

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
- 2007-2008 Expenses

**2007-2008**

**Eastern Suffolk BOCES**



**Eastern Suffolk BOCES  
Board of Cooperative Educational Services  
2007-2008 Report Card**

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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

## 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 .....

Second-year students .....

Second-year students completing .....

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2006-07	2006-07	2007-08	2007-08
First-year students .....	397	146	414	179
Second-year students .....	395	189	396	213
Second-year students completing .....	372	167	372	193

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

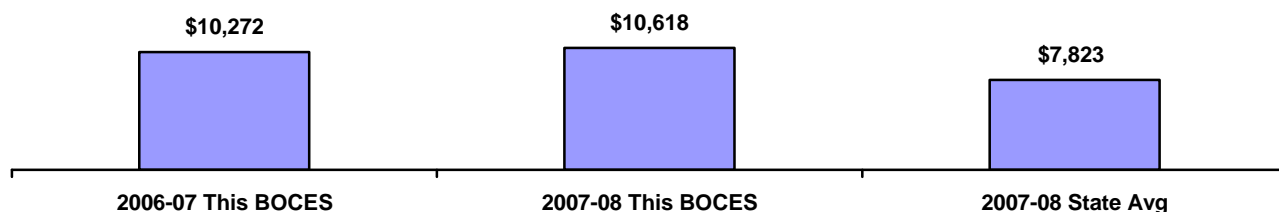
“New Vision” .....

Other one-year programs .....

“New Vision” .....	0	0	0	0
Other one-year programs .....	882	319	770	383

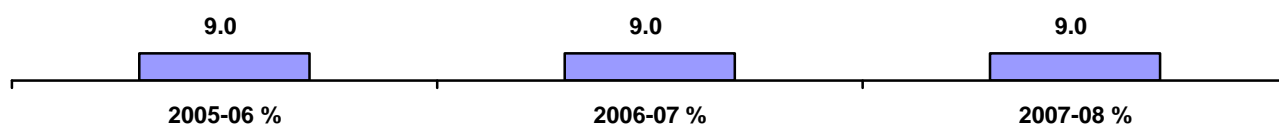
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



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

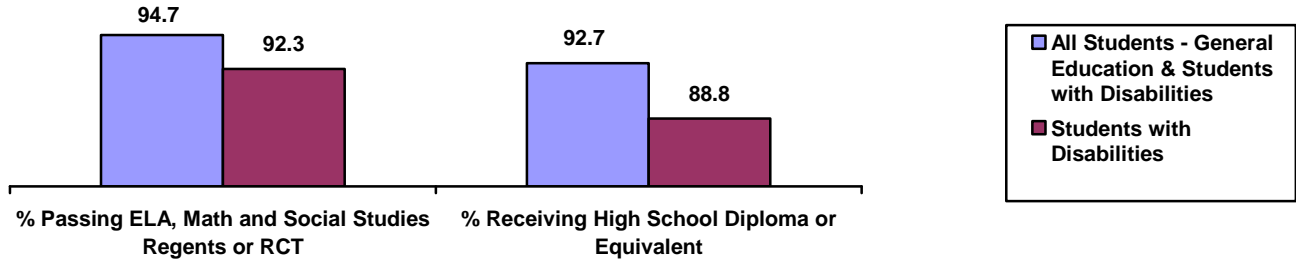
*Data Source: Basic Education Data System*



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

## Performance of Career & Technical Education (CTE) Students Who Graduated in 2007

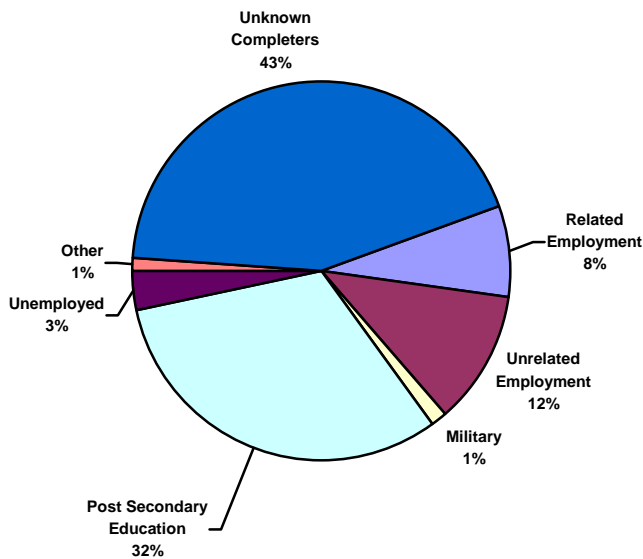
BOCES collects student performance data from component districts for students who participate in CTE BOCES programs. The data in the chart are based upon total program completers (general education and students with disabilities.) *Data Source: CTEDS-2*



