



Eastern Suffolk BOCES
2005 Regional Report Card

August 2007

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Eastern Suffolk BOCES
Office of Research

Eastern Suffolk BOCES Mission Statement

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

Foreword

School districts in the Eastern Suffolk BOCES regional area are committed to ensuring that all students meet the New York State Learning Standards. Through the dedication of fiscal and human resources, they have engaged in the curricular review and revision, instructional improvements, staff development, and assessment activities that are necessary to meet this challenge. They monitor their own progress by examining student outcomes in the classroom and by analyzing student assessment data.

The New York State testing program is one, though by no means the only, method used by Eastern Suffolk BOCES component school districts to measure student performance outcomes. The New York State Testing Program (NYSTP) in English language arts and mathematics, the grades 4 and 8 science tests, and the grades 5 and 8 social studies tests are the primary measures of student performance in New York State elementary and middle-level public schools, while the Regents examinations and the Regents Competency Tests (RCT) are the primary measures in the secondary grades. Each of these assessments reflect the learning standards established by the Board of Regents, as well as assess students' proficiency by achievement level (severely deficient to a mastery level) and by grade level. These assessments offer valuable information about year-to-year performance trends as well as benchmarks of "Typical of Average Performance" in a larger context than the individual school or school district. As such, they provide the individual district with one means of assessing how well their instructional programs are preparing students compared to other school districts throughout the region and state over a period of time.

The current report summarizes, over a six-year period (from 1999-2000 to 2004-2005), New York State assessment and non-academic data based on the New York State Education Department's annual Statistical Profiles on Public Schools, Chapter 655 Report (2006). This analysis of those data have been prepared to help provide Eastern Suffolk BOCES component school districts with a local context in which to examine and interpret their report card information over an extended period of time.

Gary D. Bixhorn
Chief Operating Officer

New York State Highlights from the New York State Education Department Statewide Profile of the Educational System

Annual Yearly Progress

- Sixty-nine percent of districts made Adequate Yearly Progress (AYP) on every accountability measure in 2004–05.
- Over three-fourths of schools made AYP in every measure for which they were accountable.
- In general, the largest numbers of districts and schools were accountable for the following accountability groups: all students, white students, economically disadvantaged students, and students with disabilities.
- In the majority of districts that did not make AYP on elementary-, middle-, and secondary-level accountability measures, the students with disabilities group did not make AYP.
- Most schools (48.5 to 69.9 percent) that did not make AYP failed for more than one accountability group.

Student Demographics

- In fall 2004, 3.29 million students were enrolled in New York State's public and nonpublic schools.
- Over 14 percent of the State's school children attended nonpublic schools.
- Public school enrollment has increased by 11 percent since 1989, reaching 2.82 million in fall 2004.
- In 2004–05, 73 public schools – 51 in New York City and 22 in other districts – were under registration review. Of all State public school students, 1.9 percent attended one of these schools.
- In fall 2004, 7.2 percent of students in public schools were identified as limited English proficient.
- In fall 2004, 12.3 percent of all students attending public and nonpublic schools were identified as students with disabilities.

Attendance and Dropouts

- In 2003–04, 4.8 percent of State public school students were suspended from school one or more times.
- In 2004–05, the public school dropout rate was 4.5 percent. New York City had a higher dropout rate than the rest of the State: the dropout rate was 8.2 percent in New York City public schools and 2.4 percent in districts outside New York City.
- In 2004–05, 1.6 percent of public school students left their secondary schools to attend a preparation program leading to a high school equivalency diploma.

Resources

- Of the \$40.0 billion in 2003–2004 school district revenues, the State provided 43.8 percent; districts, 49.8 percent; and the federal government, 6.5 percent. Revenues from all three sources increased, compared with 1999–2000.
- In 2003–2004, State revenue to schools was \$3.83 billion (28.0 percent) greater than in 1999–2000. Considering inflation, however, State revenue in 2003–2004 was worth 16.4 percent more than in 1999–2000.
- Between 1999–2000 and 2003–2004, total district revenues increased 24.7 percent before inflation and 13.4 percent after inflation. Over the five-year period, the mean expenditure per pupil, after adjustment for inflation, increased by 13.9 percent.
- In 2004–05, 227,021 persons taught in the State's public schools; an additional 43,901 served in other professional positions.

Performance

- On the New York State Assessment Program in English language arts, 70.4 percent of elementary-level students and 48.2 percent of middle-level students in public schools met the standards in 2005.
- On the New York State Assessment Program in mathematics in 2005, 84.8 percent of elementary-level students in public schools met the standards, but only 55.5 percent of middle-level students did so.
- More students scored 65 or higher on the Regents English, mathematics, global history and geography, U.S. history and government, and living environment examinations in 2005 than took these examinations in 1996.
- In public schools, 90 percent of general-education students in the 2001 cohort met the graduation requirement (scored 55 or higher) on the Regents English examination after four years of high school; 89 percent scored 55 or higher on the Regents mathematics examination after four years.
- The percentage of students with disabilities scoring 55 or higher on the Regents mathematics A examinations increased by 22 percent between 2002–03 and 2004–05.
- In 2005, the largest percentage of public school graduates (70 percent) earned Regents endorsed diplomas since the Regents Action Plan was enacted.
- Over 81 percent of State seniors graduating from public schools in 2005 planned to pursue some form of postsecondary education.
- The mean Scholastic Assessment Test (SAT I) composite score of the class of 2005 was 1008, 20 points higher than the mean of the class of 1993.
- Since 1990, the number of students in New York participating in Advanced Placement examinations has more than doubled.

(cited in The University of the State of New York. The State Education Department. (2006, October). New York State of Learning. Statistical Profiles of Public School Districts. Volume 1. Retrieved from the New York State Education Department Web Site: <http://www.emsc.nysed.gov/irts/655report/2006/volume1.pdf>)

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This report was compiled based on data submitted by districts directly to the New York State Education Department. (The University of the State of New York. The State Education Department. (2006, October). New York State of Learning. Statistical Profiles of Public School Districts. Volume 1 and 2. Retrieved from the New York State Education Department Web Site: <http://www.emsc.nysed.gov/irts/655report/2006/volume1.pdf>)

Elementary and Middle Level **Student Performance**

Elementary and Middle Level New York State Testing Programs and Performance Trends

Elementary- and middle-level tests are designed to help ensure that all students reach the New York State Learning Standards in English Language Arts (ELA), mathematics, science, and social studies. The tests challenge students to demonstrate their ability to read, write, and listen, and to understand and apply information related to mathematics, science, and social studies. The tests are designed to provide one indication of whether students are proficient in the standards for their grade level.

In the following pages, student performance trends on the elementary- and middle-level ELA and mathematics tests are reported for a six-year period (1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-04, and 2004-05 school years). Test results for elementary social studies, middle-level social studies and middle-level science were reported for the first time statewide in 2001-2002, therefore trend analysis for only four years is available. The elementary level science test was administered for the first time in 2004.

Performance on the elementary- and middle-level ELA, mathematics, social studies and science tests are reported by the percentage of tested students performing at four levels – 1 (severely deficient) to 4 (indicating advanced proficiency). The levels indicate how well students are progressing toward meeting the learning standards. The performance level indicates that the student has mastered the majority of what is assessed at that level as well as what is assessed at the levels below. The performance levels suggest students may also be capable of mastering some of the knowledge and skills described in the next level, though not enough to have reached that level of performance.

Statewide Elementary and Intermediate Assessment Trends:

- On the 2005 New York State Assessment Program in English Language Arts, 70% of elementary-level students and 48% of middle-level students in public schools met the standards.
- On the New York State Assessment Program in mathematics in 2005, 85% of elementary-level students in public schools met the standards and 56% of middle-level students also met the standards.

Overview of the Eastern Suffolk BOCES regional area:

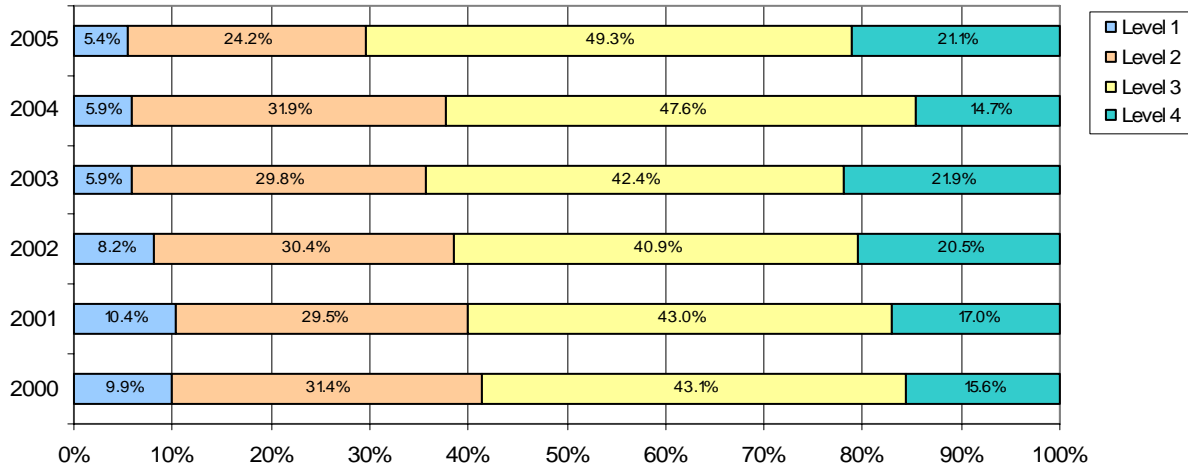
- Fourth grade students continued to exceed the statewide levels of performance in 2005. More students met or exceeded the state standards, fewer students showed serious academic deficiencies.
- Fourth grade students showed more than a 5 percentage point increase in ELA performance from 2000 to 2005.
- Fourth grade students showed a 5 percentage point increase in science performance from 2004 to 2005.
- Fourth grade student performance in mathematics increased 22 percentage points since 2000.
- Eighth grade students generally exceeded the statewide levels of performance in 2005. More students met or exceeded the state standards, fewer students showed serious academic deficiencies.
- The mathematics performance of eighth grade students improved since 2000; In 2005, 66% of students from Eastern Suffolk BOCES component districts passed the Grade 8 mathematics assessment.

ELEMENTARY and MIDDLE-LEVEL	
English Language Arts, Mathematics, Science and Social Studies Assessments	
Performance Levels	
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. Students demonstrate knowledge and skills for each applicable standard.
Level 2	These students show some knowledge and skill in each of the required standards for elementary or middle level students but need extra help to reach all the standards and pass the Regents examinations.
Level 1	These students have serious academic deficiencies. They show little or no evidence of proficiency in one or more of the standards. Students at this level need extensive academic intervention services to reach the standards.

The University of the State of New York. The State Education Department. (2006, October). New York State of Learning. Statistical Profiles of Public School Districts. Volumes 1 and 2. Retrieved December 12, 2005, from the New York State Education Department Web Site: <http://www.emsc.nysed.gov/irts/655report/home.shtml>.

