

# A Glimpse Into the Changing Needs and Demographics of Our Students



Presented by:

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Eastern Suffolk BOCES Chief Operating Officer

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Longwood Legislative Breakfast

# **A Glimpse Into the Changing Needs and Demographics of Our Students**

- Shifting Student Demographics and Needs
- Student Achievement Data
- NYSED Disparities in School Discipline Report
- NYSED Transgender and Gender Expansive Students
- What Our Students Need

# Shifting Student Demographics and Needs

## 2022-2023 Enrollment by Race/Ethnicity

	Suffolk County (Total = 217,910)		Nassau County (Total = 190,372)		Long Island (Total = 408,282)		Rest of State (Total = 1,041,318) (excludes LI & NYC)	
	N	%	N	%	N	%	N	%
American Indian/Alaska Native	612	0.3%	398	0.2%	1,010	0.2%	5,330	0.5%
Asian/Other Pacific Islander	10,628	4.9%	34,769	18.3%	45,397	11.1%	46,357	4.5%
Black/African American	17,211	7.9%	18,483	9.7%	35,694	8.7%	101,394	9.7%
Hispanic/Latino	82,236	37.7%	52,136	27.4%	134,372	32.9%	174,634	16.8%
White	100,956	46.3%	80,337	42.2%	181,293	44.4%	663,718	63.7%
Multiracial	6,267	2.9%	4,249	2.2%	10,516	2.6%	49,885	4.8%



# Shifting Student Demographics and Needs

## K-12 Enrollment Change

	2013-14	2022-23	Total Change	% Change
Suffolk County	244,041	217,910	-26,131	-10.7%
Nassau County	199,132	190,372	-8,760	-4.4%
Long Island	443,173	408,282	-34,891	-7.9%
Rest of State	1,157,855	1,041,318	-116,537	-10.1%



# Shifting Student Demographics and Needs

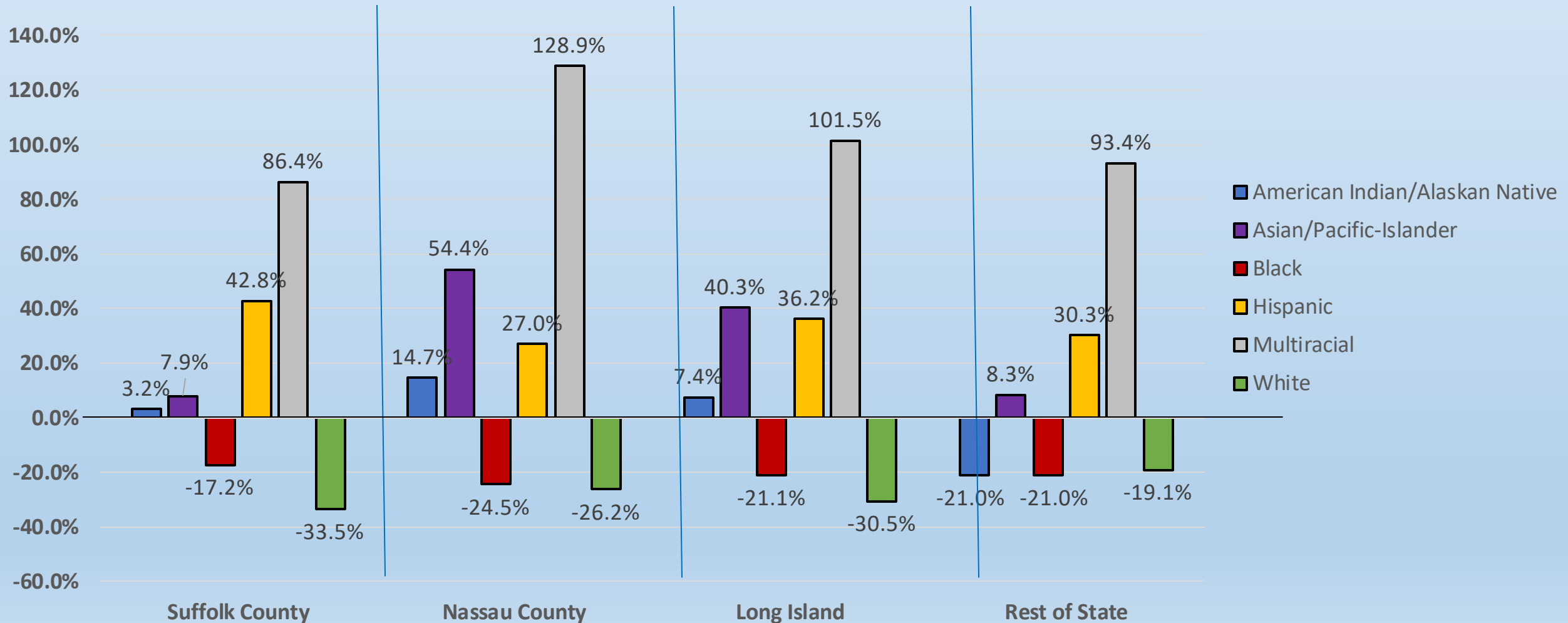
## Racial/Ethnicity Change

10-Year Change in Racial/Ethnic Groups (2013-14 to 2022-23)						
	American Indian/Alaskan Native	Asian/Pacific Islander	Black	Hispanic	Multiracial	White
Suffolk	3.2%	7.9%	-17.2%	42.8%	86.4%	-33.5%
Nassau	14.7%	54.4%	-24.5%	27.0%	128.9%	-26.2%
Long Island	7.4%	40.3%	-21.1%	36.2%	101.5%	-30.5%
Rest of State	-21.0%	8.3%	-21.0%	30.3%	93.4%	-19.1%



