



**Middle States Standards
Survey Evaluations
Internal Staff, Students, and Parents
2008**

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Eastern Suffolk BOCES
Office of Planning and Program Improvement
Final Report - April 2008

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MIDDLE STATES 2008 INTERNAL STAFF, STUDENT AND PARENT SURVEYS EXECUTIVE SUMMARY

Eastern Suffolk BOCES (ESBOCES) was awarded agency level Middle States Accreditation by the Middle States Association of Colleges and Schools in 2000 upon establishing an agency wide strategic plan and evaluation process based on Accreditation For Growth (AFG) criteria and ESBOCES mission and vision. The agency plan sets forth clear goals and strategies for providing quality, cost-effective instructional programs and shared services to Long Island's diverse community of lifelong learners, both children and adults.

In order to begin assessing the perceived effects of the AFG process and the ongoing strategic planning taking place throughout every sector of the agency, the ESBOCES Office of Planning and Program Improvement conducted agency-wide surveys of our status on the 10 Middle States Agency-wide Standards. The Internal Staff, Student and Parent surveys are one measure of the progress the agency has made towards attaining its goals and meeting the expectations of the Middle States Standards and Indicators. The surveys were sent to staff, students and parents of the students enrolled in our programs.

The 27 survey items on each of the Internal Staff and Student surveys, as well as the 32 survey items on the Parent survey, were drawn from the Middle States Association's 10 accreditation standards for service agencies listed below. These standards are similar to the twelve standards Middle States has established for ESBOCES accredited service sites, though focus on the agency as a whole. They are summarized below. See Appendix for full version of "Middle States Association of Colleges and Schools Accreditation Standards for Educational Service Agencies."

- 1) The agency's stakeholders understand and participate in the **philosophy, mission and beliefs** of the agency.
- 2) The agency's **governance and constituent relations** work in partnership to ensure integrity and effectiveness.
- 3) The agency has effective **leadership and planning**.
- 4) Financial, physical and human **resources** are sufficient to contribute to the fulfillment of the agency's mission.
- 5) The agency's **business practices** promote confidence throughout the organization.
- 6) The agency's **organization and administration** sustain the dynamic nature of the organization.
- 7) The agency's **instructional programs and services** reflect a balance between carefully planned curriculum programs and effective instructional pedagogy.
- 8) The agency's **support services** are designed to deliver a broad array of instructional, management, staff development, and technical support to its clients.
- 9) The agency looks at **results and outcomes** in assessing its effectiveness in areas such as student performance, performance results for support services, customer satisfaction, cost effectiveness of programs, etc.
- 10) The agency's **Human Resources Development** emulates the agency's mission and belief statements.

Internal Staff Survey

Of the 2,171 Internal Staff surveys distributed to every staff member within each of the Eastern Suffolk BOCES buildings via the building administrators, 767 staff members (35%), representing 41 different building location/programs throughout the agency chose to participate in the 28 question survey (27 rated items and 1 comments section – (Comments are available upon request)). The building administrators were notified of the importance of this survey and were instrumental in getting a good turnout of staff. The surveys were anonymous, with only a designation of the building location and the employee job code. Participants received the survey in mid-February and were requested to return it within a two week period via interoffice mail to the Office of Planning and Program Improvement for scanning and analysis.

Participation Rate

By Job Category:

Administrative Council	11
Administrative/Managerial	41
Custodial Services	4
Data Processing/Technical Support	17
Educator (includes: social workers, psychologists, counselors)	292
Health Personnel (includes: nurses, occupational & physical therapists)	32
Teacher Aide	165
Teaching Assistant/Sign Language Interpreter	76
Teacher Integration Specialist/Staff Developers/Shared Data Experts	15
Office Clerical/Secretary	96
Other/Not Specified	18
Total	767

By Building Location/Program:

Bellport Academic Center (BAC)	28
Bellport Academic Center included sites (BAC included sites)	8
Brookhaven Academic Center (BRAC)	46
Brookhaven Academic Center – Transitional Services Program (BRAC-TSP)	13
Brookhaven Technical Center (BTC)	23
Centereach Academic Center (CAC) & Outreach	9
Colin Drive/ISC	5
Employee/Student Support Services	16
East Moriches Learning Center	2
Islip Academic Center (IAC)	16
Islip Academic Center @ Islip Career Center (IAC@ICC)	12
Islip Career Center (ICC)	56
Itinerant	23
Jefferson Academic Center (JAC)	16
Jefferson Academic Center included sites (JAC included sites)	5
Jail Ed.	7
James Hines Administration Building (HAC)	61
Masera Learning Center (MLC)	21
Masera Learning Center included sites (MLC included sites)	0
Edward J. Milliken Technical Center (MTC)	17
North Country Learning Center (NCLC)	37
North Country Learning Center included sites (NCLC included sites)	23
NYIT, CI Campus	8
Premm Learning Center (PLC)	82

Premm Learning Center included sites (PLC included sites)	17
Raymond DeFeo Bldg.	5
Roanoke House	5
Sayville Learning Center (SLC)	23
Sayville Learning Center included sites (SLC included sites)	1
School Library System Bellport	5
Sherwood/ISC	62
Stony Brook Hospital Program	4
Suffolk Aviation	5
William Floyd Learning Center (WFLC)	12
Westhampton Beach Learning Center (WHBLC)	34
Westhampton Beach Learning Center included sites (WHBLC included sites)	8
H.B. Ward Technical and Academic Center (WTAC)/Phoenix House	44
District Wide (J. Hark)	2
Textbook Program	1
Adult Education Program	1
N/A (or did not specify a site/program)	4
Total	767

Internal Staff Survey Findings

- 767 ESBOCES internal staff participated in the evaluation.
- 25 of the 27 survey items received positive responses. At least 53% of the participants “agreed” or “strongly agreed” with each of these items. The standards in which ESBOCES staff most highly agreed (80.2% - 88.0%) include the following standards*: (1. Philosophy/Mission/Beliefs/Objectives, 3. Leadership and Planning, 6. Organization and Administration, 8. Support Services, 10. Human Resources Development) and their related indicators below:
 - The Agency provides a comprehensive and appropriate set of instructional, management, and technical support services and staff development programs to meet the needs of its component districts. (8a)
 - Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts. (3i)
 - The Agency’s philosophy/mission/beliefs and educational goals/objectives are appropriate for the component districts served, students enrolled, and communities served. (1f)
 - The Agency’s philosophy/mission/beliefs and educational goals/objectives are prominently and accurately cited in the Agency, the schools it operates, and in all Agency literature. (1g)
 - The Agency’s philosophy/mission/beliefs and educational goals/objectives are periodically reviewed to ensure that the statements are appropriate to the needs of the districts and students served. (1h)
 - Agency leadership supports a comprehensive and ongoing program of staff development for professional and support staff that encourages professional growth and job-specific training. (10d)
 - The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services. (6b)

- The standards in which ESBOCES staff most “highly disagreed” (30.4% - 36.3%) include the following standards* (4. Resources, 5. Business Practices) and their related indicators below:
 - Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning. (4g)
 - All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency provide for the health, safety, and security of students and staff and meet all code requirements for safe access and egress. (4b)
 - Schools and programs operated by the Agency have up-to-date instructional materials, learning media services and technology that are appropriately supported through adequate funds provided in an annual budget. (4i)
 - All resources (human, technological, and material) employed by the Agency contribute to the fulfillment of the Agency Philosophy/Mission/Beliefs/Objectives, to the provision of high quality services, and to the achievement of desired student learning outcomes. (4a)
 - Financial resources to attain the Agency’s mission and objectives are available and utilized. (5c)

- Several questions received a high response rate of “Don’t Know or Does Not Apply”. It is recommended that the agency establish ways to increase staff communication and awareness. The standards in which ESBOCES staff most highly gave this response (30% - 39%) include the following standards* (5. Business Practices, 8. Support Services, 9. Results/Outcomes) and their related indicators below:
 - Agency staff participates in the determination and development of the annual budget. (5d)
 - Progress in the following areas is regularly evaluated and accurately interpreted and reported in an understandable manner.
 - student learning and performance
 - performance results for support services
 - customer satisfaction of component districts
 - follow-up surveys of graduates (9c)
 - Communication with component districts about support services is regular, productive, and meaningful. (8d)
 - The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services. (8c)
 - Assessment results are actively used to develop strategies for improving programs and services. (9e)

- The questions that received an average response (a rate at neither extreme on the scale) refer to the remaining Middle States Standards* which include: (2. Governance and Constituent Relations, 7. Instructional Programs and Services).

Student Survey

Of the 3,525 Student surveys sent out, 2,333 (66%) students, representing the 16 selected middle/high school program sites throughout the agency, chose to or were capable of participating in the 28 question survey (27 rated items and 1 comments section (Comments are available upon request)). Participants received the survey in mid-February and were required to return it within a two week period to the Office of Planning and Program Improvement for scanning and analysis.

Participation Rate (number of participants by Building/Site)

Bellport Academic Center (BAC)	57
Bellport Academic Center included sites (BAC incl. sites)	27
Brookhaven Academic Center (BRAC)	55
Brookhaven Academic Center – Transitional Services Program (BRAC – TSP)	54
Brookhaven Technical Center (BTC)	726
Centereach Academic Center & Outreach (CAC & Outreach)	44
Islip Academic Center (IAC)	43
Islip Academic Center @ Islip Career Center (IAC@ICC)	19
Islip Career Center (ICC)	269
Jefferson Academic Center (JAC)	53
Jefferson Academic Center included sites (JAC included sites)	22
Edward J. Milliken Technical Center (MTC)	547
Suffolk Aviation	73
Westhampton Beach Learning Center (WHBLC)	16
Westhampton Beach Learning Center included sites (WHBLC included sites)	1
Harry B. Ward Technical and Academic Center (WTAC)/Phoenix House	327
Total	2,333

Student Survey Findings

- 2,333 ESBOCES students participated in the evaluation.
- Each of the 27 survey items received positive responses. At least 54% of the participants “agreed” or “strongly agreed” with each of these items. The standards in which ESBOCES students most highly agreed include the following standards* (3. Leadership and Planning, 6. Organization and Administration, 10. Human Resources Development) and their related indicators:
 - The head of the Agency is accountable to the Agency governing body and is responsible for creating a productive work environment and for the day-to-day operation of the Agency. (3b)
 - The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services. (6b)
 - The Agency leadership and staff work cooperatively to create a climate that fosters the attainment of the Agency’s mission and objectives. (6d)
 - Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts. (3i)
 - Personnel practices provide for adequate compensation, reasonable work loads, acceptable working conditions, ethical treatment, professional satisfaction, and good general morale among all segments of the staff. (10b)

- The standards in which ESBOCES students most “highly disagreed” (20.5% - 28.5%) include the following standards* (4. Resources, 5. Business Practices) and their related indicators:
 - Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff. (4h)
 - All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency are sufficiently maintained to meet the Agency’s mission and objectives. (4b)
 - Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning. (4g)
 - Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes. (5b)
 - All buildings owned, rented an/or operated by the Agency offer a variety of spaces for providing high quality programs and services and for the integration of special needs populations. Schools and programs operated by the Agency include appropriate accommodation for instruction, administration, conferences, student activities, and student services. (4e)

- Several questions received a high response rate of “Don’t Know or Does Not Apply”. It is recommended that the agency establish ways to increase student communication and awareness. The standards in which ESBOCES students most highly gave this response (11.5% - 18%) include the following standards* (1. Philosophy, Mission, Beliefs, and Objectives, 4. Resources, 5. Business Practices, 7. Instructional Programs and Services) and their related indicators below:
 - The Agency’s philosophy/mission/beliefs and educational goals/objectives are generally understood and accepted by the governing body, component districts, staff, parents, and students. (1c)
 - All Agency staff and the students they serve are trained in safe facilities occupancy and use. (4c)
 - Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff. (4h)
 - Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes. (5b)
 - Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program. (7i)

- The questions that received an average response (a rate at neither extreme on the scale) refer to the remaining Middle States Standards* which include: (2. Governance and Constituent Relations, 3. Leadership and Planning, 6. Organization and Administration, 8. Support Services, 9. Results/Outcomes)

Parent Survey

Of the 4,735 Parent surveys mailed to each parent of every Eastern Suffolk BOCES student, 657 parents (14%) participated in the 33 question survey (32 rated items and 1 comments section (Comments are available upon request)). The surveys were anonymous, with only a designation of the building location their child attends. English-speaking parents received the survey in English, while the remainder received it in Spanish. Participants received the survey in mid-February and were requested to return it within a two week period via US mail in the pre-addressed/prepaid envelope provided, to the Office of Planning and Program Improvement for scanning and analysis.

Participation Rate

By Building Location/Program (number of participants by Building/Site):

Bellport Academic Center (BAC)	33
Bellport Academic Center included sites (BAC included sites)	12
Brookhaven Academic Center (BRAC)	6
Brookhaven Academic Center – Transitional Services Program (BRAC-TSP)	23
Brookhaven Technical Center (BTC)	109
Centereach Academic Center (CAC) & Outreach	10
East Moriches Learning Center	1
Islip Academic Center (IAC)	3
Islip Academic Center @ Islip Career Center (IAC@ICC)	10
Islip Career Center (ICC)	53
Jefferson Academic Center (JAC)	18
Jefferson Academic Center included sites (JAC included sites)	3
Jail Ed.	0
Masera Learning Center (MLC)	20
Masera Learning Center included sites (MLC included sites)	2
Edward J. Milliken Technical Center (MTC)	106
North Country Learning Center (NCLC)	37
North Country Learning Center included sites (NCLC included sites)	30
NYIT, CI Campus	0
Premm Learning Center (PLC)	19
Premm Learning Center included sites (PLC included sites)	4
Roanoke House	0
Sayville Learning Center (SLC)	12
Sayville Learning Center included sites (SLC included sites)	1
Suffolk Aviation	16
William Floyd Learning Center (WFLC)	8
Westhampton Beach Learning Center (WHBLC)	51
Westhampton Beach Learning Center included sites (WHBLC included sites)	6
H.B. Ward Technical and Academic Center (WTAC)/Phoenix House	64
Total	657

Parent Survey Findings

- 657 parents of ESBOCES students participated in the evaluation.
- Each of the 32 survey items received positive responses. At least 61.4% or more of the participants “agreed” or “strongly agreed” with each of these items. The standards in which ESBOCES parents most highly agreed (85.4% - 90.8%) include the following standards*: (2. Governance and Constituent Relations, 3. Leadership and Planning, 4. Resources, 6. Organization and Administration, 7. Instructional Programs and Services) and their related indicators below:

- The administration and staff act ethically, fairly and equitably in dealing with parents and students. (2a)
 - All school grounds, buildings, furnishings, and equipment provide for the health, safety, and security of students. (4b)
 - Staff maintains timely and open communication with school districts, parents and students.(3e)
 - The educational program, agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students and parents. (7h)
 - Staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service. (6b)
 - The school provides top-quality instructional programs, instructional services, and support services. (6b)
- The standards in which ESBOCES parents most “highly disagreed” (10.3% - 12.4%) include the following standards* (3. Leadership and Planning, 7. Instructional Programs and Services, 8. Support Services) and their related indicators below:
 - Administration bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with parents and students. (8c)
 - Communication with component districts about support services is regular, productive, and meaningful. (8d)
 - Staff maintains timely and open communication with school districts, parents and students.(3e)
 - Communication with component districts regarding students’ progress and needs is regular, productive, and meaningful. (7f)
 - Services are delivered in such a manner that component districts, staff, students and parents can effectively use the services offered. (8b)
- Several questions received a high response rate of “Don’t Know or Does Not Apply”. It is recommended that the agency establish ways to increase communication and awareness among the parents. The standards in which ESBOCES parents most highly gave this response (21.2% - 32.3%) include the following standards* (2. Governance and Constituent Relations, 4. Resources, 7. Instructional Programs and Services, 8. Support Services, 9. Results/Outcomes) and their related indicators below:
 - A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes. (9k)
 - BOCES provides support to component districts in carrying out state programs.(2j)
 - Communication with component districts about support services is regular, productive, and meaningful. (8d)
 - Assessment results are actively used to develop strategies for improving programs and services. (9e)
 - Communication with component districts regarding students’ progress and needs is regular, productive, and meaningful. (7f)
 - A variety of spaces are provided for high quality programs and services and for the integration of special needs populations. (4e)
- The questions that received an average response (a rate at neither extreme on the scale) refer to the remaining Middle States Standards* which include: (5. Business Practices).

*** Appendix – Middle States Standards for Educational Service Agencies**

MIDDLE STATES STANDARDS INTERNAL STAFF SURVEY

Eastern Suffolk BOCES Middle States Internal Staff Survey

Directions: You will find a number of statements related to Eastern Suffolk BOCES Middle States Accreditation For Growth (AFG). For each statement you need to decide to what extent you agree or disagree. To indicate your opinion, choose one of the following responses and then blacken the circle that corresponds with the answer you have chosen. Use a soft (No. 2) pencil to mark your response. *Please see reverse side for further directions and return mailing information. Return survey via interoffice mail by Friday, February 29, 2008.* *** DO NOT BEND ***

1. Please indicate your **job category**.
(See reverse side for job category codes)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

2. Please indicate your **building location/program**.
(See reverse side for codes)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9



- | | |
|---|---------------------|
| 3. Stakeholders understand and participate in the development of Eastern Suffolk BOCES philosophy, mission, beliefs and goals. | (A) (B) (C) (D) (E) |
| 4. The agency's mission, beliefs, and goals are appropriate for the groups served, prominently displayed, and periodically reviewed. | (A) (B) (C) (D) (E) |
| 5. The agency's Board, staff and constituents work in partnership to assure the integrity, quality and usefulness of Eastern Suffolk BOCES programs and services. | (A) (B) (C) (D) (E) |
| 6. The Board focuses its activities on policy development, planning, and assessing the service agency's performance as well as that of the agency leadership. | (A) (B) (C) (D) (E) |
| 7. Eastern Suffolk BOCES District Superintendent provides a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day functions and the long-term functions of the agency. | (A) (B) (C) (D) (E) |
| 8. The focus of the agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients. | (A) (B) (C) (D) (E) |
| 9. Financial, physical and human resources are sufficient to contribute to the fulfillment of the mission and objectives of the agency. | (A) (B) (C) (D) (E) |
| 10. Eastern Suffolk BOCES buildings are safe and secure and sufficiently maintained. | (A) (B) (C) (D) (E) |
| 11. Eastern Suffolk BOCES learning materials, technology and equipment are up-to-date and accessible to students and staff. | (A) (B) (C) (D) (E) |
| 12. Fiscal resources are effectively allocated to accomplish the agency's mission and goals. | (A) (B) (C) (D) (E) |
| 13. Eastern Suffolk BOCES business practices promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. | (A) (B) (C) (D) (E) |
| 14. Eastern Suffolk BOCES stakeholders have the opportunities to provide input into financial plans and levels of income and expenditures. | (A) (B) (C) (D) (E) |
| 15. Eastern Suffolk BOCES delivers cost-effective programs and services that contribute to the educational health of the local community. | (A) (B) (C) (D) (E) |
| 16. Eastern Suffolk BOCES administrative, instructional, and support staff are qualified, competent, sufficient in number and essential for the agency's success. | (A) (B) (C) (D) (E) |
| 17. The agency's relationships among staff and administration sustain the dynamic nature of the organization. | (A) (B) (C) (D) (E) |
| 18. Eastern Suffolk BOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. | (A) (B) (C) (D) (E) |
| 19. The agency's curriculum, at all levels, is defined in scope and sequence and is consistent with the agency's state purpose. | (A) (B) (C) (D) (E) |
| 20. The agency's materials, technology, and equipment are appropriate, current, functional and well-maintained. | (A) (B) (C) (D) (E) |
| 21. Eastern Suffolk BOCES programs are aligned with the standards for appropriate state, local and school district requirements and are supported by adequate record-keeping and good communication. | (A) (B) (C) (D) (E) |
| 22. Eastern Suffolk BOCES is designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. | (A) (B) (C) (D) (E) |
| 23. Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered. | (A) (B) (C) (D) (E) |
| 24. The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services. | (A) (B) (C) (D) (E) |
| 25. Communication with component districts about support services is regular, productive, and meaningful. | (A) (B) (C) (D) (E) |
| 26. Eastern Suffolk BOCES looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs. | (A) (B) (C) (D) (E) |
| 27. Results are used to develop strategies for improving services and program quality. | (A) (B) (C) (D) (E) |
| 28. Eastern Suffolk BOCES human resources development emulates the agency's mission and belief statements. | (A) (B) (C) (D) (E) |
| 29. Eastern Suffolk BOCES on-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students. | (A) (B) (C) (D) (E) |

Comments/Suggestions:

Directions for Question #1:

1. JOB CATEGORY CODES:

- 01 = Administrative Council
- 02 = Administrative/Managerial
- 03 = Custodial Services
- 04 = Data Processing/Technical Support
- 05 = Educator (includes: social workers, psychologists, counselors)
- 06 = Health Personnel (includes: nurses, occupational & physical therapists)
- 07 = Teacher Aide
- 08 = Teaching Assistant/Sign Language Interpreter
- 09 = Teacher Integration Specialist/Staff Developers/Shared Data Experts
- 10 = Office Clerical/Secretary
- 11 = Other

Directions for Question #2:

2. BUILDING LOCATION/PROGRAM CODES:

- | | | |
|------------------------------------|-------------------------------------|--|
| 01 = BAC | 16 = Jail Ed. | 31 = Sherwood/ISC |
| 02 = BAC included sites | 17 = James Hines Admin Bldg. | 32 = Stony Brook Hospital Program |
| 03 = BRAC | 18 = MLC | 33 = Suffolk Aviation |
| 04 = BRAC-TSP | 19 = MLC included sites | 34 = WFLC |
| 05 = BTC | 20 = MTC | 35 = WHBLC |
| 06 = CAC & Outreach | 21 = NCLC | 36 = WHBLC included sites |
| 07 = Colin Drive/ISC | 22 = NCLC included sites | 37 = WTAC/Phoenix House |
| 08 = Employee/Student Support Svc. | 23 = NYIT, CI Campus | 38 = District Wide (J. Hark) |
| 09 = East Moriches LC | 24 = PLC | 39 = Textbook Program |
| 10 = IAC | 25 = PLC included sites | 40 = Adult Education Program
(Full-time only) |
| 11 = IAC @ ICC | 26 = Raymond DeFeo Bldg. | 41 = If any of these are not applicable,
please fill in _____ |
| 12 = ICC | 27 = Roanoke House | |
| 13 = Itinerant | 28 = SLC | |
| 14 = JAC | 29 = SLC included sites | |
| 15 = JAC included sites | 30 = School Library System-Bellport | |

RETURN DIRECTIONS:

***** DO NOT BEND *****

**Due to confidentiality, please return individual survey via interoffice mail by
Friday, February 29, 2008 to Barbara Colombo, Office of Planning and Program Improvement
at the James Hines Administration Center**

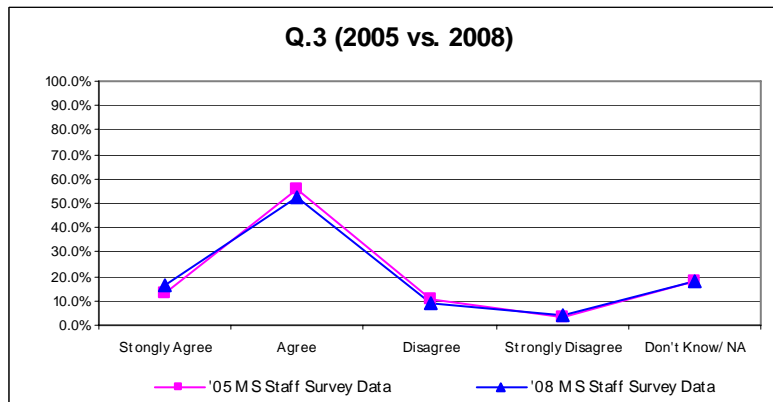
EASTERN SUFFOLK BOCES INTERNAL STAFF SURVEY ITEM RESULTS

Survey Items

The results of each question from the Middle States Internal Staff Survey and the comparison of the results from the 2005 and 2008 surveys are shown below. Note that the 2008 survey questions 23 – 25, do not have matching questions to the 2005 survey. The number(s)/letter(s) following each question identifies the Middle States Standard Indicator(s) that the question refers to, and can be referred to in the Appendix.

