

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
- 2010-2011 Expenses

2010-2011

Eastern Suffolk BOCES

**Eastern Suffolk BOCES
Board of Cooperative Educational Services
2010-2011 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
Component Districts

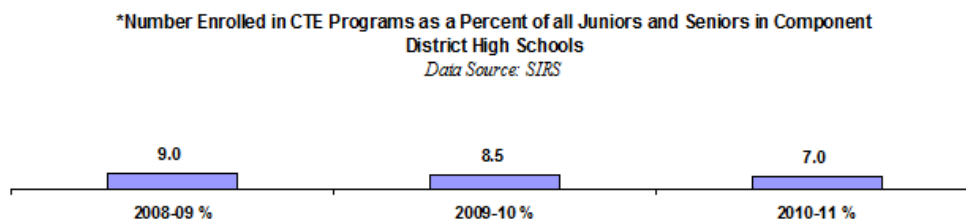
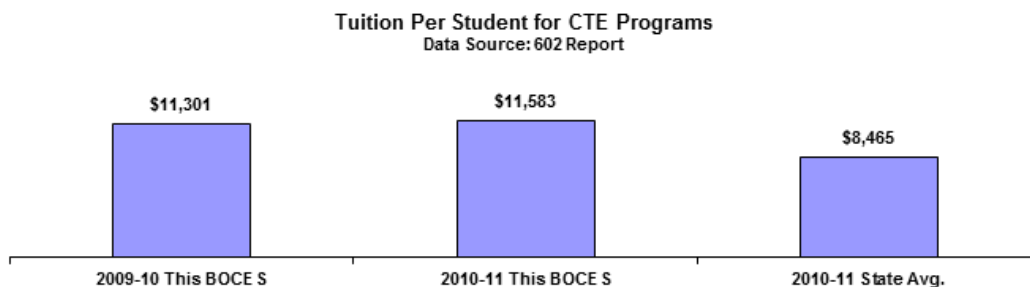
- Amagansett Union Free School District
 - Bay Shore Union Free School District
 - Bayport-Blue Point Union Free School District
 - Brentwood Union Free School District
 - Bridgehampton Union Free School District
 - Brookhaven-Comsewogue Union Free School District
 - Center Moriches Union Free School 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
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**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
	2009-10	2009-10	2010-11	2010-11
Number of 11 th /12 th grade students enrolled in a CTE two-year sequence:				
First-year students	404	165	308	96
Second-year students	216	88	328	180
Second-year students completing	214	88	321	177
Completers with technical endorsement	143	74	97	50

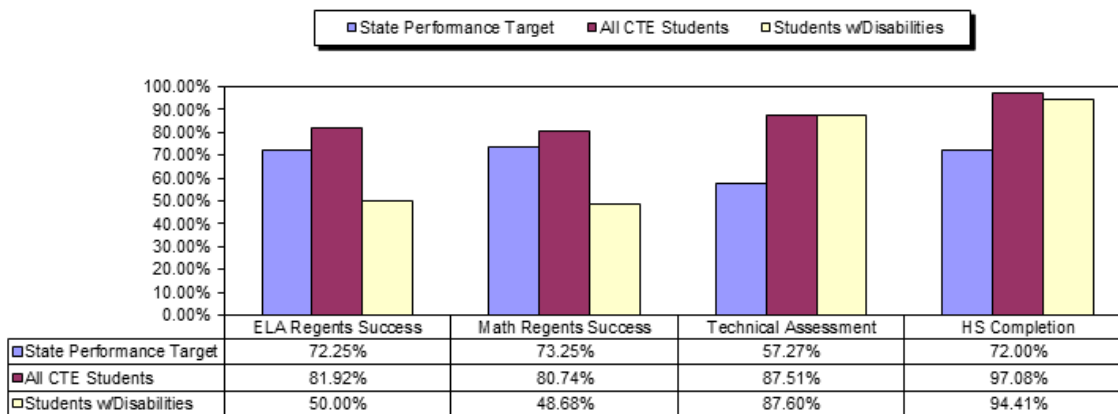
	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2009-10	2009-10	2010-11	2010-11
Number of 11 th /12 th grade students enrolled in one-year programs:				
“New Vision”	0	0	0	0
Participated 1 yr of a CTE Programs	1191	613	625	322
Other one-year programs	0	0	0	0