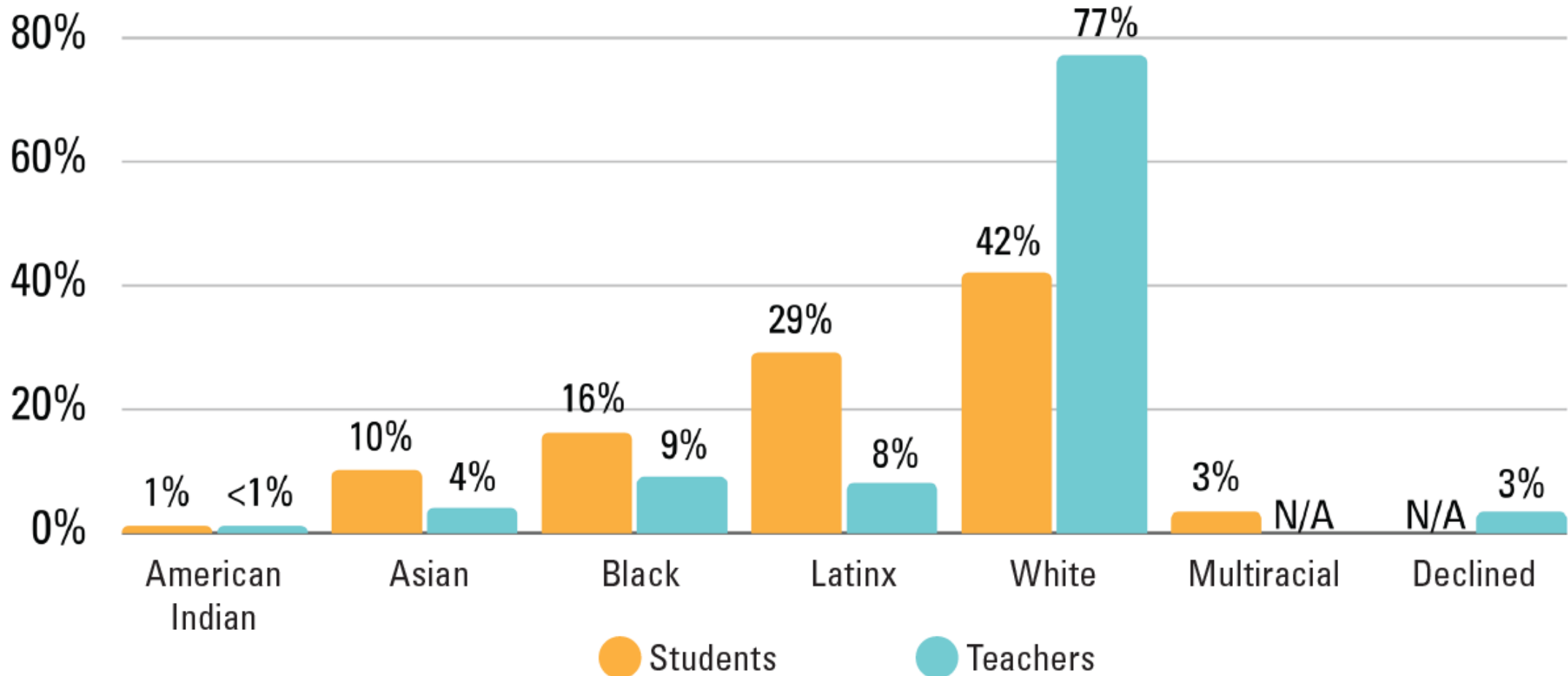
# Shifting Student Demographics and Needs

## Racial/Ethnicity 10-Year Change (2013-14 to 2022-23)



# Shifting Student Demographics and Needs

## Student/Teacher - Race/Ethnicity



# Shifting Student Demographics and Needs

## Student/Teacher - Race/Ethnicity

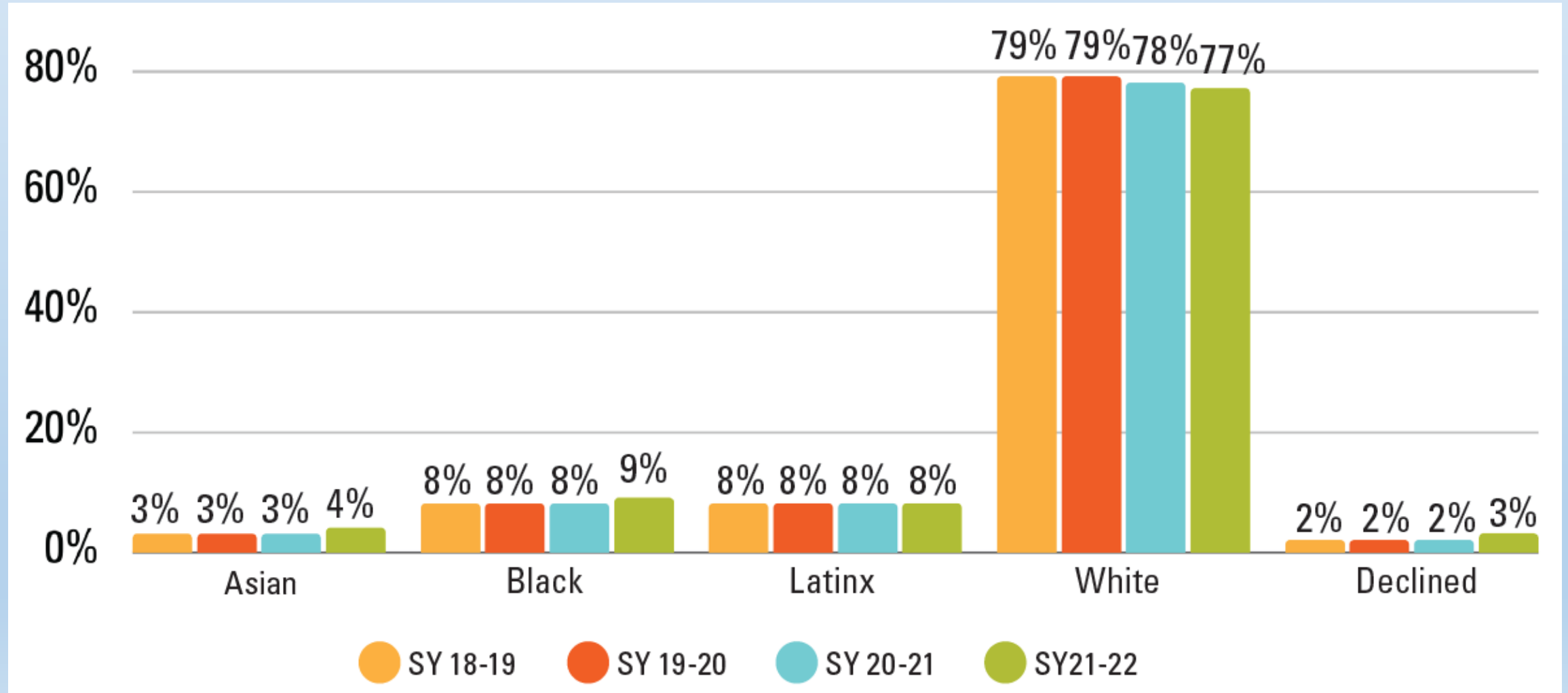
	Non-white teachers	Black teachers	Latinx teachers	Asian teachers	American Indian teachers	White teachers
Schools without any...	22%	44%	34%	53%	93%	<1%
Non-white students in schools without any...	5%	20%	13%	31%	87%	<1%
Black students in schools without any...	3%	10%	14%	32%	87%	<1%
Latinx students in schools without any...	5%	19%	9%	32%	87%	<1%
Asian students in schools without any...	6%	28%	13%	19%	86%	<1%
American Indian/Native Alaskan students in schools without any...	9%	27%	26%	33%	76%	<1%
White students in schools without any...	31%	64%	45%	63%	94%	<1%





