

BOARD OF COOPERATIVE EDUCATIONAL SERVICES REPORT CARD



Career and Technical Education

Alternative Education

Adult Career and Technical Education

Adult Basic Education

Special Education

Professional Development

2022-2023 Expenses

2022-2023

Eastern Suffolk BOCES

**Eastern Suffolk BOCES
Board of Cooperative Educational Services
2022-2023 Report Card**

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Prior editions of the BOCES Report Card included other data representing information on component districts.

The following data were not included in this report.

- ❖ State Testing Program for All Component Districts
- ❖ Graduation Results

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare current year standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement.

BOCES
589100

Component Districts

- Amagansett Union Free School District
- Bay Shore Union Free School District
- Bayport-Blue Point Union Free School District
- Brentwood Union Free School District
- Bridgehampton Union Free School District
- Brookhaven-Comsewogue Union Free School District
- Center Moriches Union Free School District
- Central Islip Union Free School District
- Connetquot Central School District
- East Hampton Union Free School District
- East Islip Union Free School District
- East Moriches Union Free School District
- East Quogue Union Free School District
- Eastport-South Manor Central School District
- Fire Island Union Free School District
- Fishers Island Union Free School District
- Greenport Union Free School District
- Hampton Bays Union Free School District
- Hauppauge Union Free School District
- Islip Union Free School District
- Little Flower Union Free School District
- Longwood Central School District
- Mattituck-Cutchogue Union Free School District
- Middle Country Central School District
- Miller Place Union Free School District
- Montauk Union Free School District
- Mount Sinai Union Free School District
- New Suffolk Common School District
- Oysterponds Union Free School District
- Patchogue-Medford Union Free School District
- Port Jefferson Union Free School District
- Quogue Union Free School District
- Remsenburg-Speonk Union Free School District
- Riverhead Central School District
- Rocky Point Union Free School District
- Sachem Central School District
- Sag Harbor Union Free School District
- Sagaponack Common School District
- Sayville Union Free School District
- Shelter Island Union Free School District
- Shoreham-Wading River Central School District
- South Country Central School District
- Southampton Union Free School District
- Southold Union Free School District
- Springs Union Free School District
- Three Village Central School District
- Tuckahoe Common School District
- Wainscott Common School District
- West Islip Union Free School District
- Westhampton Beach Union Free School District
- William Floyd Union Free School District

Eastern Suffolk BOCES also serves approximately 18 school districts in Western Suffolk County, 56 in Nassau County, and 83 school districts/BOCES in New York.

Eastern Suffolk BOCES encompasses 924 square miles

Joint Management Team

- Eastern Suffolk BOCES, Western Suffolk BOCES, Nassau BOCES

Regional Information Center

- Suffolk Regional Information Center

To learn more about the comprehensive nature of BOCES in NYS, go to:
<https://www.boces.org/>

Indicators of BOCES Performance

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

First-year students

Second-year students

Second-year students completing

Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2021-2022	2021-2022	2022-2023	2022-2023
414	153	463	173
184	66	143	102
184	64	136	101
112	30	105	95

Other Career-Related Programs

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

“New Vision”

