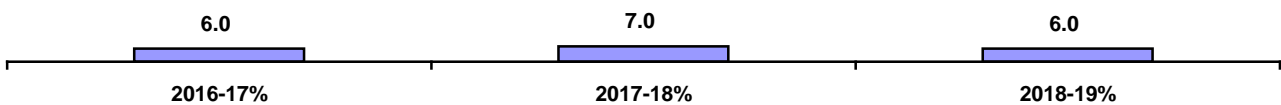
* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators
Who Left School in 2018

Data Source: SIRS

Legend: ■ State Performance Target ■ All CTE Students □ Students w/Disabilities
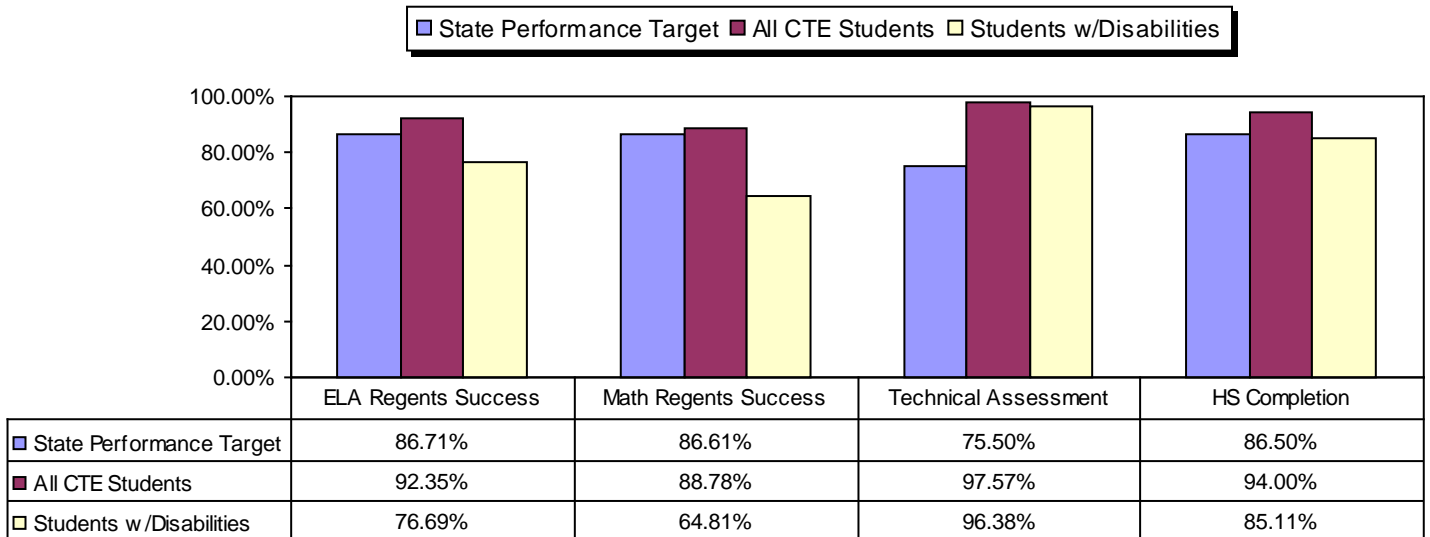
	ELA Regents Success	Math Regents Success	Technical Assessment	HS Completion
■ State Performance Target	86.71%	86.61%	75.50%	86.50%
■ All CTE Students	92.35%	88.78%	97.57%	94.00%
□ Students w/Disabilities	76.69%	64.81%	96.38%	85.11%

Status of Career and Technical Education (CTE) Students
2017 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 http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCards052118.pdf http://www.p12.nysed.gov/cte/perkins4/docs/2018-19PerkinsReportCard5S1Only.pdf*