# Shifting Student Demographics and Needs

## Makeup of New York's Teacher Workforce 2018-19 to 2021-22



# Shifting Student Demographics and Needs

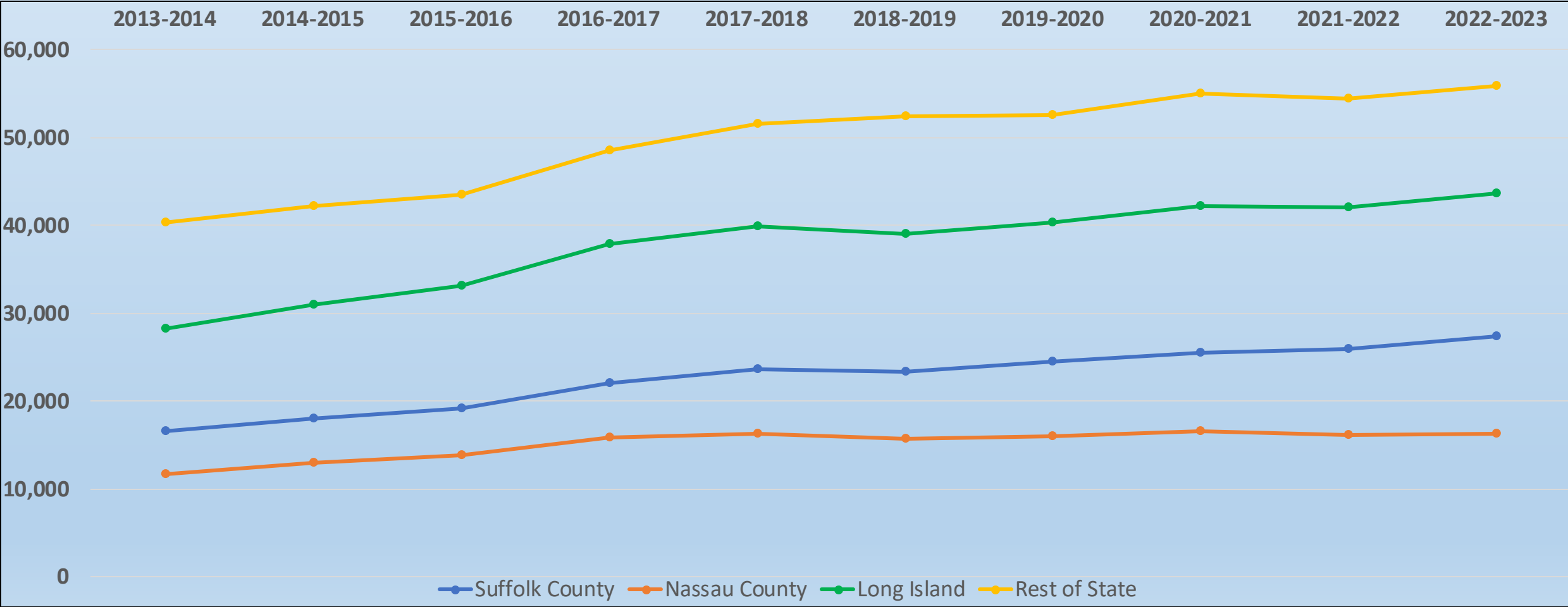
## ELL/MLL Change

	2013-14	2022-23	Total Change	% Change
Suffolk County	16,587	27,394	10,807	65.2%
Nassau County	11,683	16,271	4,588	39.3%
Long Island	28,270	43,665	15,395	54.5%
Rest of State	40,343	55,828	15,485	38.4%



# Shifting Student Demographics and Needs

K-12 ELL/MLL Change



# Shifting Student Demographics and Needs






## Students with Disabilities Change

	2013-14	2022-23	Total Change	% Change
Suffolk County	33,866	37,122	3,256	9.6%
Nassau County	24,955	27,565	2,610	10.5%
Long Island	58,821	64,687	5,866	10.0%
Rest of State	163,996	171,579	7,583	4.6%



# Shifting Student Demographics and Needs

## Mental Health And Suicidality

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health†	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	

\*For the complete wording of YRBS questions, refer to the appendix.

†Variable introduced in 2021.



In wrong direction



No change



In right direction



# Shifting Student Demographics and Needs

## Mental Health Statistics

- 16.03% of youth (age 12-17) reported suffering from at least one major depressive episode (MDE) in the past year.
- 6.49% of youth reported a substance use disorder.
- A rate of 8.19 per 1,000 students were identified as having an emotional disability for an Individualized Education Program (IEP)
- 53.1% of youth with major depression did not receive any mental health treatment
- 34% received some consistent treatment
- 11.7% of youth with private insurance that did not cover mental or emotional problems



# Shifting Student Demographics and Needs

## Economically Disadvantaged Change

	2013-14	2022-23	Total Change	% Change
Suffolk County	81,339	95,876	14,537	17.9%
Nassau County	49,490	59,712	10,222	20.7%
Long Island	130,829	155,588	24,759	18.9%
Rest of State	488,461	507,970	19,509	4.0%



# Shifting Student Demographics and Needs

## ALICE Report

- “**A**sset *L*imited, *I*ncome **C**onstrained, *E*mployed”
- Fully employed member of the community
- Earns above the federal poverty level, yet-
- Does not earn enough to afford a bare-bones household budget, or “household survival budget”