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

**CTE Student Performance on Perkins Indicators
Who Left School in 2010**

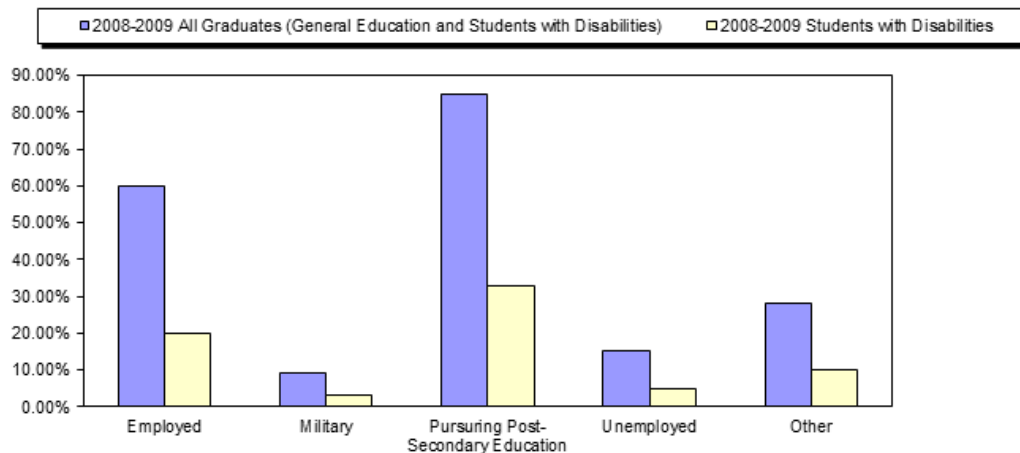
Data Source: SIRS



**Status of Career and Technical Education (CTE) Students
2009 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
85%	87.50%



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2010-2011**

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.

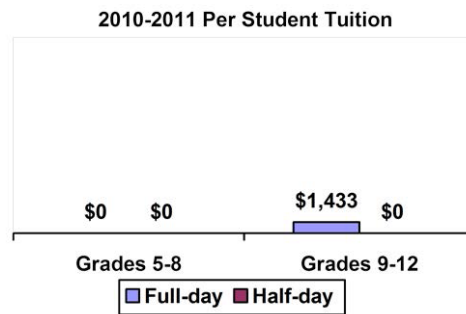
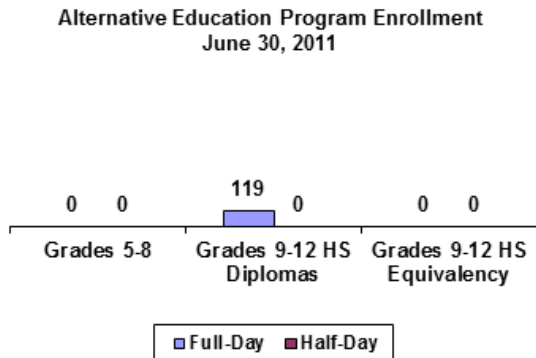
Number of students who:
.....
Enrolled

Grades 9-12 Programs Leading GED	
Half-day	Full-day
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

Indicators of BOCES Performance 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	24	0	0	0
remained in the BOCES program	0	0	33	0	0	6
left the program and did not enter another district or BOCES program (dropouts)	0	0	N/A	0	0	0
received high school diplomas			36	0		X

**Alternative Education State Testing Program
2010-2011 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	3	7	9	19	15.8%	36.8%	47.4%
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	4	12	16	0.0%	25%	75%
Physical Setting/ Earth Science	0	0	0	0	0.0%	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%
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	1	3	22	26	3.8%	11.5%	84.6%
Global History and Geography	2	6	17	25	8%	24%	68%
United States History and Government	2	5	18	25	8%	20%	72%