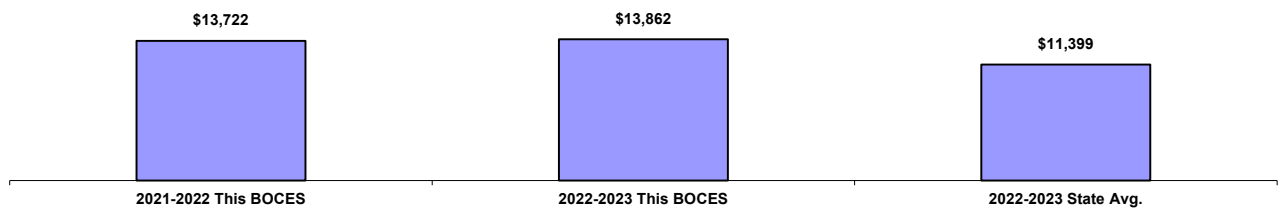
Participated 1 yr of a CTE Program

Other one-year programs

0	0	0	0
349	78	759	268
495	195	75	593

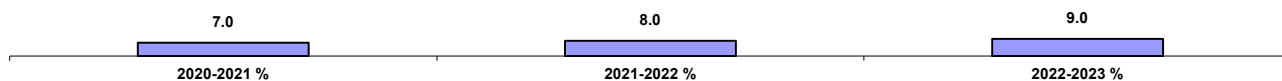
Tuition Per Student for CTE Programs

Data Source: 602 Report



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

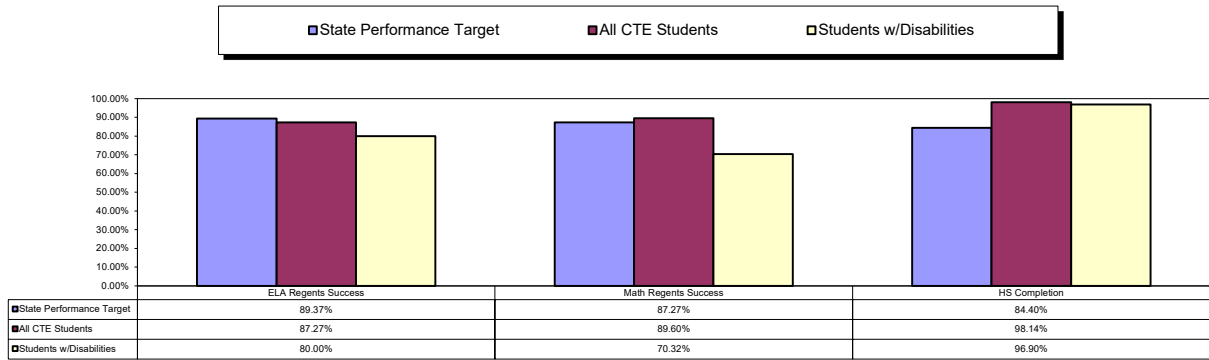
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS

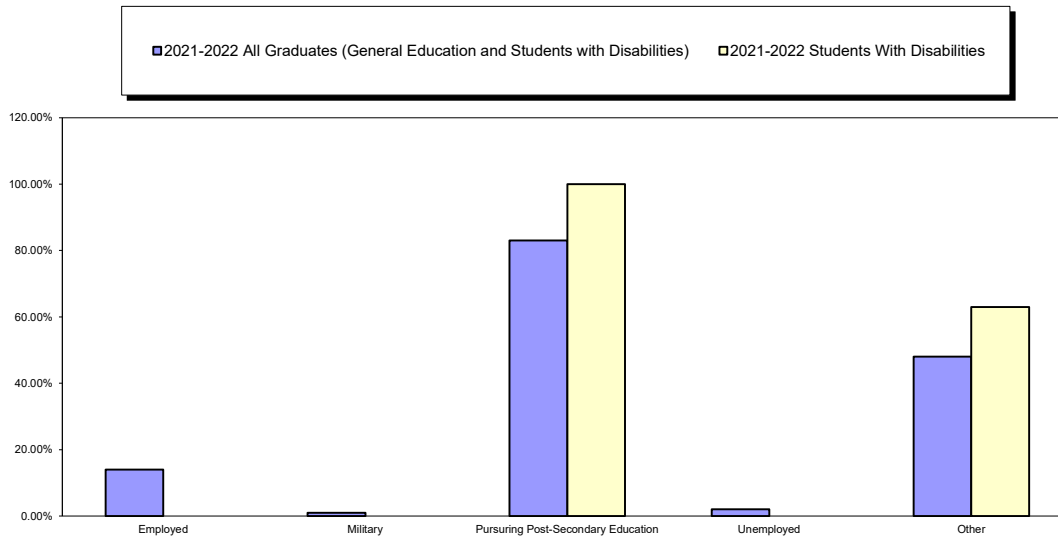


Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

Total Placement

This BOCES	State Target
77.75%	79.4 %



Test Assessing Secondary Completion Leading to TASC **For CTE Students Age 16-18** **2022-2023**