TOTAL PLACEMENT	
YOUR BOCES	**STATE TARGET**
89.85%	**91.0 %**

Legend: ■ 2016-2017 All Graduates (General Education and Students with Disabilities) □ 2016-2017 Students with Disabilities
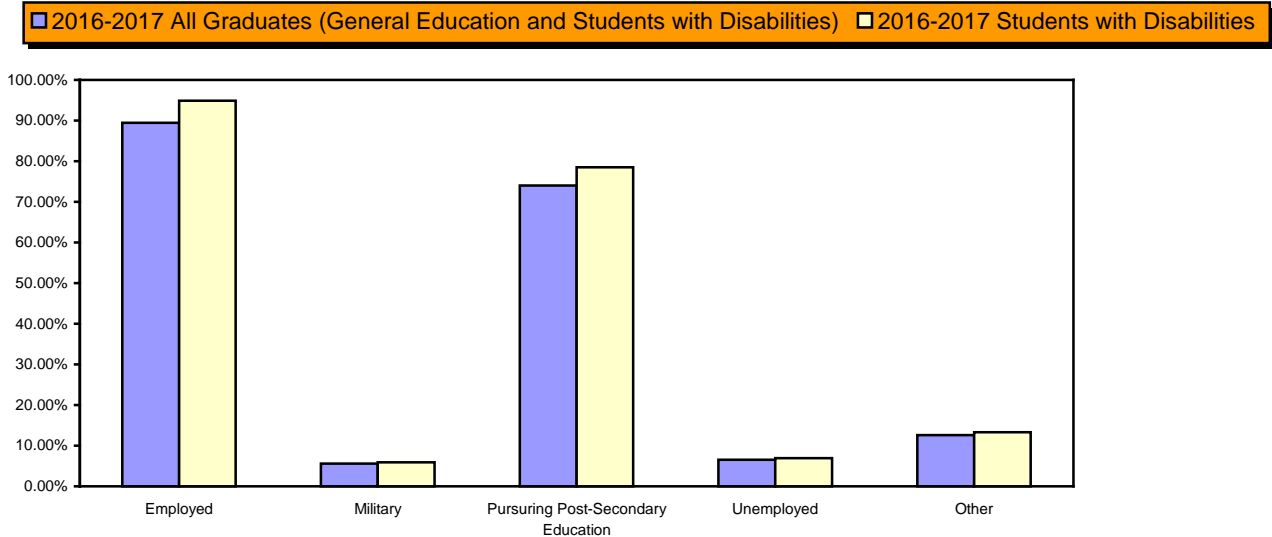
General Education Development Leading to (GED)
For CTE Students Age 16-18
2018-2019

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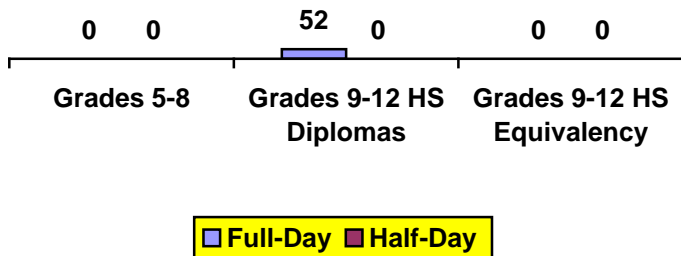
Number of students who:	Grades 9-12 Programs Leading GED	
	Half- day	Full-day
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

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 Program Enrollment
June 30, 2019

2018-2019 Per Student Tuition

Grades 5-8	Grades 9-12 HS Diplomas	Grades 9-12 HS Equivalency
0 0	52 0	0 0

Full-Day ■ Half-Day

Grades 5-8	Grades 9-12
$0 $0	$1,616 $0

Full-day ■ Half-day
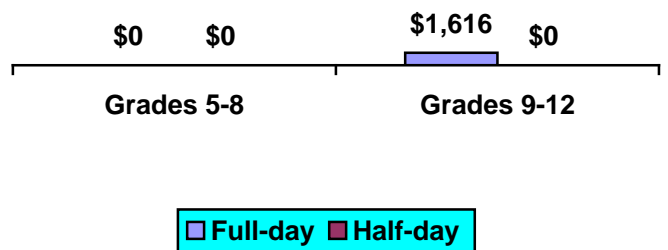
Alternative Education Outcomes

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	Half-day	Full-day
Returned to a school district program	0	0	22	0	0	0
Remained in the BOCES program	0	0	5	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	6	0	0	0
Received high school diplomas	0	0	19	0	0	0

Alternative Education State Testing Program
2018-2019 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
Algebra I (CC)	10	4	3	17	58.8%	23.5%	17.6%
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)	3	2	16	21	14.3%	9.5%	76.2%
Living Environment	3	1	9	13	23.1%	7.7%	69.2%
Physical Setting/ Earth Science	1	0	0	1	100.0%	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	3	1	4	8	37.5%	12.5%	50.0%
United States History and Government	7	2	11	20	35.0%	10.0%	55.0%

New Global History Exams

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	This BOCES Percentage	BOCES Statewide Average
All CTE Programs			
Enrolled during 2017-18	1,250	--	--
Continuing Enrollment after 2017-18	113	9.04%	20.39%
Completed or Left During 2017-18	1,137	90.96%	78.41%
Left Prior to Completion During 2017-18	195	17.15%	13.78%
Completed by the End of 2017-18	942	82.85%	85.88%
Completed or Left During 2017-18 and Status Known	613	53.91%	65.54%
Completed/Left/Status Known and Successfully Placed*	536	87.44%	80.56%
Completed but Not seeking Employment	20	2.12%	2.91%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2017-18	1,043	--	--
Completed a Non-Traditional Program By the End of 2017-18	769	73.73%	82.01%
Under-Represented Gender Members Enrolled during 2017-18	154		
Under-Represented Gender Members Who Completed during 2017-18	114	74.03%	81.12%

* 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 2018-2019 was 2,073.