**Alternative Education Performance of Students
2010-2011 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	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	1	0	0	1	100%	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	100%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 12 Writing	0	0	1	1	0.0%	0.0%	100%
RCT – Grade 11 United States History & Gov't.	1	0	0	1	100%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	1	0	0	1	100%	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		Statewide Average
	Count	Percentage	Percentage
All CTE Programs			
Enrolled during 2009-10	2,180	-	-
Continuing Enrollment after 2009-10	305	13.99%	0.0%
Completed or Left During 2009-10	1,875	84.00%	0.0%
Left Prior to Completion During 2009-10	181	00.08%	0.0%
Completed by the End of 2009-10	1,137	70.00%	0.0%
Completed or Left During 2009-10 and Status Known	898	58.00%	0.0%
Completed/Left/Status Known and Successfully Placed*	239	44.00%	0.0%
Non-Traditional Programs			
Enrolled in Non-Traditional Programs During 2009-10	1,639	78.00%	-
Under-Represented Gender Members Enrolled During 2009-10	184	10.00%	-
Completed a Non-Traditional Program By the End of 2009-10	1,216	74.19%	0.0%
Under-Represented Gender Members Who Completed	117	63.59%	0.0%

* 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 2010-2011 was 1465.

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Adult Beginning/ Intermediate	687	713	826	191	28.2%	220	30.9%	276	33.4%
Adult Secondary (Low)	48	55	53	8	16.6%	11	20.0%	21	39.6%
ESOL	2,371	2,700	2,450	1,183	49.9%	1,200	44.4%	1,228	50.1%

Other Outcomes (2008-09 through 2010-11)

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					
	2008-09	2009-10	2010-11	2008-09		2009-10		2010-11	
					Percent		Percent		Percent
Entered employment	468	100	58	315	67.0%	74	74.0%	37	63%
Retained employment	4	23	23	2	50.0%	14	60.0%	14	60%
Obtained a secondary or HS equivalency diploma	63	96	106	59	93.0%	83	86.0%	87	82%
Entered post-secondary education or training	51	283	98	24	47.0%	12	18.0%	88	89%

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+1:3)
- 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.

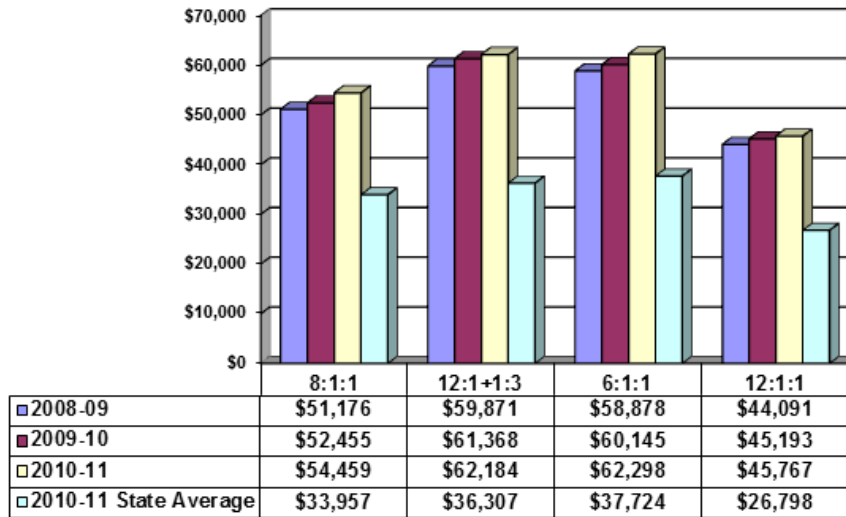
Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate.

Data source: 602 Report

Enrollment Trends

	2008-09	2009-10	2010-11
8:1:1	826	1027	1150
12:1+1:3	62	60	59
6:1:1	525	432	268
12:1:1	149	226	224

**Tuition Rates Per Student
2008-09 through 2010-11**



**Special Education State Testing Program
2010-2011 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	22	2	6	0	37	40.5%	16.2%	0
Grade 4 English Language Arts	14	20	4	0	38	63.2%	10.5%	0
Grade 5 English Language Arts	29	12	5	0	46	37%	10.9%	0
Grade 6 English Language Arts	23	17	1	0	41	43.9%	2.44%	0
Grade 7 English Language Arts	33	19	5	0	57	42.1%	8.8%	0
Grade 8 English Language Arts	44	25	0	0	69	36.2%	0.0%	0
Grade 3 Mathematics	24	10	6	0	40	40%	15.0%	0
Grade 4 Mathematics	19	10	6	1	36	47.2%	19.5%	0
Grade 5 Mathematics	31	14	1	1	47	34.1%	4.3%	0
Grade 6 Mathematics	31	11	1	0	43	27.9%	2.3%	0
Grade 7 Mathematics	40	12	2	1	55	21.8%	5.5%	0
	51	18	1	0	70	27.1%	1.4%	0