# Shifting Student Demographics and Needs

## ALICE Report

### ALICE - NASSAU & SUFFOLK COUNTY AVERAGE

Total Households on Long Island <i>below</i> ALICE Threshold	285,179
Percent <i>below</i> ALICE Threshold	29.4%
ALICE %	22.5%
Poverty %	7%
Household Survival Annual Budget (Family of Four)	\$78,300
Household Survival Hourly Budget (Two Adults)	\$39.15
Household Survival Annual Budget (Single)	\$37,830
Household Survival Hourly Budget (Single)	\$18.91



# Shifting Student Demographics and Needs

## Suffolk County Household Survival Annual Budget

	ALICE	Federal
Family of two (Two adults)	\$57,612	\$39,440
Family of Four (Two adults – two children)	\$78,300	\$60,000

51% of all jobs in NYS pay less than \$20/hr. or \$40K annually for full-time work



# Shifting Student Demographics and Needs

## 2022-2023 Enrollment by Wealth (CWR)

	Low Wealth (CWR < 1.000)		Mid Wealth (CWR 1.000 – 1.999)		High Wealth (CWR >= 2.000)	
	#	%	#	%	#	%
<b>Suffolk County</b>	129,150	59.3%	76,157	35.0%	12,464	5.7%
<b>Nassau County</b>	71,067	37.3%	83,852	44.0%	35,453	18.6%
<b>Long Island</b>	200,217	49.1%	160,009	39.2%	47,917	11.7%
<b>Rest of State</b>	827,258	79.6%	171,704	16.5%	40,434	3.9%
<b>New York State</b>	1,027,475	71.0%	331,713	22.9%	88,351	6.1%



# Shifting Student Demographics and Needs

## School District Revenues from the State

% State Aid Range	# Suffolk Districts	# Nassau Districts	# Long Island Districts *	Combined % State Aid for Range (Long Island)
0% to 20%	27	21	48	12.1%
>20% to 30%	13	19	32	24.1%
>30% to 40%	13	11	24	35.0%
>40% to 50%	7	1	8	42.2%
>50%	5	4	9	71.9%

% State Aid = 2023-2024 Total Amount State Aid / 2023-2024 Total Proposed Spending

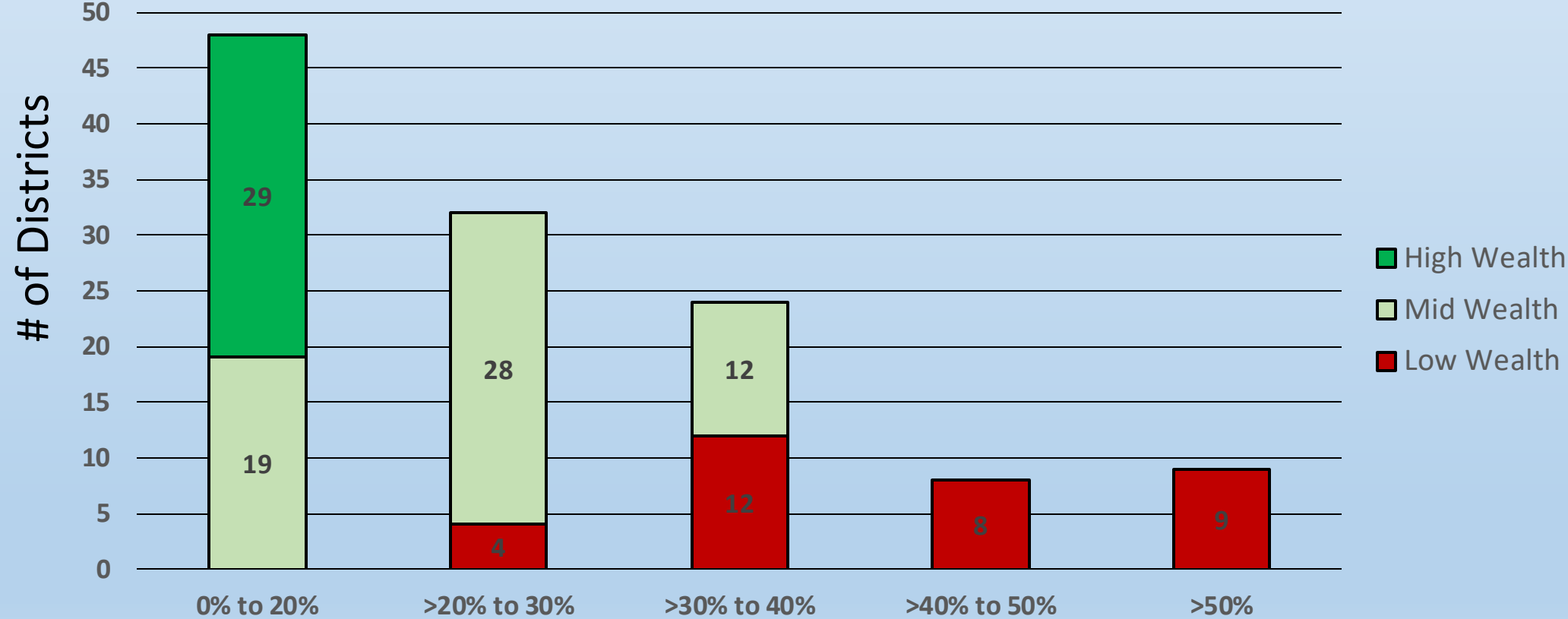
**Sources:** Total Amount State Aid – 2023-2024 Legislative State Aid Runs; Total Proposed Spending – 2023-2024 Property Tax Report Card

\* Four Long Island districts not reported – Little Flower, New Suffolk, Sagaponack, Wainscott



# Shifting Student Demographics and Needs

School District Revenues from the State  
Long Island Districts by Wealth



% State Aid = 2023-2024 Total Amount State Aid / 2023-2024 Total Proposed Spending  
**Sources:** Total Amount State Aid – 2023-2024 Legislative State Aid Runs; Total Proposed Spending – 2023-2024 Property Tax Report Card

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# Shifting Student Demographics and Needs