The charts on the following pages show the percentage of all fourth and eighth grade students tested statewide who scored at Levels 1, 2, 3, and 4 on the New York State English Language Arts, Mathematics, and Science Assessments, 2004-2005. The performance of all fifth and eighth grade students tested statewide for the New York State Social Studies Assessments are also shown by performance level. The tables contrast the performance of public school students in the Eastern Suffolk BOCES component school districts with students across Long Island and statewide.

**Grade 4 English Language Arts Assessment
New York State**



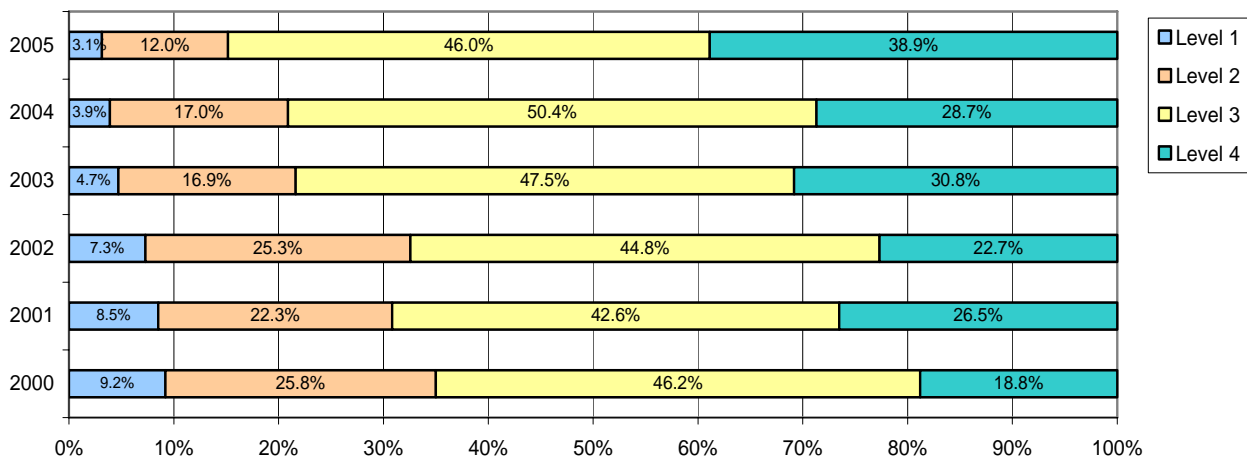
New York State (including Long Island)						
	2000	2001	2002	2003	2004	2005
Level 1	9.9%	10.4%	8.2%	5.9%	5.9%	5.4%
Level 2	31.4%	29.5%	30.4%	29.8%	31.9%	24.2%
Level 3	43.1%	43.0%	40.9%	42.4%	47.6%	49.3%
Level 4	15.6%	17.0%	20.5%	21.9%	14.7%	21.1%

	Eastern Suffolk BOCES						Long Island (including ESBOCES)					
	2000	2001	2002	2003	2004	2005	2000	2001	2002	2003	2004	2005
Level 1	4.4%	5.8%	4.4%	3.6%	3.7%	3.6%	3.1%	3.8%	2.8%	2.4%	2.6%	2.3%
Level 2	27.5%	25.3%	26.3%	25.4%	25.8%	19.0%	23.1%	20.3%	20.2%	19.0%	19.7%	14.1%
Level 3	51.1%	50.5%	48.2%	49.5%	54.0%	53.7%	52.1%	50.8%	46.5%	47.3%	54.4%	51.3%
Level 4	17.0%	18.3%	21.1%	21.5%	16.5%	23.8%	22.7%	25.1%	30.5%	31.3%	23.2%	32.2%

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 4 ELA assessment was above statewide performance (70%). Approximately 78% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was still slightly below that of students across Long Island as a whole (84%). There was a 6 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Grade 4 Mathematics Assessment New York State



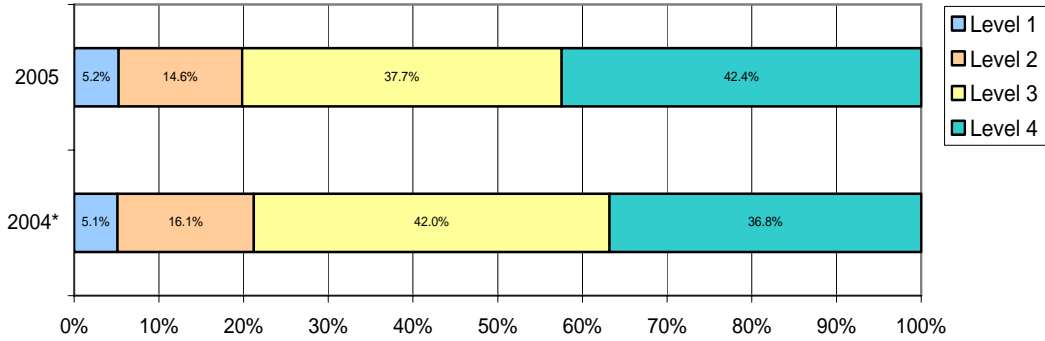
New York State (including Long Island)						
	2000	2001	2002	2003	2004	2005
Level 1	9.2%	8.5%	7.3%	4.7%	3.9%	3.1%
Level 2	25.8%	22.3%	25.3%	16.9%	17.0%	12.0%
Level 3	46.2%	42.6%	44.8%	47.5%	50.4%	46.0%
Level 4	18.8%	26.5%	22.7%	30.8%	28.7%	38.9%

	Eastern Suffolk BOCES						Long Island (including ESBOCES)					
	2000	2001	2002	2003	2004	2005	2000	2001	2002	2003	2004	2005
Level 1	3.4%	3.4%	3.5%	1.8%	1.9%	1.6%	2.7%	2.4%	2.2%	1.5%	1.3%	1.1%
Level 2	19.8%	15.4%	19.4%	11.3%	11.3%	8.5%	16.0%	12.4%	14.7%	8.2%	8.1%	5.8%
Level 3	54.0%	48.0%	51.5%	50.1%	54.0%	46.0%	51.4%	44.7%	48.8%	44.2%	48.2%	39.0%
Level 4	22.8%	33.2%	25.5%	36.2%	33.3%	44.0%	29.9%	40.6%	34.2%	46.1%	42.4%	54.1%

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 4 Mathematics assessment was above statewide performance (85%). Approximately 90% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was still slightly below that of students across Long Island as a whole (93%). There was a 3 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

**Grade 4 Science Assessment
New York State**



New York State (including Long Island)		
	2004*	2005
Level 1	5.1%	5.2%
Level 2	16.1%	14.6%
Level 3	42.0%	37.7%
Level 4	36.8%	42.4%

	Eastern Suffolk BOCES		Long Island (including ESBOCES)	
	2004*	2005	2004*	2005
Level 1	1.6%	1.6%	0.9%	1.1%
Level 2	8.0%	7.4%	5.6%	5.4%
Level 3	40.8%	36.3%	34.7%	30.3%
Level 4	49.7%	54.8%	58.7%	63.2%

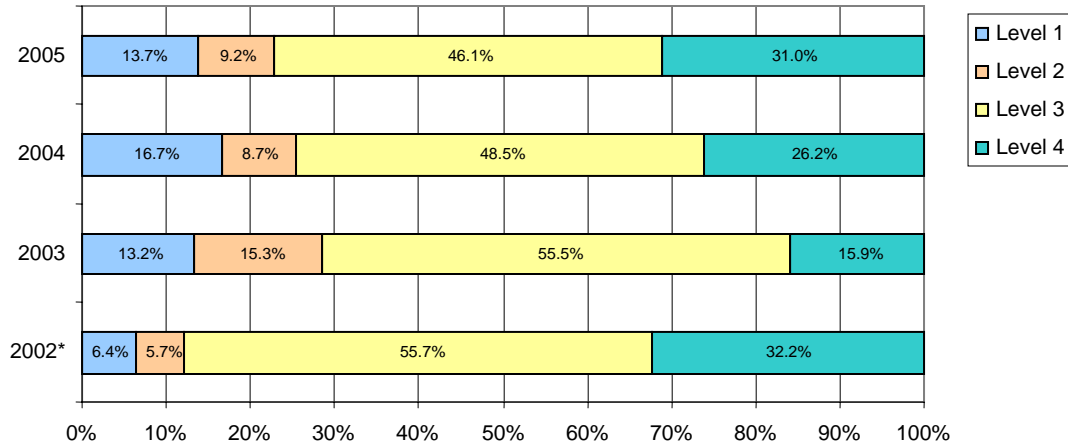
*This test was administered for the first time in 2004.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 4 Science assessment was above statewide performance (80%). Approximately 91% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was still slightly below that of students across Long Island as a whole (94%). There was a 3 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Elementary Level
Social Studies

Grade 5 Social Studies Assessment New York State



New York State <i>(including Long Island)</i>				
	2002*	2003	2004	2005
Level 1	6.4%	13.2%	16.7%	13.7%
Level 2	5.7%	15.3%	8.7%	9.2%
Level 3	55.7%	55.5%	48.5%	46.1%
Level 4	32.2%	15.9%	26.2%	31.0%

	Eastern Suffolk BOCES				Long Island <i>(including ESBOCES)</i>			
	2002*	2003	2004	2005	2002*	2003	2004	2005
Level 1	5.3%	6.8%	7.0%	5.1%	1.2%	3.6%	4.8%	3.7%
Level 2	10.5%	5.6%	6.0%	5.9%	1.8%	7.3%	4.0%	4.0%
Level 3	65.5%	56.5%	57.0%	49.7%	49.0%	61.6%	47.7%	42.4%
Level 4	18.7%	31.0%	31.0%	39.4%	48.0%	27.5%	43.6%	49.9%

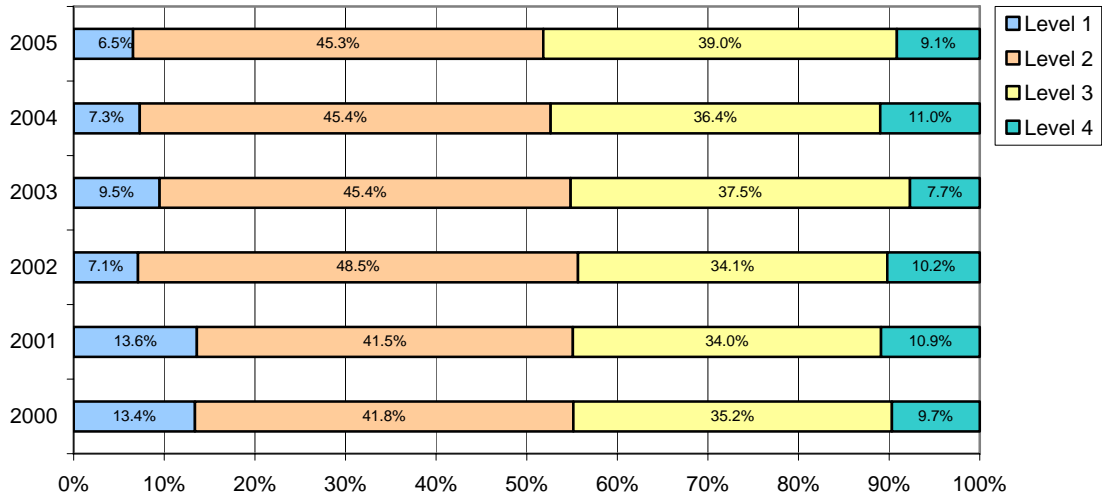
* The Grade 5 Social Studies exam was first given in 2001-2002.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 5 Social Studies assessment was above statewide performance (77%). Approximately 89% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was still slightly below that of students across Long Island as a whole (92%). There was a 3 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Eighth Grade
English Language Arts
And
Mathematics