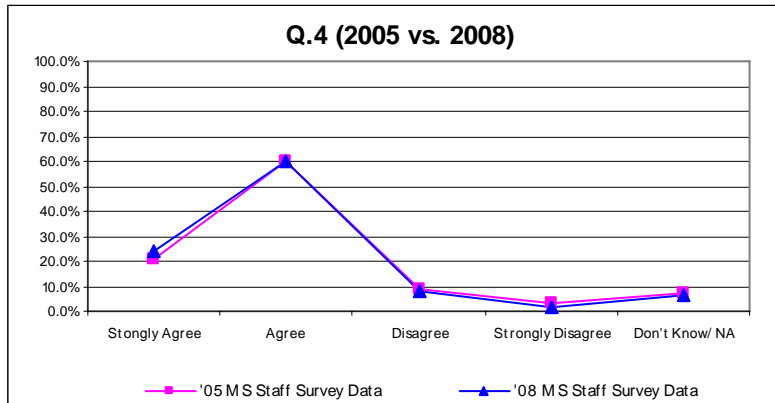
- Q3. Stakeholders understand and participate in the development of Eastern Suffolk BOCES philosophy/mission, beliefs and goals. (1c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	13.0%	55.5%	10.4%	3.4%	17.7%
2008	16.6%	52.2%	8.9%	4.2%	18.1%



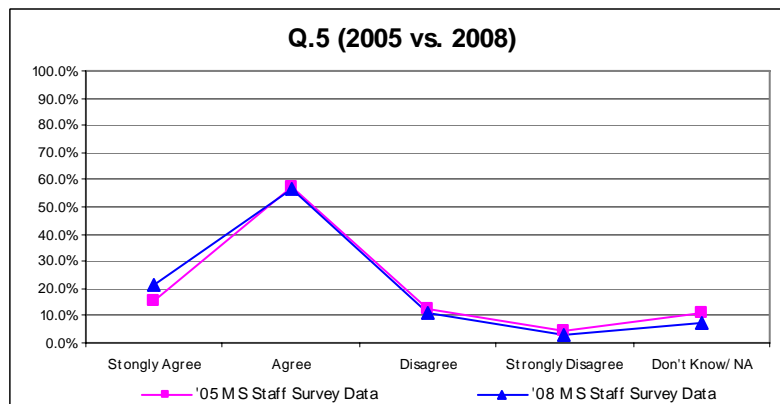
Q4. The agency's mission, beliefs, and goals are appropriate for the groups served, prominently displayed, and periodically reviewed. (1f, 1g, 1h)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	21.0%	60.4%	8.8%	2.9%	7.0%
2008	24.1%	60.2%	7.9%	1.6%	6.3%



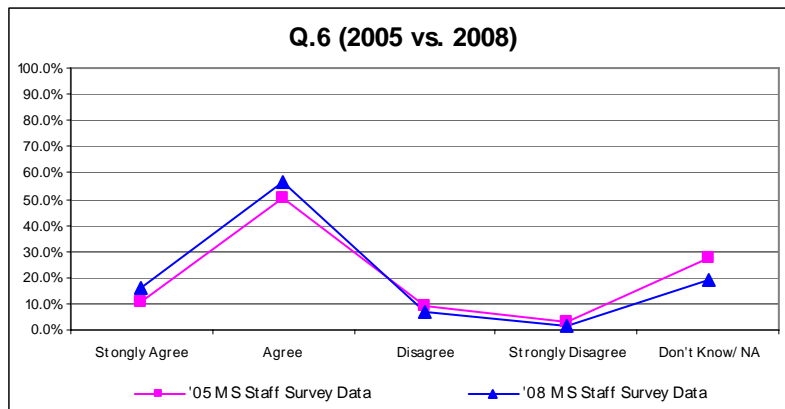
Q5. The agency's Board, staff and constituents work in partnership to assure the integrity, quality and usefulness of Eastern Suffolk BOCES programs and services. (2a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	15.4%	57.0%	12.4%	4.2%	10.9%
2008	21.5%	56.8%	11.3%	2.7%	7.6%



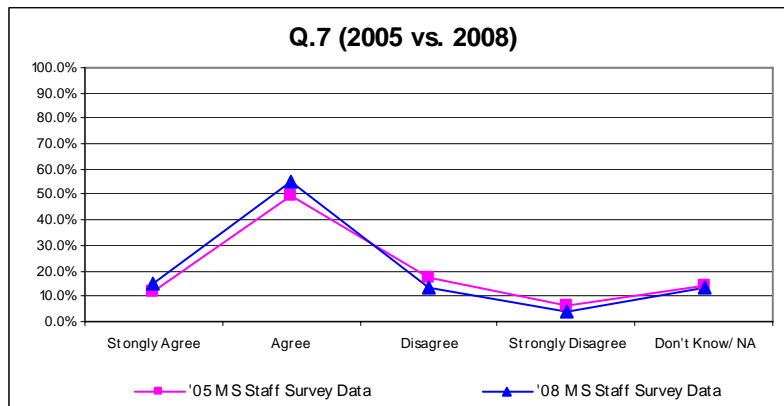
Q6. The Board focuses its activities on policy development, planning, and assessing the service agency's performance as well as that of the agency leadership. (3a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	10.4%	50.5%	9.1%	2.7%	27.3%
2008	16.0%	56.5%	7.2%	1.4%	18.8%



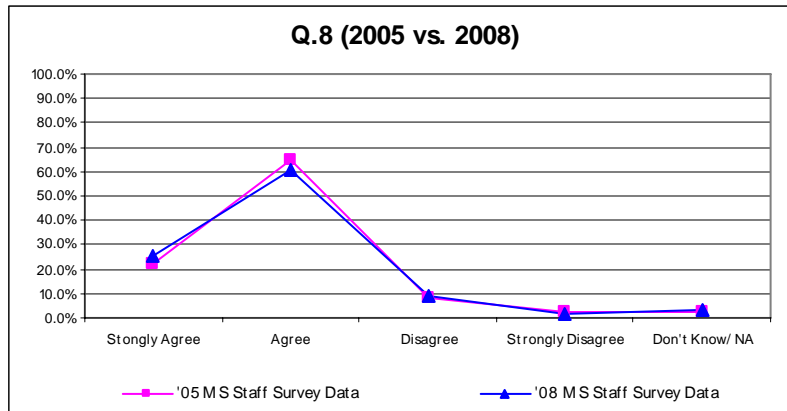
Q7. Eastern Suffolk BOCES District Superintendent provides a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day functions and the long-term functions of the agency. (3b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	12.0%	49.8%	17.3%	6.6%	14.3%
2008	14.8%	54.9%	13.1%	4.2%	13.1%



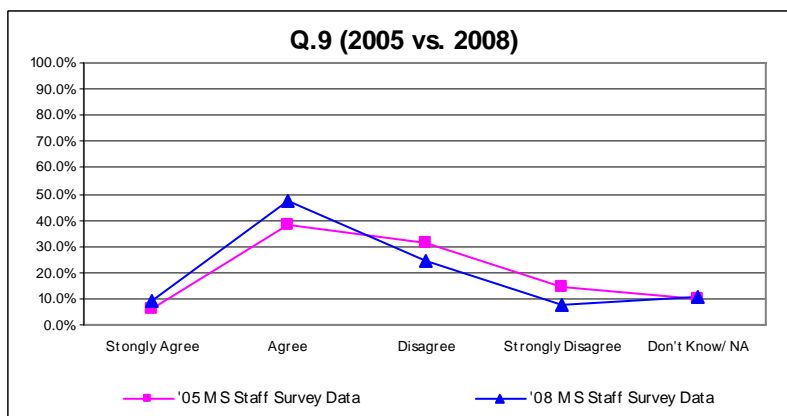
Q8. The focus of the agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients. (3i)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	21.9%	64.4%	8.2%	2.8%	2.8%
2008	25.7%	60.6%	8.8%	1.6%	3.4%



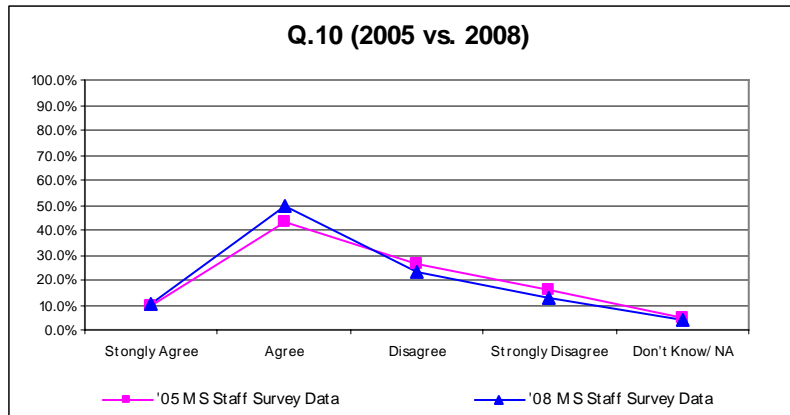
Q9. Financial, physical and human resources are sufficient to contribute to the fulfillment of the mission and objectives of the agency. (4a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	6.0%	38.0%	31.7%	14.4%	9.9%
2008	9.4%	47.6%	24.3%	7.8%	10.9%



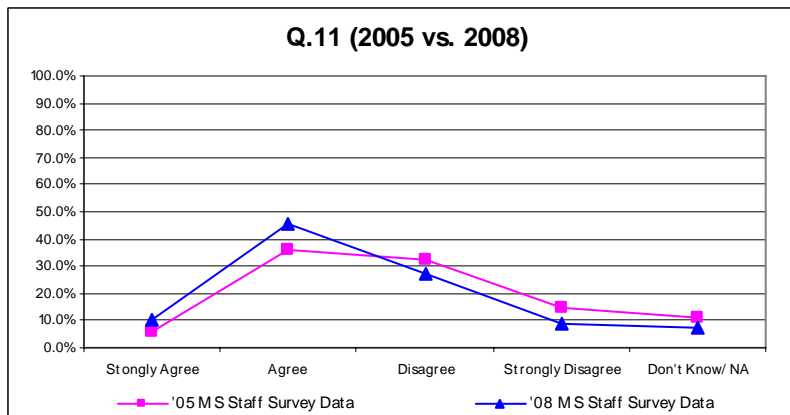
Q10. Adequate financial resources are available to support the educational program. Eastern Suffolk BOCES buildings are safe and secure and sufficiently maintained. (4b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	9.5%	43.4%	26.2%	16.3%	4.6%
2008	10.2%	49.7%	23.3%	12.6%	4.2%



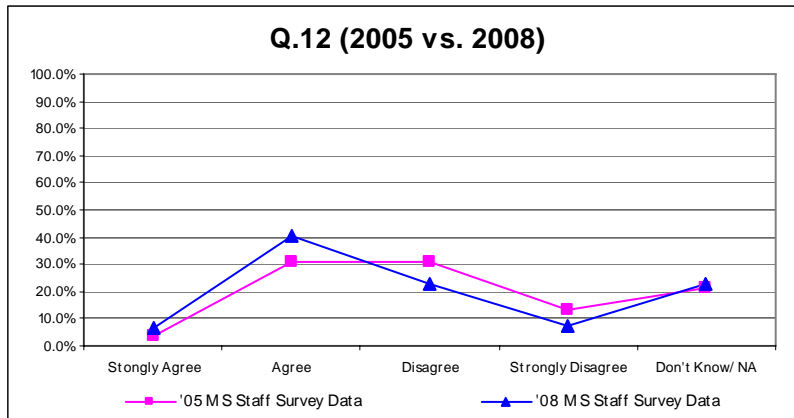
Q11. Eastern Suffolk BOCES learning materials, technology and equipment are up-to-date and accessible to students and staff. (4g)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	6.0%	35.8%	32.1%	14.7%	11.3%
2008	10.5%	45.6%	27.5%	8.9%	7.6%



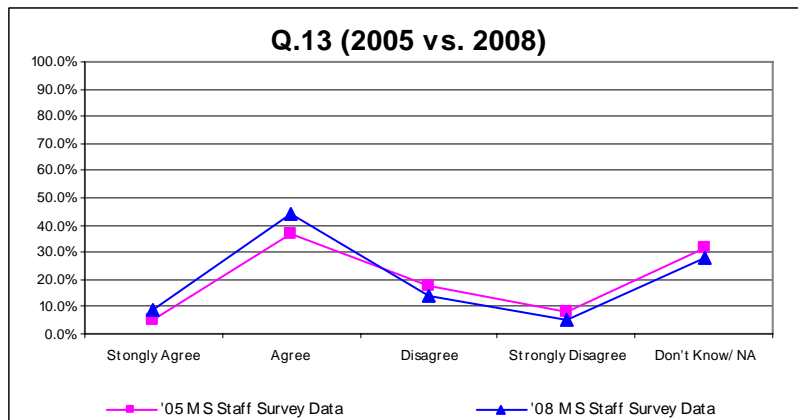
Q12. Fiscal resources are effectively allocated to accomplish the agency's mission and goals. (5c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	3.6%	31.0%	30.5%	13.5%	21.4%
2008	6.6%	40.5%	22.9%	7.5%	22.5%



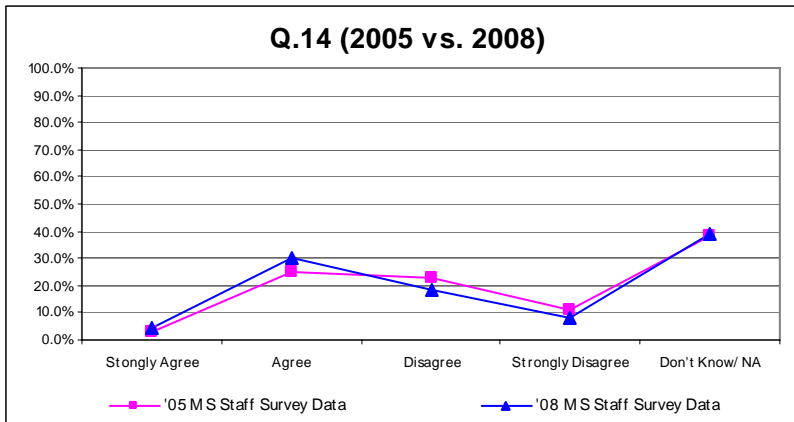
Q13. Eastern Suffolk BOCES business practices promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. (5a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	5.1%	36.6%	17.9%	8.4%	31.9%
2008	9.1%	44.0%	13.7%	5.3%	28.0%



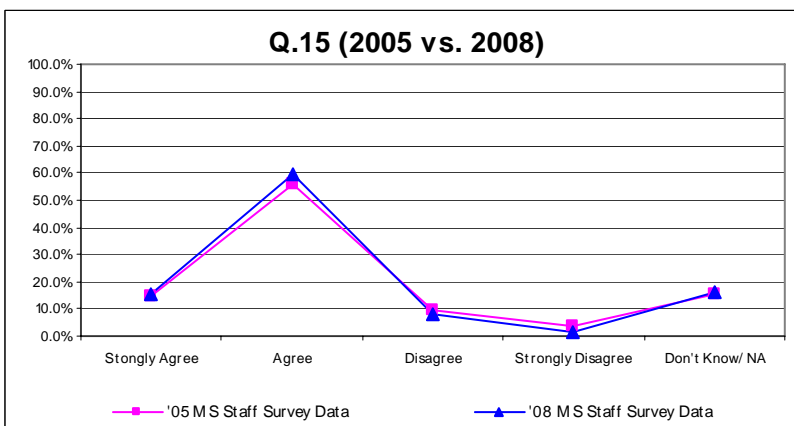
Q14. Eastern Suffolk BOCES stakeholders have the opportunities to provide input into financial plans and levels of income and expenditures. (5e)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	2.8%	25.0%	22.6%	11.2%	38.4%
2008	4.6%	29.8%	18.2%	8.4%	39.1%



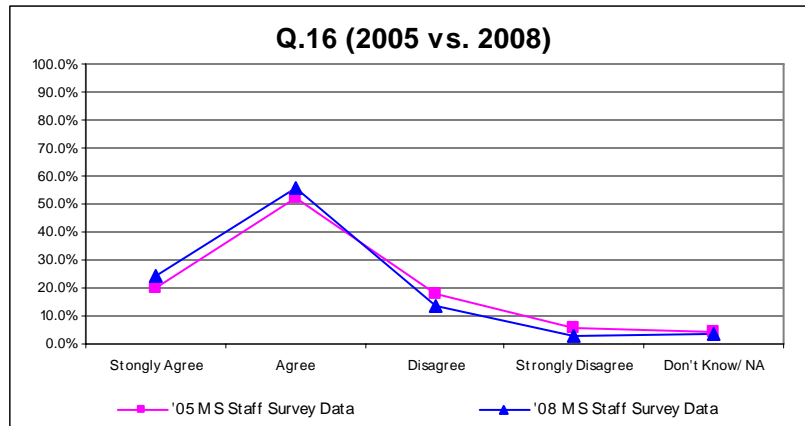
Q15. Eastern Suffolk BOCES delivers cost-effective programs and services that contribute to the educational health of the local community. (5f)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	15.0%	56.2%	9.4%	4.0%	15.5%
2008	15.5%	59.2%	7.9%	1.4%	16.0%



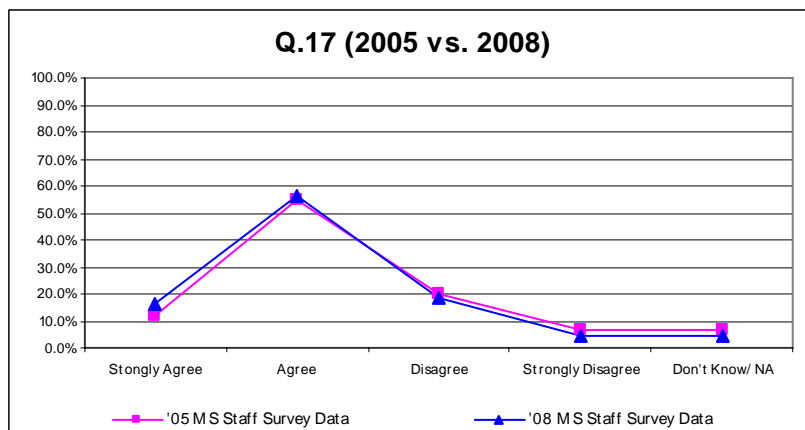
Q16. Eastern Suffolk BOCES administrative, instructional, and support staff are qualified, competent, sufficient in number and essential for the agency's success. (6b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	20.1%	52.2%	18.1%	5.4%	4.2%
2008	24.2%	56.0%	13.4%	2.6%	3.8%



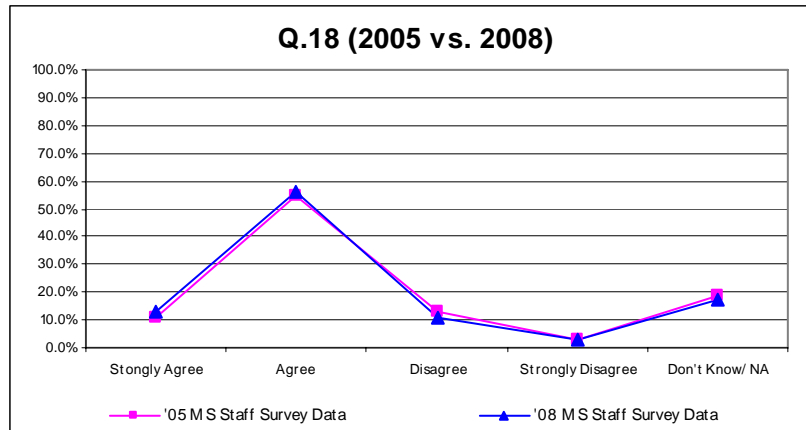
Q17. The agency's relationships among staff and administration sustain the dynamic nature of the organization. (6d)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	12.0%	54.8%	19.7%	6.5%	6.9%
2008	16.0%	56.6%	18.4%	4.5%	4.6%