## School District Revenues from the State

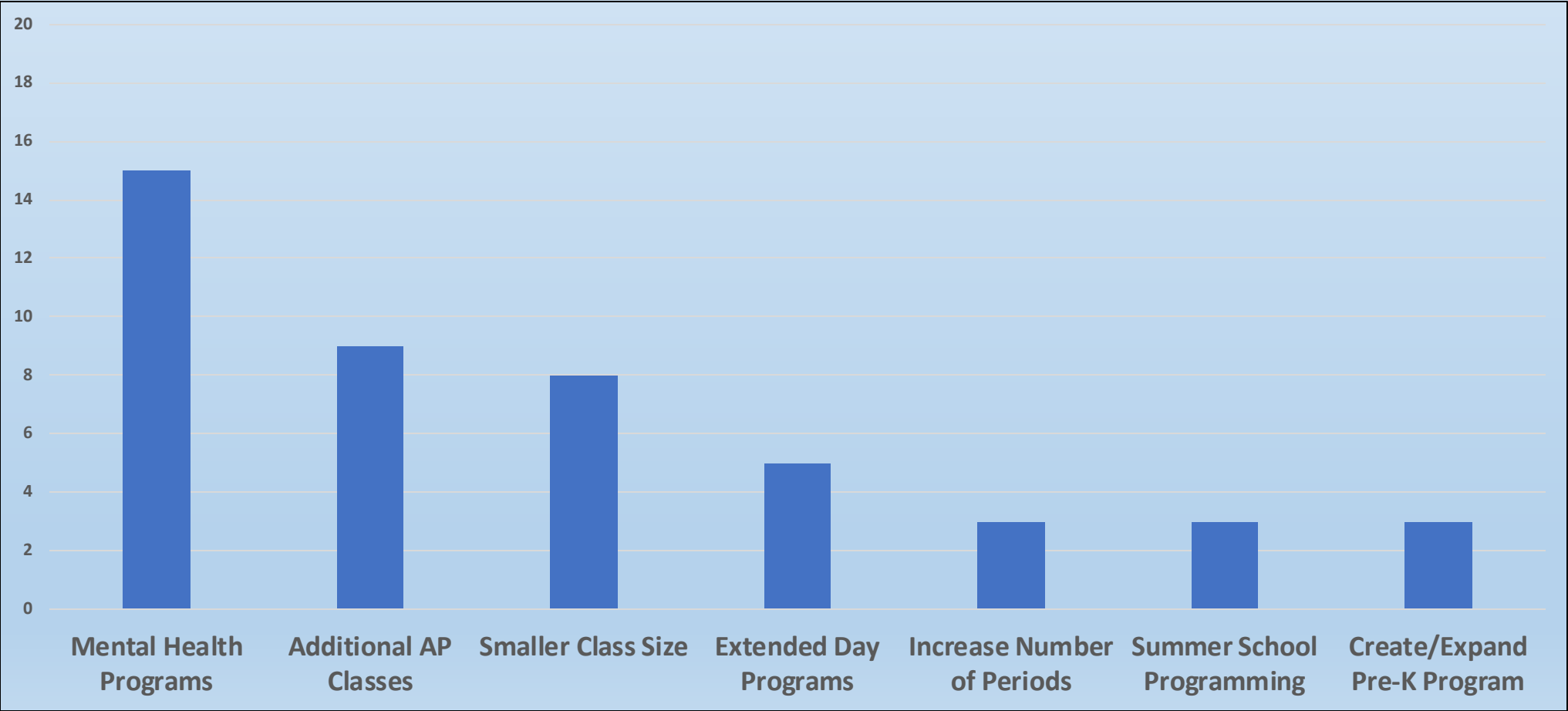
### Proposed Allocation of Foundation Aid to Long Island for 2024-25

Wealth Category	Combined Wealth Ratio (CWR)	\$ Total Increase in Foundation Aid	% Total Increase in Foundation Aid	Number of Districts Receiving a Reduction	Total Amount of <b>Reduction</b> for the 56 school districts
High Wealth	>2.0	-11.4 million	-13.8%	29	11.7 million
Mid Wealth	1.00 – 1.99	-15.1 million	-2.0%	21	29.4 million
Low Wealth	<1.00	104.2 million	3.9%	6	2.7 million