Grade 8 English Language Arts Assessment New York State



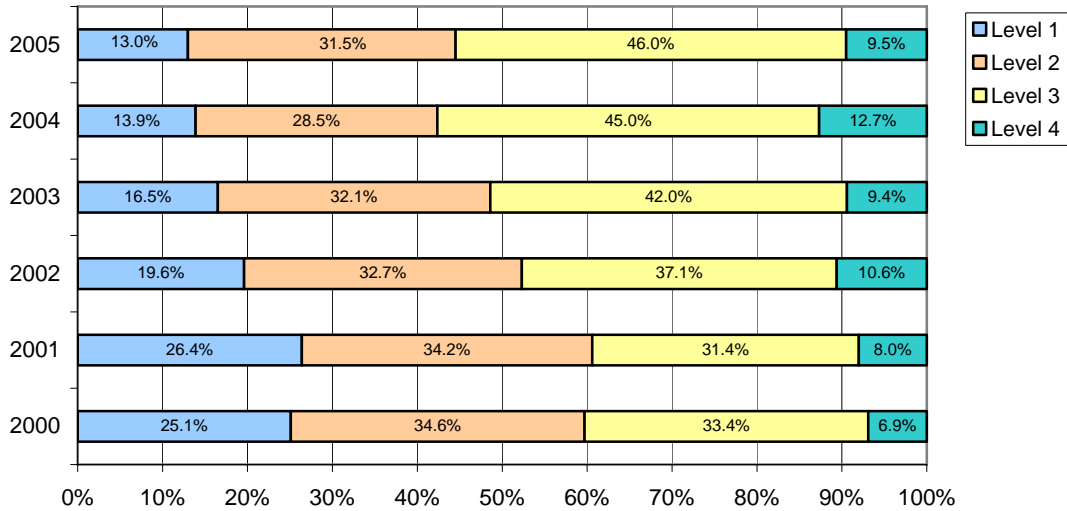
New York State (including Long Island)						
	2000	2001	2002	2003	2004	2005
Level 1	13.4%	13.6%	7.1%	9.5%	7.3%	6.5%
Level 2	41.8%	41.5%	48.5%	45.4%	45.4%	45.3%
Level 3	35.2%	34.0%	34.1%	37.5%	36.4%	39.0%
Level 4	9.7%	10.9%	10.2%	7.7%	11.0%	9.1%

	Eastern Suffolk BOCES						Long Island (including ESBOCES)					
	2000	2001	2002	2003	2004	2005	2000	2001	2002	2003	2004	2005
Level 1	7.7%	8.3%	3.8%	5.2%	3.3%	3.2%	6.8%	6.9%	2.9%	4.1%	3.1%	2.5%
Level 2	40.0%	40.2%	44.6%	40.2%	39.6%	37.7%	37.8%	37.2%	39.2%	36.2%	39.8%	31.5%
Level 3	40.8%	39.7%	41.2%	45.9%	44.6%	48.4%	43.0%	41.7%	43.4%	47.7%	45.1%	50.2%
Level 4	11.4%	11.7%	10.4%	8.6%	12.4%	10.6%	12.4%	14.2%	14.5%	12.1%	17.0%	15.8%

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 8 ELA assessment was above statewide performance (48%). Approximately 59% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was below that of students across Long Island as a whole (66%). There was a 7 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Grade 8 Mathematics Assessment New York State



New York State (including Long Island)						
	2000	2001	2002	2003	2004	2005
Level 1	25.1%	26.4%	19.6%	16.5%	13.9%	13.0%
Level 2	34.6%	34.2%	32.7%	32.1%	28.5%	31.5%
Level 3	33.4%	31.4%	37.1%	42.0%	45.0%	46.0%
Level 4	6.9%	8.0%	10.6%	9.4%	12.7%	9.5%

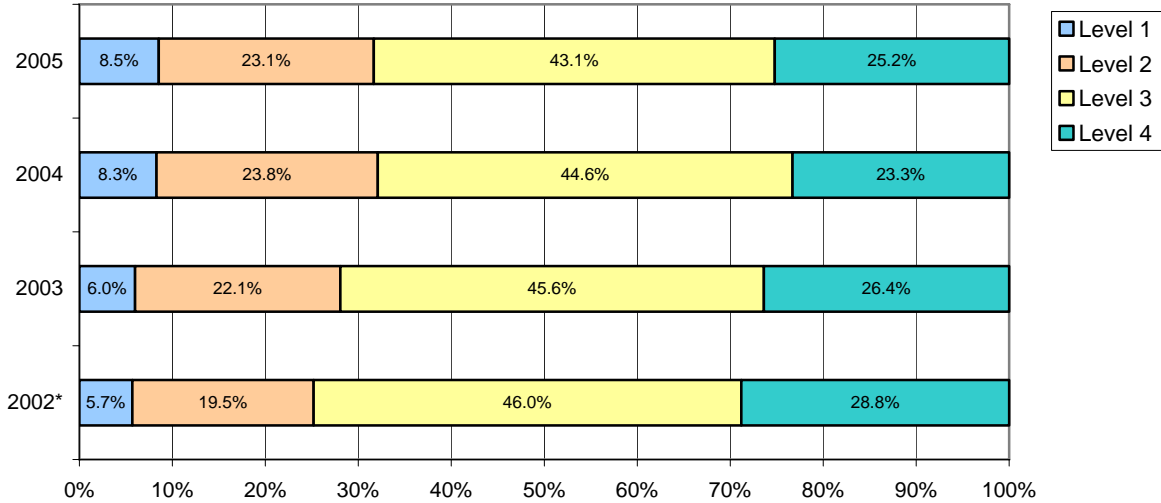
	Eastern Suffolk BOCES						Long Island (including ESBOCES)					
	2000	2001	2002	2003	2004	2005	2000	2001	2002	2003	2004	2005
Level 1	15.9%	17.4%	10.4%	7.8%	7.3%	7.2%	14.2%	13.5%	8.7%	6.8%	6.1%	5.7%
Level 2	36.2%	37.2%	31.0%	28.4%	23.7%	26.9%	33.9%	33.0%	26.9%	24.0%	20.1%	22.0%
Level 3	40.4%	37.2%	46.1%	52.5%	54.0%	54.9%	40.1%	43.0%	47.8%	54.2%	54.3%	57.0%
Level 4	7.5%	8.1%	12.4%	11.4%	15.0%	11.0%	12.0%	10.5%	16.5%	15.0%	19.5%	15.3%

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 8 Mathematics assessment was above statewide performance (56%). Approximately 66% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was lower than that of students across Long Island as a whole (72%). There was a 6 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

**Eighth Grade
Science**

**Grade 8 Science Assessment
New York State**



New York State (including Long Island)				
	2002*	2003	2004	2005
Level 1	5.7%	6.0%	8.3%	8.5%
Level 2	19.5%	22.1%	23.8%	23.1%
Level 3	46.0%	45.6%	44.6%	43.1%
Level 4	28.8%	26.4%	23.3%	25.2%

	Eastern Suffolk BOCES				Long Island (including ESBOCES)			
	2002*	2003	2004	2005	2002*	2003	2004	2005
Level 1	2.0%	1.5%	2.5%	3.1%	2.4%	2.6%	2.5%	2.6%
Level 2	12.4%	13.0%	16.6%	14.8%	10.6%	13.3%	15.4%	13.8%
Level 3	53.1%	55.1%	54.3%	49.4%	51.0%	52.1%	54.2%	50.8%
Level 4	32.5%	30.4%	26.6%	32.8%	36.0%	32.1%	27.8%	32.8%

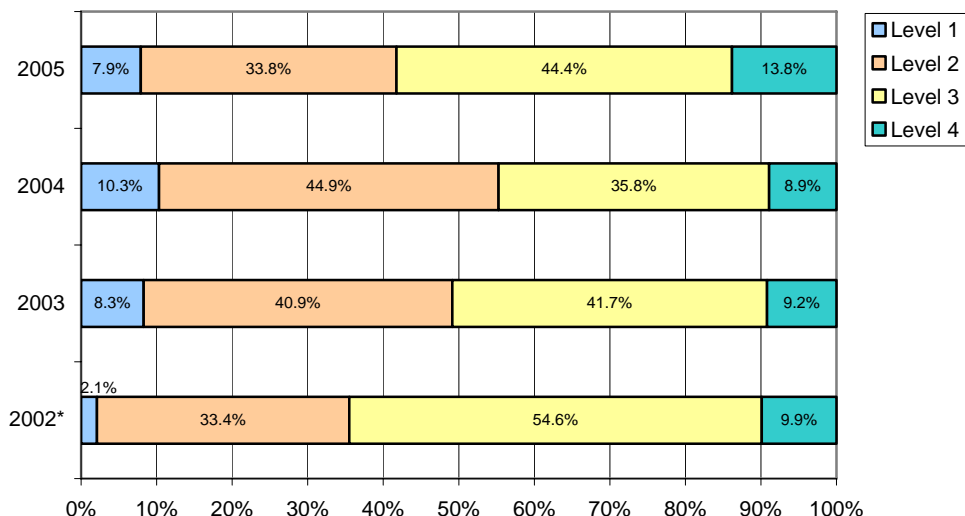
*Data on this test were collected for the first time in 2001-02, the second year of testing.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 8 Science assessment was above statewide performance (68%). Approximately 82% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was on par with that of students across Long Island as a whole (84%). There was a 2 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Eighth Grade
Social Studies

Grade 8 Social Studies Assessment New York State



New York State <i>(including Long Island)</i>				
	2002*	2003	2004	2005
Level 1	2.1%	8.3%	10.3%	7.9%
Level 2	33.4%	40.9%	44.9%	33.8%
Level 3	54.6%	41.7%	35.8%	44.4%
Level 4	9.9%	9.2%	8.9%	13.8%

	Eastern Suffolk BOCES				Long Island <i>(including ESBOCES)</i>			
	2002*	2003	2004	2005	2002*	2003	2004	2005
Level 1	2.1%	2.4%	3.6%	2.7%	0.4%	2.8%	2.7%	1.9%
Level 2	33.4%	33.6%	40.1%	24.8%	17.1%	28.9%	31.5%	18.3%
Level 3	54.6%	52.7%	45.4%	54.5%	66.7%	54.5%	50.5%	54.9%
Level 4	9.9%	11.3%	11.0%	18.0%	15.8%	15.8%	15.3%	24.9%