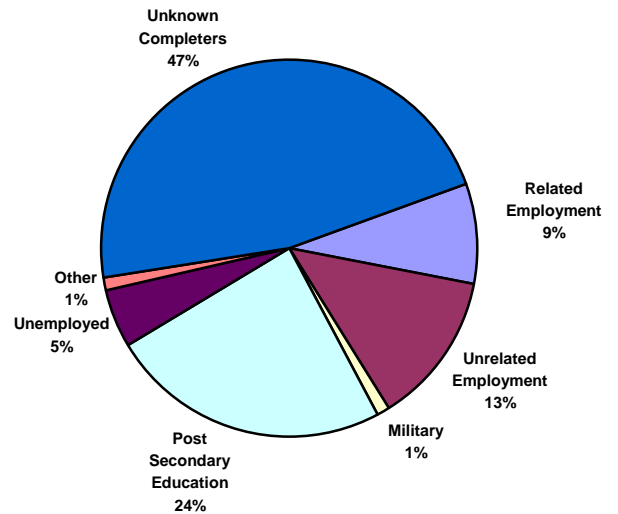
## Status of Career and Technical Education (CTE) Students Who Graduated in 2007

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*

**All Graduates  
(General Education and Students  
with Disabilities)**

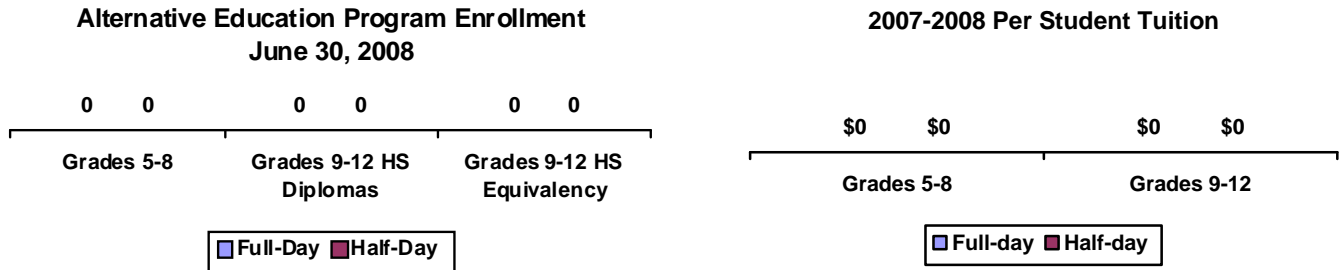


**Students with Disabilities**



## 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*

2006-07 Adult CTE Program Results	This BOCES		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Number Enrolled	2,130		
Number who Left Prior to Completion	250	11.7%	17.4%
Number who Completed	1,658	77.8%	69.8%
Completed and Status Known	1,101	66.4%	74.5%
Completed and were Successfully Placed*	992	90.1%	84.2%
Non-Traditional Programs			
Under-Represented Gender Members Enrolled	135	6.3%	12.6%
Under-Represented Gender Members Who Completed	95	4.5%	13.1%

\*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 2007-2008 was 4,005.