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 2016-17	Enrollment 2017-18	Enrollment 2018-19	Educational Gain 2016-17	Percent	Educational Gain 2017-18	Percent	Educational Gain 2018-19	Percent
Adult Beginning/ Intermediate	522	496	400	213	40.80%	217	43.8%	209	52.25%
Adult Secondary (Low)	41	45	45	8	19.51%	11	24.4%	17	37.78%
ESOL	2,019	1,713	1,614	1,082	53.59%	985	57.5%	895	55.45%

Other Outcomes (2016-17 through 2018-19)

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 2016-17	Students with Goal 2017-18	Students with Goal 2018-19	Students Achieving Goal 2016-17	Percent	Students Achieving Goal 2017-18	Percent	Students Achieving Goal 2018-19	Percent
Entered employment	NA	NA	NA	NA	NA	NA	54.3%	NA	0.0%
Retained employment	NA	NA	NA	NA	NA	NA	36.4%	NA	0.0%
Obtained secondary or HS equivalency diploma	NA	NA	56	NA	NA	NA	21.3%	NA	21.0%
Entered post-secondary education or training	NA	NA	NA	NA	NA	NA	70.8%	NA	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)
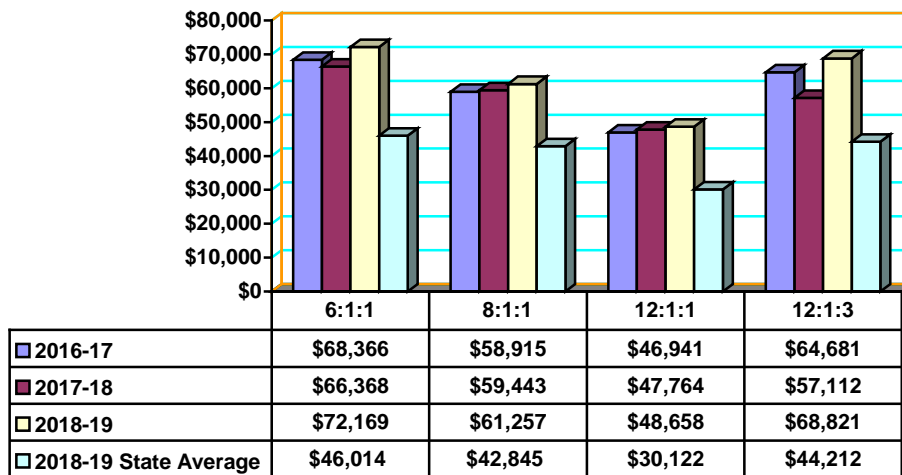- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

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

	2016-17	2017-18	2018-19
8:1:1	1,640	1,723	1,738
12:1+1:3	61	56	52
6:1:1	167	139	114
12:1:1	148	149	158
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student
2016-17 through 2018-19

	6:1:1	8:1:1	12:1:1	12:1:3
2016-17	$68,366	$58,915	$46,941	$64,681
2017-18	$66,368	$59,443	$47,764	$57,112
2018-19	$72,169	$61,257	$48,658	$68,821
2018-19 State Average	$46,014	$42,845	$30,122	$44,212