*Data on this test were collected and reported for the first time in 2001-02, the second year of testing.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the grade 8 Social Studies assessment was above statewide performance (58%). Approximately 73% of ESBOCES component school district students passed the assessment at levels 3 and 4.
- ESBOCES component school districts' student performance was slightly below that of students across Long Island as a whole (80%). There was a 7 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Secondary Level **Student Performance**

Highlights of Secondary Student Performance

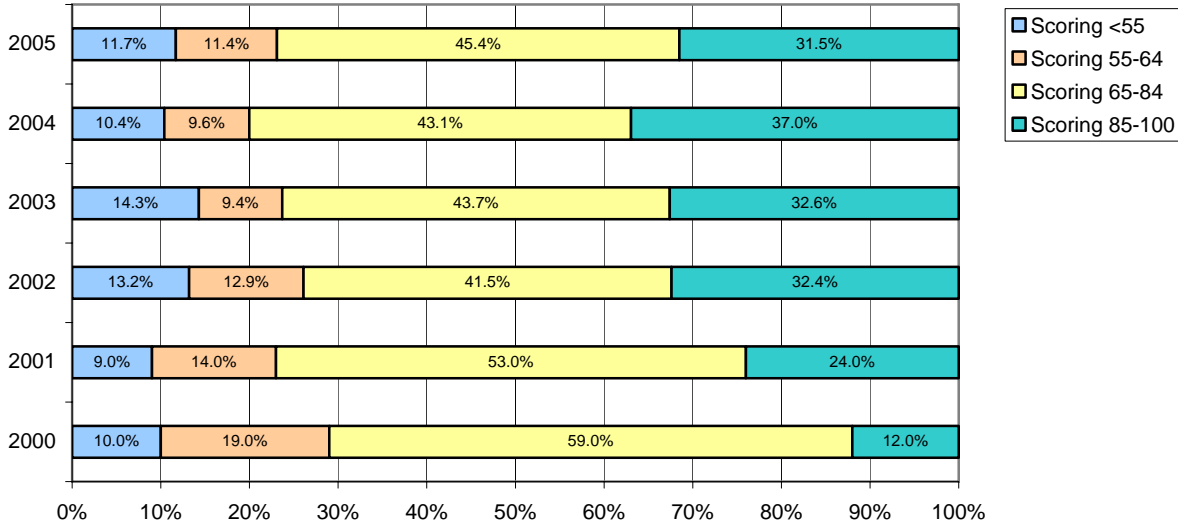
The New York State Learning Standards were established by the Board of Regents to broadly describe the expectations of what students should know, understand, and be able to do at each grade level in seven subject areas as they progress through grades K-12 in New York State Schools. Regents examinations are designed to assess a commencement level of achievement in specific content areas related to these standards. Regents examinations generally are based on classes taken in grades 9 through 12. Beginning with students who entered ninth grade in 2001, all students were required to pass at least five Regents examinations and earn at least 22 units of credit, including four units in English, three in mathematics, four in social studies, three in science, one in the arts, one in a language other than English, one-half in health, and two in physical education in order to graduate. In addition to providing an assessment of individual student achievement, a review of the results of these tests helps schools to determine the quality of instruction they are providing to their students and assists students to make educational and vocational decisions.

In the following pages, student performance trends on the secondary ELA, mathematics, social studies and science Regents examinations are shown for a six-year period (1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004, and 2004-2005 school years). Performance is shown by the percentage of tested students scoring at four levels, each encompassing a range of scores. Performance between 85-100 is considered a "mastery level" of proficiency within the content area. A performance score of 65 or above is considered passing (55 with local board approval). In addition, the Board of Regents also established safety net provisions for students with severe disabilities, allowing these students to earn a local diploma by passing Regents Competency Tests (RCT).

Overview of the Eastern Suffolk BOCES regional area:

- Overall in 2005, students in the Eastern Suffolk BOCES region and Long Island as a whole outperformed students statewide.
- The percentage of students failing to pass Regents exams (with a score of 55% or less) was much lower than the statewide percentage.
- Eastern Suffolk BOCES component school districts' Regents passing outcomes are typically within a 1 to 5 percentage point range of the Regents passing outcomes across Long Island.

English Regents New York State



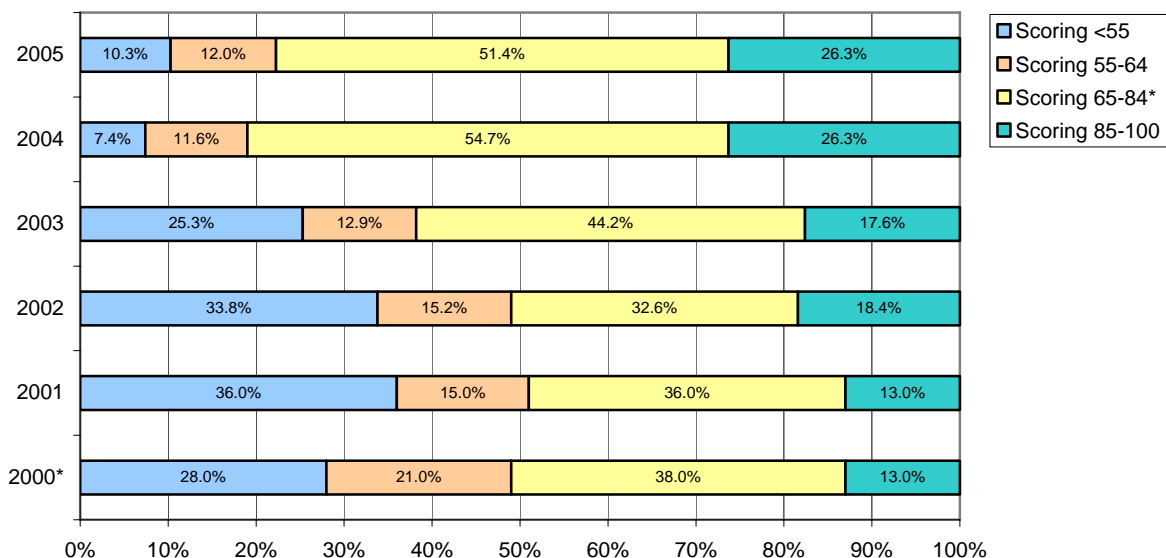
New York State (including Long Island)						
	2000	2001	2002	2003	2004	2005
Scoring <55	10.0%	9.0%	13.2%	14.3%	10.4%	11.7%
Scoring 55-64	19.0%	14.0%	12.9%	9.4%	9.6%	11.4%
Scoring 65-84	59.0%	53.0%	41.5%	43.7%	43.1%	45.4%
Scoring 85-100	12.0%	24.0%	32.4%	32.6%	37.0%	31.5%
Number Tested	166,106	176,197	175,468	183,085	190,671	196,219

	Eastern Suffolk BOCES						Long Island (including ESBOCES)					
	2000	2001	2002	2003	2004	2005	2000	2001	2002	2003	2004	2005
Scoring <55	7.2%	6.9%	6.5%	7.9%	7.0%	6.1%	6.1%	5.9%	6.1%	7.5%	5.1%	5.0%
Scoring 55-64	17.7%	11.3%	8.5%	5.6%	5.8%	7.3%	13.9%	9.4%	7.6%	5.0%	5.1%	6.5%
Scoring 65-84	63.5%	54.6%	45.2%	43.6%	42.2%	49.6%	61.2%	51.1%	40.8%	40.2%	38.6%	43.3%
Scoring 85-100	11.7%	27.1%	39.8%	43.0%	44.9%	36.9%	18.8%	33.6%	45.5%	47.3%	51.2%	45.1%
Number Tested	10,264	10,532	10,767	11,121	11,869	12,084	29,424	29,922	29,929	30,892	32,994	34,154

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the English Regents was above statewide performance (77%). Approximately 87% of ESBOCES component school districts students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was on par with that of students across Long Island as a whole (88%). There was a 1 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Math A Regents New York State



New York State (including Long Island)						
	2000*	2001	2002	2003	2004	2005
Scoring <55	28.0%	36.0%	33.8%	25.3%	7.4%	10.3%
Scoring 55-64	21.0%	15.0%	15.2%	12.9%	11.6%	12.0%
Scoring 65-84*	38.0%	36.0%	32.6%	44.2%	54.7%	51.4%
Scoring 85-100	13.0%	13.0%	18.4%	17.6%	26.3%	26.3%
Number Tested	17,168	44,816	120,119	211,887	217,204	227,043

	Eastern Suffolk BOCES						Long Island (including ESBOCES)					
	2000*	2001	2002	2003	2004	2005	2000*	2001	2002	2003	2004	2005
Scoring <55	62.9%	25.7%	24.1%	17.7%	5.2%	5.3%	36.2%	25.8%	20.0%	15.2%	4.1%	4.0%
Scoring 55-64	28.8%	14.9%	14.2%	10.4%	7.9%	6.4%	20.8%	14.2%	11.9%	9.1%	6.1%	6.0%
Scoring 65-84*	9.2%	39.5%	39.8%	53.6%	57.9%	57.3%	30.4%	36.3%	37.9%	51.1%	53.1%	53.7%
Scoring 85-100	0.0%	19.9%	21.9%	18.3%	29.0%	30.9%	12.1%	23.6%	30.1%	24.6%	36.8%	36.3%
Number Tested	163	1,302	6,470	12,961	13,820	13,645	985	4,109	18,726	36,786	39,926	40,066

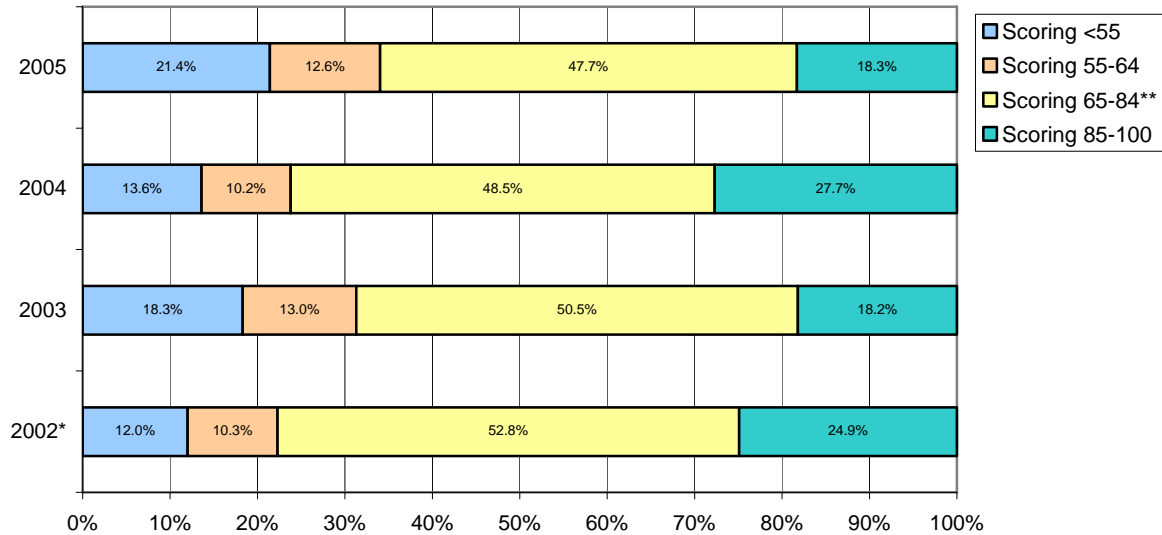
During the last five years, the New York State syllabus in high school mathematics has undergone revisions. The first administration of a Regents examination based on the new Math Course A syllabus occurred in 1999. Data for this examination was collected and reported for the first time in 2000.