### 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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Adult Beginning/Intermediate	743	725	613	146	19.7%	191	26.3%	171	27.9%
Adult Secondary (Low)	40	45	48	4	10.0%	9	20.0%	14	29.2%
ESOL	2,340	3,739	3,310	924	39.5%	1,188	31.8%	1,366	41.3%

### Other Outcomes (2005-06 through 2007-08) \*

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					
	2005-06	2006-07	2007-08	2005-06		2006-07		2007-08	
					Percent		Percent		Percent
Entered employment	337	237	73	54	16.0%	135	57.0%	35	47.9%
Retained employment	139	134	208	4	2.9%	73	54.5%	5	2.4%
Obtained a secondary or high school equivalency diploma	670	58	82	55	8.2%	44	75.9%	65	79.3%
Entered post-secondary education or training	151	51	47	4	2.6%	33	64.7%	38	80.9%

\* Adult Education data collection systems have been in transition for the last year. This has resulted in significant data shifts from year to year in some areas



## 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)

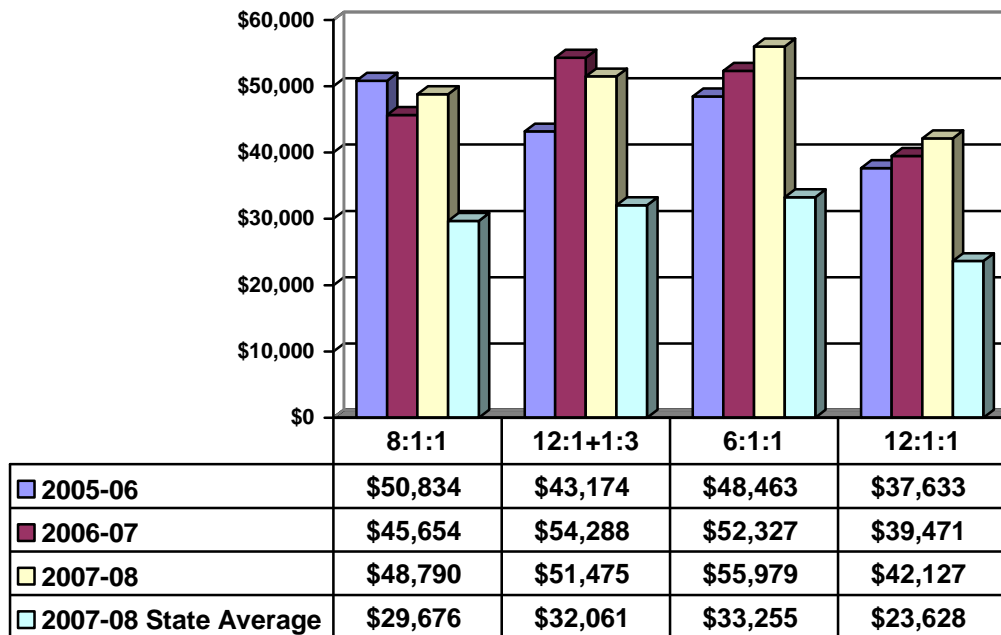
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2005-06	2006-07	2007-08
8:1:1	753	847	842
12:1+1:3	56	54	63
6:1:1	654	559	575
12:1:1	192	173	166

### Tuition Rates Per Student 2005-06 through 2007-08



## State Testing Program 2007-2008 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	10	11	6	0	27	63%	22%	0
Grade 4 English Language Arts	18	17	7	0	42	57%	17%	0
Grade 5 English Language Arts	11	29	10	0	50	78%	20%	0
Grade 6 English Language Arts	17	19	6	0	42	59%	14%	0
Grade 7 English Language Arts	22	32	13	0	67	67%	19%	0
Grade 8 English Language Arts	43	33	3	1	80	46%	5%	0
Grade 3 Mathematics	6	10	10	0	26	76%	38%	0
Grade 4 Mathematics	22	14	9	0	45	51%	20%	0
Grade 5 Mathematics	29	12	6	1	48	40%	15%	0
Grade 6 Mathematics	31	9	5	0	45	31%	11%	0
Grade 7 Mathematics	41	22	7	0	70	29%	7%	0
Grade 8 Mathematics	67	18	3	0	88	21%	3%	0

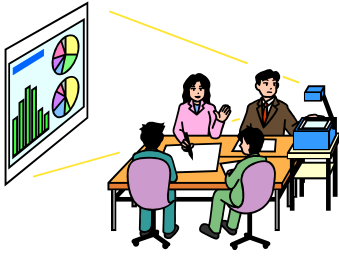
Level 4	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
Level 3	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
Level 2	These students <b>need extra help</b> to meet the standards 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)  
2007-2008 School Year**