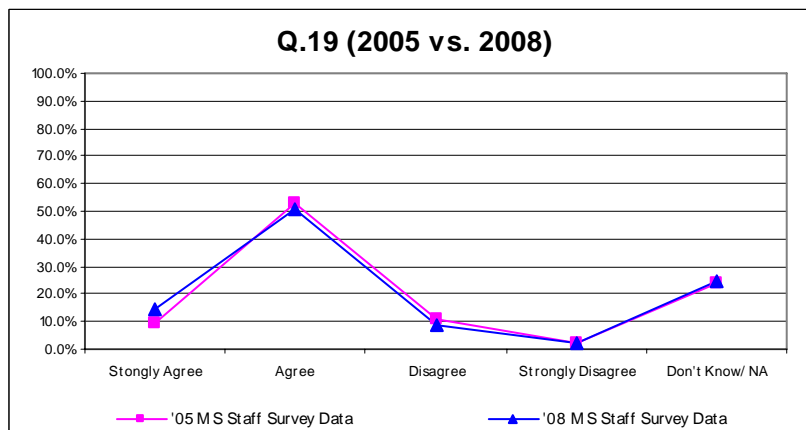
Q18. Eastern Suffolk BOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. (6b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	10.7%	54.5%	12.8%	3.1%	19.0%
2008	13.0%	55.9%	10.8%	2.7%	17.5%



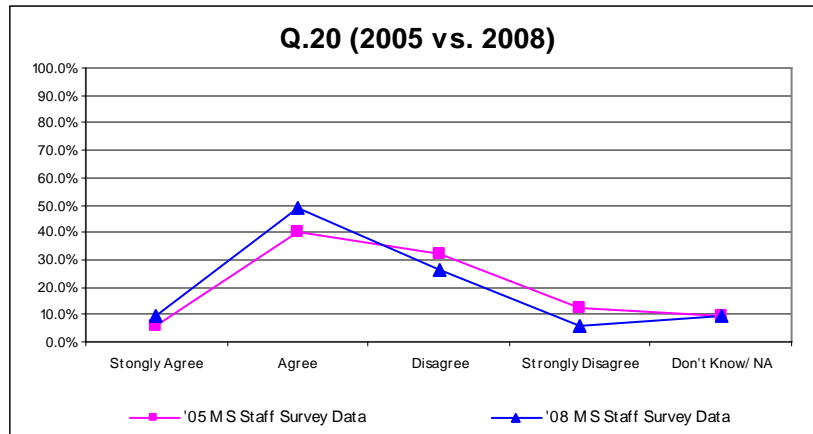
Q19. The agency's curriculum, at all levels, is defined in scope and sequence and is consistent with the agency's state purpose. (7a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	9.7%	53.0%	10.6%	2.5%	24.2%
2008	14.8%	50.5%	8.4%	2.0%	24.3%



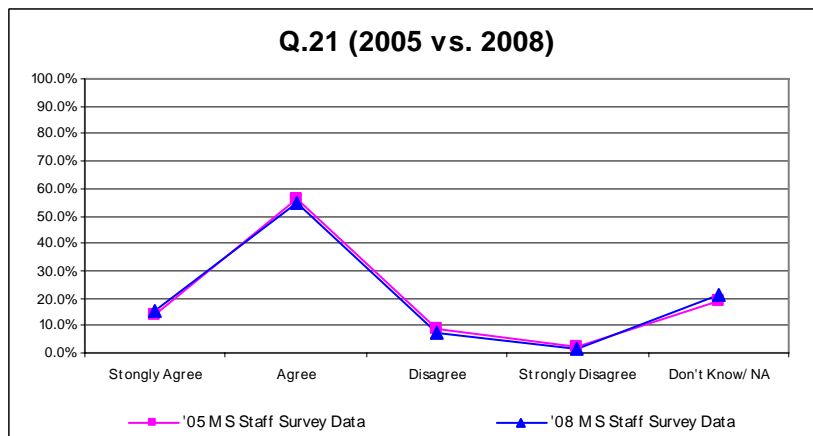
Q20. The agency's materials, technology, and equipment are appropriate, current, functional and well-maintained. (4i)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	5.8%	40.2%	32.2%	12.1%	9.7%
2008	9.8%	48.7%	26.2%	5.9%	9.4%



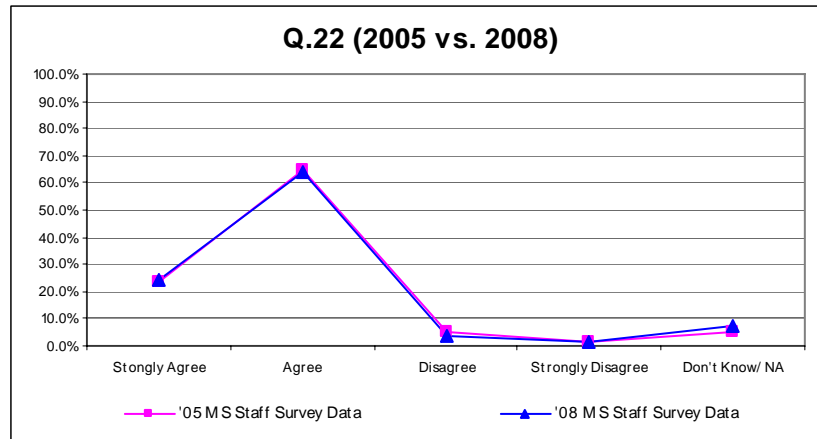
Q21. Eastern Suffolk BOCES programs are aligned with the standards for appropriate state, local and school district requirements and are supported by adequate record-keeping and good communication. (5f)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	13.6%	56.5%	8.5%	2.4%	19.0%
2008	15.6%	54.5%	7.3%	1.7%	20.9%



Q22. Eastern Suffolk BOCES is designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. (8a)

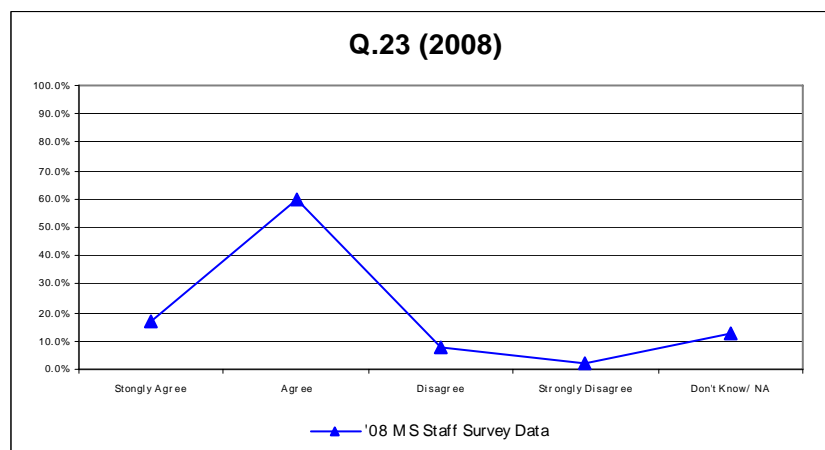
ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	23.5%	64.9%	5.4%	1.2%	5.1%
2008	24.3%	63.7%	3.4%	1.3%	7.3%



Q23. Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered. (8b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2008	17.2%	59.7%	7.9%	2.1%	13.0%

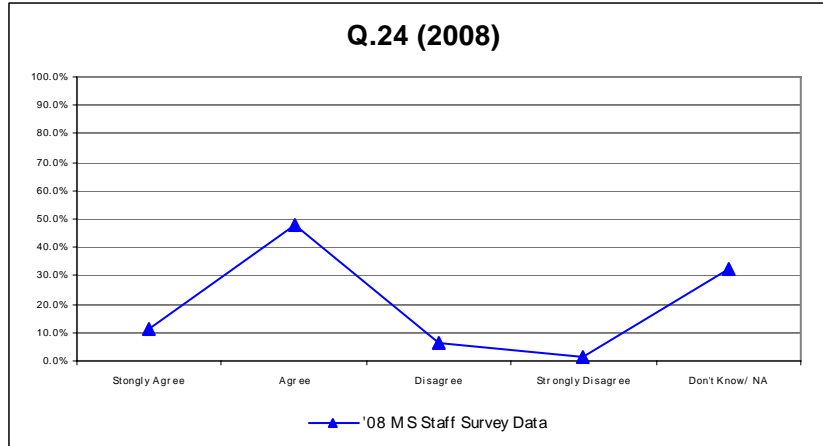
No matching question in 2005



Q24. The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services. (8c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2008	11.5%	47.8%	6.6%	1.7%	32.4%

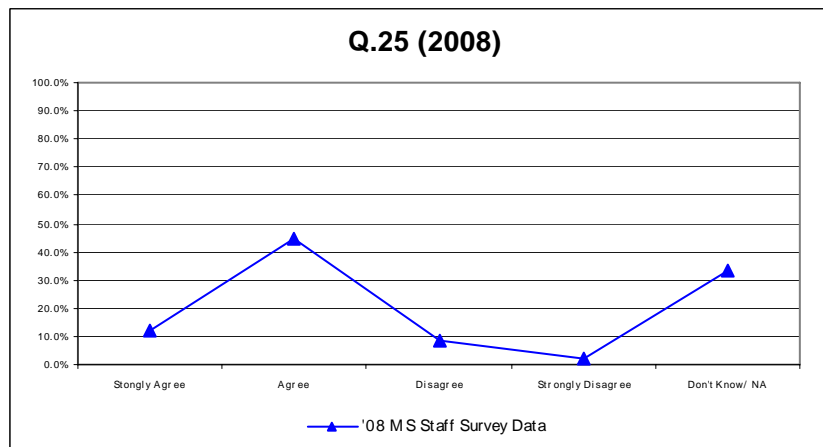
No matching question in 2005



Q25. Communication with component districts about support services is regular, productive, and meaningful. (8d)

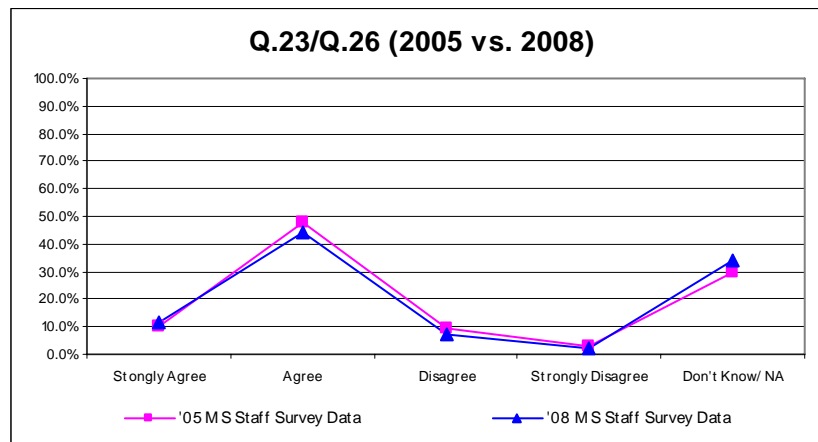
ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2008	11.8%	44.6%	8.5%	2.0%	33.2%

No matching question in 2005



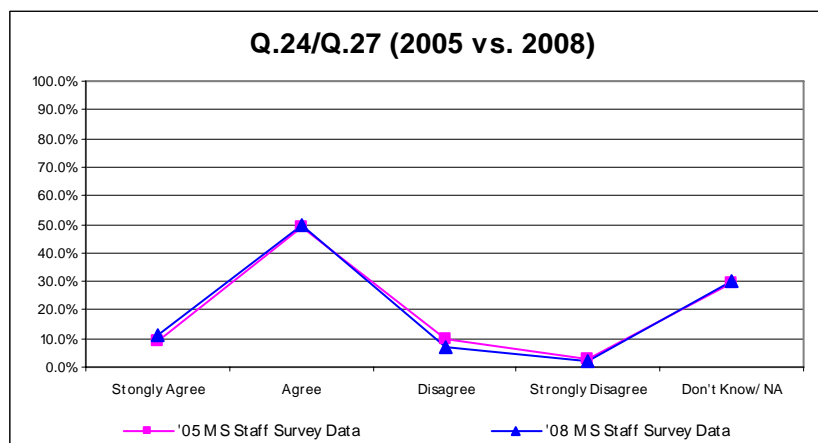
Q26. Eastern Suffolk BOCES looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs. (9c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	10.2%	47.7%	9.4%	2.8%	29.9%
2008	11.7%	44.3%	7.5%	2.2%	34.2%



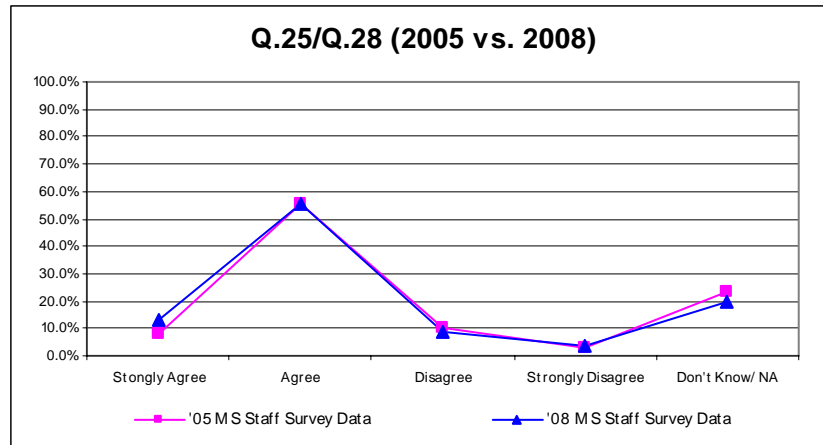
Q27. Results are used to develop strategies for improving services and program quality. (9e)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	9.3%	49.3%	9.6%	2.5%	29.3%
2008	11.1%	49.7%	7.0%	2.0%	30.2%



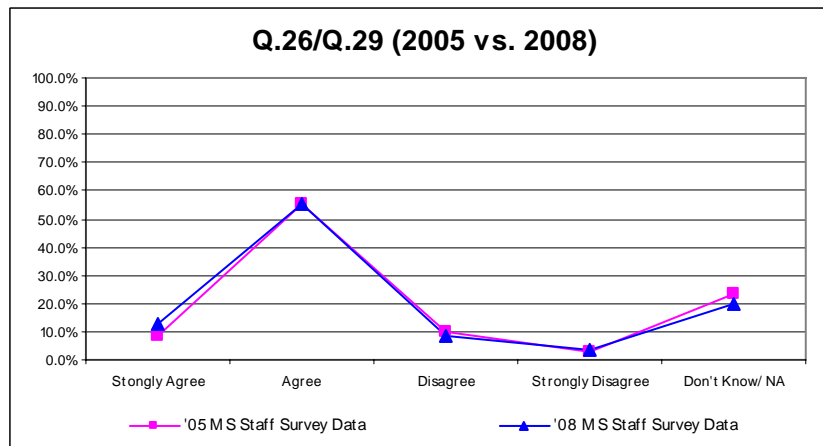
Q28. Eastern Suffolk BOCES human resources development emulates the agency's mission and belief statements. (10a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	8.4%	55.3%	10.1%	3.0%	23.3%
2008	13.1%	55.2%	8.5%	3.4%	19.8%



Q29. Eastern Suffolk BOCES on-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students. (10d)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	22.7%	56.2%	8.4%	4.7%	8.0%
2008	23.1%	59.7%	7.5%	2.9%	6.8%



MIDDLE STATES STANDARDS STUDENT SURVEY

Eastern Suffolk BOCES Middle States Student Survey

Directions: You will find a number of statements as it relates to Eastern Suffolk BOCES Middle States Accreditation For Growth (AFG) and the instructional programs, listed below. For each statement you will need to decide to what extent you agree or disagree. To indicate your opinion, choose one of the following responses and then blacken the circle that corresponds with the answer you have chosen. Use a soft (No. 2) pencil to mark your response. Please see the reverse side for further directions. The principals at each site will collect the completed surveys and return them via interoffice mail by Friday, February 29, 2008.

* * * DO NOT BEND * * *

1. Please indicate your building location/program.
(See reverse side for codes)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

E = Don't Know or Does Not Apply
D = Strongly Disagree
C = Disagree
B = Agree
A = Strongly Agree

2. I understand the philosophy and mission of this agency.	(A) (B) (C) (D) (E)
3. The administration (Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school.	(A) (B) (C) (D) (E)
4. The administration maintains timely and open communication with school districts, parents and students.	(A) (B) (C) (D) (E)
5. School staff works to create a productive learning environment for students.	(A) (B) (C) (D) (E)
6. The school strives to improve student learning and performance.	(A) (B) (C) (D) (E)
7. The school building, grounds, furniture, and equipment are clean and well maintained.	(A) (B) (C) (D) (E)
8. The school facility offers adequate space and equipment for high quality student programs.	(A) (B) (C) (D) (E)
9. Adequate financial resources are available to support the educational program.	(A) (B) (C) (D) (E)
10. The school offers adequate space for safe entry, exit, and traffic flow within the building.	(A) (B) (C) (D) (E)
11. My teachers are qualified and competent.	(A) (B) (C) (D) (E)
12. Teachers create a productive learning environment for students.	(A) (B) (C) (D) (E)
13. My school has an adequate number of teachers and staff members.	(A) (B) (C) (D) (E)
14. I feel safe in this school.	(A) (B) (C) (D) (E)
15. The school has a written code of student conduct that supports the learning environment.	(A) (B) (C) (D) (E)
16. The school has a plan to deal with emergencies, accidents, and illnesses.	(A) (B) (C) (D) (E)
17. My school has a clear, relevant, up-to-date curriculum.	(A) (B) (C) (D) (E)
18. Instructional materials and resources are up-to-date and readily available to students.	(A) (B) (C) (D) (E)
19. The curriculum meets the educational needs of students at all levels (high performing students, special education, etc.).	(A) (B) (C) (D) (E)
20. In general, students at my school are achieving at acceptable levels.	(A) (B) (C) (D) (E)
21. Teachers accept responsibility for student learning.	(A) (B) (C) (D) (E)
22. I receive regular communication from my teachers about how I am doing.	(A) (B) (C) (D) (E)
23. Counselors, administrators, teachers, and other staff members provide students with guidance and support.	(A) (B) (C) (D) (E)
24. The school provides students with adequate library/media services.	(A) (B) (C) (D) (E)
25. Technology resources are well-maintained and up to date.	(A) (B) (C) (D) (E)
26. There seems to be a good relationship among the teachers, staff, and administration.	(A) (B) (C) (D) (E)
27. My teachers seem to have reasonable work loads and acceptable working conditions.	(A) (B) (C) (D) (E)
28. My teachers seem to be happy in their jobs.	(A) (B) (C) (D) (E)

PLEASE TURN PAGE OVER TO ANSWER ONE ADDITIONAL QUESTION

Comments/Suggestions:

[Empty box for comments and suggestions]

Directions for Question #1:

1. BUILDING LOCATION/PROGRAM CODES:

- | | | |
|-------------------------------------|---------------------------------------|---|
| 01 = BAC | 16 = Jail Ed | 31 = Sherwood/ISC |
| 02 = BAC included sites | 17 = James Hines Admin Bldg. | 32 = Stony Brook Hospital Program |
| 03 = BRAC | 18 = MLC | 33 = Suffolk Aviation |
| 04 = BRAC – TSP | 19 = MLC included sites | 34 = WFLC |
| 05 = BTC | 20 = MTC | 35 = WHBLC |
| 06 = CAC & Outreach | 21 = NCLC | 36 = WHBLC included sites |
| 07 = Colin Drive/ISC | 22 = NCLC included sites | 37 = WTAC/Phoenix House |
| 08 = Employee/Student Support Svcs. | 23 = NYIT, CI Campus | 38 = District Wide (J. Hark) |
| 09 = East Moriches LC | 24 = PLC | 39 = Textbook Program |
| 10 = IAC | 25 = PLC included sites | 40 = Adult Education Program
(Full Time Only) |
| 11 = IAC @ ICC | 26 = Raymond DeFeo Bldg. | 41 = If any of these are not
applicable, please fill
in _____ |
| 12 = ICC | 27 = Roanoke House | |
| 13 = Itinerant | 28 = SLC | |
| 14 = JAC | 29 = SLC included sites | |
| 15 = JAC included sites | 30 = School Library System - Bellport | |

DE Mark Reflex® forms by NCS Pearson EW-275194-1:654321 Printed in U.S.A.