*In 2000 the current performance level, "65-84" was reported as 65-100. That same year scores were also reported for performance level 85-100.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Math A Regents was above statewide performance (78%). Approximately 88% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was on par with that of students across Long Island as a whole (90%). There was a 2 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Math B Regents New York State



New York State (including Long Island)				
	2002*	2003	2004	2005
Scoring <55	12.0%	18.3%	13.6%	21.4%
Scoring 55-64	10.3%	13.0%	10.2%	12.6%
Scoring 65-84**	52.8%	50.5%	48.5%	47.7%
Scoring 85-100	24.9%	18.2%	27.7%	18.3%
Number Tested	5,266	25,540	72,209	94,501

	Eastern Suffolk BOCES				Long Island (including ESBOCES)			
	2002*	2003	2004	2005	2002*	2003	2004	2005
Scoring <55	9.2%	13.7%	11.3%	18.5%	7.4%	12.5%	8.5%	16.0%
Scoring 55-64	13.3%	11.9%	10.4%	13.5%	10.2%	10.9%	8.5%	11.0%
Scoring 65-84**	65.5%	58.5%	54.0%	51.4%	58.8%	54.7%	49.9%	50.5%
Scoring 85-100	12.0%	15.9%	24.2%	16.7%	23.8%	21.8%	33.1%	22.5%
Number Tested	293	1,803	5,321	6,928	1,050	6,341	17,392	22,291

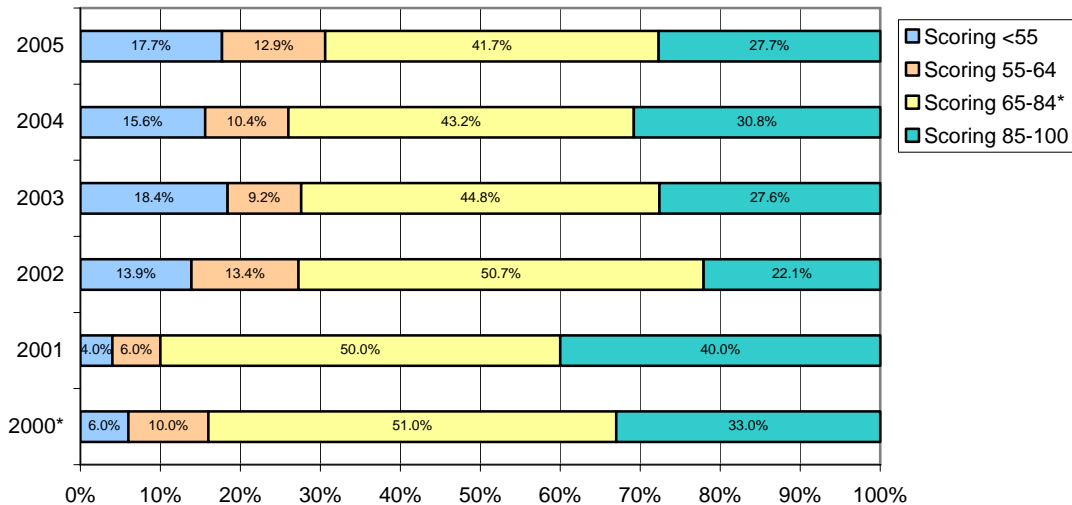
*The first Math Course B Regents examination was given in 2001. Data for this examination was collected and reported for the first time in 2002.

**In 2002 the current performance level, "65-84" was reported as 65-100. That same year scores were also reported for performance level 85-100.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Math B Regents was above statewide performance (66%). Approximately 68% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was slightly below that of students across Long Island as a whole (73%). There was a 5 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

**Global History & Geography Regents
New York State**



New York State (including Long Island)						
	2000*	2001	2002	2003	2004	2005
Scoring <55	6.0%	4.0%	13.9%	18.4%	15.6%	17.7%
Scoring 55-64	10.0%	6.0%	13.4%	9.2%	10.4%	12.9%
Scoring 65-84*	51.0%	50.0%	50.7%	44.8%	43.2%	41.7%
Scoring 85-100	33.0%	40.0%	22.1%	27.6%	30.8%	27.7%
Number Tested	159,765	213,595	187,372	205,550	205,867	220,479

Eastern Suffolk BOCES						
	2000*	2001	2002	2003	2004	2005
Scoring <55	8.0%	6.0%	7.7%	10.8%	8.7%	8.4%
Scoring 55-64	10.4%	8.2%	9.5%	6.5%	7.2%	8.9%
Scoring 65-84*	51.0%	54.0%	58.2%	48.0%	47.4%	49.1%
Scoring 85-100	30.4%	32.1%	24.5%	34.8%	36.7%	33.6%
Number Tested	9,917	11,445	11,118	11,781	12,817	13,457

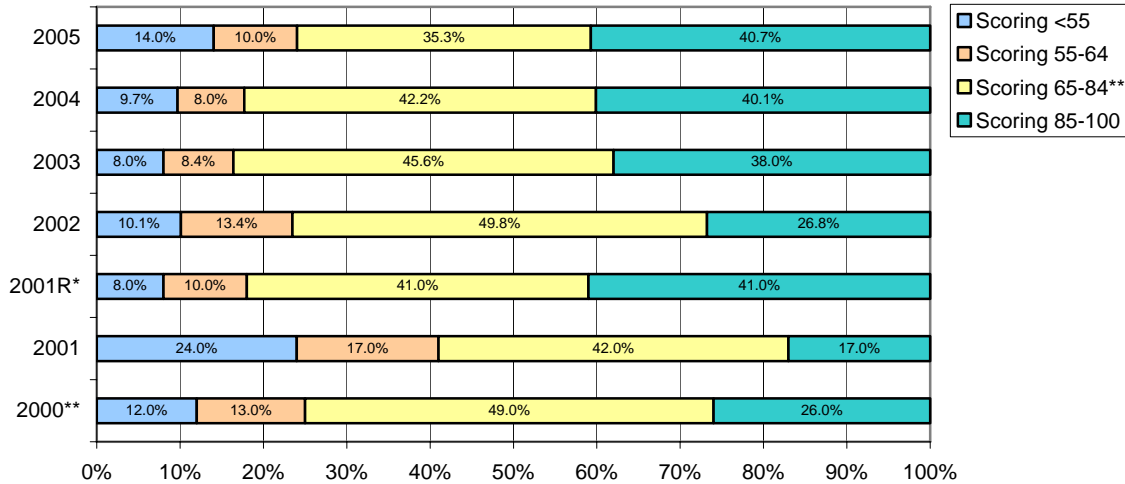
Long Island (including ESBOCES)						
	2000*	2001	2002	2003	2004	2005
Scoring <55	7.7%	4.4%	6.7%	9.1%	9.0%	8.0%
Scoring 55-64	9.1%	6.7%	7.8%	6.0%	6.0%	8.0%
Scoring 65-84*	46.6%	49.3%	53.5%	45.6%	41.7%	44.2%
Scoring 85-100	36.5%	39.6%	32.0%	39.3%	43.3%	39.8%
Number Tested	27,730	31,074	30,965	34,012	35,826	37,297

*In 2000 the current performance level, "65-84" was reported as 65-100. That same year scores were also reported for performance level 85-100.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Global History and Geography Regents was above statewide performance (69%). Approximately 83% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was on par with that of students across Long Island as a whole (84%). There was a 1 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

U.S. History & Government Regents New York State



New York State (including Long Island)							
	2000**	2001	2001R*	2002	2003	2004	2005
Scoring <55	12.0%	24.0%	8.0%	10.1%	8.0%	9.7%	14.0%
Scoring 55-64	13.0%	17.0%	10.0%	13.4%	8.4%	8.0%	10.0%
Scoring 65-84**	49.0%	42.0%	41.0%	49.8%	45.6%	42.2%	35.3%
Scoring 85-100	26.0%	17.0%	41.0%	26.8%	38.0%	40.1%	40.7%
Number Tested	144,012	55,340	108,473	175,848	179,085	172,762	191,130

Eastern Suffolk BOCES							
	2000**	2001	2001R*	2002	2003	2004	2005
Scoring <55	6.3%	32.2%	9.9%	6.7%	4.2%	6.6%	8.0%
Scoring 55-64	9.3%	19.9%	9.9%	11.9%	4.8%	6.0%	7.1%
Scoring 65-84**	54.5%	40.2%	43.7%	54.6%	46.0%	41.1%	37.2%
Scoring 85-100	29.8%	7.8%	36.5%	26.8%	45.0%	46.3%	47.8%
Number Tested	8,359	413	9,790	11,016	10,752	11,069	11,757

Long Island (including ESBOCES)							
	2000**	2001	2001R*	2002	2003	2004	2005
Scoring <55	6.6%	28.0%	8.5%	6.2%	4.0%	6.0%	7.5%
Scoring 55-64	8.7%	19.4%	8.2%	9.4%	4.5%	4.5%	5.5%
Scoring 65-84**	50.4%	44.1%	40.0%	50.8%	41.7%	37.1%	33.6%
Scoring 85-100	34.2%	6.0%	43.3%	33.6%	49.8%	52.3%	53.3%
Number Tested	26,138	1,735	28,147	30,409	31,159	31,556	33,836

The first administration of the modified exam occurred in June of 2001.

**In 2000 the current performance level, "65-84" was reported as 65-100. That same year scores for level 85-100 were also reported.