# Shifting Student Demographics and Needs

## Instructional Opportunities Added Due to an Increase in Foundation Aid

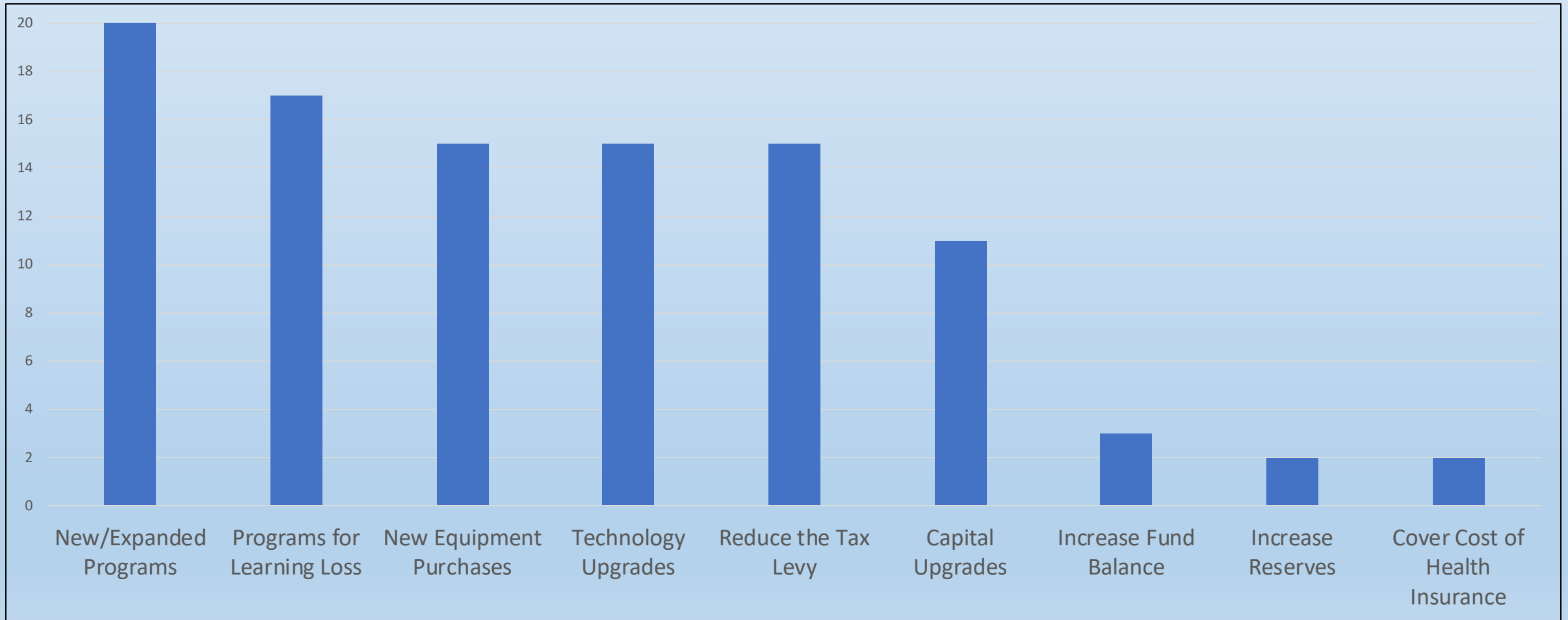


Source: LIEC Budget Impact Survey 2023 – 24 districts responded to this question



# Shifting Student Demographics and Needs

## Other Uses of Increased Foundation Aid



Source: LIEC Budget Impact Survey 2023 – 35 districts responded to this question





# Student Achievement

## Long Island Assessments Performance (ELA, Math, Science) by Wealth

Assessment	Suffolk				Nassau				Long Island			
	Low Wealth		High Wealth		Low Wealth		High Wealth		Low Wealth		High Wealth	
	N	%	N	%	N	%	N	%	N	%	N	%
Grade 4 ELA	5,742	36.2%	720	58.6%	3,681	51.7%	2,195	76.1%	9,423	42.3%	2,915	71.8%
Grade 4 Math	5,859	44.0%	749	59.3%	3,776	60.3%	2,268	84.6%	9,635	50.4%	3,017	78.3%
Grade 8 ELA	4,081	39.2%	697	63.0%	2,920	54.2%	1,975	78.1%	7,001	45.5%	2,672	74.2%
Grade 8 Math	2,183	19.2%	356	44.4%	1,185	35.2%	675	76.3%	3,368	24.8%	1,031	65.3%
Grade 8 Science	2,394	34.6%	237	46.0%	1,059	45.1%	352	80.7%	3,453	37.8%	589	66.7%
Combined Science	4,567	63.2%	860	79.3%	3,696	72.1%	1,788	94.0%	8,263	67.2%	2,648	89.2%

Source: 2022-2023 NYS School Report Cards

Does not include districts with no CWR or districts where results were suppressed because less than 5 students took exam  
Combined Science – had many districts with suppressed results – even districts with over 5 test-takers

N = number of test-takers  
% = percent of test-takers scoring proficient



# Student Achievement

## Long Island 2017 Total Cohort – 5 Year Outcomes – August 2022

	Suffolk Total Cohort = 20,032		Nassau Total Cohort = 16,389		Long Island Total Cohort = 36,421	
	N	%	N	%	N	%
Graduation Rate	18,552	92.6%	15,582	95.1%	34,134	93.7%
Local Diploma	162	0.8%	91	0.6%	253	0.7%
Regents Diploma	7,088	35.4%	4,385	26.8%	11,473	31.5%
Advanced Regents Diploma	11,302	56.4%	11,106	67.8%	22,408	61.5%
Non Diploma Credential	94	0.5%	108	0.7%	202	0.6%
Still Enrolled	558	2.8%	397	2.4%	955	2.6%
GED	27	0.1%	40	0.2%	67	0.2%
Dropout	796	4.0%	258	1.6%	1,054	2.9%



# Student Achievement

## Long Island 2017 Total Cohort – 5 Year Outcomes – August 2022 by Wealth

	Suffolk				Nassau				Long Island			
	Low Wealth Total Cohort = 11,962		High Wealth Total Cohort = 1,232		Low Wealth Total Cohort = 6,195		High Wealth Total Cohort = 3,040		Low Wealth Total Cohort = 18,157		High Wealth Total Cohort = 4,272	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduation Rate	10,816	90.4%	1,152	93.5%	5,739	92.6%	2,924	96.2%	16,555	91.2%	4,076	95.4%
Local Diploma	100	0.8%	12	1.0%	35	0.6%	10	0.3%	135	0.7%	22	0.5%
Regents Diploma	5,167	43.2%	385	31.3%	2,239	36.1%	475	15.6%	7,406	40.8%	860	20.1%
Advanced Regents Diploma	5,549	46.4%	755	61.3%	3,465	55.9%	2,439	80.2%	9,014	49.6%	3,194	74.8%
Non Diploma Credential	74	0.6%	1	0.1%	67	1.1%	14	0.5%	141	0.8%	15	0.4%
Still Enrolled	388	3.2%	31	2.5%	219	3.5%	54	1.8%	607	3.3%	85	2.0%
GED	11	0.1%	0	0.0%	21	0.3%	1	0.0%	32	0.2%	1	0.0%
Dropout	670	5.6%	48	3.9%	145	2.3%	47	1.5%	815	4.5%	95	2.2%

# Student Achievement

## 2023-24 Suffolk County Statistics for Visual Arts & Music

Event	Students Represented: All Suffolk Schools	Sponsoring Organization
Eastern Suffolk County Student Exhibition	3,380	Parrish Art Museum
Long Island Scholar Artists	9	Long Island Arts Alliance
All Eastern Musicians (Grades 11 and 12)	37	Nat'l Assoc. for Music Education (NAfME)
All State Musician (Grades 11 & 12)	95	NY School Music Association (NYSSMA)
All County Musicians (Grades 5-10)	2,756	Suffolk County Music Educators Association (SCMEA)
All County Musicians (Grades 11 & 12)	499	NYS Council of Admins of Music Ed (NYSCAME)/SCMEA

Source: Data shown was provided by each of the individual sponsoring organizations