RETURN DIRECTIONS:

***** DO NOT BEND *****

The principal at each site will collect the completed surveys from all students at their site, and return them via interoffice mail by Friday, February 29, 2008 to Barbara Colombo, Office of Planning and

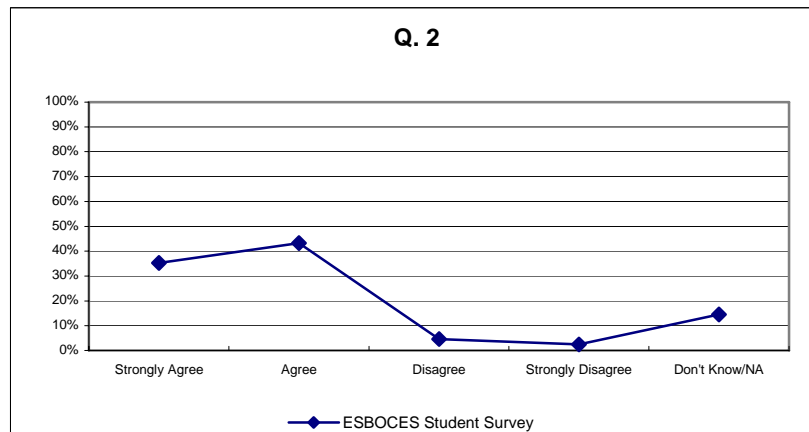
EASTERN SUFFOLK BOCES STUDENT SURVEY ITEM RESULTS

Survey Items

The results of each question from the 2008 Middle States Student Survey are shown below. The number(s)/letter(s) following each question identifies the Middle States Standard Indicator(s) that the question refers to, and can be referred to in the Appendix.

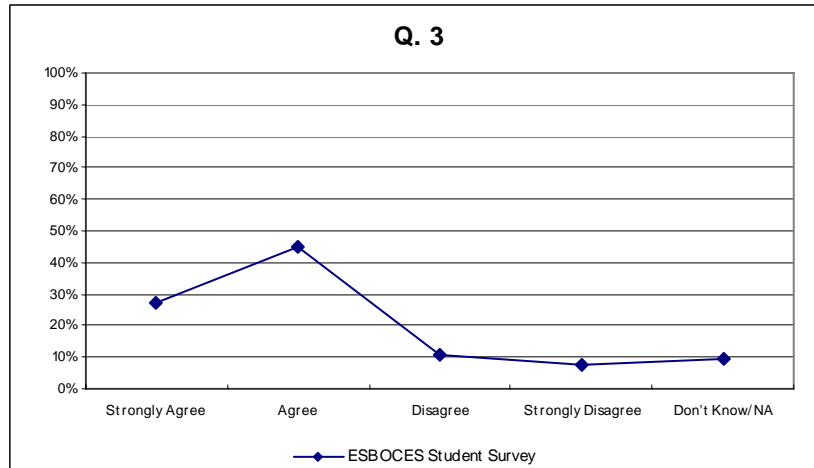
Q2. I understand the philosophy and mission of this agency. (1c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	35.3%	43.2%	4.6%	2.5%	14.5%



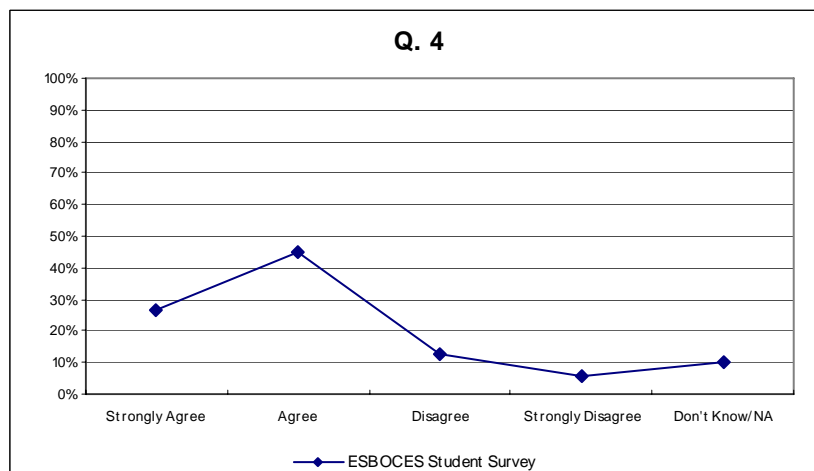
Q3. The administration (Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school. (2g)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	27.1%	45.1%	10.5%	7.8%	9.4%



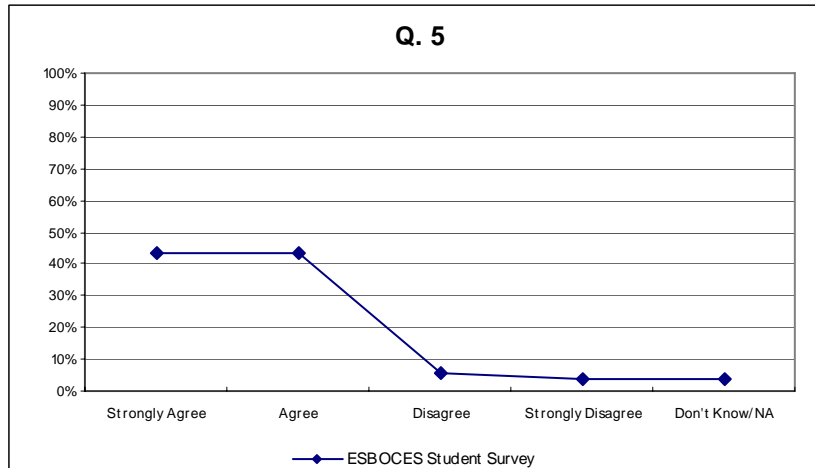
Q4. The administration maintains timely and open communication with school districts, parents and students. (3e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	26.8%	45.0%	12.5%	5.9%	9.8%



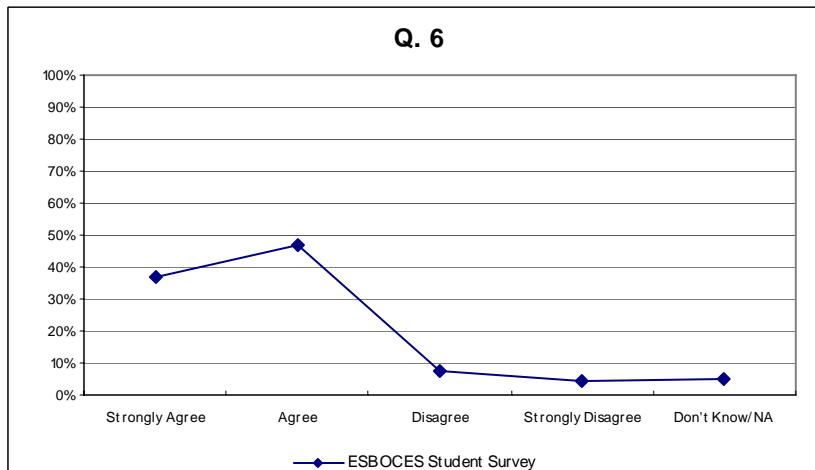
Q5. School staff works to create a productive learning environment for students. (3b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	43.5%	43.3%	5.4%	4.0%	3.8%



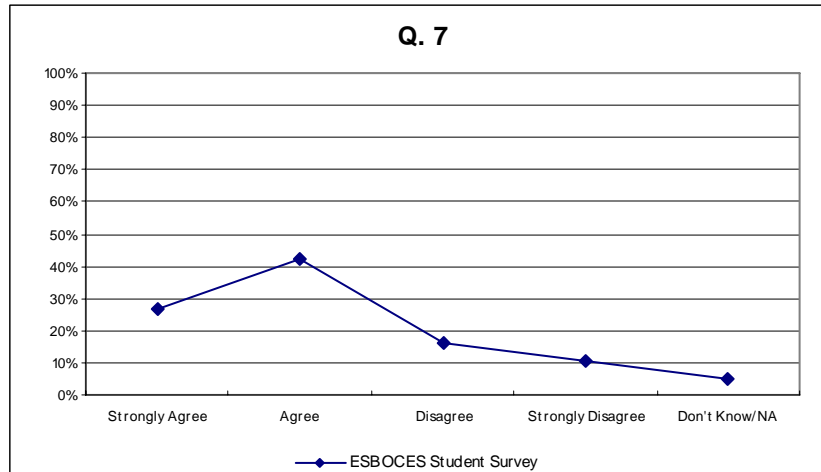
Q6. The school strives to improve student learning and performance. (3i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	36.8%	46.8%	7.2%	4.4%	4.7%



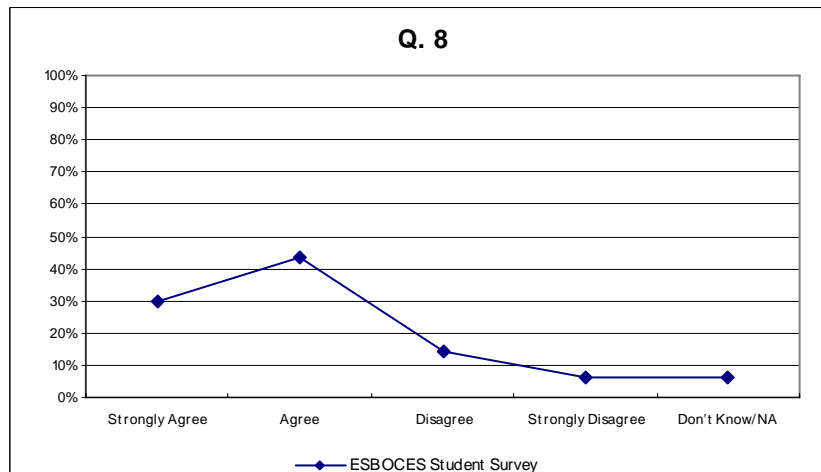
Q7. The school building, grounds, furniture, and equipment are clean and well maintained. (4d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	26.5%	42.4%	16.0%	10.3%	4.9%



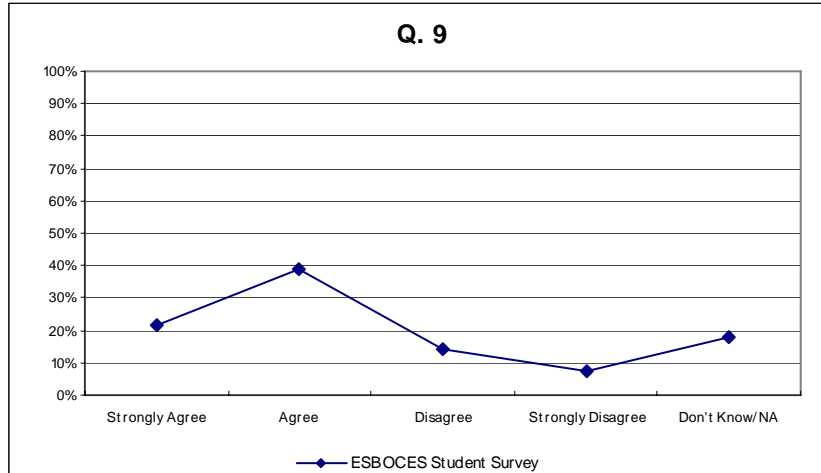
Q8. The school facility offers adequate space and equipment for high quality student programs. (5b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	29.6%	43.4%	14.0%	6.5%	6.4%



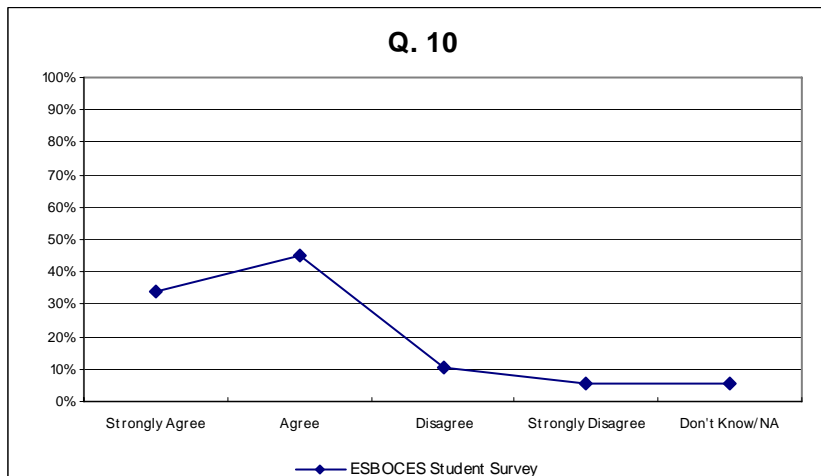
Q9. Adequate financial resources are available to support the educational program. (5b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	21.7%	39.0%	14.0%	7.3%	18.0%



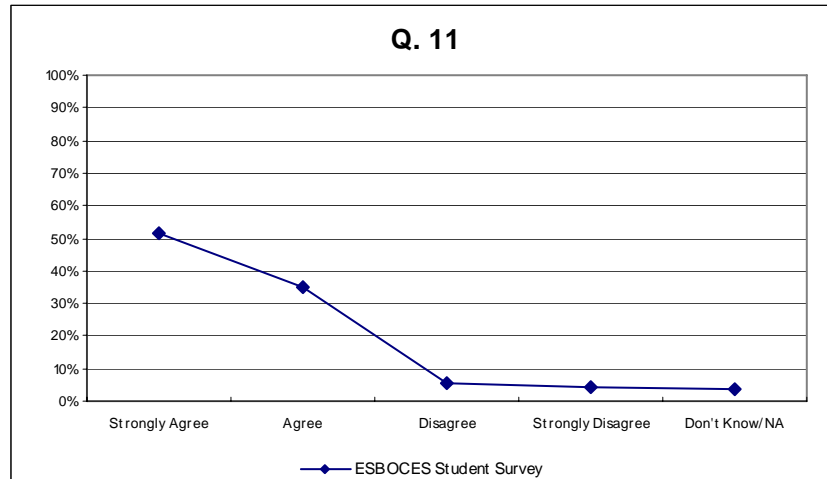
Q10. The school offers adequate space for safe entry, exit, and traffic flow within the building. (4b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	33.7%	45.0%	10.7%	5.3%	5.3%



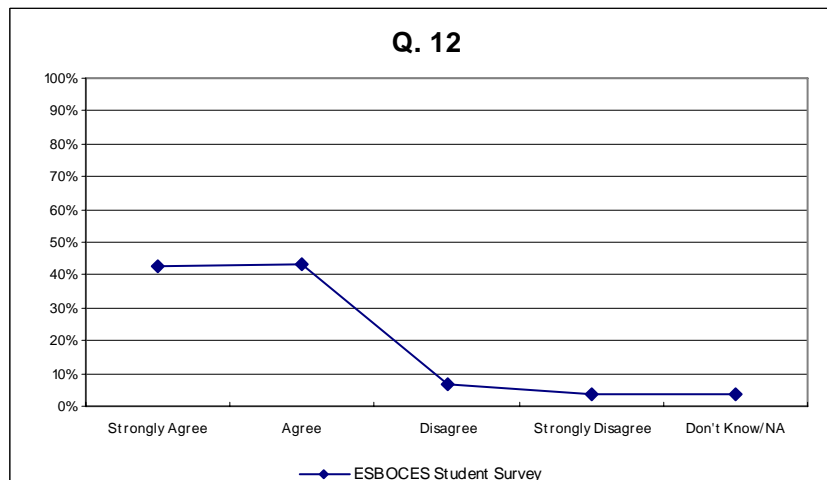
Q11. My teachers are qualified and competent. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	51.6%	34.8%	5.5%	4.5%	3.5%



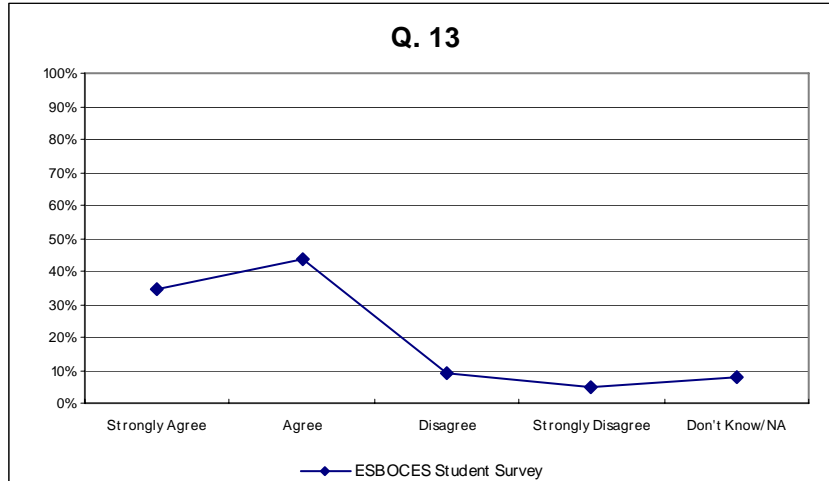
Q12. Teachers create a productive learning environment for students. (6d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	42.9%	43.4%	6.6%	3.5%	3.5%



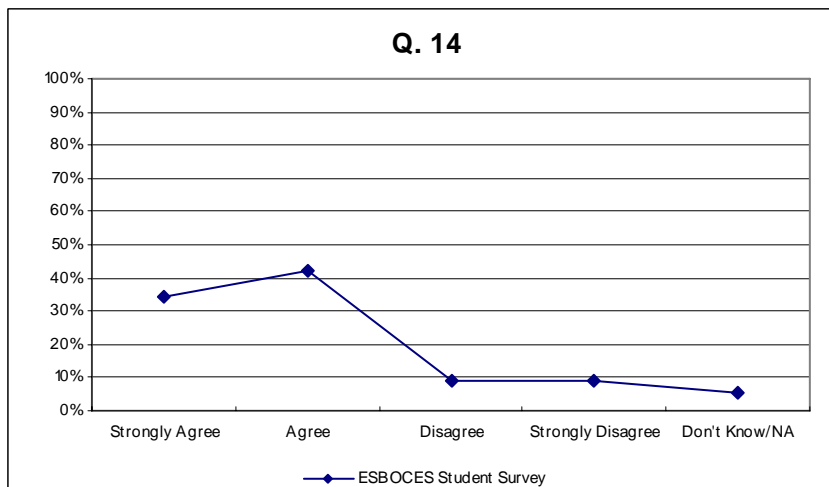
Q13. My school has an adequate number of teachers and staff members. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
ESBOCES Students	34.7%	43.9%	9.0%	4.7%	7.7%



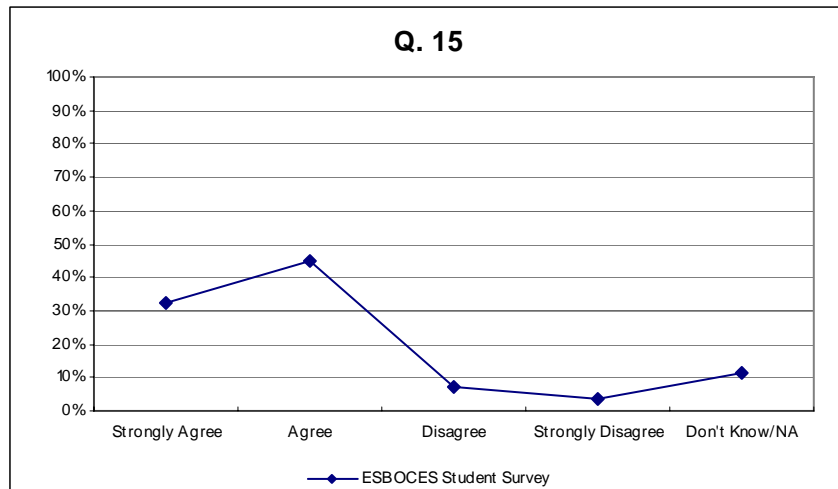
Q14. I feel safe in this school. (4b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
ESBOCES Students	34.4%	42.0%	9.2%	8.9%	5.5%



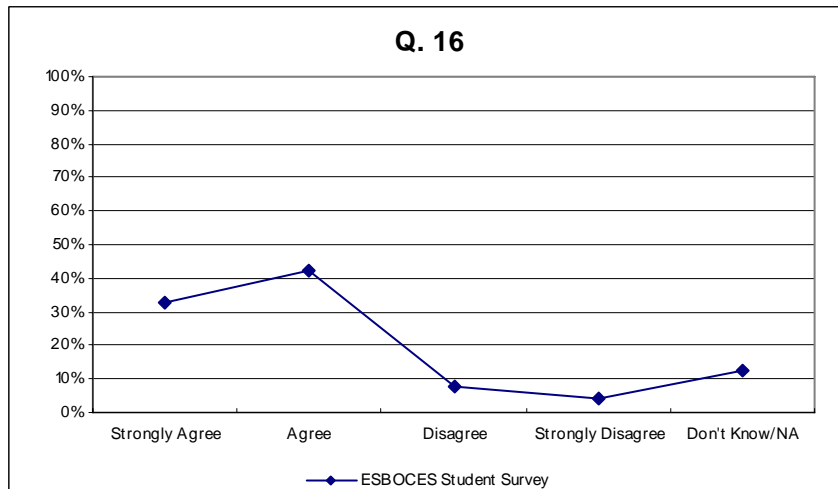
Q15. The school has a written code of student conduct that supports the learning environment. (7h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	32.4%	45.2%	7.4%	3.8%	11.3%



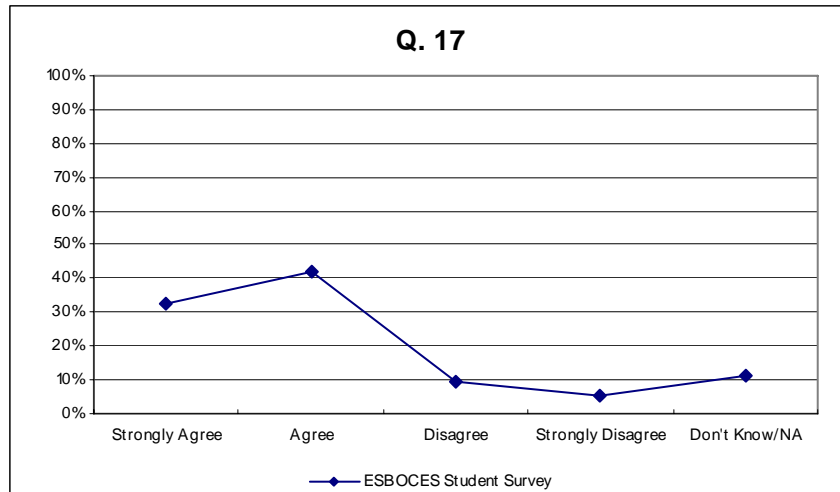
Q16. The school has a plan to deal with emergencies, accidents, and illnesses. (4c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	32.8%	42.4%	7.6%	4.4%	12.7%