In the Eastern Suffolk BOCES region (2005 outcomes):

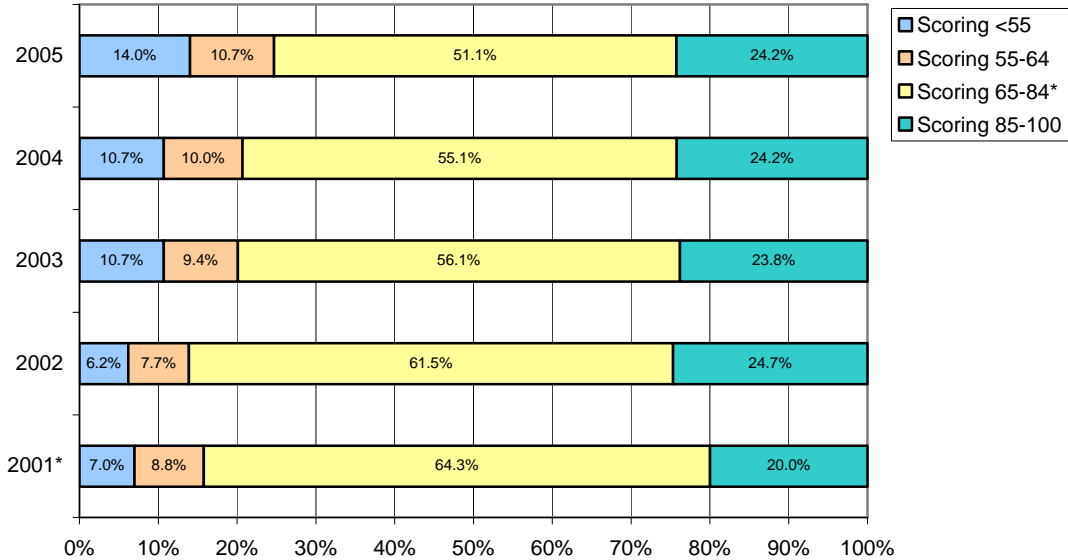
- ESBOCES component school districts' student performance on the U.S. History and Government Regents was above statewide performance (76%). Approximately 85% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was on par with that of students across Long Island as a whole (87%). There was a 2 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Regents Science Examinations:
Earth Science/Earth Science Physical Setting
Living Environment
Chemistry/Chemistry Physical Setting
Physics/Physics Physical Setting

The performance of students statewide, in the Eastern Suffolk BOCES component school districts and throughout Long Island, who took a Science Regents examination in the past six years is shown in the charts that follow. The percentage of students passing each examination at a 55% criterion, a 65% criterion, and at a mastery level (85%) is contrasted. The table under each chart also shows the number of students taking these Regents.

The science syllabi have changed over the six-year period (1999-2000 to 2005-2006). The Earth Science and Physical Setting: Earth Science syllabi had a two-year overlap during the 2000 and 2001 test administration periods. The results for the modified program of the Earth Science syllabus and Physical Setting: Earth Science are the only results presented for this exam. For Biology, the last administration of a Regents examination based on the old syllabus occurred in January 2001. For Chemistry and Physics, the last administration of a Regents examination based on the old syllabus occurred in January 2002.

Living Environment Regents New York State



New York State (including Long Island)					
	2001*	2002	2003	2004	2005
Scoring <55	7.0%	6.2%	10.7%	10.7%	14.0%
Scoring 55-64	8.8%	7.7%	9.4%	10.0%	10.7%
Scoring 65-84*	64.3%	61.5%	56.1%	55.1%	51.1%
Scoring 85-100	20.0%	24.7%	23.8%	24.2%	24.2%
Number Tested	157,584	178,197	188,060	185,006	206,842

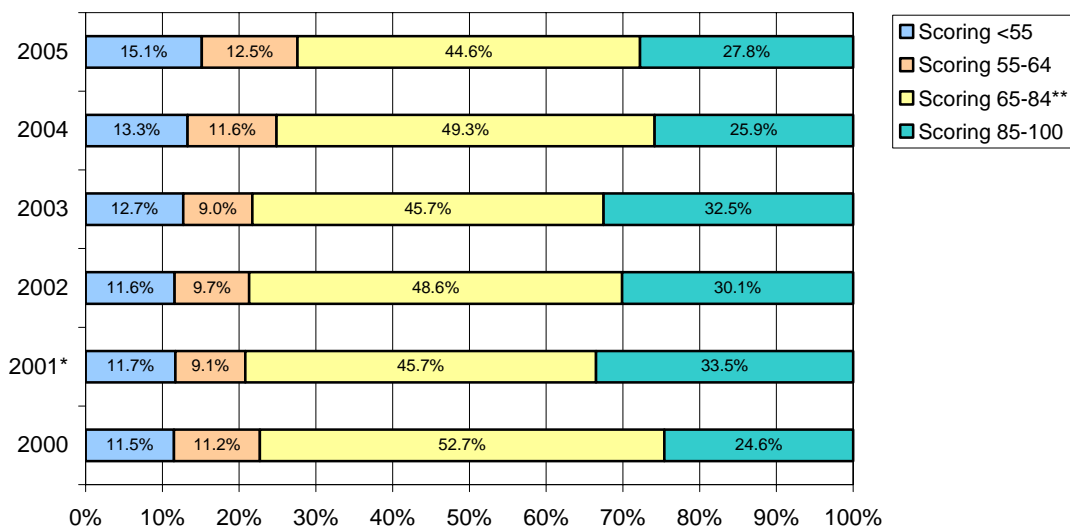
	Eastern Suffolk BOCES					Long Island (including ESBOCES)				
	2001*	2002	2003	2004	2005	2001*	2002	2003	2004	2005
Scoring <55	2.0%	2.7%	4.5%	5.8%	6.3%	2.3%	3.3%	5.0%	5.0%	6.9%
Scoring 55-64	5.1%	4.2%	7.0%	6.8%	7.2%	4.7%	3.9%	6.0%	6.0%	7.0%
Scoring 65-84*	71.3%	66.5%	63.0%	61.4%	59.5%	68.0%	60.9%	57.1%	57.1%	53.8%
Scoring 85-100	21.6%	26.7%	25.6%	26.0%	26.9%	25.1%	31.9%	31.9%	31.9%	32.3%
Number Tested	10,039	10,911	11,251	12,565	13,239	28,494	31,238	33,021	36,001	38,011

* In 2001 the current performance level, "65-84" was reported as 65-100. That same year scores for level 85-100 were also reported.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Living Environment Regents was above statewide performance (75%). Approximately 86% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance matched that of students across Long Island as a whole (86%).

Physical Setting: Earth Science Regents New York State



New York State (including Long Island)						
	2000	2001*	2002	2003	2004	2005
Scoring <55	11.5%	11.7%	11.6%	12.7%	13.3%	15.1%
Scoring 55-64	11.2%	9.1%	9.7%	9.0%	11.6%	12.5%
Scoring 65-84**	52.7%	45.7%	48.6%	45.7%	49.3%	44.6%
Scoring 85-100	24.6%	33.5%	30.1%	32.5%	25.9%	27.8%
Number Tested	57,384	118,868	142,201	145,151	149,786	160,570

	Eastern Suffolk BOCES						Long Island (including Eastern Suffolk BOCES)					
	2000	2001*	2002	2003	2004	2005	2000	2001*	2002	2003	2004	2005
Scoring <55	7.0%	6.0%	8.0%	7.4%	10.4%	11.2%	7.0%	6.2%	6.5%	7.0%	8.1%	8.7%
Scoring 55-64	10.9%	6.8%	8.7%	7.0%	10.3%	11.0%	8.5%	6.3%	7.3%	6.6%	9.6%	9.6%
Scoring 65-84**	55.8%	48.5%	51.0%	46.3%	52.0%	47.5%	53.1%	45.5%	48.1%	43.7%	51.0%	46.1%
Scoring 85-100	25.8%	39.2%	32.4%	39.4%	27.4%	30.3%	31.4%	42.0%	38.2%	42.8%	31.3%	35.7%
Number Tested	3,727	8,141	9,814	10,464	12,135	12,438	13,553	24,728	28,260	30,961	33,569	34,457

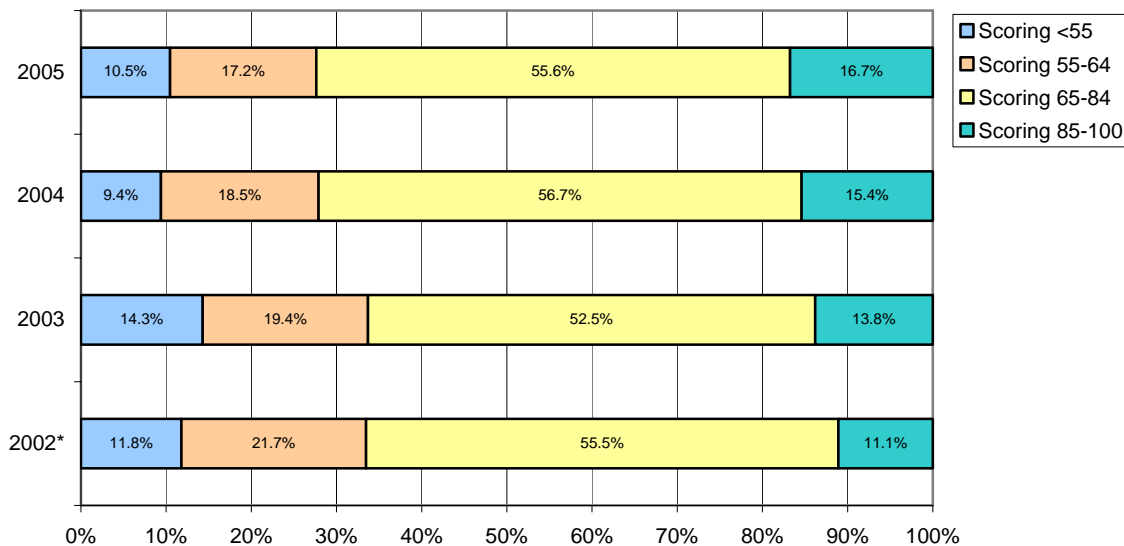
*The first administration of this exam occurred in June 2001. It replaced the Earth Science Regents.