Grade 8 Mathematics							
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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.)
2010-2011 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	62	24	20	106	58%	23%	19 %
Geometry	2	5	4	11	18%	45%	36%
Algebra 2/ Trigonometry	4	1	2	7	57%	14%	28%
Living Environment	25	7	47	79	32%	9%	60%
Physical Setting/ Earth Science	32	7	12	51	63%	14%	24%
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	1	1	9	11	9%	9%	82%
Comprehensive Exam in English	20		22	56	36%	25%	40%

		14					
Global History and Geography	83	24	20	127	65%	19%	15%
United States History and Government	73	29	48	150	49%	19%	32%

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	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	9	6	6	18	39	76%	61%	0.0%
Grade 4 English Language Arts	12	11	8	17	48	75%	52%	0.0%
Grade 5 English Language Arts	0	7	20	12	39	100%	82%	0.0%
Grade 6 English Language Arts	0	10	11	13	34	100%	70%	0.0%
Grade 7 English Language Arts	1	10	5	24	40	98%	74%	0.0%
Grade 8 English Language Arts	0	13	13	14	40	100%	68%	0.0%
High School English Language Arts	1	7	10	32	50	98%	84%	0.0%
Grade 3 Mathematics	0	11	14	14	39	100%	72%	0.0%
Grade 4 Mathematics	2	19	15	12	48	96%	56%	0.0%
Grade 5 Mathematics	0	10	16	13	39	100%	74%	0.0%
Grade 6 Mathematics	1	12	10	11	34	96%	61%	0.0%
Grade 7 Mathematics	11	4	7	18	40	73%	63%	0.0%
Grade 8 Mathematics	10	0	17	13	40	76%	76%	0.0%
High School Mathematics	0	15	10	25	50	100.0%	70%	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.



Professional Development 2010-2011 School Year

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

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	57	0	142	0	15	0	11	0	34	0
Data-Driven Instruction	88	2	263	16	5	10	36	0	78	3
Lead Evaluator Training	0	0	0	0	0	0	0	0	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	72	0	11,848	0	3	0	0	0	1	0
Project Based Learning	40	0	174	0	0	0	31	0	39	0
College & Career Readiness	28	0	8	0	1	0	3	0	25	0
Career and Technical Education	0	0	0	0	0	0	0	0	0	0
Middle Level Education	22	0	364	0	2	0	34	0	16	0
Positive Youth Development	55	0	91	0	4	0	20	0	201	0
Instructional Strategies	183	25	2904	30	41	0	113	2	245	117
Parent Training	7	1	0	0	0	0	0	0	228	15
Special Education Issues	85	63	358	262	9	0	12	0	50	3
(RSE-TASC) Regional Special Education Technical Assistance Support	94	0	1291	0	108	0	40	0	1138	0
(SE-SIS) Special Education School Improvement Specialist	0	0	0	0	0	0	0	0	0	0
RBE-RN	125	125	758	567	0	0	109	292	108	47
Leadership Training	100	32	372	0	0	0	87	0	174	56
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	64	0	92	0	2	0	80	0	163	0
Culture/Climate	81	0	250	0	67	0	69	0	135	0
School & District Planning	43	2	130	0	4	0	20	0	71	0
Response to Intervention	70	1	340	8	5	0	30	0	40	1
Data Management and Analysis	71	9177	25	16	0	0	329	0	186	2
Learning Standards (ELA, MST, etc.)	120	447	63	140	11	0	22	9	98	99
Interdisciplinary Teaching (including integration of career technology & academics)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