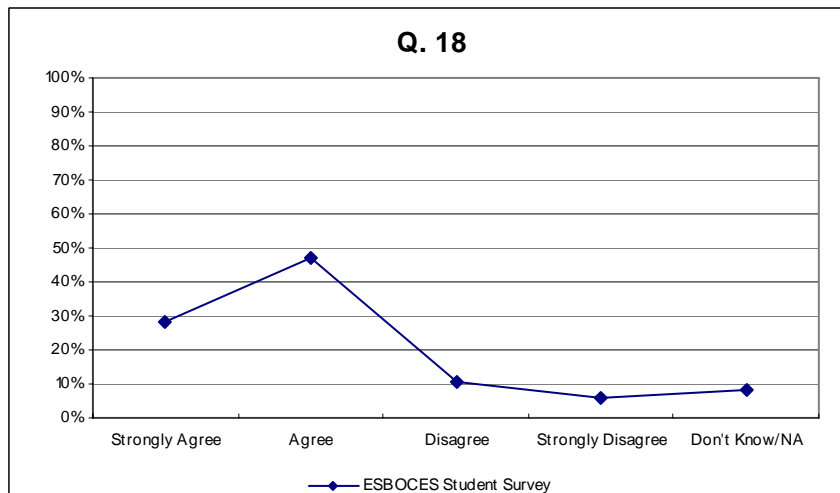
Q17. Eastern Suffolk BOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. (7a)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	32.4%	41.9%	9.2%	5.3%	11.3%



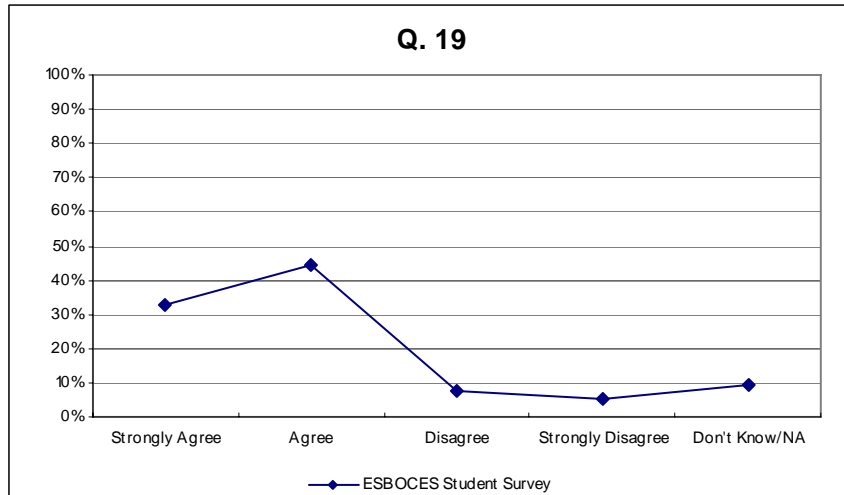
Q18. Instructional materials and resources are up-to-date and readily available to students. (7h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	28.0%	47.1%	10.7%	5.9%	8.3%



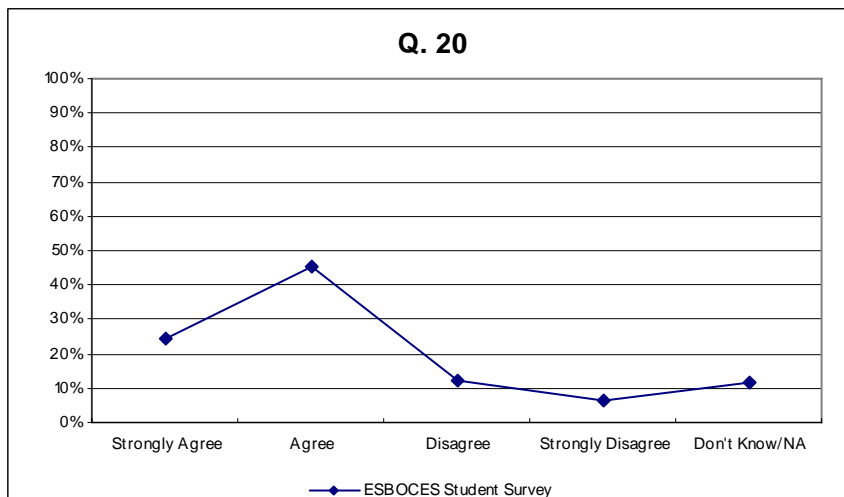
Q19. The curriculum meets the educational needs of students at all levels (high performing students, special education, etc.). (7e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	33.0%	44.7%	7.7%	5.5%	9.2%



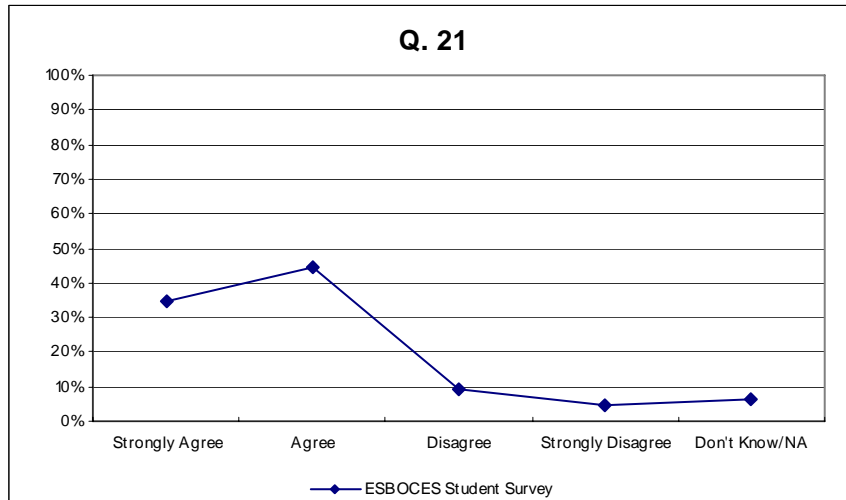
Q20. In general, students at my school are achieving at acceptable levels. (7i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	24.6%	45.4%	11.9%	6.5%	11.5%



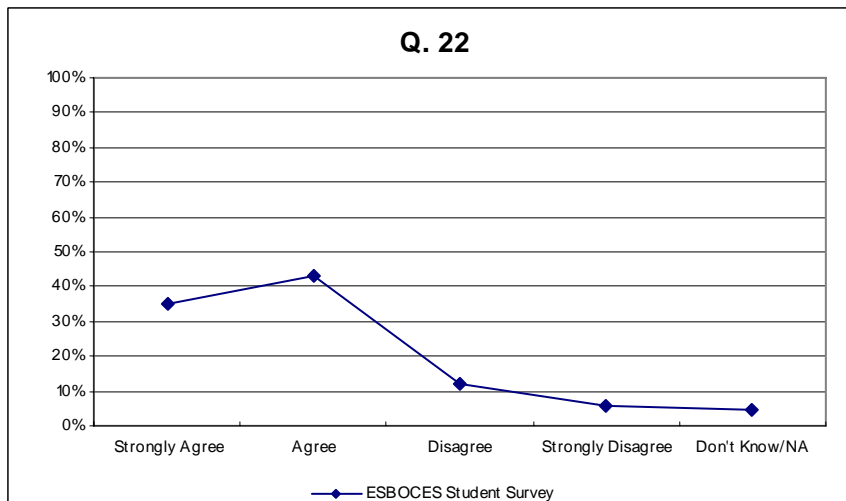
Q21. Teachers accept responsibility for student learning. (9f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	34.8%	44.4%	9.3%	4.9%	6.6%



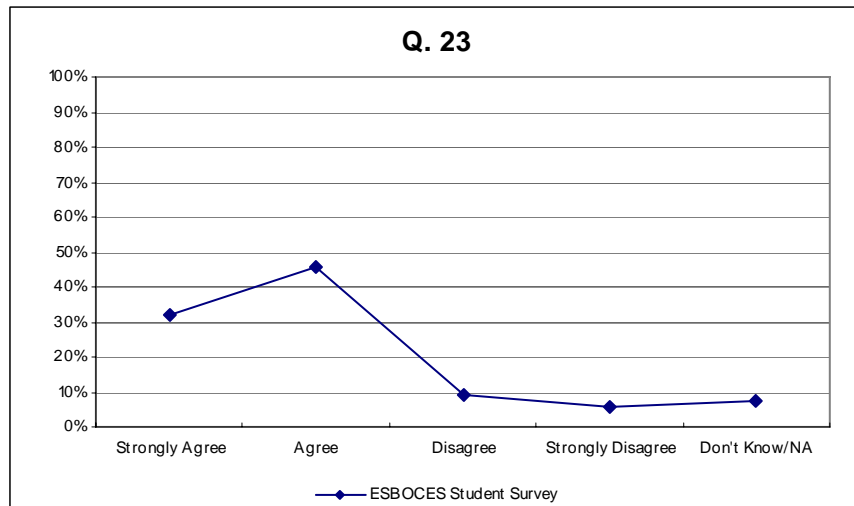
Q22. I receive regular communication from my teachers about how I am doing. (9k)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	34.8%	43.0%	11.8%	5.7%	4.7%



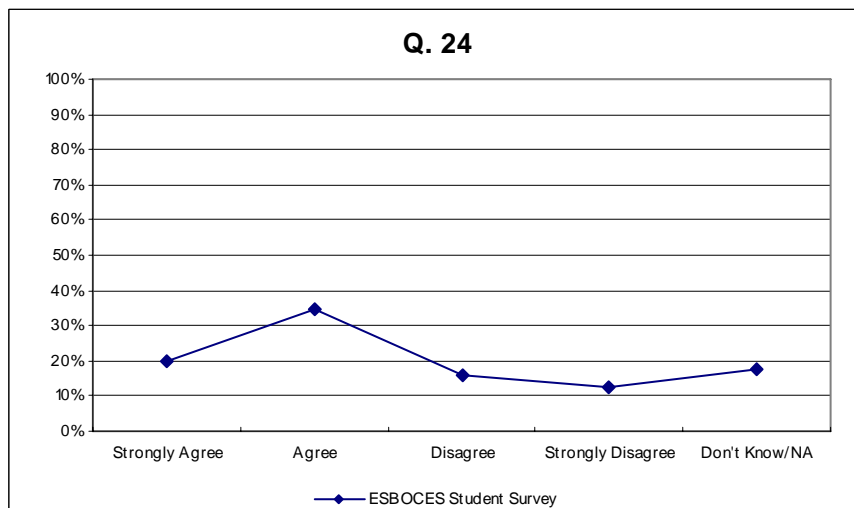
Q23. Counselors, administrators, teachers, and other staff members provide students with guidance and support. (8b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	31.8%	45.5%	9.4%	5.9%	7.5%



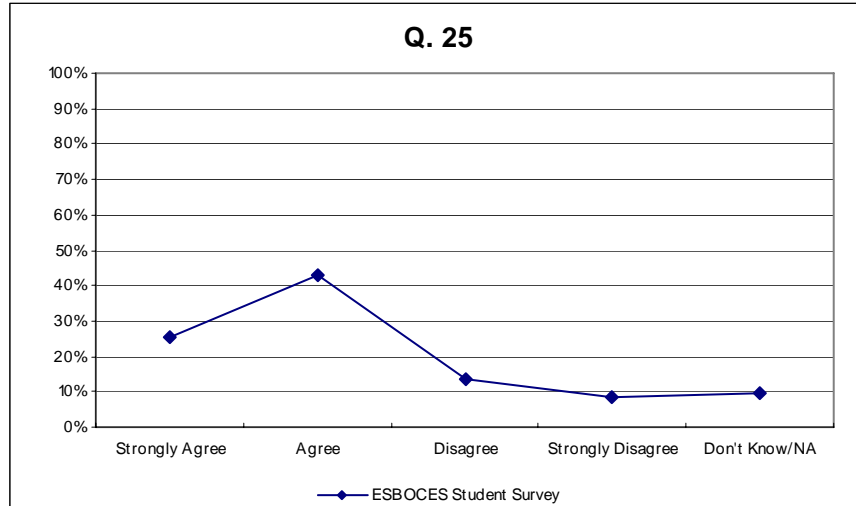
Q24. The school provides students with adequate library/media services. (4h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	19.6%	34.5%	15.9%	12.5%	17.4%



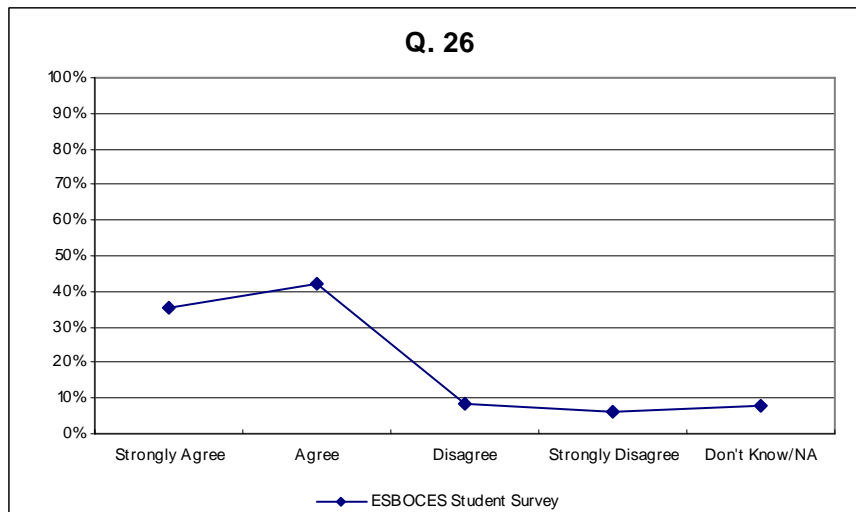
Q25. Technology resources are well-maintained and up to date. (4g)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	25.6%	42.9%	13.4%	8.4%	9.8%



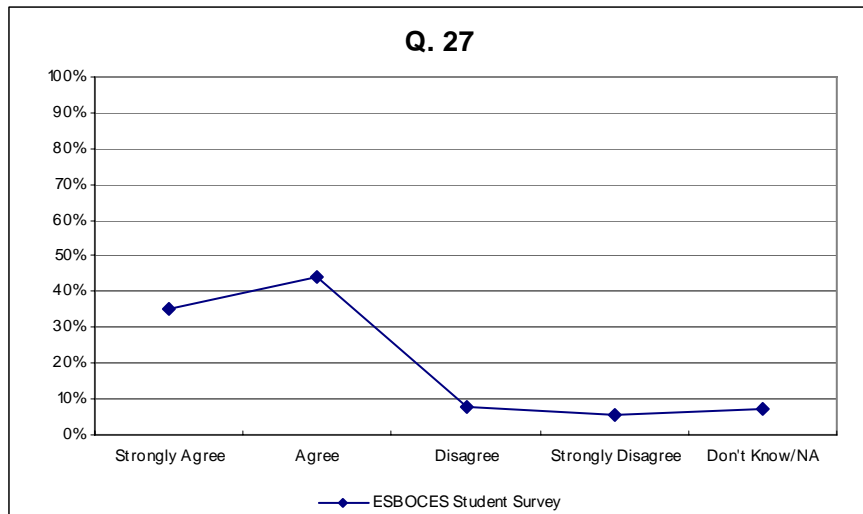
Q26. There seems to be a good relationship among the teachers, staff, and administration. (10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	35.5%	41.9%	8.6%	6.0%	7.9%



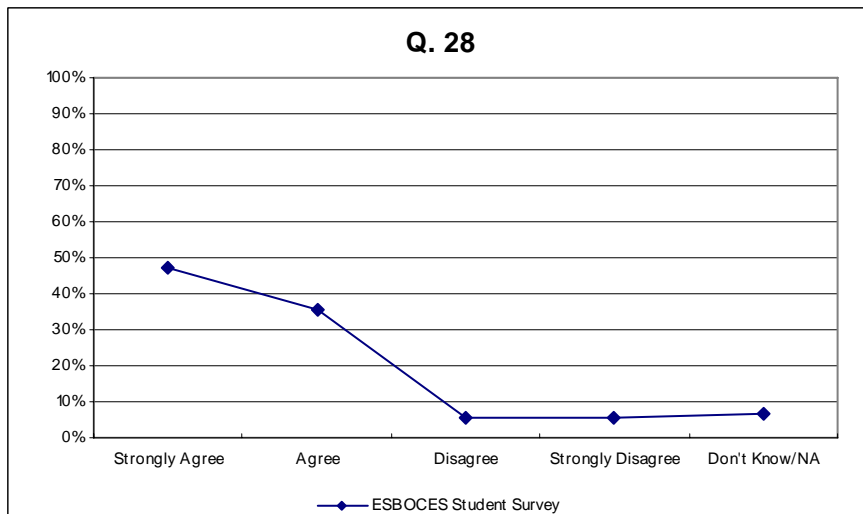
Q27. My teachers seem to have reasonable work loads and acceptable working conditions. (10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	35.2%	44.1%	7.7%	5.5%	7.5%



Q28. My teachers seem to be happy in their jobs. (10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	47.1%	35.5%	5.3%	5.4%	6.7%



MIDDLE STATES STANDARDS PARENT SURVEY

Eastern Suffolk BOCES Middle States Parent Survey

Directions: You will find a number of statements as it relates to Eastern Suffolk BOCES Middle States Accreditation For Growth (AFG) and the instructional programs, listed below. For each statement you will need to decide to what extent you agree or disagree. To indicate your opinion, choose one of the following responses and then blacken the circle that corresponds with the answer you have chosen. Use a soft (No. 2) pencil to mark your response. *Please see the reverse side for further directions and return mailing information. Please return the survey in the enclosed, self-addressed stamped envelope by Friday, February 29, 2008.*

*** DO NOT BEND ***

1. Please indicate your **building location/program.**
(If this has not been pre-coded, please see reverse side for codes)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

E = Don't Know or Does Not Apply
D = Strongly Disagree
C = Disagree
B = Agree
A = Strongly Agree

2. The school's philosophy and mission are understandable and widely publicized.	(A) (B) (C) (D) (E)
3. The administration and staff act ethically, fairly and equitably in dealing with parents and students.	(A) (B) (C) (D) (E)
4. The staff maintains constructive relations with component districts, parents and students in the interest of serving the needs of the students.	(A) (B) (C) (D) (E)
5. BOCES provides support to component districts in carrying out state programs.	(A) (B) (C) (D) (E)
6. BOCES ensures that all programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	(A) (B) (C) (D) (E)
7. Staff maintains timely and open communication with school districts, parents and students.	(A) (B) (C) (D) (E)
8. School staff stays well informed of educational developments.	(A) (B) (C) (D) (E)
9. Improvement plans place major focus on student achievement and performance.	(A) (B) (C) (D) (E)
10. All school grounds, buildings, furnishings, and equipment provide for the health, safety, and security of students.	(A) (B) (C) (D) (E)
11. A variety of spaces are provided for high quality programs and services and for the integration of special needs populations.	(A) (B) (C) (D) (E)
12. BOCES provides up-to-date instructional materials that are accessible to students.	(A) (B) (C) (D) (E)
13. The staff ensures that all information relating to BOCES programs, services, and resources are clear, accurate and current.	(A) (B) (C) (D) (E)
14. Staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service.	(A) (B) (C) (D) (E)
15. The school provides top-quality instructional programs, instructional services, and support services.	(A) (B) (C) (D) (E)
16. The staff works cooperatively to help to attain the BOCES mission and objectives.	(A) (B) (C) (D) (E)
17. Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity.	(A) (B) (C) (D) (E)
18. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts.	(A) (B) (C) (D) (E)
19. Student records are complete and well-maintained.	(A) (B) (C) (D) (E)
20. Academic credit, grade placement, academic recognition, and testaments to academic competence are practiced.	(A) (B) (C) (D) (E)
21. Consideration is given to the varying levels of ability of students and instructional programs are designed to meet student needs.	(A) (B) (C) (D) (E)
22. Communication with component districts regarding students' progress and needs is regular, productive, and meaningful.	(A) (B) (C) (D) (E)
23. The educational program, agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students and parents.	(A) (B) (C) (D) (E)
24. Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program.	(A) (B) (C) (D) (E)
25. Services are delivered in such a manner that component districts, staff, students and parents can effectively use the services offered.	(A) (B) (C) (D) (E)
26. Administration bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with parents and students.	(A) (B) (C) (D) (E)
27. Communication with component districts about support services is regular, productive, and meaningful.	(A) (B) (C) (D) (E)
28. The school and programs utilize appropriate and varied methods to assess student learning and performance.	(A) (B) (C) (D) (E)
29. Assessment results are actively used to develop strategies for improving programs and services.	(A) (B) (C) (D) (E)
30. All staff, Board members, and other appropriate personnel commit to, participate in, and share in the accountability for student learning and quality programs and services.	(A) (B) (C) (D) (E)
31. BOCES is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services.	(A) (B) (C) (D) (E)
32. A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes.	(A) (B) (C) (D) (E)
33. There is evidence of good general morale among all segments of the school staff.	(A) (B) (C) (D) (E)

Comments/Suggestions:

[Empty box for comments and suggestions]

Directions for Question #1:

1. BUILDING LOCATION/PROGRAM CODES:

- | | | |
|-------------------------------------|---------------------------------------|---|
| 01 = BAC | 16 = Jail Ed | 31 = Sherwood/ISC |
| 02 = BAC included sites | 17 = James Hines Admin Bldg. | 32 = Stony Brook Hospital Program |
| 03 = BRAC | 18 = MLC | 33 = Suffolk Aviation |
| 04 = BRAC – TSP | 19 = MLC included sites | 34 = WFLC |
| 05 = BTC | 20 = MTC | 35 = WHBLC |
| 06 = CAC & Outreach | 21 = NCLC | 36 = WHBLC included sites |
| 07 = Colin Drive/ISC | 22 = NCLC included sites | 37 = WTAC/Phoenix House |
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| 09 = East Moriches LC | 24 = PLC | 39 = Textbook Program |
| 10 = IAC | 25 = PLC included sites | 40 = Adult Education Program
(Full Time Only) |
| 11 = IAC @ ICC | 26 = Raymond DeFeo Bldg. | 41 = If any of these are not
applicable, please fill
in _____ |
| 12 = ICC | 27 = Roanoke House | |
| 13 = Itinerant | 28 = SLC | |
| 14 = JAC | 29 = SLC included sites | |
| 15 = JAC included sites | 30 = School Library System - Bellport | |

DE Mark Reflex® forms by NCS Pearson EW-275195-1:654321 Printed in U.S.A.