# NYSED Disparities in School Discipline



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

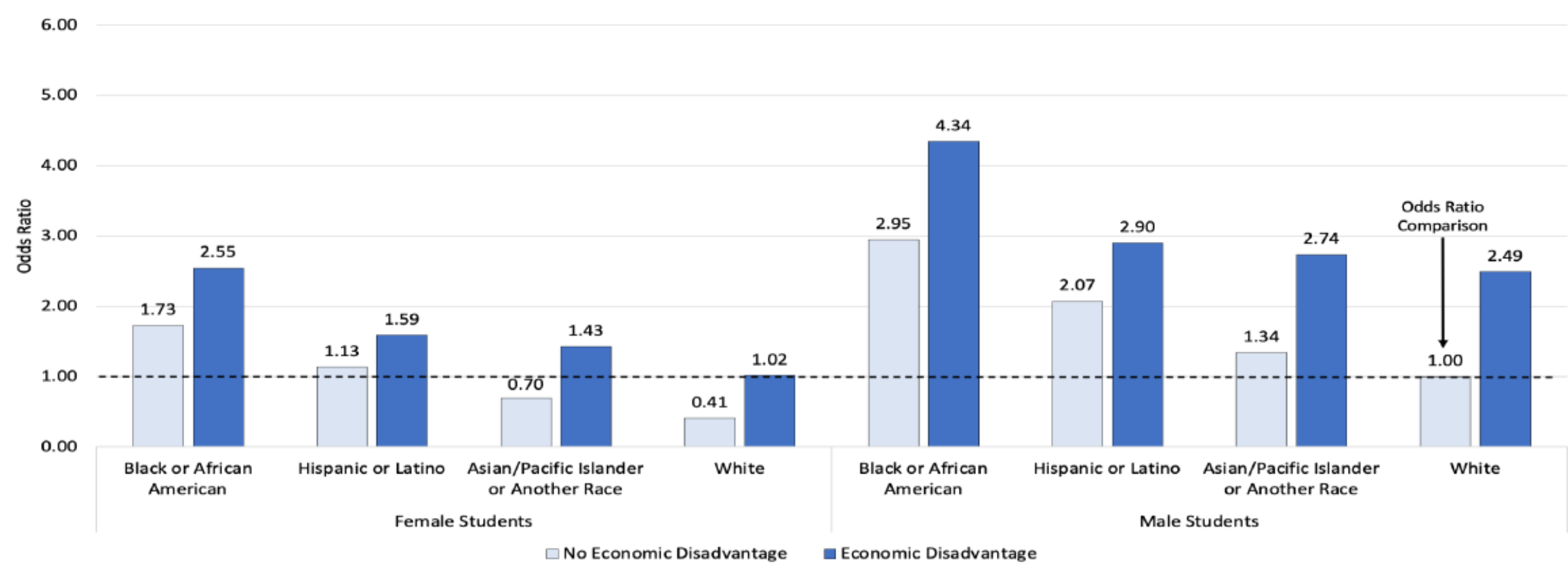
## Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Report from the Safe Schools Task Force

January 2023

Presentation to the Board of Regents

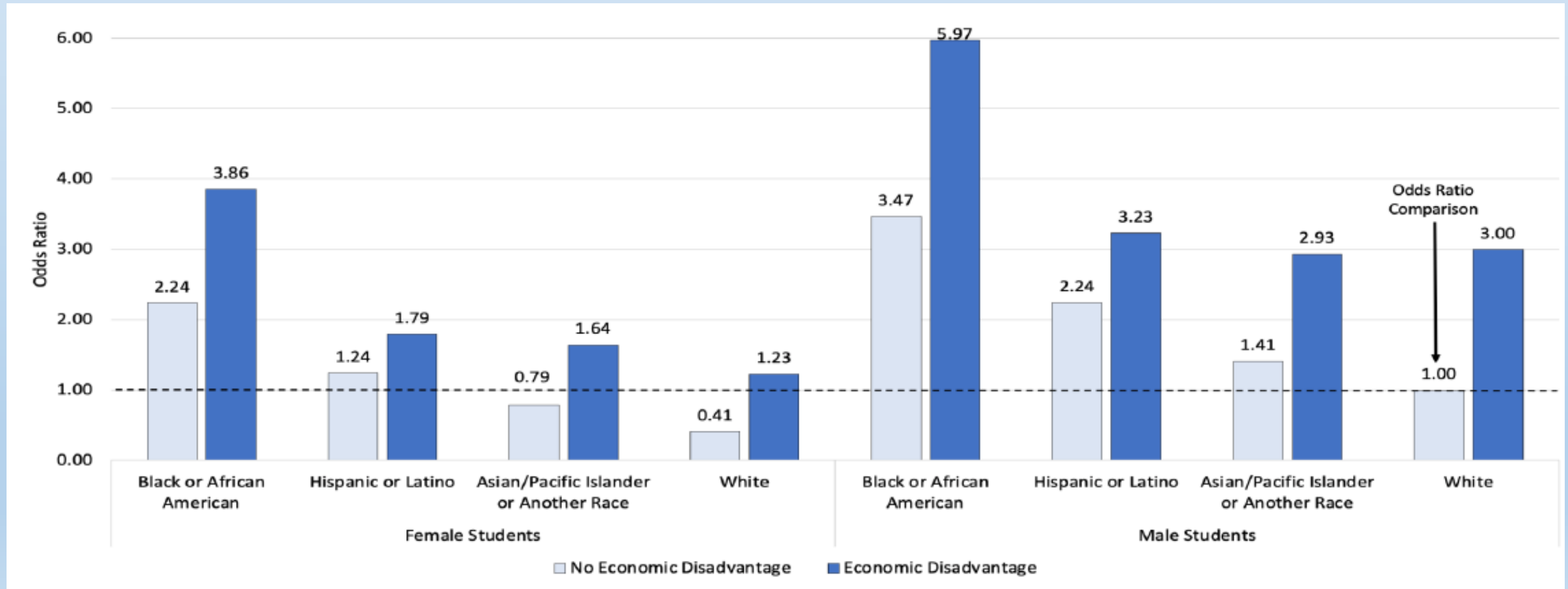
# NYSED Disparities in School Discipline

Comparing In-School Suspensions by Student, Race, Gender, and Economic Disadvantage (outside of NYC)