Special Education State Testing Program
2018-2019 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	18	6	1	0	25	28.0%	4.0%	0
Grade 4 English Language Arts	18	3	0	0	21	14.29%	0.0%	0
Grade 5 English Language Arts	18	2	0	0	20	10.0%	0.0%	0
Grade 6 English Language Arts	25	4	1	0	30	16.6%	3.3%	0
Grade 7 English Language Arts	35	3	0	0	38	7.89%	0.0%	0
Grade 8 English Language Arts	25	15	2	0	42	40.4%	4.7%	0
Grade 3 Mathematics	19	5	2	0	26	26.9%	7.69%	0
Grade 4 Mathematics	16	0	1	0	17	5.88%	5.88%	0
Grade 5 Mathematics	23	0	0	0	23	0.0%	0.0%	0
Grade 6 Mathematics	19	4	0	0	23	17.3	0.0%	0
Grade 7 Mathematics	33	1	0	0	34	2.94%	0.0%	0
Grade 8 Mathematics	36	4	0	0	40	10%	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.)
2018-2019 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
Algebra 1 (CC)	92	47	71	210	43.8%	22.4%	33.8%
Algebra 2 (CC)	3	4	17	24	12.5%	16.7%	70.8%
Geometry (CC)	19	10	7	36	52.8%	27.8%	19.4%
Living Environment	57	23	81	161	35.4%	14.3%	50.3%
Physical Setting/ Earth Science	46	14	25	85	54.1%	16.5%	29.4%
Physical Setting/ Chemistry	0	0	0	0	0	0	0
Physical Setting/ Physics	0	0	0	0	0	0	0
English Language Arts (CC)	94	29	79	202	46.5%	14.4%	39.1%
Global History and Geography II (New Framework)	47	34	88	169	27.8%	20.1%	52.1%
Global History and Geography Transition	82	42	94	218	37.6%	19.3%	43.1%
United States History & Government	85	16	59	160	53.1%	10.0%	36.9%

New Global History Exams

Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2018-2019 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	2	7	21	1	31	93.5%	71.0%	0.0%
Grade 4 English Language Arts	2	7	29	1	39	94.9	76.9%	0.0%
Grade 5 English Language Arts	4	10	32	5	51	92.2%	72.5%	0.0%
Grade 6 English Language Arts	4	13	35	3	55	92.7%	69.1%	0.0%
Grade 7 English Language Arts	6	14	18	4	42	85.7%	52.4%	0.0%
Grade 8 English Language Arts	13	7	15	2	37	64.9%	45.9%	0.0%
High School English Language Arts	11	18	15	4	48	77.1%	39.6%	0.0%
Grade 3 Mathematics	3	6	19	4	32	90.6%	71.9%	0.0%
Grade 4 Mathematics	4	10	20	4	38	89.5%	63.2%	0.0%
Grade 5 Mathematics	4	17	26	4	51	92.2%	58.8%	0.0%
Grade 6 Mathematics	8	16	23	8	55	85.5%	56.4%	0.0%
Grade 7 Mathematics	5	15	20	2	42	88.1%	52.4%	0.0%
Grade 8 Mathematics	12	13	11	1	37	67.6%	32.4%	0.0%
High School Mathematics	12	12	20	4	48	75.0%	50.0%	0.0%

Data Source: nySTART (NOTE: MyStart was discontinued in 2014. See link.
http://www.p12.nysed.gov/irs/nystart/index.html *Data Source: BARS (3-8)*

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 2018-2019 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided professional 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	0	0	0	0	0	0	0	0	0	0
Data-Driven Instruction	19	34	177	1,419	3	0	0	0	1	0
Lead Evaluator Training	32	0	9	0	0	0	14	0	34	0
Principal Evaluator Training	5	0	1	0	0	0	3	0	2	0
Integrating Technology into Curricula & Instruction	52	99	13,440	387	1	7	0	3	1	53
Project Based Learning	14	0	26	0	1	0	3	0	7	0
College & Career Readiness	27	220	55	0	1	0	7	0	20	0
Career and Technical Education	0	220	0	0	0	0	0	0	0	30
Middle Level Education	22	0	43	0	0	0	1	0	5	0
Positive Youth Development	3	0	3	0	0	0	0	0	112	0
Instructional Strategies	109	243	767	605	41	0	14	0	53	80
Parent Training	0	0	0	0	0	0	0	0	0	2,539
Special Education Issues	64	24	129	99	8	0	7	1	27	5
(RSE-TASC) Regional Special Education Technical Assistance Support	155	200	1,552	2,277	44	35	36	62	785	914
(SE-SIS) Special Education School Improvement Specialist	79	138	82	263	8	22	23	59	121	406
RBE-RN	127	131	2,091	1,060	31	124	294	501	489	273
Leadership Training	111	164	110	304	11	0	71	1	151	66
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0

Professional Practice (APPR)	54	0	10	45	1	0	66	0	118	0
Culture/Climate	136	0	452	1,236	368	877	97	162	399	54
School & District Planning	85	8	107	0	27	0	40	0	171	0
Response to Intervention	33	0	48	0	3	0	14	0	26	0
Data Management and Analysis	12	69	0	146	0	0	42	290	0	648
Learning Standards (ELA, MST, etc.)	75	0	306	125	16	0	9	0	54	50
Interdisciplinary Teaching (including integration of career technology & academics)	1	62	0	169	0	0	0	0	0	165
Other – NYS-MEP Training	0	0	0	0	0	29	0	0	0	0
McKinney-Vento Training	0	31	0	18	0	0	0	0	0	146