RETURN DIRECTIONS:

***** DO NOT BEND *****

Please return the survey in the enclosed self-addressed prepaid envelope by Friday, February 29, 2008 to Barbara Colombo, Eastern Suffolk BOCES, Office of Planning and Program Improvement, James Hines Administration Center, 201 Sunrise Highway, Patchogue, NY 11772.
Thank you for your participation in this survey.

Encuesta a los Padres de la Asociación de Middle States de Eastern Suffolk BOCES

Instrucciones: Usted encontrará un número de declaraciones debajo relacionadas con el crecimiento de la acreditación (AFG) de la asociación de Middle States de Eastern Suffolk BOCES y los programas educativos. Para cada declaración, tendrá que decidir si usted esta de acuerdo o no esta de acuerdo. Para indicar su opinión, elija una de las siguientes respuestas y ennegrezca (marque) el círculo que corresponde con la respuesta que usted ha elegido. Utilice un lápiz (No. 2) para marcar su respuesta. *Por favor vea al dorso para obtener instrucciones adicionales e información sobre el envío. Por favor devuelva la encuesta adjunta en el sobre con franqueo pagado, antes del viernes, 29 de febrero del 2008.* *** NO DOBLE EL FORMULARIO ***

E = No sabe o no aplica

D = Completamente en desacuerdo

C = No estoy de acuerdo

B = De Acuerdo

A = Completamente de acuerdo

1. Por favor indique su escuela/programa.
(si no ha sido pre-codificado, por favor vea al dorso para obtener los códigos)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

- | | |
|--|---------------------|
| 2. La filosofía y la misión de la escuela son comprensibles y ampliamente publicadas. | (A) (B) (C) (D) (E) |
| 3. La ética, justicia y equidad caracterizan el tratamiento brindado por parte de la administración escolar a los padres y a los estudiantes. | (A) (B) (C) (D) (E) |
| 4. El personal responsable de la escuela se relaciona positivamente con los distritos escolares, los padres y los alumnos con el objetivo de servir a las necesidades propias y particulares del estudiante. | (A) (B) (C) (D) (E) |
| 5. BOCES apoya a los distritos escolares pertinentes en la labor de implementación de programas fuera del área estatal. | (A) (B) (C) (D) (E) |
| 6. BOCES asegura que todos los programas y servicios educacionales son debidamente planificados y supervisados por el personal altamente competente. | (A) (B) (C) (D) (E) |
| 7. El personal mantiene una continua, abierta y oportuna comunicación con los distritos componentes, los padres y los alumnos. | (A) (B) (C) (D) (E) |
| 8. El personal docente y administrativo escolar se mantiene informado acerca de los desarrollos educativos. | (A) (B) (C) (D) (E) |
| 9. Los planes de mejoramiento del estudiante se enfocan en el éxito y desempeño del mismo. | (A) (B) (C) (D) (E) |
| 10. Las propiedades escolares, edificios, mobiliarios, y equipos proveen un ambiente sano y seguro para los alumnos. | (A) (B) (C) (D) (E) |
| 11. Diferentes ambientes y espacios son proveídos para la realización de programas y servicios de alto nivel de capacitación y para la integración de diferentes grupos de población estudiantil con necesidades especiales. | (A) (B) (C) (D) (E) |
| 12. BOCES provee materiales de instrucción actualizados, y están accesibles a los estudiantes. | (A) (B) (C) (D) (E) |
| 13. El personal asegura de que todos los programas, servicios y recursos son claros, precisos y de actualidad. | (A) (B) (C) (D) (E) |
| 14. Los miembros del personal cuentan con amplia experiencia en el área de educación, con la cual están comprometidos a contribuir a un excelente servicio al alumno. | (A) (B) (C) (D) (E) |
| 15. La escuela provee programas y servicios de instrucción y servicios de apoyo de alto nivel. | (A) (B) (C) (D) (E) |
| 16. El personal en conjunto trabaja unido con el objetivo de lograr la misión y los objetivos de BOCES. | (A) (B) (C) (D) (E) |
| 17. Los procedimientos de admisión y clasificación del alumno están claramente definidos, y previstos de forma que no promueven prejuicios e injusticias. | (A) (B) (C) (D) (E) |
| 18. Los procedimientos incluyen procesos de evaluación, conserjería y el desarrollo de relaciones positivas con los alumnos, los padres, y los distritos escolares. | (A) (B) (C) (D) (E) |
| 19. Los expedientes personales del estudiante están completos y en buen estado de archivo y conservación. | (A) (B) (C) (D) (E) |
| 20. Aciertos y logros alcanzados por el alumno son de práctica común en la evaluación del mismo, así como el puntaje recibido y el nivel académico alcanzado. | (A) (B) (C) (D) (E) |
| 21. Se otorga especial consideración a los diferentes niveles de habilidad del estudiante y los programas de educación son diseñados para satisfacer las necesidades particulares del estudiante. | (A) (B) (C) (D) (E) |
| 22. La comunicación con los distritos escolares sobre los adelantos y las necesidades de los estudiantes es frecuente, productiva, y significativa. | (A) (B) (C) (D) (E) |
| 23. Los programas educativos, las normas y/o los procedimientos de la agencia, y otra información pertinente referente al estudiante, están disponibles para los estudiantes y sus padres. | (A) (B) (C) (D) (E) |
| 24. La evidencia del aprendizaje del estudiante y el éxito de aquellos graduados demuestran la efectividad del programa educativo. | (A) (B) (C) (D) (E) |
| 25. Los servicios son proveídos de tal manera que los distritos componentes, el personal, los estudiantes y los padres pueden utilizarlos eficazmente. | (A) (B) (C) (D) (E) |
| 26. La administración basa sus decisiones con respecto al tipo y a la naturaleza de los servicios ofrecidos en la evaluación de datos con necesidades y en un diálogo vigoroso con los padres y los estudiantes. | (A) (B) (C) (D) (E) |
| 27. La comunicación con los distritos componentes sobre servicios de apoyo es frecuente, positivo, y significativo. | (A) (B) (C) (D) (E) |
| 28. Los programas educativos contienen diferentes métodos para determinar el nivel de aprendizaje del alumno así como su desempeño. | (A) (B) (C) (D) (E) |
| 29. Los resultados de las evaluaciones son piezas fundamentales para desarrollar nuevas estrategias para mejorar servicios y programas educativos. | (A) (B) (C) (D) (E) |

- E = No sabe o no aplica
- D = Completamente en desacuerdo
- C = No estoy de acuerdo
- B = De Acuerdo
- A = Completamente de acuerdo

30. Los miembros de la Junta así como el personal en general participan y comparten la responsabilidad en el aprendizaje del estudiante y la calidad de los programas y servicios. (A B C D E)
31. BOCES esta comprometido a proveer un proceso continuo de mejoramiento de aprendizaje del estudiante así como proveer programas y servicios de calidad. (A B C D E)
32. BOCES cuenta con un sistema de supervisión que provee datos actuales y extensos del desempeño del estudiante así como otros resultados. (A B C D E)
33. La existencia de un sistema de valores entre el personal escolar es evidente. (A B C D E)

COMENTARIOS/SUGERENCIAS:

- Instrucciones para la pregunta #1:**
- 1. ESCUELA/CÓDIGO DEL PROGRAMA:**
- | | | |
|-------------------------------------|---------------------------------------|---|
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INSTRUCCIONES PARA DEVOLVER EL FORMULARIO: * NO DOBLE EL FORMULARIO *****
Por favor devuelva la encuesta en el sobre con franqueo pagado, antes del viernes, 29 de febrero del 2008 a Bárbara Colombo, Eastern Suffolk BOCES, Office of Planning and Program Improvement, James Hines Administration Center, 201 Sunrise Highway, Patchogue, NY 11772. Gracias por participar en esta encuesta.

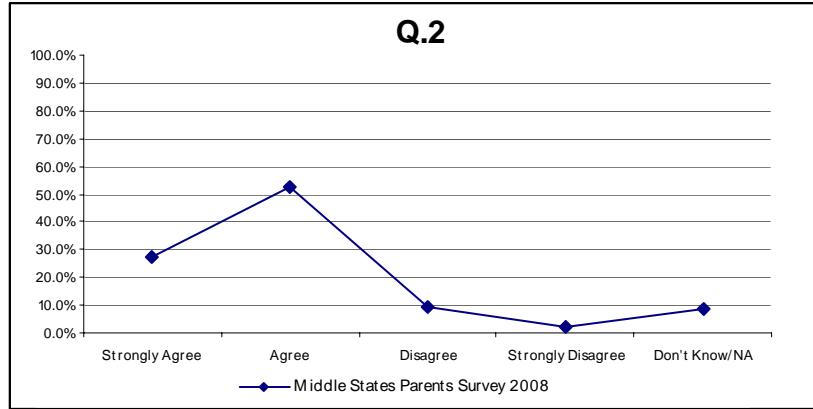
EASTERN SUFFOLK BOCES PARENT SURVEY ITEM RESULTS

Survey Items

The results of each question from the 2008 Middle States Parent Survey are shown below. The number(s)/letter(s) following each question identifies the Middle States Standard Indicator(s) that the question refers to, and can be referred to in the Appendix.

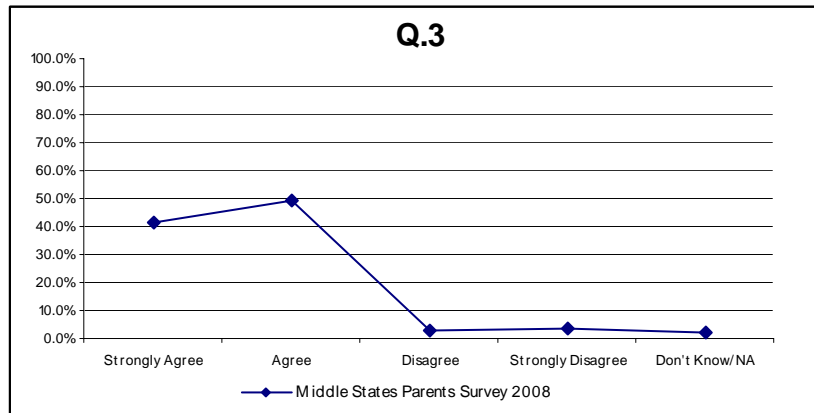
Q2. The school's philosophy and mission are understandable and widely publicized (1a)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.3%	52.2%	9.3%	2.5%	8.8%



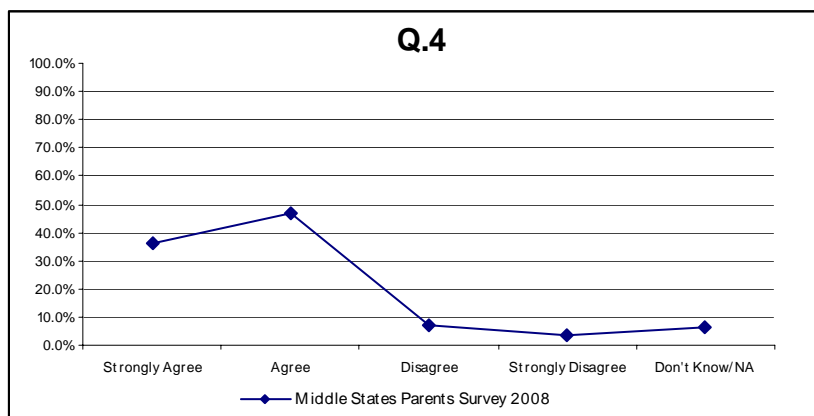
Q3. The administration and staff act ethically, fairly and equitably in dealing with parents and students. (2a)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	41.4%	49.4%	3.1%	3.8%	2.3%



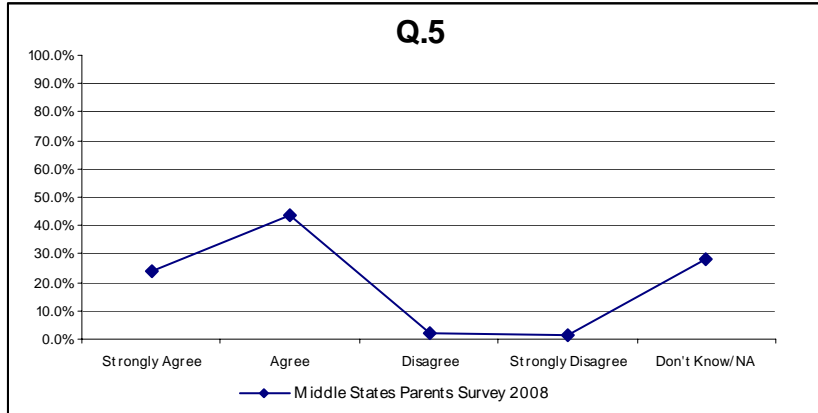
Q4. The staff maintains constructive relations with component districts, parents and students in the interest of serving the needs of the students. (2c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	36.4%	46.8%	6.9%	3.4%	6.6%



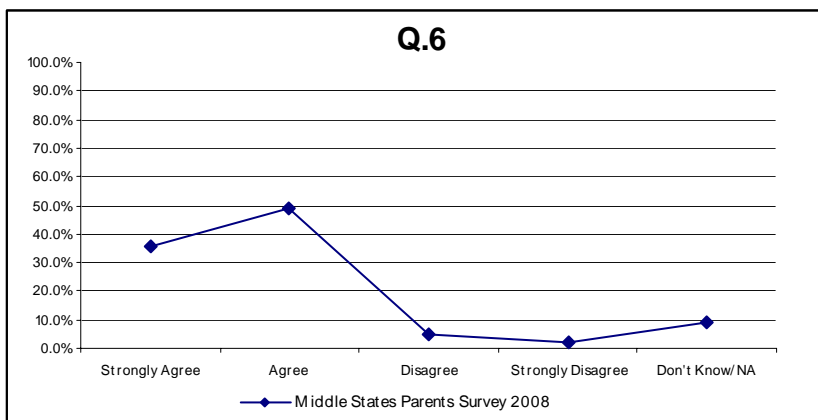
Q5. BOCES provides support to component districts in carrying out state programs. (2j)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	24.2%	43.7%	2.3%	1.2%	28.4%



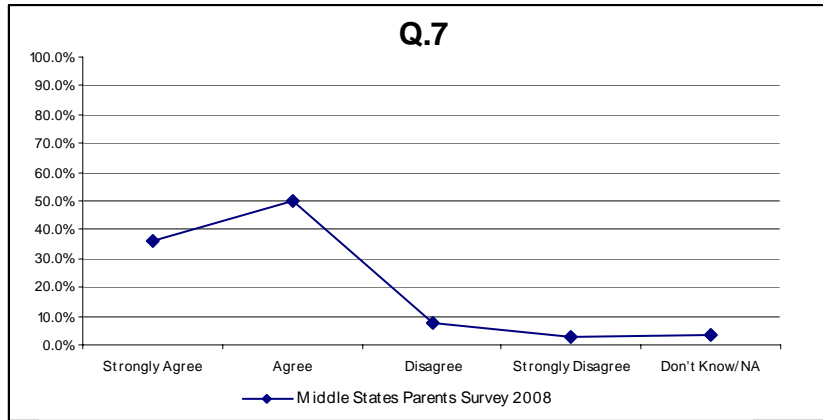
Q6. BOCES ensures that all programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. (3d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	35.7%	48.6%	5.1%	1.8%	8.8%



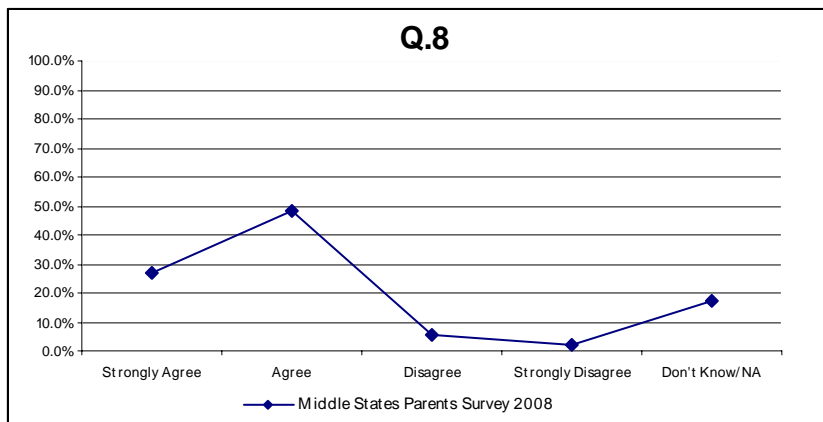
Q7. Staff maintains timely and open communication with school districts, parents and students. (3e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	35.8%	50.2%	7.5%	3.1%	3.4%



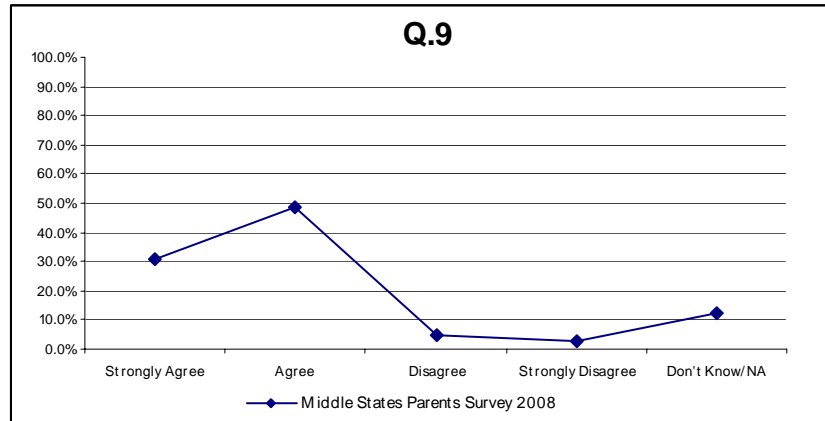
Q8. School staff stays well informed of educational developments. (3f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	26.6%	48.4%	5.7%	1.9%	17.2%



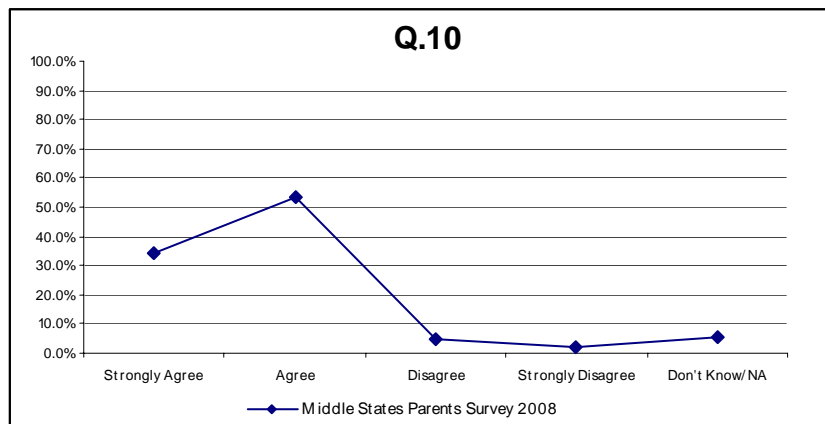
Q9. Improvement plans place major focus on student achievement and performance. (3i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	30.8%	48.7%	5.1%	2.8%	12.6%



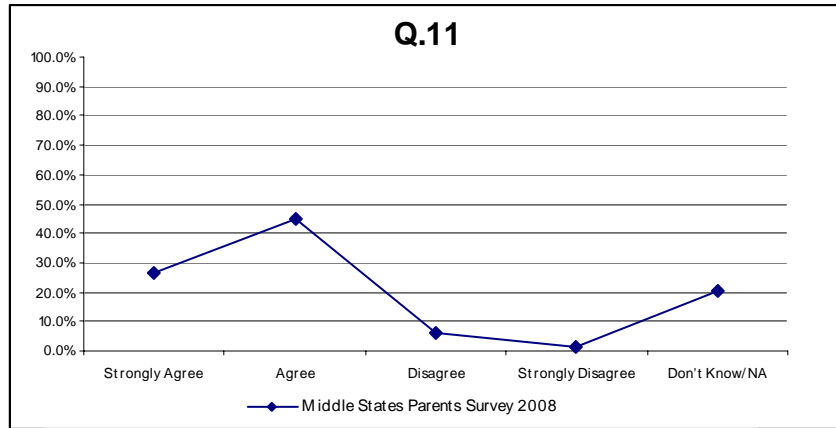
Q10. All school grounds, buildings, furnishings, and equipment provide for the health, safety, and security of students. (4b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	34.4%	53.2%	4.6%	2.1%	5.5%



