

A Glimpse Into the Changing Needs and Demographics of Our Students



Presented by:

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Eastern Suffolk BOCES Chief Operating Officer

February 3, 2024

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

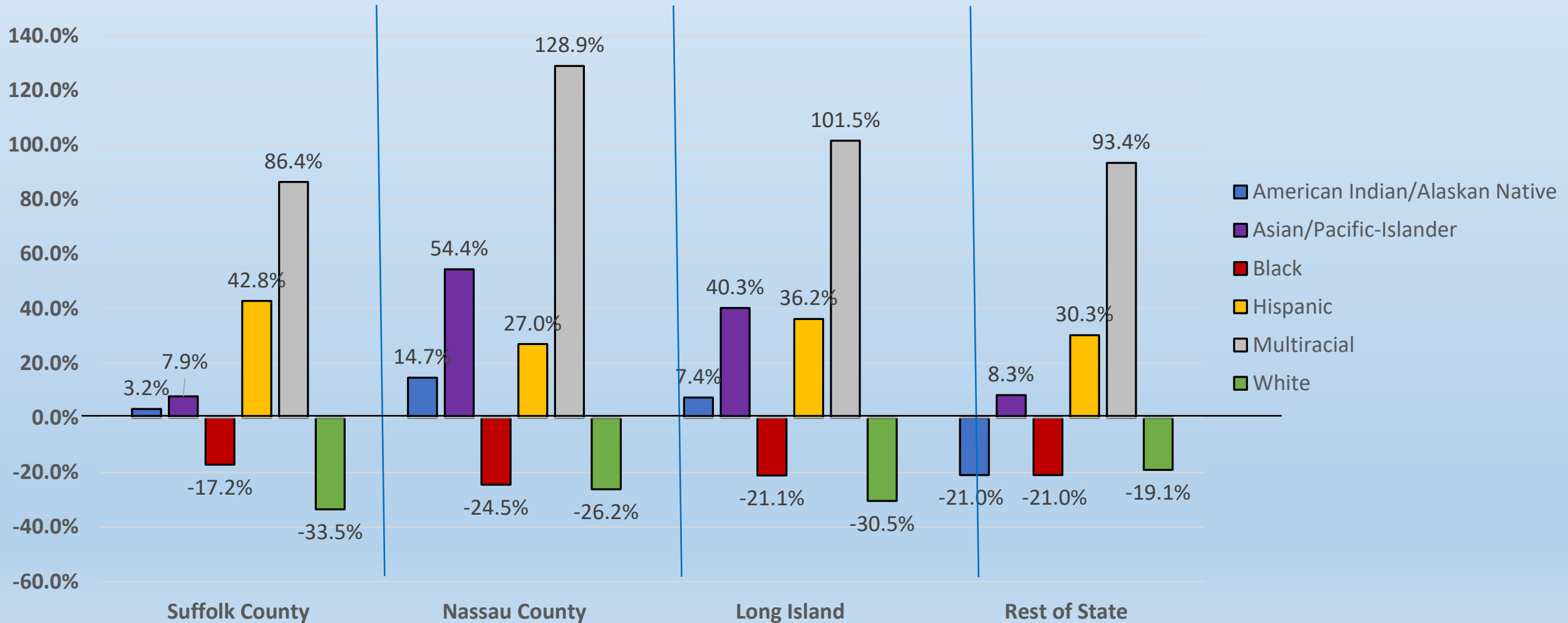
Racial/Ethnicity Change

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%