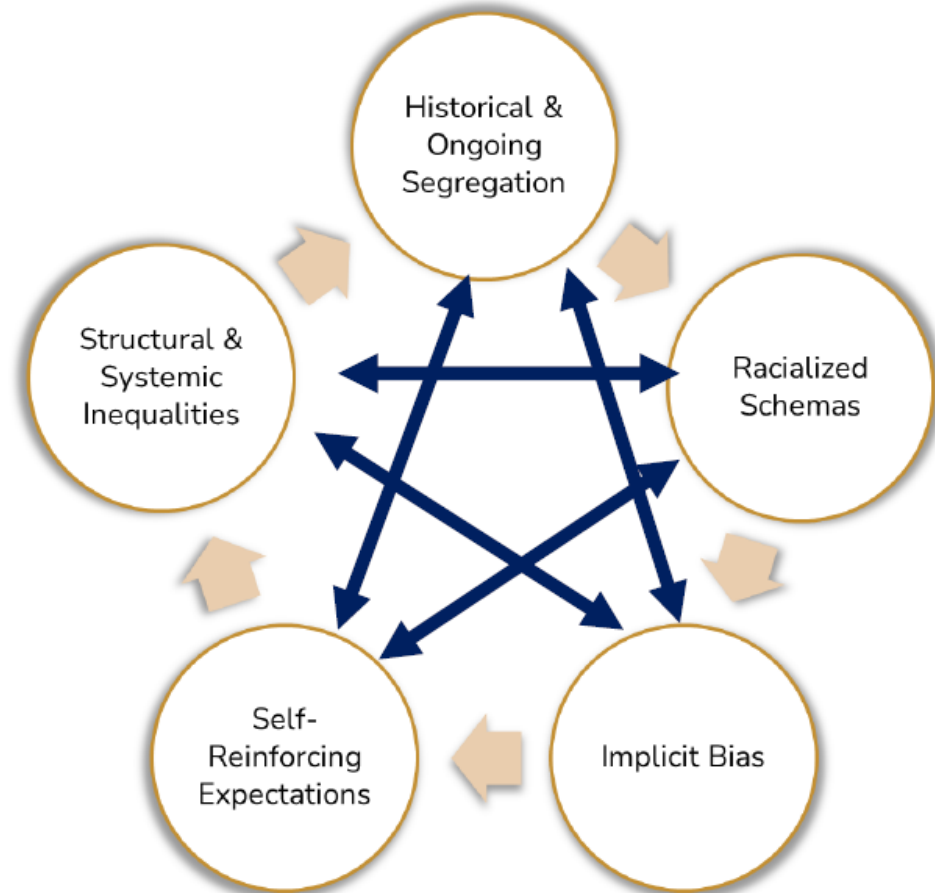
# NYSED Disparities in School Discipline

Comparing Out-of-School Suspensions by Student, Race, Gender, and Economic Disadvantage (outside of NYC)



# NYSED Disparities in School Discipline

## Identifying Factors Aggravating Discipline Overuse & Disparate Use: The Cycle of Implicit Bias



Source: John A. Powell's Cycle of Implicit Bias, Haas Institute for a Fair and Inclusive Society, 2015.  
Recommendation for Reducing Disparities In and Reforming School Discipline in New York State Report from the Safe Schools Task Force, Presentation January 2023.



# NYSED Disparities in School Discipline

- Students with disabilities and LGBTQ are also at a higher risk for suspension and expulsion.
- Suspension can be the first step in a series of events leading to:
  - lower academic achievement
  - Higher truancy rates
  - higher dropout rates
  - higher rates of contact with the juvenile and adult justice system



# **NYSED Transgender and Gender Expansive (TGE) Students**



# NYSED Transgender and Gender Expansive (TGE) Students

- **81.8%** reported feeling unsafe in school because of at least one of their actual or perceived personal characteristics.
- **68.0%** felt unsafe at school because of their SOGIE (sexual orientation, gender identity and/or gender expression) characteristics — 50.6% because of their sexual orientation, 43.2% because of their gender expression, and 40.3% because of their gender.
- **4 in 10** students avoided school bathrooms, locker rooms, and physical education or gym classes, because they felt unsafe or uncomfortable (45.1%, 42.6%, and 39.4% respectively).
- **78.8%** reported avoiding school functions or extracurricular activities because they felt unsafe or uncomfortable.
- **11.3%** missed four or more days in the past month. Most missed at least one entire day of school in the past month because they felt unsafe or uncomfortable
- **16.2%** (nearly a fifth) reported having ever changed schools due to feeling unsafe or uncomfortable at school.



## **NYSED Transgender and Gender Expansive (TGE) Students**

- Overall, LGBTQ+ students in online-only learning environments were least likely to feel unsafe at school due to a personal characteristic and those in in-person only learning environments were most likely.
- LGBTQ+ students who had been only in in-person learning environments did not differ from those who had been in hybrid learning environments with regard to avoiding spaces at school.
- Nearly a fifth of LGBTQ+ students (16.2%) reported having ever changed schools due to feeling unsafe or uncomfortable at school.



# **NYSED Transgender and Gender Expansive (TGE) Students**

## **Adverse Consequences of TGE Students who Experience Harassment, Assault, and/or Unjust Treatment at School**

- Educational Consequences
  - Lower GPAs
  - Increased truancy
  - Increased likelihood of dropping out
  - Decreased likelihood of attending post-secondary education
- Social Consequences
  - Avoiding school functions
  - Feeling unwelcome and disconnected from others
  - Lower self-esteem
  - Increased risk of contact with the juvenile justice system
- Health Consequences
  - Higher rates of anxiety
  - Higher rates of depression
  - Higher rates of alcohol and drug use

Source: Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students:  
2023 Legal Update and Best Practices - NYSED



# NYSED Transgender and Gender Expansive (TGE) Students

## Resources and Supports:

- school personnel that provide safe and affirming relationships and environments;
- staff that respond effectively and consistently to anti-LGBTQ behaviors;
- supportive school administration;
- inclusive and supportive school policies and practices;
- policies to address bullying, harassment, and assault;
- policies that specifically address TGE students;
- student-centered supportive clubs such as Gender-Sexuality Alliances/Gay Straight Alliances (GSAs), Queer Straight Alliances, Gender and Sexuality Networks;
- access to LGBTQ instruction and inclusive curricula and materials; and
- visible displays of support (Safe Space stickers, Pride flags, posters).



## What Our Students Need

- Understand the communities and students we serve
- Increase the quality of school climate
- Create safe, supportive, and affirming school environments
- Ensure all students have equitable access to learning opportunities
- Continue to provide high-quality, well-rounded educational programs



## What Our Students Need

- Implement hiring practices to increase educator diversity
- Understand and dismantle discipline inequities – School discipline reform
- Expand professional development for all school staff
- Create policies and financial plans that support these initiatives







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