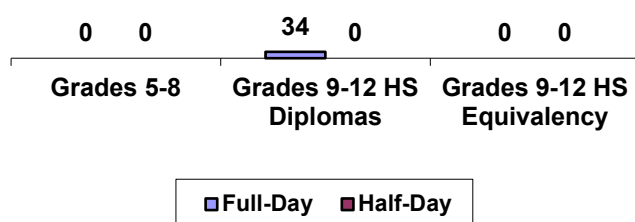
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

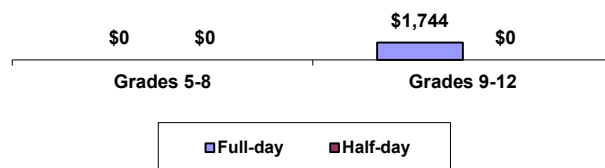
Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

**Alternative Education Program Enrollment
June 30, 2023**



2022-2023 Per Student Tuition



Alternative Education Outcomes

The objective of the alternative education program is to retain students until they graduate or return to a regular school setting. Students counted as leaving programs may have done so for a variety of reasons including relocation, medical problems, childcare, incarceration or entering other education programs.

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Number of students who:						
Returned to a school district program	0	0	11	0	0	0
Remained in the BOCES program	0	0	10	0	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	0	0	0	0
Received high school diplomas			13	0		

Alternative Education State Testing Program
2022-2023 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	0
Geometry (CC)	5	0	0	5	100.0%	0.0%	0.0%	0
English Language Arts (CC)	4	1	11	16	25.0%	6.3%	68.8%	0
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Earth Science	3	0	1	4	75.0%	0.0%	25.0%	0
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	2	2	2	6	33.3%	33.3%	33.3%	0
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	0
United States History and Government	5	5	2	12	41.7%	41.7%	16.7%	0

Adult Career and Technical Education (CTE)

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: ASISTS*

	This BOCES Count Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2021-22	1654	--	--
Continuing Enrollment after 2021-22	80	4.84%	13.71%
Completed or Left During 2021-22	1574	95.16%	86.31%
Left Prior to Completion During 2021-22	196	11.85%	11.49%
Completed by the End of 2021-22	1378	83.31%	74.53%
Completed or Left During 2021-22 and Status Known	934	56.47%	54.24%
Completed/Left/Status Known and Successfully Placed*	372	22.49%	34.62%
Completed but Not seeking Employment	34	2.06%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	1466	88.63%	50.85%
Completed a Non-Traditional Program By the End of 2021-22	1206	72.91%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	243	14.69%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	217	13.12%	5.78%

* Successfully Placed means placed in employment, the military or in additional education.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2022-23 was 2,240.

Educational Gain

Under the NRS, educational gain is the primary goal for students in adult beginning/intermediate programs, adult secondary (low) programs, and in English for speakers of other languages programs. Students are counted as achieving educational gain if they exceed established reference points in their standardized test scores between enrollment and re-testing.

Educational Program	Enrollment			Educational Gain					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/Intermediate	300	369	355	63	21.0%	78	21.0%	129	36.0%
Adult Secondary (Low)	0	1	4	0	0.0%	0	0.0%	0	0.0%
ESOL	500	1,527	1,881	231	29.0%	496	32.0%	897	48.0%

Other Outcomes (2020-21 through 2022-23)

The following outcome measures are consistent with the National Reporting System (NRS) for adult education. Students in adult secondary (high) programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

Other Outcomes	Students with Goal			Students Achieving Goal					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Entered employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Retained employment	0	0	0	0	0.0%	0	0.0%	0	0.0%
Obtained secondary or HS equivalency diploma	77	34	170	43	56.0%	9	26.0%	45	26.0%
Entered post-secondary education or training	0	0	0	0	0.0%	0	0.0%	0	0.0%