Technology Services 2010-2011 School Year



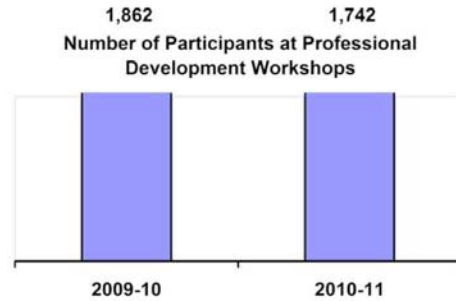
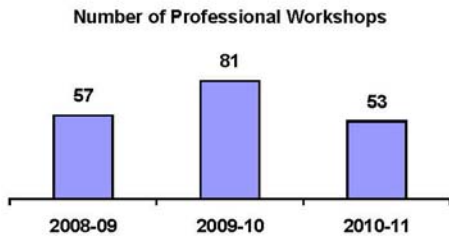
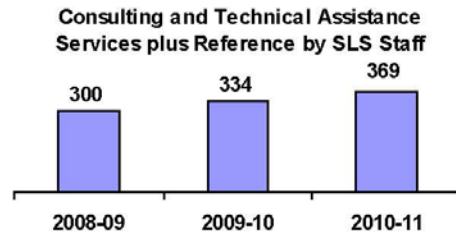
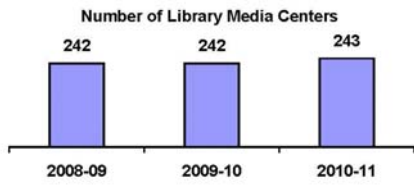
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	13/2,497	1	41,610		X
Instructional Computing	29/9,045	3	150,745		X
Computer/Audio Visual Repair	0/0	0			
Library Automation/Software	44/44	1	164,180	X	
LAN Installation/Support	31/9,720	6	161,996		
Distributed Process Technicians	0/0	0	0		
Guidance Information	17/145	4	0	X	
Administrative Computer Services	69/46,438	95		X	
Administrative Training	0/0	0			
Instructional Media Resources	20/4,715	4	78,582		X
Model Schools	34/11,721	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

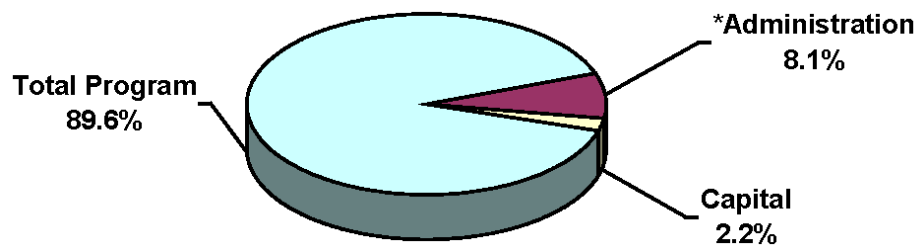
on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*

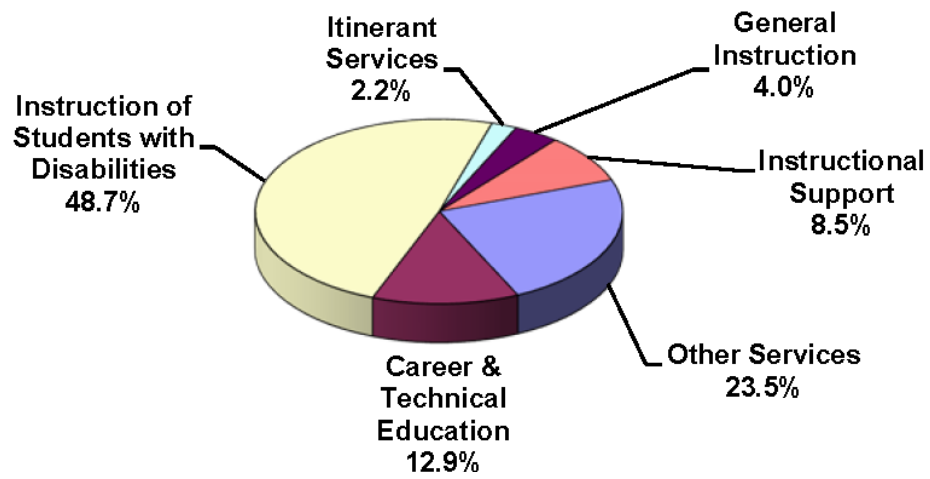


2010-2011 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses	\$ 24,109,088
Capital Expenses.....	\$ 6,537,984
Total Program Expenses.....	\$ 265,201,796
Total Expenses.....	\$ 295,848,868





*Excludes Supplemental & Other Post Retirement Benefits