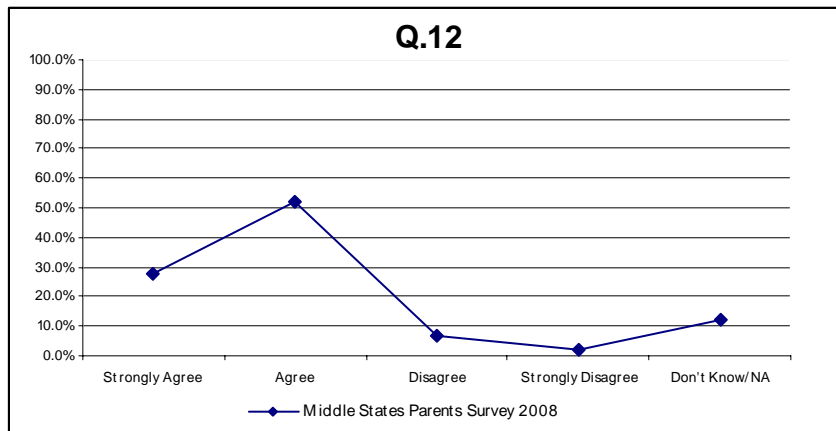
Q11. A variety of spaces are provided for high quality programs and services and for the integration of special needs populations. (4e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	26.3%	45.0%	6.5%	1.5%	20.7%



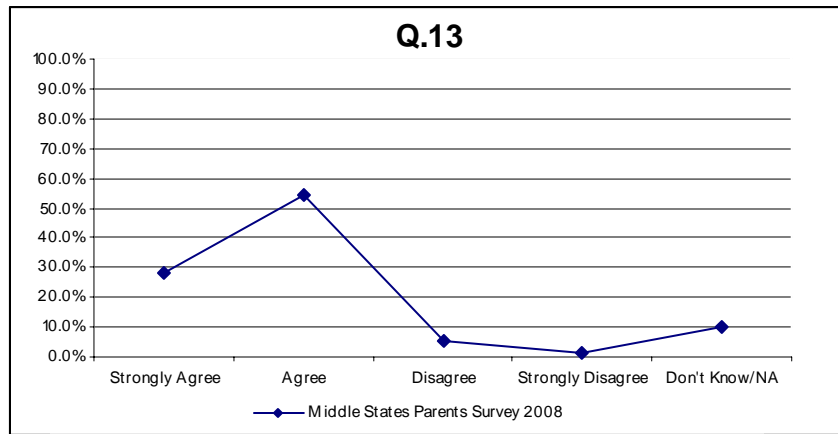
Q12. BOCES provides up-to-date instructional materials that are accessible to students. (4g)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESB Parents	27.5%	52.2%	6.6%	1.8%	11.8%



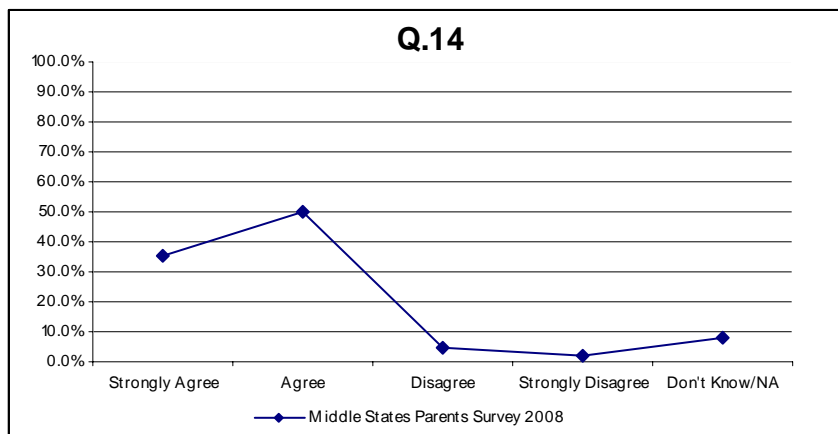
Q13. The staff ensures that all information relating to BOCES programs, services, and resources are clear, accurate and current. (5j)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.1%	54.4%	5.5%	1.5%	10.3%



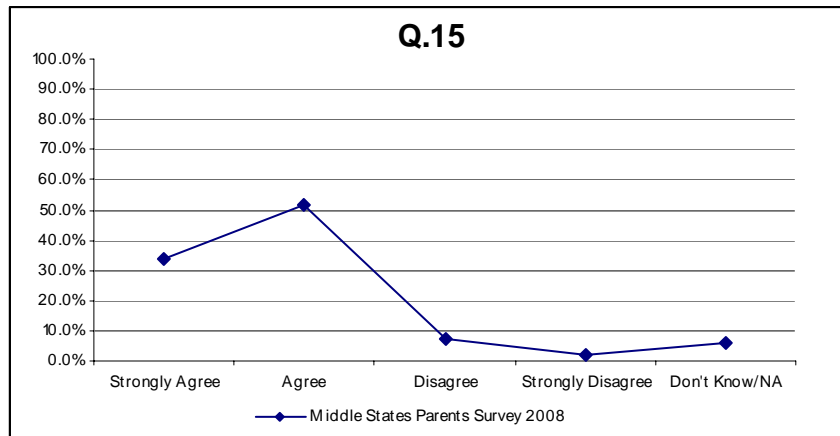
Q14. Staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	35.5%	50.1%	4.8%	2.0%	7.7%



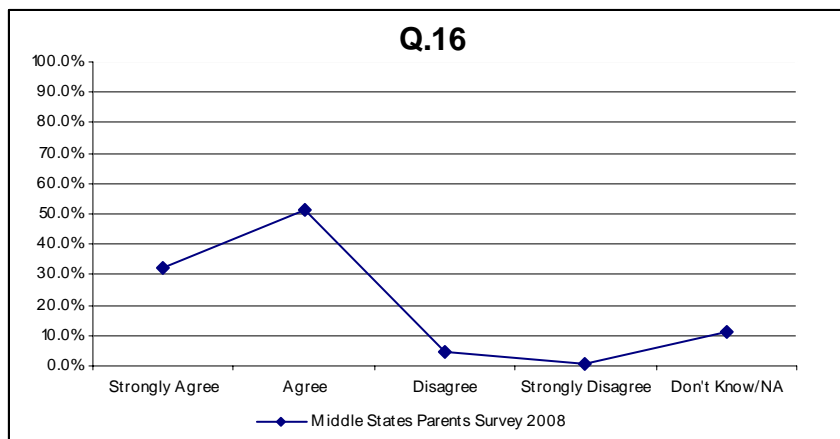
Q15. The school provides top-quality instructional programs, instructional services, and support services. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	34.0%	51.4%	7.1%	1.8%	5.7%



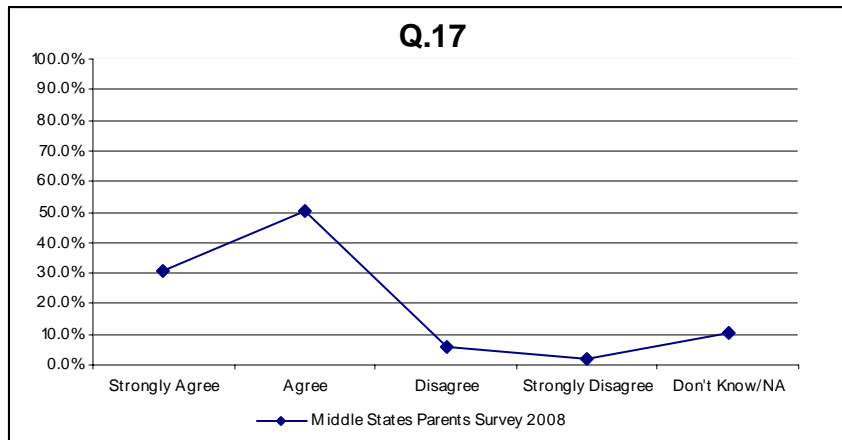
Q16. The staff works cooperatively to help to attain the BOCES mission and objectives. (6d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	32.3%	51.3%	4.6%	0.9%	10.9%



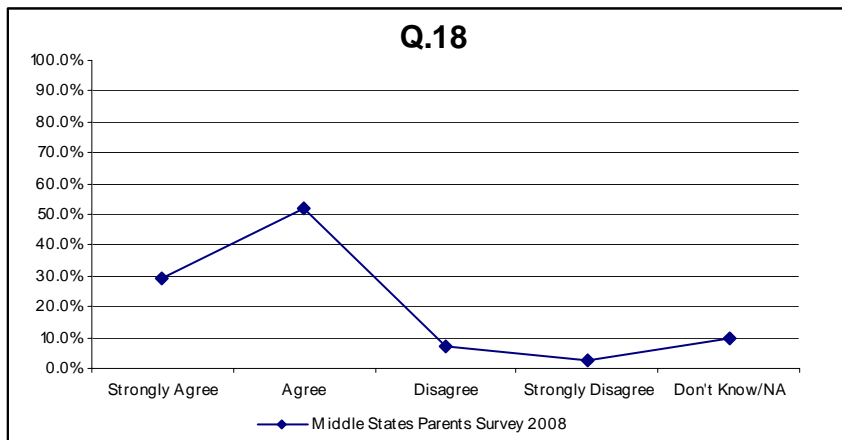
Q17. Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity. (7b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	30.8%	50.4%	6.1%	2.0%	10.7%



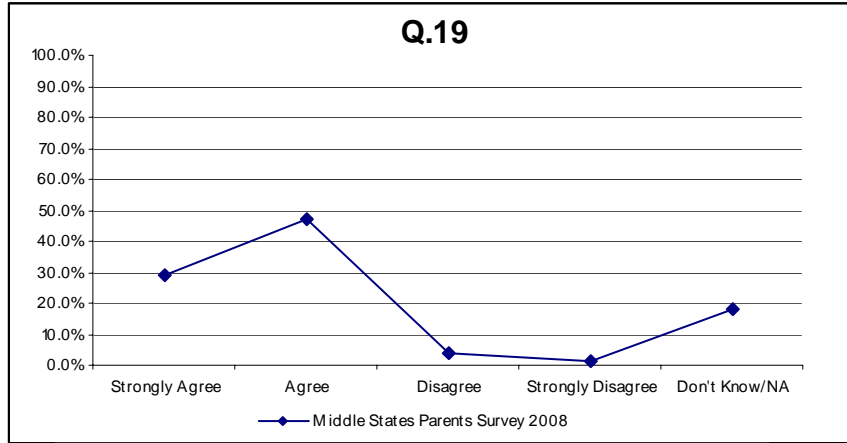
Q18. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts. (7b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.9%	51.9%	7.0%	2.5%	9.6%



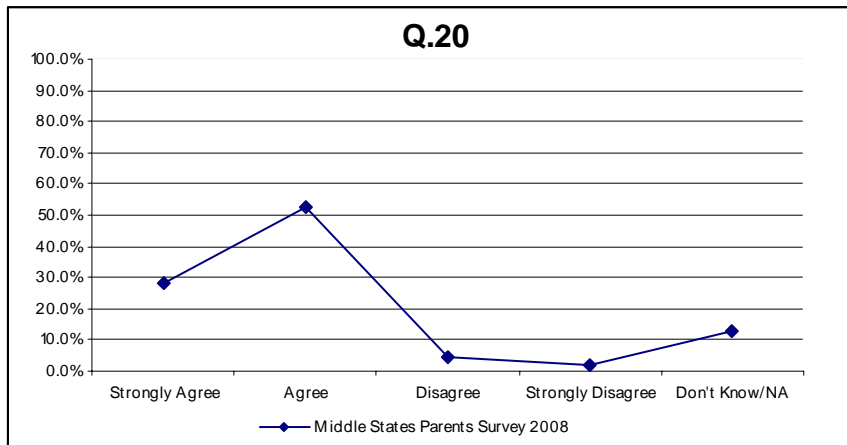
Q19. Student records are complete and well-maintained. (7c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.9%	47.0%	4.0%	1.4%	18.4%



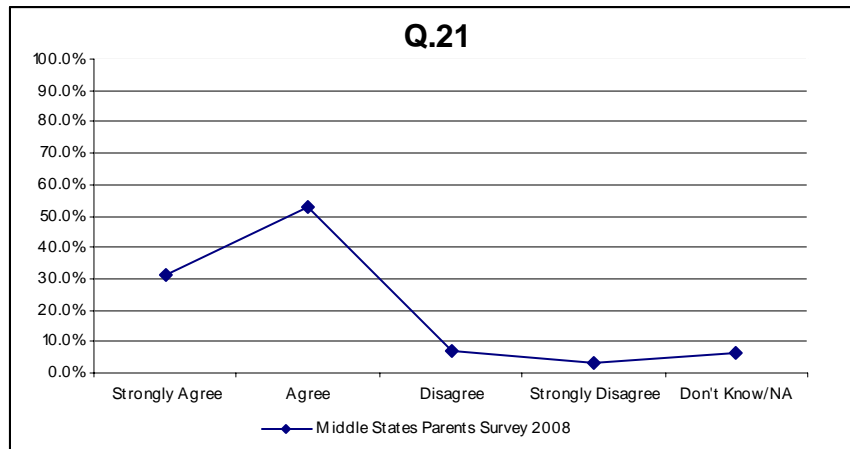
Q20. Academic credit, grade placement, academic recognition, and testaments to academic competence are practiced. (7d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.3%	52.4%	4.7%	1.7%	12.9%



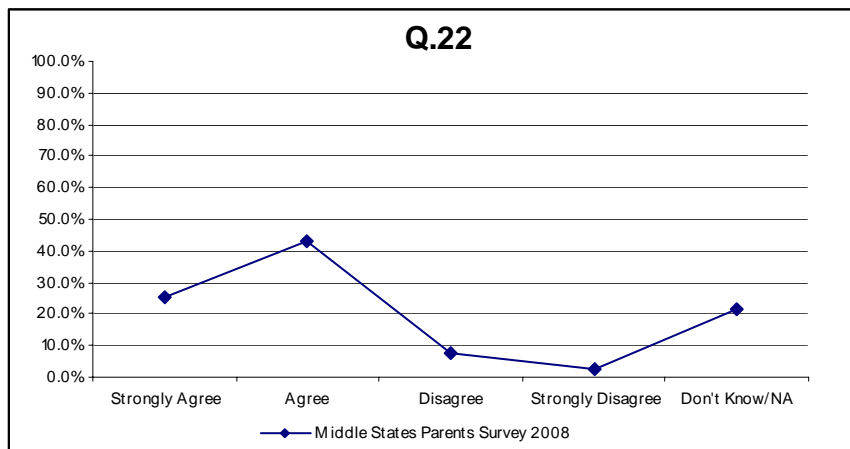
Q21. Consideration is given to the varying levels of ability of students and instructional programs are designed to meet student needs. (7e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	31.0%	52.7%	6.8%	3.2%	6.3%



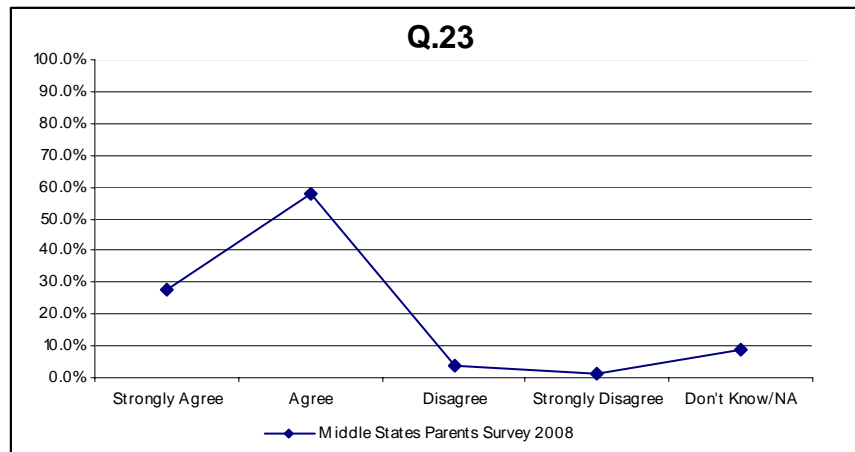
Q22. Communication with component districts regarding students' progress and needs is regular, productive, and meaningful. (7f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	25.1%	43.3%	7.9%	2.5%	21.2%



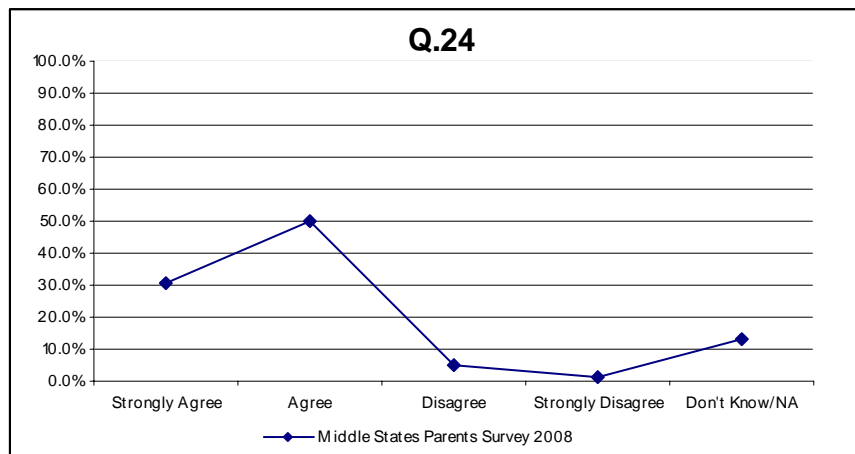
Q23. The educational program, agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students and parents. (7h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.8%	57.8%	3.7%	1.5%	9.1%



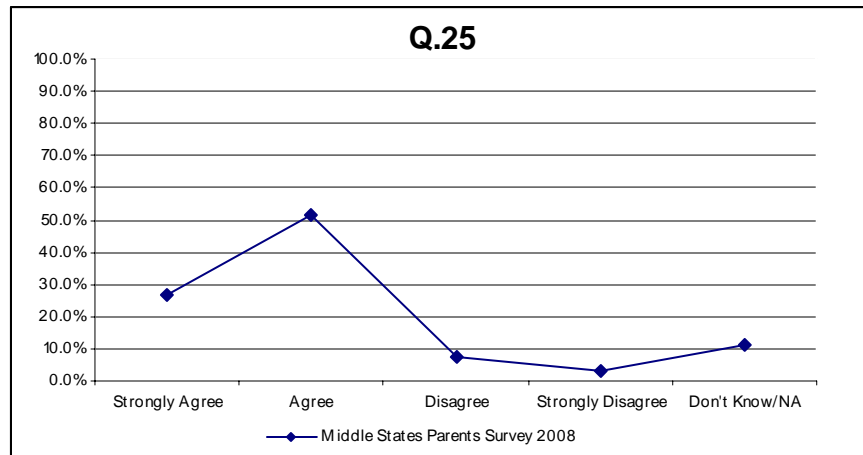
Q24. Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program. (7i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	30.5%	50.3%	5.0%	1.4%	12.8%



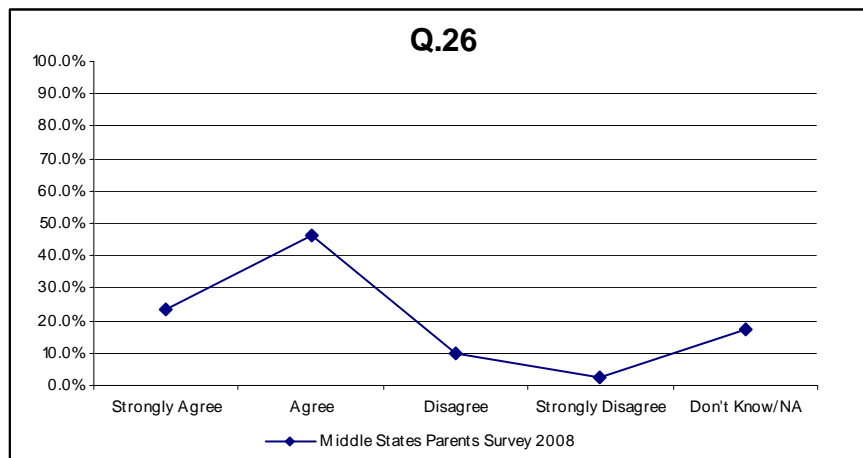
Q25. Services are delivered in such a manner that component districts, staff, students and parents can effectively use the services offered. (8b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	26.9%	51.3%	7.2%	3.1%	11.4%



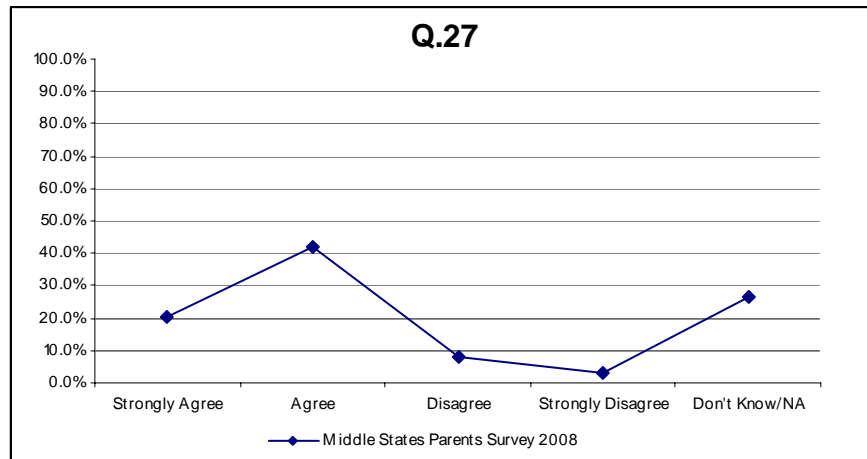
Q26. Administration bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with parents and students. (8c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	23.7%	46.6%	9.8%	2.6%	17.3%