Special Education

Special Education Enrollment and Tuition

When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are six of the alternatives:

- ❖ 12 students per teacher plus one paraprofessional (12:1:1)
- ❖ 6 students per teacher plus one paraprofessional (6:1:1)
- ❖ 12 students per teacher plus four paraprofessionals (12:1+1:3)
- ❖ 8 students per teacher plus 1 paraprofessional (8:1:1)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

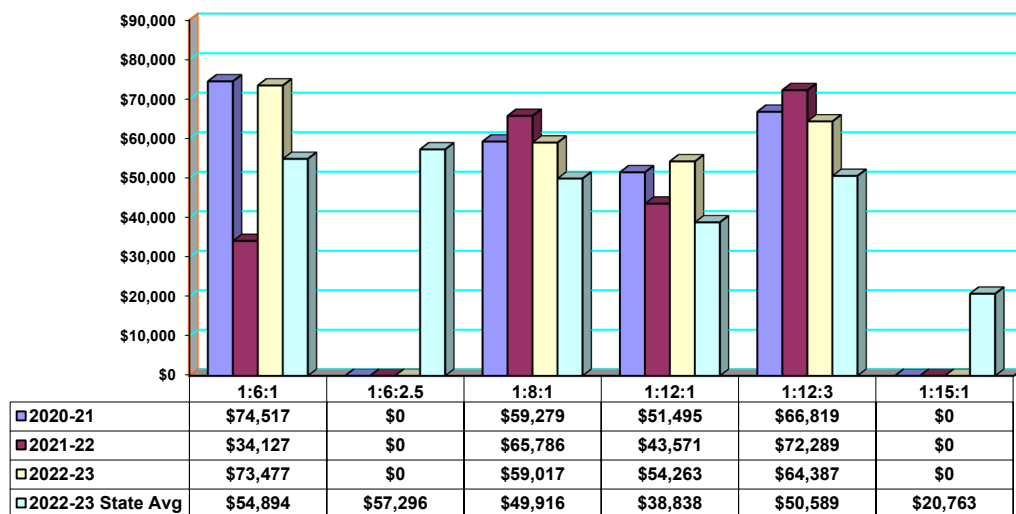
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. *Data source: 602 Report*

Enrollment Trends

	2020-21	2021-22	2022-23
8:1:1	1,594	1,711	1,483
12:1+1:3	46	48	45
6:1:1	100	89	91
12:1:1	143	133	520
15:1:1	0	0	0
6:1:2.5	0	0	0

Tuition Rates Per Student 2020-21 through 2022-23



Special Education State Testing Program

2022-2023 School Year

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: Data Warehouse

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	11	7	1	0	19	42.1%	5.3%	0
Grade 4 English Language Arts	9	11	1	0	21	57.2%	4.8%	0
Grade 5 English Language Arts	13	4	2	0	19	31.6%	10.5%	0
Grade 6 English Language Arts	28	5	0	0	33	15.1%	0.0%	0
Grade 7 English Language Arts	31	2	2	0	35	11.4%	5.7%	0
Grade 8 English Language Arts	23	8	2	0	33	30.0%	6.1%	0
Grade 3 Mathematics	13	4	3	1	21	38.1%	19.1%	0
Grade 4 Mathematics	14	2	2	0	18	22.2%	11.1%	0
Grade 5 Mathematics	16	2	0	0	18	11.1%	0.0%	0
Grade 6 Mathematics	24	6	1	0	310	22.6%	3.3%	0
Grade 7 Mathematics	22	3	2	0	0	18.5%	7.4%	0
Grade 8 Mathematics	32	1	0	0	0	3.0%	0.0%	0