**In 2001 current score level, "65-84" was reported as 65-100. That same year scores for level 85-100 were also reported.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Earth Science Regents was above statewide performance (72%). Approximately 78% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was below that of students across Long Island as a whole (82%). There was a 4 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

**Physical Setting: Chemistry Regents
New York State**



New York State (Including Long Island)				
	2002*	2003	2004	2005
Scoring <55	11.8%	14.3%	9.4%	10.5%
Scoring 55-64	21.7%	19.4%	18.5%	17.2%
Scoring 65-84	55.5%	52.5%	56.7%	55.6%
Scoring 85-100	11.1%	13.8%	15.4%	16.7%
Number Tested	92,629	105,545	98,090	103,987

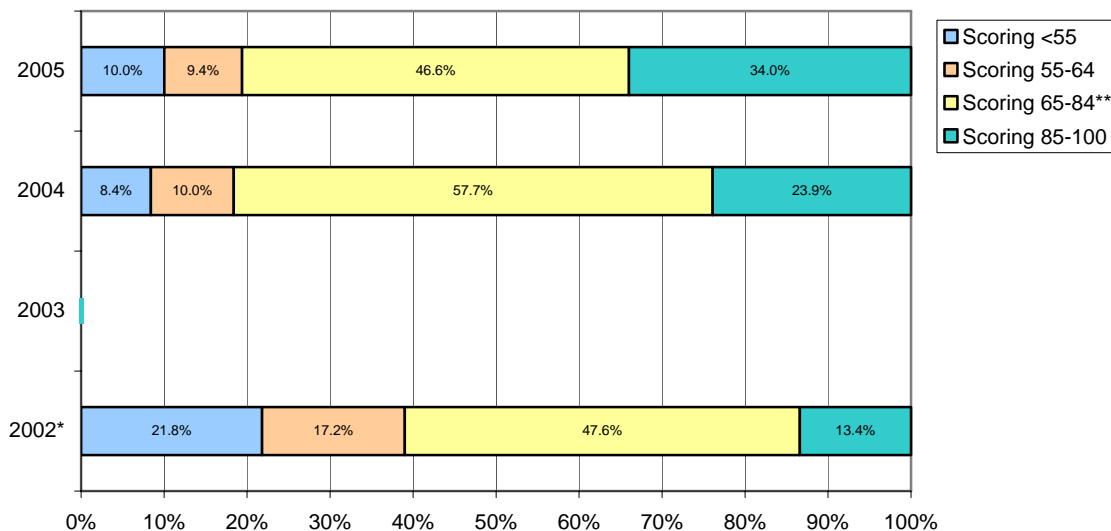
	Eastern Suffolk BOCES				Long Island (Including ESBOCES)			
	2002*	2003	2004	2005	2002*	2003	2004	2005
Scoring <55	5.8%	8.7%	6.9%	5.0%	5.5%	7.5%	5.5%	5.5%
Scoring 55-64	23.0%	17.1%	5.8%	17.1%	20.1%	18.0%	16.0%	14.5%
Scoring 65-84	62.1%	61.6%	42.1%	61.9%	61.8%	58.5%	60.0%	60.0%
Scoring 85-100	9.1%	12.6%	45.2%	15.9%	12.5%	16.0%	18.5%	20.0%
Number Tested	6,406	6,770	11,783	7,072	19,197	22,268	22,320	23,218

* The first administration of this exam occurred in June 2002. It replaced the Chemistry Regents exam.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Chemistry Regents was above statewide performance (72%). Approximately 78% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance was on par with that of students across Long Island as a whole (80%). There was a 2 percentage point difference between the performance of the ESBOCES component school district students and that of Long Island as a whole.

Physical Setting: Physics Regents New York State



New York State (Including Long Island)				
	2002*	2003	2004	2005
Scoring <55	21.8%		8.4%	10.0%
Scoring 55-64	17.2%		10.0%	9.4%
Scoring 65-84**	47.6%		57.7%	46.6%
Scoring 85-100	13.4%		23.9%	34.0%
Number Tested	43,644		35,125	41,376

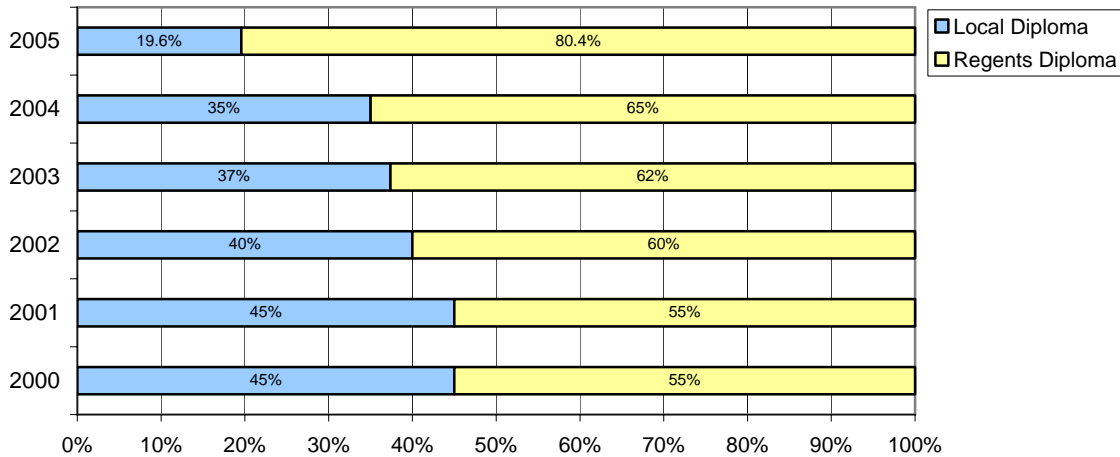
	Eastern Suffolk BOCES				Long Island (Including ESBOCES)			
	2002*	2003	2004	2005	2002*	2003	2004	2005
Scoring <55	16.4%		4.7%	5.6%	14.9%		4.2%	6.1%
Scoring 55-64	16.2%		9.1%	8.3%	15.6%		8.4%	7.5%
Scoring 65-84**	52.1%		62.4%	48.8%	52.0%		60.2%	45.9%
Scoring 85-100	15.3%		23.9%	37.3%	17.5%		27.2%	40.5%
Number Tested	2,618		2,555	2,644	9,010		6,981	9,526

*The Physics Physical Setting Regents was first given in 2002. It replaced the Physics Regents. **In 2002 the current performance level, "65-84" was reported as 65-100. That same year scores for level 85-100 were also reported. Results were not reported for the 2003 exam.

In the Eastern Suffolk BOCES region (2005 outcomes):

- ESBOCES component school districts' student performance on the Physics Regents was above statewide performance (81%). Approximately 86% of ESBOCES component school district students passed with a score of 65 or above.
- ESBOCES component school districts' student performance matched that of students across Long Island as a whole (86%).

**Diplomas Awarded
Eastern Suffolk BOCES Component School Districts**



	Eastern Suffolk BOCES			Long Island			New York State		
	Local Diploma	Regents Diploma	Number of Completers	Local Diploma	Regents Diploma	Number of Completers	Local Diploma	Regents Diploma	Number of Completers
2000	4,047	4,956	9,003	10,283	15,954	26,237	72,233	69,401	141,634
	45%	55%		39%	61%		51%	49%	
2001	4,074	4,972	9,046	9,898	16,497	26,395	70,866	70,866	141,731
	45%	55%		37%	63%		50%	50%	
2002	3,640	5,448	9,088	8,193	18,280	26,473	64,714	78,356	143,070
	40%	60%		31%	69%		45%	55%	
2003	3,679	6,153	9,832	8,817	19,453	28,270	62,767	81,051	143,818
	37%	62%		31%	69%		44%	56%	
2004	3,529	6,612	10,141	8,156	20,730	28,886	66,143	87,059	153,202
	35%	65%		28%	72%		43%	57%	
2005	2,030	8,346	10,376	4,404	25,643	30,047	46,013	107,189	153,202
	19.6%	80.4%		14.7%	85.3%		30.0%	70.0%	

In the Eastern Suffolk BOCES region (2005 outcomes):

- Between 1999-2000 and 2002-2003 over 9,000 students graduated each year from Eastern Suffolk BOCES component school districts. In 2003-2004 that number surpassed 10,000. In 2004-05, 10,376 students graduated from Eastern Suffolk BOCES school districts.
- In 2005, 80.4% of Eastern Suffolk BOCES component district students who graduated earned Regents diplomas.
- Across Long Island, 85% of students earned Regents diplomas.
- Statewide, 70% of students earned Regents diplomas.

Non-Academic Information

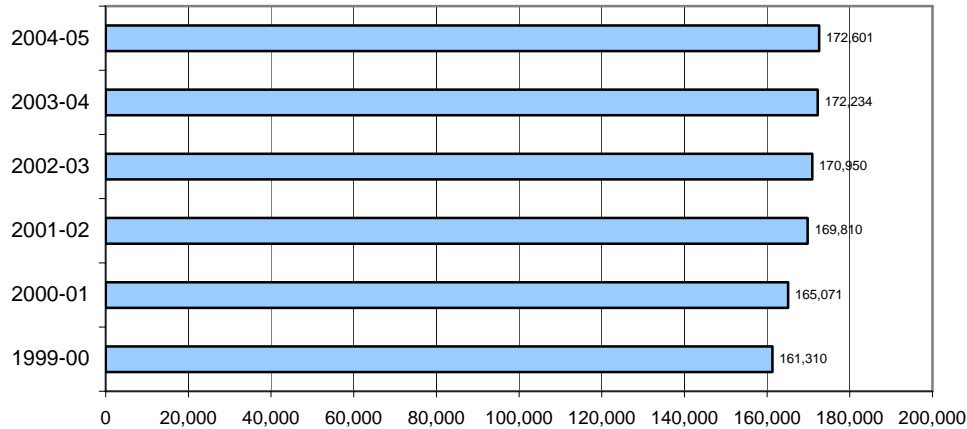
Highlights of Non-Academic Information

The academic achievement of students in Eastern Suffolk BOCES component school districts that was summarized in the previous pages has taken place in a changing context. The rate of enrollment growth, the percentage of students who arrive at school with limited proficiency in English, changes in the socio-economic status of the students' families, the per pupil expenditure available to each district, and the relative value of each dollar spent in various areas around the State, are all characteristics of schools that have potential influence on student achievement.

In order to provide a context for the student performance highlighted in this report, the following pages illustrate some of the non-academic factors summarized below:

- The total public school enrollment of the Eastern Suffolk BOCES region increased by nearly 7% since the 1999-2000 academic school year.
- The number of very small school districts (enrollments less than 200 students) remained constant over this period; the relative size of almost all other districts (with the exception of school districts with enrollments ranging from 200 to 999 students) also continued to remain stable. For the first time in 2003, there were less than 10 school districts with enrollments of between 200 to 999 students in the supervisory area. In 2005, schools with enrollments between 2,500 and 5,500 grew by two compared to the 2004 school year.
- In 2000, 8.1% of students enrolled in New York State public schools were considered Limited English Proficient students (LEP). This percentage decreased the following year and remained steady until 2004. In 2005, the percentage of LEP students enrolled in public schools statewide increased by less than 1 percentage point. In Eastern Suffolk BOCES component districts and Long Island as a whole, the percentage of LEP students increased by less than 1 percentage point in 2005 (since 2004).
- Since 2000, the percentage of students qualifying for Free and Reduced Price lunches has increased by 8 percentage points in the Eastern Suffolk BOCES regional area. On Long Island as a whole, the percentage of students qualifying for Free and Reduced Price lunches increased by 7 percentage points over the past six years. Statewide, the percentage of students qualifying for Free and Reduced Price lunches has increased by 10 percentage points since 2000.
- Eastern Suffolk BOCES component districts spent less per pupil (\$15,005) on average than the average per pupil expenditure for Long Island (\$15,867) as a whole in 2005.
- The per pupil expenditure of Eastern Suffolk BOCES districts was about \$1,163 higher than the statewide average (\$13,842) in 2005. However, the cost of living on Long Island and other downstate counties in the greater metropolitan area of New York City was (and still is today) significantly higher than in other counties statewide. The cost of goods and services on Long Island is approximately 32% more than New York State counties at the statewide median cost of living.
- The median Combined Wealth Ratio (CWR) of school districts in the Eastern Suffolk BOCES region (1.203) in 2005 was above the average wealth of all districts statewide (0.607).
- The state share of Eastern Suffolk BOCES school district revenues in 2005 was about 35%. This was slightly lower than the state share for school districts statewide (approximately 36%) but higher than the state share for school districts across Long Island as a whole (23.7%).