Technology Services 2018-2019 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 in the following areas:	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	53/13,381	1	223,012		x
Instructional Computing	29/6,970	1	116,160		x
Computer/Audio Visual Repair	0/0	0	0		
Library Automation/Software	42/42	1	153,660	x	
LAN Installation/Support	44/9,137	10	152,285		x
Distributed Process Technicians	0/0	0	0		
Guidance Information	0/0	0	0		
Administrative Computer Services	151/31,863	14	0		x
Administrative Training	69/28,754	74	0	X	
Instructional Media Resources	28/28 54/13,462	1 2	74,794 224,370	x	x
Model Schools	41/13,408	13	0	x	
Other Student Instructional Support	50/50	1	138,682	x	

# School Library Systems (SLS) 2018-2019 School Year

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*
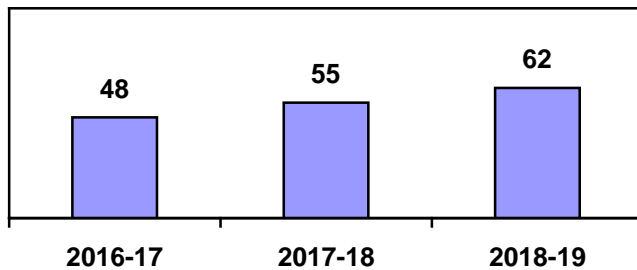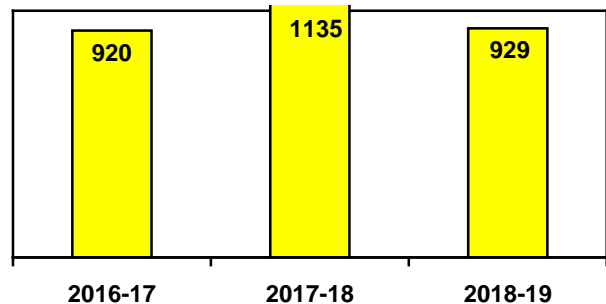
Number of Library Media Centers

2016-17	2017-18	2018-19
243	243	243
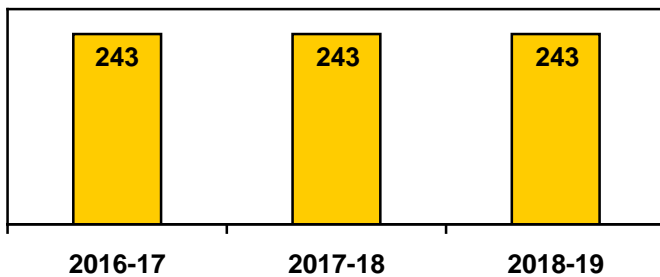
Consulting and Technical Assistance Services plus Reference by SLS Staff

2016-17	2017-18	2018-19
650	589	591
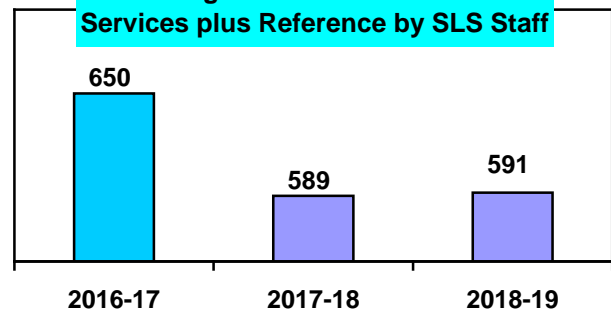
Number of Professional Workshops

2016-17	2017-18	2018-19
48	55	62

Number of Participants at Professional Development Workshops

2016-17	2017-18	2018-19
920	1135	929

2018-2019 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses…………… ………………………………………………………$35,661,643

Capital Expenses…………………………………………………………………………… $5,603,046

Total Program Expenses……………………………………………………………………$315,824,905

Total Expenses………………………………………………………………………………$357,089,594

Total Program 88.4%

*Administration 10.0%

Capital 1.6%

Instruction of Students with Disabilities 51.36%

Itinerant Services 1.89%

General Instruction 4.61%

Instructional Support 7.67%

Other Services 23.00%

Career & Technical Education 11.47%