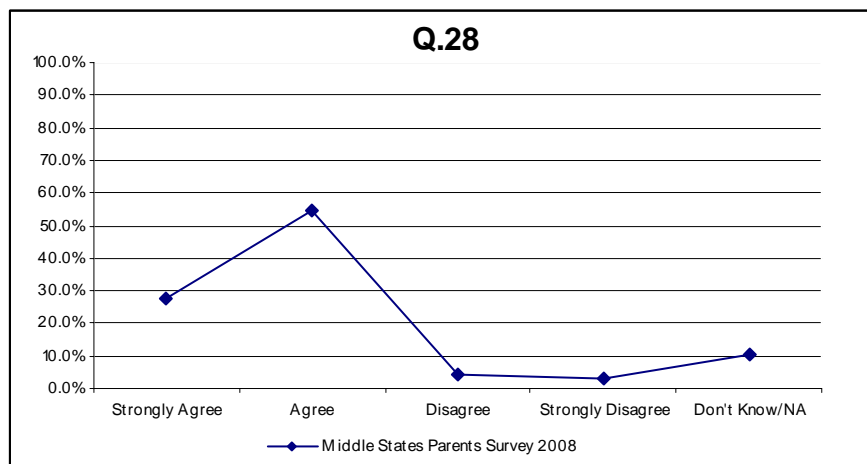
Q27. Communication with component districts about support services is regular, productive, and meaningful. (8d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	20.2%	42.2%	7.8%	3.4%	26.5%



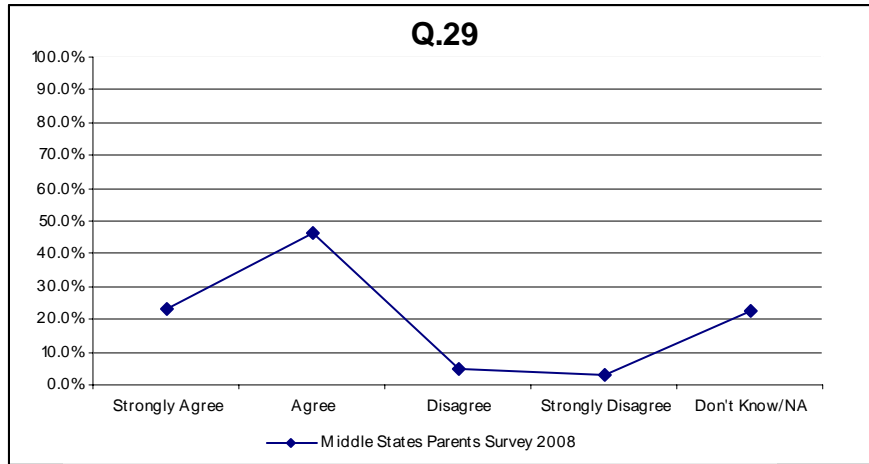
Q28. The school and programs utilize appropriate and varied methods to assess student learning and performance. (9d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.5%	54.6%	4.5%	2.8%	10.6%



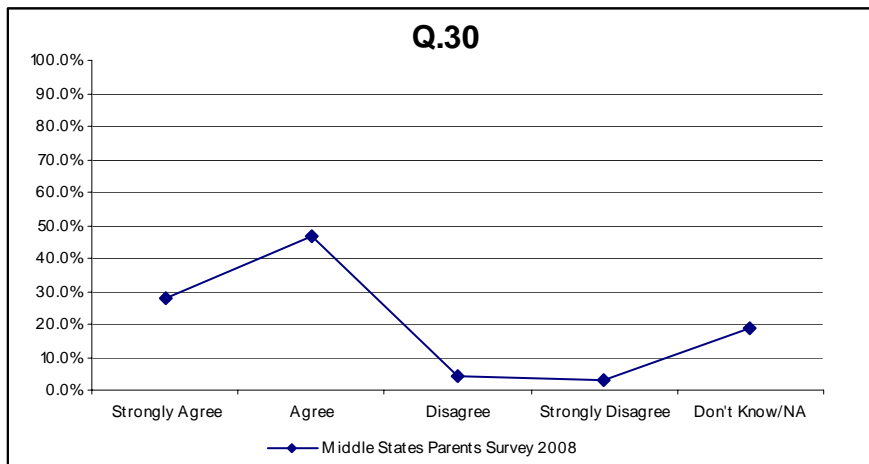
Q29. Assessment results are actively used to develop strategies for improving programs and services. (9e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	22.9%	46.3%	5.1%	3.0%	22.5%



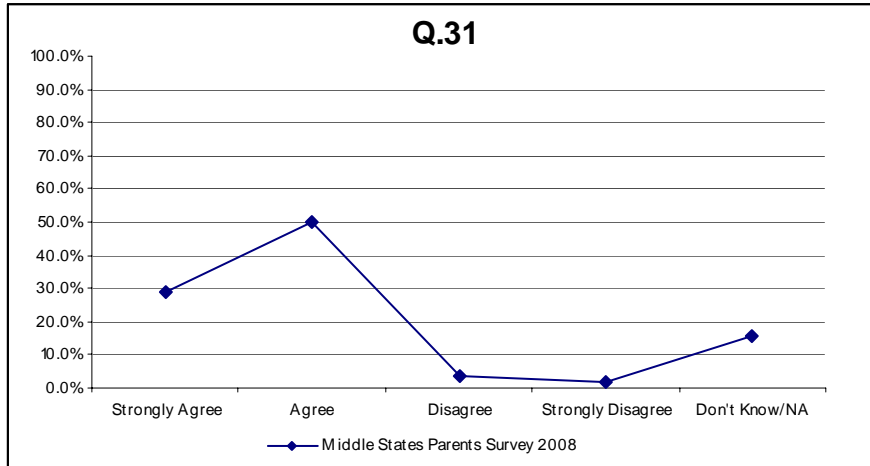
Q30. All staff, Board members, and other appropriate personnel commit to, participate in, and share in the accountability for student learning and quality programs and services. (9f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.9%	46.4%	4.2%	3.1%	18.5%



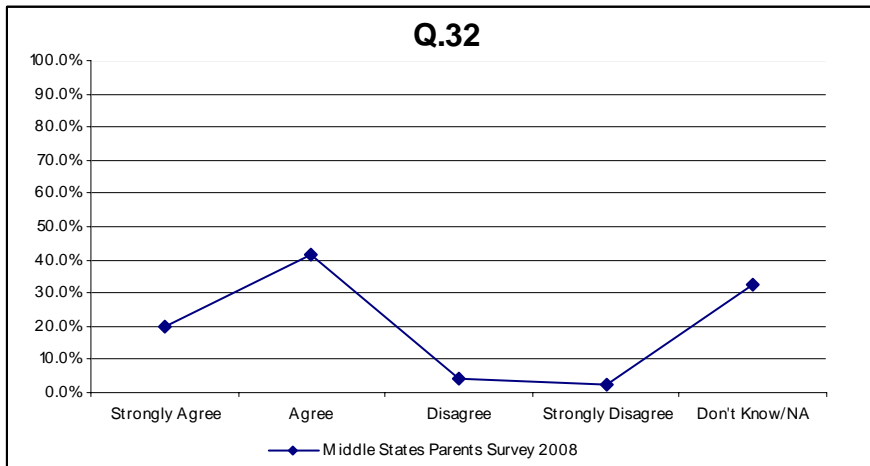
Q31. BOCES is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services. (9i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	29.2%	50.0%	3.9%	1.6%	15.4%



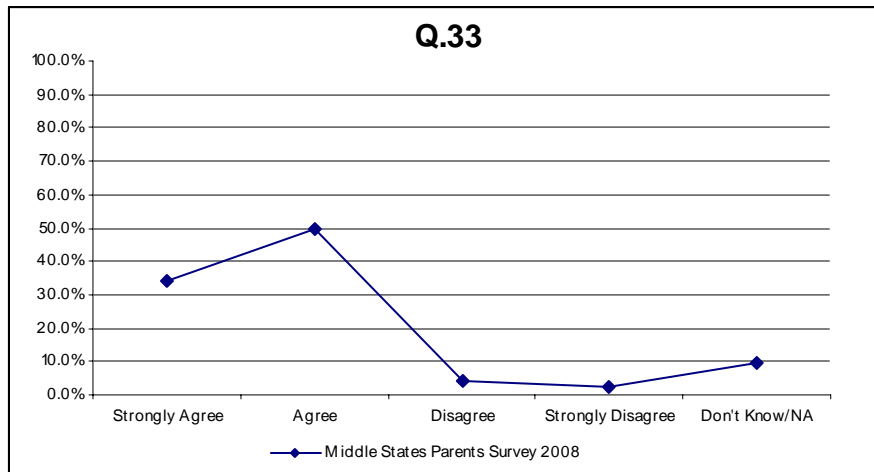
Q32. A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes. (9k)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	19.7%	41.7%	4.0%	2.3%	32.3%



Q33. There is evidence of good general morale among all segments of the school staff.
(10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	33.9%	49.8%	4.4%	2.1%	9.7%



APPENDIX



9/21/07

SPECIAL NOTE for ESBOCES Staff Members

The following pages contain the 10 Middle States Standards for Educational Service Agencies with their related indicators. ESBOCES staff members should use this document to familiarize themselves with the standards and indicators in preparation for the agency-wide survey coming out in the Fall of 2007.

Additional information on Strategic Planning and our Reaccreditation can be found in the September 2007 Highlights Special Edition newsletter now available in all ESBOCES facilities.

Questions or Comments? Contact the Office of Planning and Program Improvement @ 687-3263

MIDDLE STATES ASSOCIATION

STANDARDS FOR ACCREDITATION
OF SERVICE AGENCIES
With
INDICATORS

Commission on Elementary Schools
Commission on Secondary Schools
Committee on Institution-wide Accreditation

1. STANDARD: Philosophy/Mission/Beliefs/Objectives

Rationale for the Standard: Whether large or small, an institution functions more effectively and harmoniously when stakeholders understand and participate in the development of the organization's philosophy, mission, beliefs, and goals. The *mission* provides the unifying theme that illuminates the purposes and clients of the organization. This theme must be supported by *beliefs* that form an ethical core. Often an organization will have *parameters* that guide daily conduct of business as well as a set of *objectives* that provide focus for improvement and growth efforts. These documents should be appropriate for the groups served, prominently displayed, and periodically reviewed.

- a.) The Agency has clearly written statements of philosophy/mission/ beliefs and educational goals/objectives that convey the general and specific purposes of the Agency's programs and services and express expectations for quality.
- b.) The Agency's philosophy/mission /beliefs and educational goals/objectives have been cooperatively developed by representative elements of the community.
- c.) The Agency's philosophy/mission /beliefs and educational goals/objectives are generally understood and accepted by the governing body, component districts, staff, parents, and students.
- d.) The Agency's philosophy/mission /beliefs and educational goals/objectives are consistent with the ethical and civic norms of American society and demonstrate respect for persons of all races, creeds, and cultures.
- e.) The Agency's philosophy/mission /beliefs and educational goals/objectives are free of contradiction, ambiguity, and excessive abstraction and can be discussed by Agency authorities and leading members of the school community in terms of operation, action, movement, and direction.
- f.) The Agency's philosophy/mission /beliefs and educational goals/objectives are appropriate for the component districts served, students enrolled, and communities served.
- g.) The Agency's philosophy/mission /beliefs and educational goals/objectives are prominently and accurately cited in the Agency, the schools it operates, and in all Agency literature.
- h.) The Agency's philosophy/mission /beliefs and educational goals/objectives are periodically reviewed to ensure that the statements are appropriate to the needs of the districts and students served.

2. STANDARD: Governance and Constituent Relations

Rationale for the Standard: Effective governance and positive relations with constituent groups are key to the long-term well-being of any high quality service agency. The governing body, staff, and constituent groups must work in partnership to assure the integrity, quality, and usefulness of programs and services. There should be an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The governing body should focus its activities on policy development, planning, assessing the service agency's performance as well as that of the agency leadership.

- a.) The Agency governing body and staff act ethically, fairly, and equitably in all dealings with component districts, parents, students, staff and the school community.
- b.) The Agency governing body and staff work cooperatively to establish and maintain clearly formulated policies and practices that are consistent with the Agency's philosophy and are understood by component districts, staff, parents, students, and others.
- c.) The Agency governing body and staff maintain appropriate and constructive relations with component districts, parents, students, staff, the host community, and with each other in the interest of serving the needs of the component districts and students.
- d.) The Agency functions effectively in its dual role of representing the interests and needs of component districts and as the local representative and interpreter of state initiatives for local school districts.
- e.) The Agency governing body and staff comply with applicable statutes, governmental regulations, and Board policies.
- f.) The Agency governing body provides appropriate opportunities for trustee education, including orientation and training sessions so that all governing body members understand their responsibilities and roles.
- g.) The membership and organization of the Agency governing body provides the Agency with solid leadership, continuity, and effective support. The governing body thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- h.) The Agency governing body focuses its activities on selecting and evaluating the Agency leadership, policy development, planning, assessing the Agency's performance, and ensuring adequate resources to accomplish the Agency's mission and goals.
- i.) The Agency governing body utilizes a clearly defined performance appraisal system for Agency leadership. The appraisal is conducted with the knowledge and participation of Agency leadership.
- j.) The Agency provides support to component districts in carrying out state initiatives and programs.

3. STANDARD: Leadership and Planning

Rationale for the Standard: In an effective service agency, the head of the agency ensures a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the agency. The focus of a service agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients.

- a.) The Agency staff provides the Agency programs and services with solid leadership, continuity, and effective support. The staff thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- b.) The head of the Agency is accountable to the Agency governing body and is responsible for creating a productive work environment and for the day-to-day operation of the Agency.
- c.) The head of the Agency maintains positive, meaningful relationships with state and local authorities.
- d.) The Agency staff ensures that all Agency programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
- e.) The Agency staff maintains timely and open communication with various elements of the school community, including component districts, parents, students, local agencies, and governmental entities.
- f.) The Agency staff stays well informed of educational developments.
- g.) The Agency governing body and staff undertake operational, long range, and strategic planning aimed at accomplishing the Agency's mission and goals.
- h.) Agency leadership plan, organize, manage and support an ongoing Agency improvement process that has broad-based, component district, staff, and community participation and commitment.
- i.) Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts.
- j.) Periodic review of the Agency improvement plan is conducted to determine the extent to which outcomes meet expectations and so that corrective actions can be initiated.

4. STANDARD: Resources

Rationale for the Standard: Financial, physical, and human resources must be sufficient to contribute to the fulfillment of the mission and objectives of the organization. Buildings should be safe and secure and sufficiently maintained. Class sizes should be appropriate to meet student needs. Learning materials, technology and equipment should be up-to-date and accessible to students and staff.

- a.) All resources (human, technological, and material) employed by the Agency contribute to the fulfillment of the Agency Philosophy/Mission/ Beliefs/Objectives, to the provision of high quality services, and to the achievement of desired student learning outcomes.
- b.) All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency provide for the health, safety, and security of students and staff and meet all code requirements for safe access and egress.
- c.) All Agency staff and the students they serve are trained in safe facilities occupancy and use.
- d.) All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency are sufficiently maintained to meet the Agency's mission and objectives.
- e.) All buildings owned, rented, and/or operated by the Agency offer a variety of spaces for providing high quality programs and services and for the integration of special needs populations. Schools and programs operated by the Agency include appropriate accommodation for instruction, administration, conferences, student activities, and student services.
- f.) Schools and programs operated by the Agency provide class sizes that meet student needs and effectively utilize the intended capacity of the facility.
- g.) Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning.
- h.) Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff.
- i.) Schools and programs operated by the Agency have up-to-date instructional materials, learning media services, and technology that is appropriately supported through adequate funds provided in an annual budget.

5. STANDARD: Business Practices

Rationale for the Standard: The business practices of a service agency should promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. The agency should effectively allocate fiscal resources to accomplish the mission and identified goals of the organization and to meet the needs of end users. Stakeholders should have opportunities to provide input into financial plans and levels of income and expenditure should be in appropriate balance. Educational service agencies are expected to deliver cost-effective programs and services that contribute to the educational health of the local community.

- a.) The Agency governing body and the staff exercise prudent control over all financial operations, following accepted accounting principles, billing procedures, and annual independent audit practices.
- b.) Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes.
- c.) Financial resources to attain the Agency's mission and objectives are available and utilized.
- d.) Agency staff participates in the determination and development of the annual budget.
- e.) Agency staff and component districts participate in the determination of programs and services to be offered.
- f.) The Agency, in accordance with written policies and sound business practices, is accountable to all appropriate segments of the Agency community including federal/state/local governmental agencies, component districts, and local school communities.
- g.) Agency finances are currently stable and projections indicate continuing stability. Levels of income and expenditure are in reasonable balance.
- h.) The corporate status of the Agency is clear. No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and/or any corporate linkages are expressed as enforceable agreements.
- i.) The Agency and all schools and programs it operates are approved for their function by the civil authority within whose jurisdiction they are located.
- j.) The Agency staff ensures that all statements and representations relating to Agency programs, services, and resources are clear, accurate, and current. Advertising and promotional literature is completely truthful and ethical.
- k.) The Agency explains what it attempts to do, its methods, and results that are reasonably anticipated. Cost/benefit analyses are conducted where necessary and appropriate.

6. STANDARD: Organization and Administration

Rationale for the Standard: The organizational structure of a service agency is the vehicle for carrying out the established philosophy and goals of the educational program and support services. A clearly defined set of reporting relationships is key and administrative, instructional, and support staff that is qualified, competent and sufficient in number is essential for success. Founded in organizational theory and exhibited in the daily functioning of any service agency is the realization that relationships among the staff and administration sustain the dynamic nature of that organization.

- a.) There is a clearly delineated table of organization that specifies levels of responsibility and reporting relationships.
- b.) The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services.
- c.) Designated, qualified leadership provides coordination and direction for the
 - Agency
 - divisions within the Agency
 - instruction, activities, and services that Agency-operated schools/programs provide.
- d.) The Agency leadership and staff work cooperatively to create a climate that fosters the attainment of the Agency's mission and objectives.
- e.) The Agency meets all applicable state requirements and regulations for organization, administration, and control, unless official exemption has been granted by state authorities.

7. STANDARD: Instructional Programs and Services

Rationale for the Standard: The instructional program of a service agency should reflect a well orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. The curriculum at all levels is defined in scope and sequence and is consistent with the agency's stated purposes. It should be designed to stimulate student learning at all levels for all abilities. The materials, technology, and equipment for instruction are appropriate, current, functional, and well-maintained. Programs should be aligned with the standards for appropriate state, local, and school districts requirements and is supported by adequate record-keeping and good communication.

- a.) Curriculum, instruction, and assessment in Agency-operated instructional programs are clearly defined and aligned into a coherent system consistent with the Agency's philosophy and goals.
- b.) Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts.
- c.) Student records are complete and well-maintained. General standards for transcript control and use are known and observed.
- d.) Commonly held norms relating to academic credit, grade placement, academic recognition, and testaments to academic competence are practiced.
- e.) Consideration is given to the varying levels of ability of students and the instructional program is designed to meet student needs.
- f.) Communication with component districts regarding students' progress and needs is regular, productive, and meaningful.
- g.) Formal policies and/or procedures provide direction for the Agency staff in the development, implementation, and improvement of the educational program
- h.) The educational program, Agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students, parents, and the Agency community.
- i.) Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program.

8. STANDARD: Support Services

Rationale for the Standard: Effective service agencies are designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. Needs assessments are used to make decisions regarding the type and nature of services to be offered and assessments of customer satisfaction, efficiency and effectiveness are conducted.

- a.) The Agency provides a comprehensive and appropriate set of instructional, management, and technical support services and staff development programs to meet the needs of its component districts.
- b.) Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered.
- c.) The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services.
- d.) Communication with component districts about support services is regular, productive, and meaningful.
- e.) Assessment of customer satisfaction, efficiency, and effectiveness are the indicators for documenting the quality of the Agency's support services.

9. STANDARD: Results/Outcomes

Rationale for the Standard: An effective service agency looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance, performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs and services. Results are used to develop strategies for improving service and program quality.

- a.) The Agency maintains a disciplined knowledge of its future with projections of income, expense, trends in the business environment, and cost/benefit analyses of its services.
- b.) The Agency identifies specific criteria for assessing
 - student learning and performance
 - performance results for support services
 - customer satisfaction of component districts
 - followup surveys of graduates
 - cost effectiveness of programs and services
- c.) Progress in the following areas is regularly evaluated and accurately interpreted and reported in an understandable manner.
 - student learning and performance
 - performance results for support services
 - customer satisfaction of component districts
 - followup surveys of graduates
- d.) Agency-operated schools and programs utilize appropriate and varied methods to assess student learning and performance.
- e.) Assessment results are actively used to develop strategies for improving programs and services.
- f.) All staff, Board members, and other appropriate Agency personnel commit to, participate in, and share in the accountability for student learning and quality programs and services.
- g.) The Agency communicates its assessment policies and practices and the results of its evaluations to the total Agency community
- h.) Assessment results are the basis for decisions regarding the allocation of resources.
- i.) The Agency is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services to the component districts.
- j.) A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes.

10. STANDARD: Human Resources Development

Rationale for the Standard: The Human Resources Development program of a service agency should emulate the agency's mission and belief statements. Personnel practices should promote recruitment of quality staff, facilitate communications, advocate for the fair and equitable treatment of staff, ensure that staff accountability practices are followed, and assist in the design and delivery of staff development/professional growth programs. At the same time, service agencies are concurrently challenged to maintain relationships that are reflective, honest, open, and representative. On-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students.

- a.) Personnel policies and regulations for the operation of the Agency are written and available to all employees.
- b.) Personnel practices provide for adequate compensation, reasonable work loads, acceptable working conditions, ethical treatment, professional satisfaction, and good general morale among all segments of the staff.
- c.) There is a clearly defined system of appraisal of staff, based on predetermined criteria. It is conducted with the knowledge of the staff member and reported in writing. The staff member shall have an opportunity to discuss and appeal any aspects of the appraisal.
- d.) Agency leadership supports a comprehensive and ongoing program of staff development for professional and support staff that encourages professional growth and job-specific training.
- e.) Staff development programs are designed through needs assessment with input from Agency personnel in planning and evaluating the programs.
- f.) Employee morale is regularly assessed to determine employee perceptions and the data are used to improve and expand upon employee developmental activities.



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