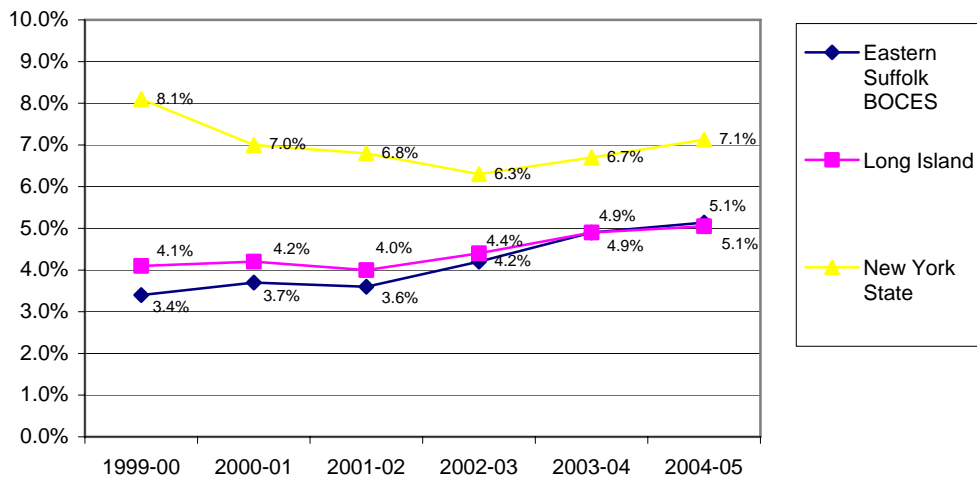
**Total Public School Enrollment
Eastern Suffolk BOCES Component School Districts**



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total Enrollment	161,310	165,071	169,810	170,950	172,234	172,601

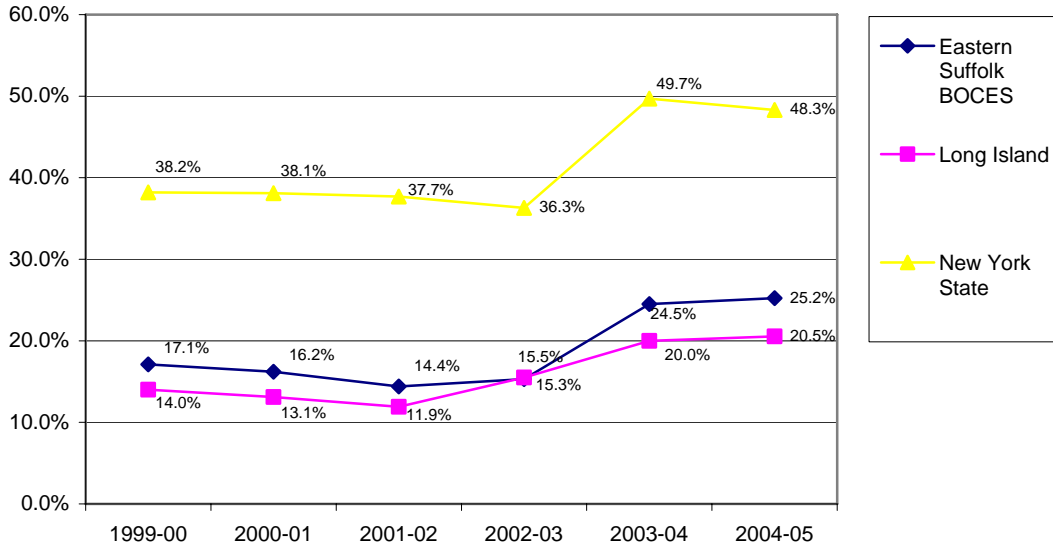
No. of ESBOCES School Districts with Enrollments						
< 200	11	11	11	11	11	11
200- 999	12	12	12	9	9	8
1000- 2500	10	9	9	12	12	9
2500- 5500	10	11	11	10	10	12
> 5500	10	10	10	11	11	11

Percentage of Limited English Proficient Students



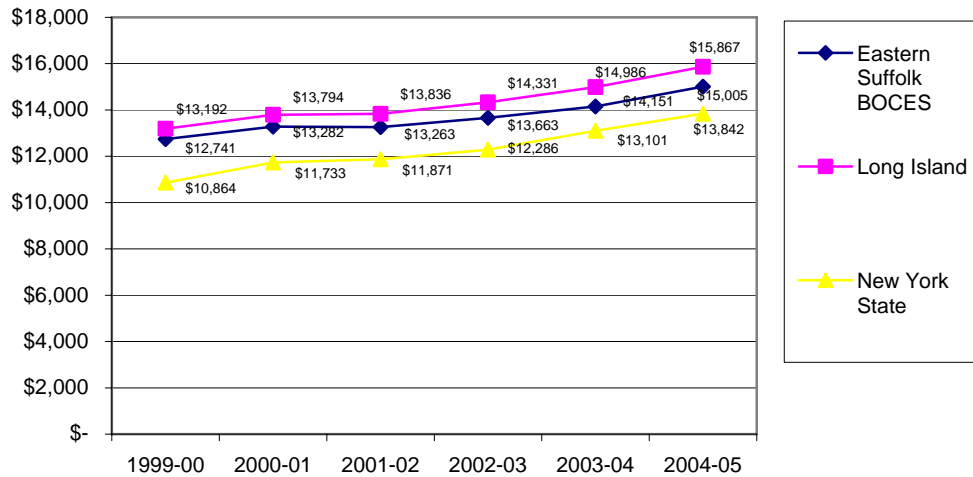
	Percentage of Limited English Proficient Students					
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Eastern Suffolk BOCES	3.4%	3.7%	3.6%	4.2%	4.9%	5.1%
Long Island	4.1%	4.2%	4.0%	4.4%	4.9%	5.1%
New York State	8.1%	7.0%	6.8%	6.3%	6.7%	7.1%

Participation in Free and Reduced Lunch



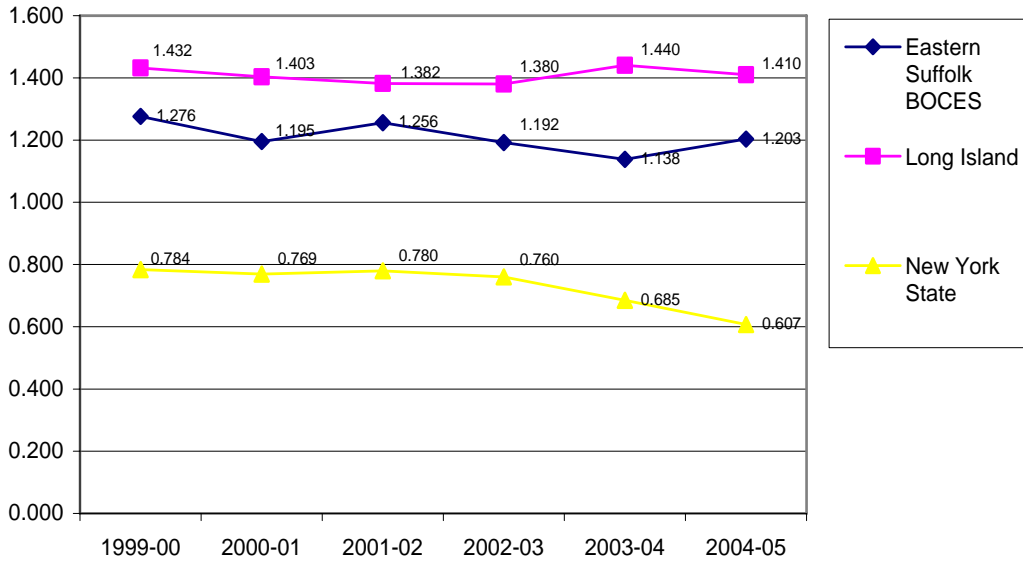
	Free and Reduced Lunch					
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Eastern Suffolk BOCES	17.1%	16.2%	14.4%	15.3%	24.5%	25.2%
Long Island	14.0%	13.1%	11.9%	15.5%	20.0%	20.5%
New York State	38.2%	38.1%	37.7%	36.3%	49.7%	48.3%

Per Pupil Expenditures



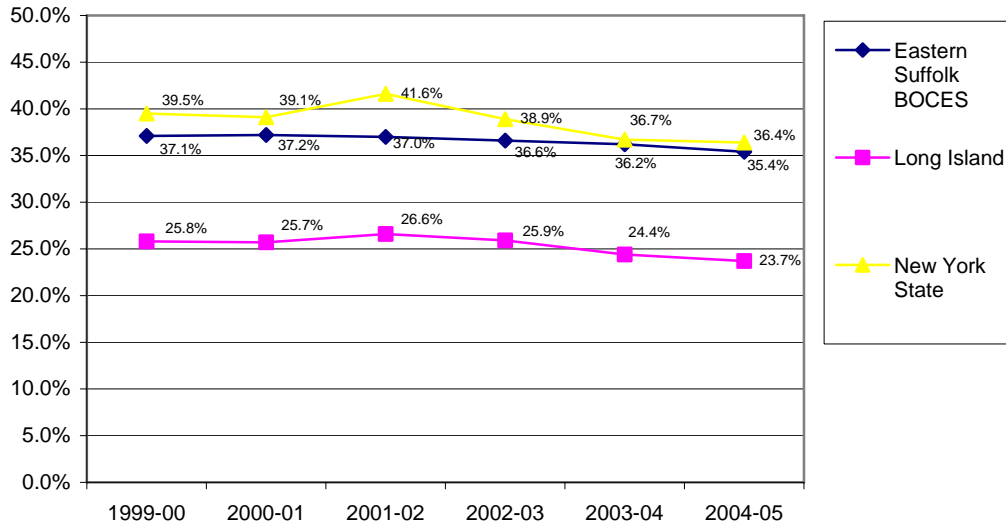
	Per Pupil Expense					
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Eastern Suffolk BOCES	\$ 12,741	\$ 13,282	\$ 13,263	\$ 13,663	\$ 14,151	\$ 15,005
Long Island	\$ 13,192	\$ 13,794	\$ 13,836	\$ 14,331	\$ 14,986	\$ 15,867
New York State	\$ 10,864	\$ 11,733	\$ 11,871	\$ 12,286	\$ 13,101	\$ 13,842

Median Combined Wealth Ratio



Median Combined Wealth Ratio						
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Eastern Suffolk BOCES	1.276	1.195	1.256	1.192	1.138	1.203
Long Island	1.432	1.403	1.382	1.380	1.440	1.410
New York State	0.784	0.769	0.780	0.760	0.685	0.607

State Share of School District Revenue



State Share*						
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Eastern Suffolk BOCES	37.1%	37.2%	37.0%	36.6%	36.2%	35.4%
Long Island	25.8%	25.7%	26.6%	25.9%	24.4%	23.7%
New York State	39.5%	39.1%	41.6%	38.9%	36.7%	36.4%

* The State share does not include STAR.

2004-05 Eastern Suffolk BOCES Component School Districts

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



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