Data Source: nySTART

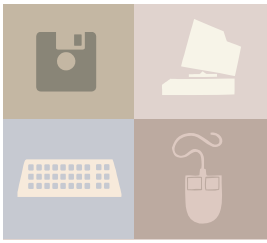
State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	3	10	7	12	32	91%	60%	0
Grade 4 English Language Arts	4	11	13	15	43	91%	65%	0
Grade 5 English Language Arts	0	10	18	4	32	100%	69%	0
Grade 6 English Language Arts	0	18	16	17	51	100%	64%	0
Grade 7 English Language Arts	0	10	10	22	42	100%	76%	0
Grade 8 English Language Arts	1	7	10	21	39	98%	80%	0
High School English Language Arts	0	3	6	4	13	100%	77%	0
Grade 3 Mathematics	0	12	15	5	32	100%	63%	0
Grade 4 Mathematics	0	15	13	15	43	100%	65%	0
Grade 5 Mathematics	0	10	12	10	32	100%	69%	0
Grade 6 Mathematics	0	12	22	17	51	100%	76%	0
Grade 7 Mathematics	8	13	13	8	42	81%	50%	0
Grade 8 Mathematics	9	2	15	13	39	76%	71%	0
High School Mathematics	0	2	9	2	13	99%	84%	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 2007-2008 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	58	3,009	553	23	54
District Based Educational Planning	91	399	143	39	274
High School Graduation Requirements	49	216	12	17	40
Learning Standards (ELA, MST, etc.)	163	3,809	25	8	15
Data Management and Analysis	80	470	367	17	353
Integrating Technology into Curricula & Instruction	33	9,301	54	0	67
Interdisciplinary Teaching (including integration of career technology & academics)	39	237	53	0	89
Middle Level Education Academic and Youth Development	30	180	10	0	8
Career and Technical Education	0	420	32	34	21
Instructional Strategies	113	990	17	67	47
Parent Training	4	7	0	50	0
Special Education Issues	40	356	67	31	66
Leadership Training	76	235	157	33	75
Special Education Training Resource Center (SETRC)	67	632	94	399	337
BETAC	75	967	420	16	251



## Technology Services 2007-2008 School Year

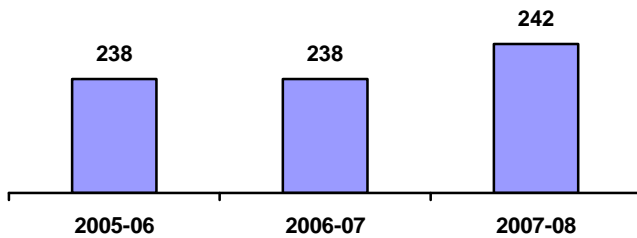
<b>BOCES provides technology services to district and BOCES staff and students.</b>	<b>Districts</b>	<b>Professionals Teachers Administrators</b>	<b>Students</b>
<b>Distance Learning</b>	20	5,239	87,323
<b>Instructional Computing</b>	47	15,746	108,115
<b>Computer/Audio Visual Repair</b>	7	2,132	
<b>Library Automation/Software</b>	48	24,024	0
<b>LAN Installation/Support</b>	26	8,502	141,699
<b>Distributed Process Technicians</b>	3	3	0
<b>Guidance Information</b>	16	120	87,189
<b>Administrative Computer Services</b>	66	38,000	
<b>Administrative Training</b>	26	5,321	



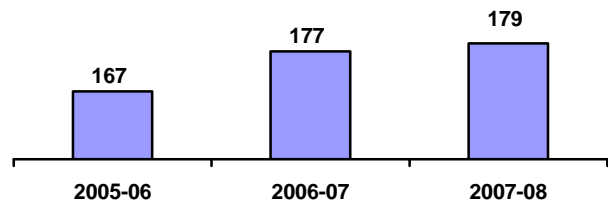
## School Library Systems (SLS)