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

Special Education State Testing Program (cont'd.)
2022-2023 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	71	31	28	130	54.6%	23.8%	21.5%	1
Algebra 2 (CC)	5	4	6	15	33.3%	26.7%	40.0%	0
Geometry (CC)	15	7	8	30	50.0%	23.3%	26.7%	0
Living Environment	37	19	34	90	41.1%	21.1%	37.8%	1
Physical Setting/ Earth Science	45	9	18	63	71.4%	0.0%	28.6%	1
Physical Setting/ Chemistry	3	2	3	8	37.5%	25.0%	37.5%	0
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	0
English Language Arts (CC)	54	18	56	128	42.2%	14.1%	43.8%	0
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	0
Global History and Geography II (New Framework)	45	27	42	114	39.5%	23.7%	36.8%	0
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	1
United States History & Government	27	23	50	100	27.0%	23.0%	50.0%	2

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2022-2023 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	2	7	0	9	100.0%	77.8%	0.0%
Grade 4 English Language Arts	1	2	10	0	13	92.3%	76.9%	0.0%
Grade 5 English Language Arts	0	0	5	1	6	100.0%	100.0%	0.0%
Grade 6 English Language Arts	2	1	6	0	9	77.8%	66.7%	0.0%
Grade 7 English Language Arts	0	0	5	0	5	100.0%	100.0%	0.0%
Grade 8 English Language Arts	0	3	9	0	12	100.0%	75.0%	0.0%
High School English Language Arts	1	3	6	0	10	90.0%	60.0%	0.0%
Grade 3 Mathematics	0	1	8	0	9	100.0%	88.9%	0.0%
Grade 4 Mathematics	1	1	10	1	13	92.3%	84.6%	0.0%
Grade 5 Mathematics	0	1	5	0	6	100.0%	83.3%	0.0%
Grade 6 Mathematics	1	2	6	0	9	88.9%	66.7%	0.0%
Grade 7 Mathematics	0	0	3	2	5	100.0%	100.0%	0.0%
Grade 8 Mathematics	0	5	7	0	12	100.0%	58.3%	0.0%
High School Mathematics	1	1	5	3	10	90.0%	80.0%	0.0%

Data Source: Data Warehouse

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

Professional Development 2022-2023 School Year

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

BOCES provided training in the following areas:	Number of Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	23	11	321	49	966	326	18	11	68	11
Instructional Strategies	224	132	446	54	2,450	2,674	196	209	335	348
Data-Driven Instruction	217.25	61	161.25	48	467.25	588	116.25	11	170.25	37
Effective Use of Technology	18,974	124	18,984	12	19,034	16,445	18,974	306	18,974	233
Project Based Learning	6.75	0	9.75	1	79.75	214	6.75	3	45.75	18
Parent Engagement	6	2	6	0	6	27	6	19	11	89
RBE-RN	237	507	100.75	110	406.5	4,368	98.5	109	96	862
College, Career & Civic Readiness	21.5	6	159.5	20	273.5	126	18.5	19	88.5	113
Response to Intervention	20	2	105	21	155	81	10	9	25	5
Early Childhood Education										
Career and Technical Education	27		27	1	27	65	27	9	27	4
Middle Level Education	5	1	310	62	420	84	0	0	85	17
Special Education Strategies	460.25	13	515.25	114	2,400.25	1,587	465.25	983	590.25	288
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	83	27	728	227	121	27	20	0	50	8
Leadership Development	202	466	1,255	295	804	292	33	57	273	96
District & School Strategic Planning	202.25	141	532.25	66	200.25	839	142.25	564	237.25	135
Using Data	491	1,022	257	376	1,140	1,111	0	0	171	404
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	120.75	238	1,027.75	127	367.75	416	57.75	84	282.75	519
Social – Emotional Learning	140	11	500	38	572	402	95	180	540	243
Other culture/climate	15	1	185	41	411	72	6	1	670	132
Safety										
Other	53.15	19	53.15	7	53.15	199	53.15	35	103.15	204

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 41,170,452.57
Capital Expenses.....	\$ 5,883,461.26
Total Program Expenses.....	\$ 365,864,022.13
Total Expenses.....	\$ 412,917,935.96