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*

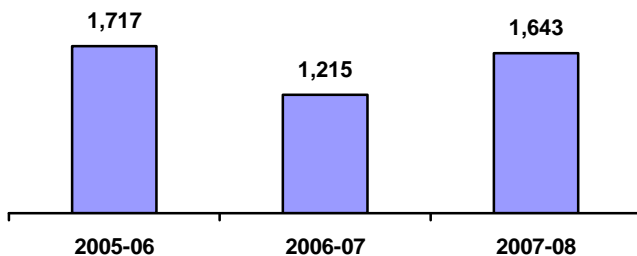
**Number of Library Media Centers**



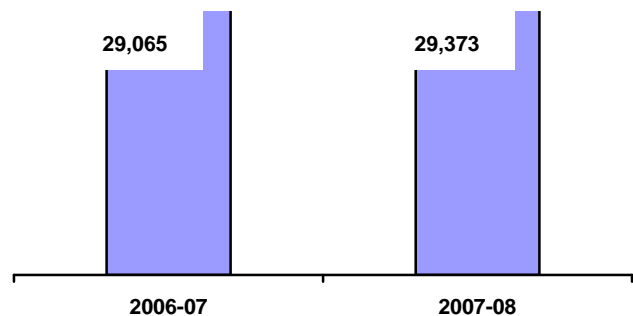
**NOVEL Ready Libraries**



**Number of Participants at Professional Development Workshops**



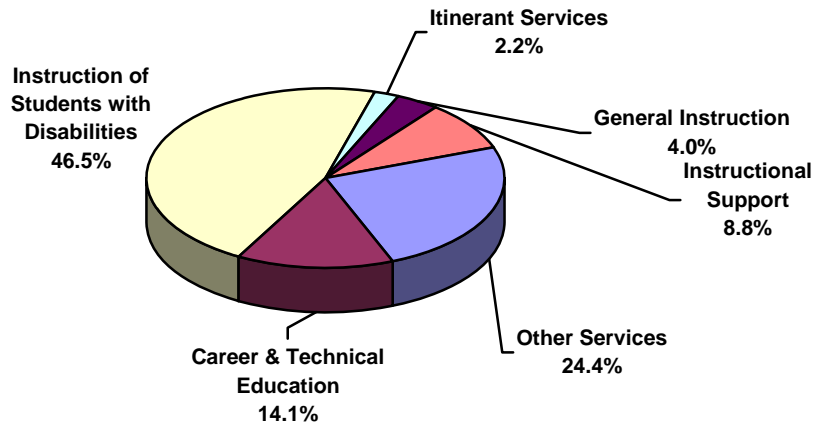
**Consulting Reference and Technical Assistance Services by SLS Staff**



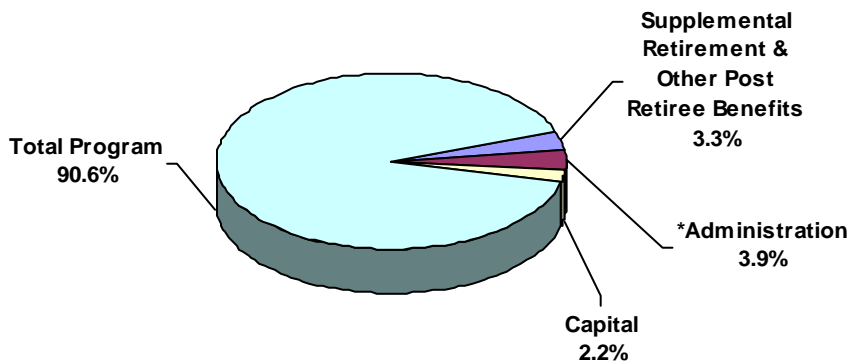
## 2007-2008 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses (Excluding Supplemental Retirement & Other Post Retirement Benefits) .....	\$ 11,169,089
Supplemental Retirement & Other Post Retirement Benefits.....	\$ 9,323,926
Capital Expenses.....	\$ 6,345,104
Total Program Expenses.....	\$ 259,180,059



Total Expenses.....	\$ 286,018,177
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\*Excludes Supplemental & Other Post Retirement Benefits