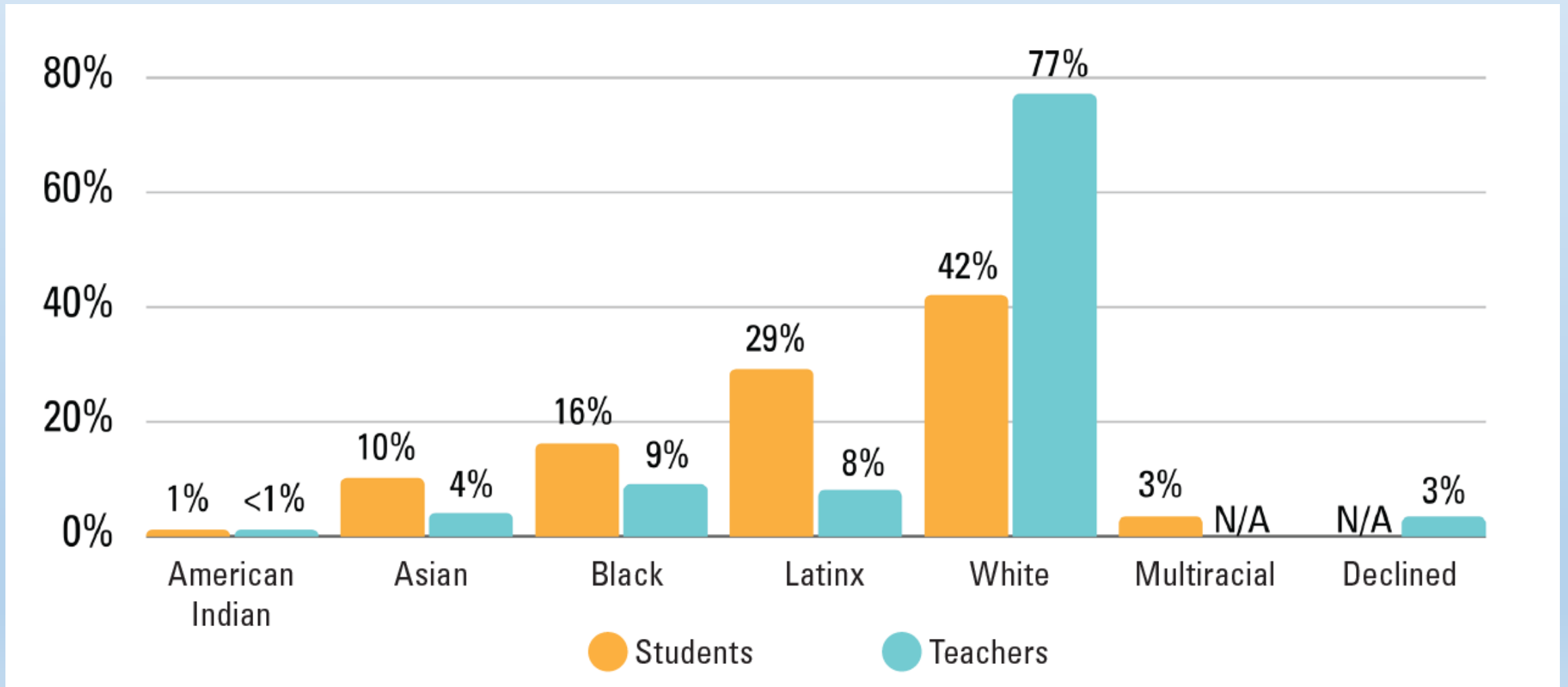
Shifting Student Demographics and Needs

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



Shifting Student Demographics and Needs

Student/Teacher - Race/Ethnicity



Shifting Student Demographics and Needs

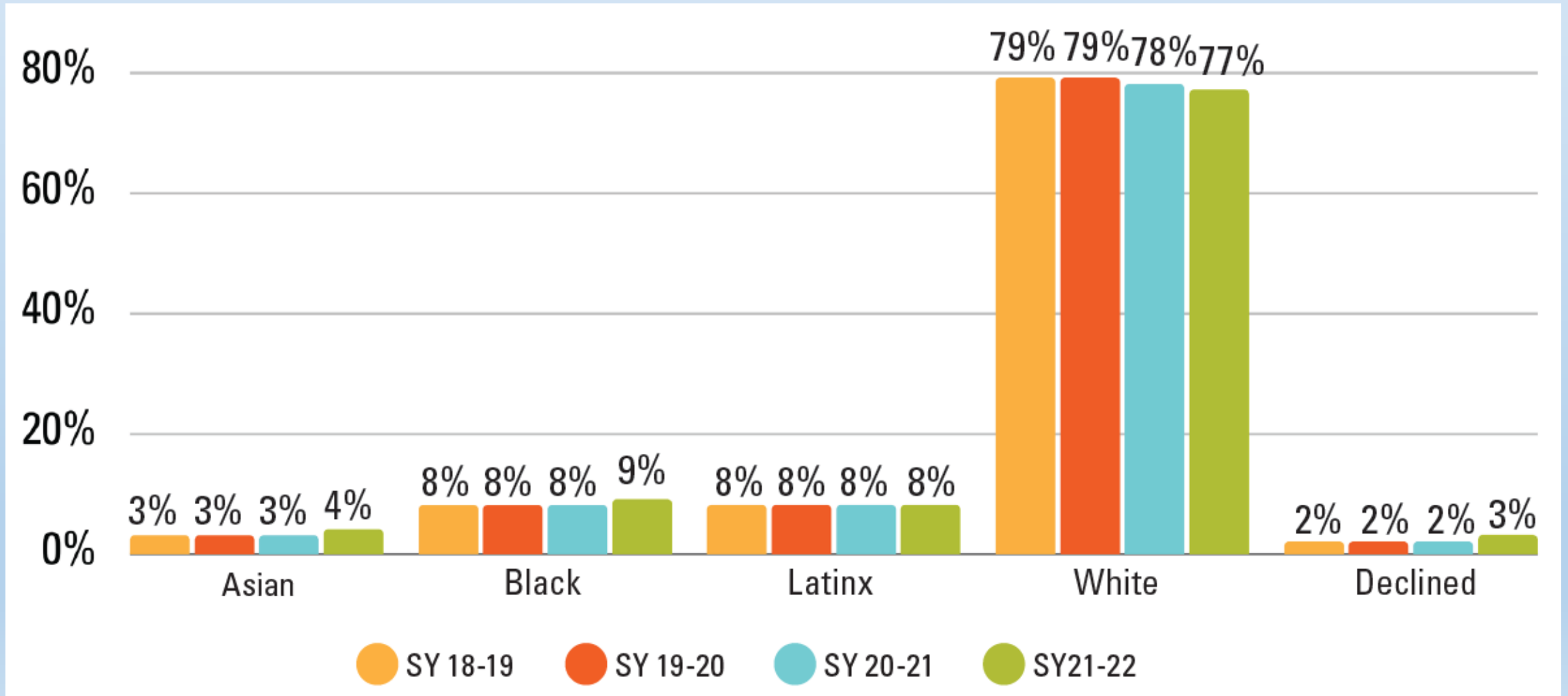
Student/Teacher - Race/Ethnicity

	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

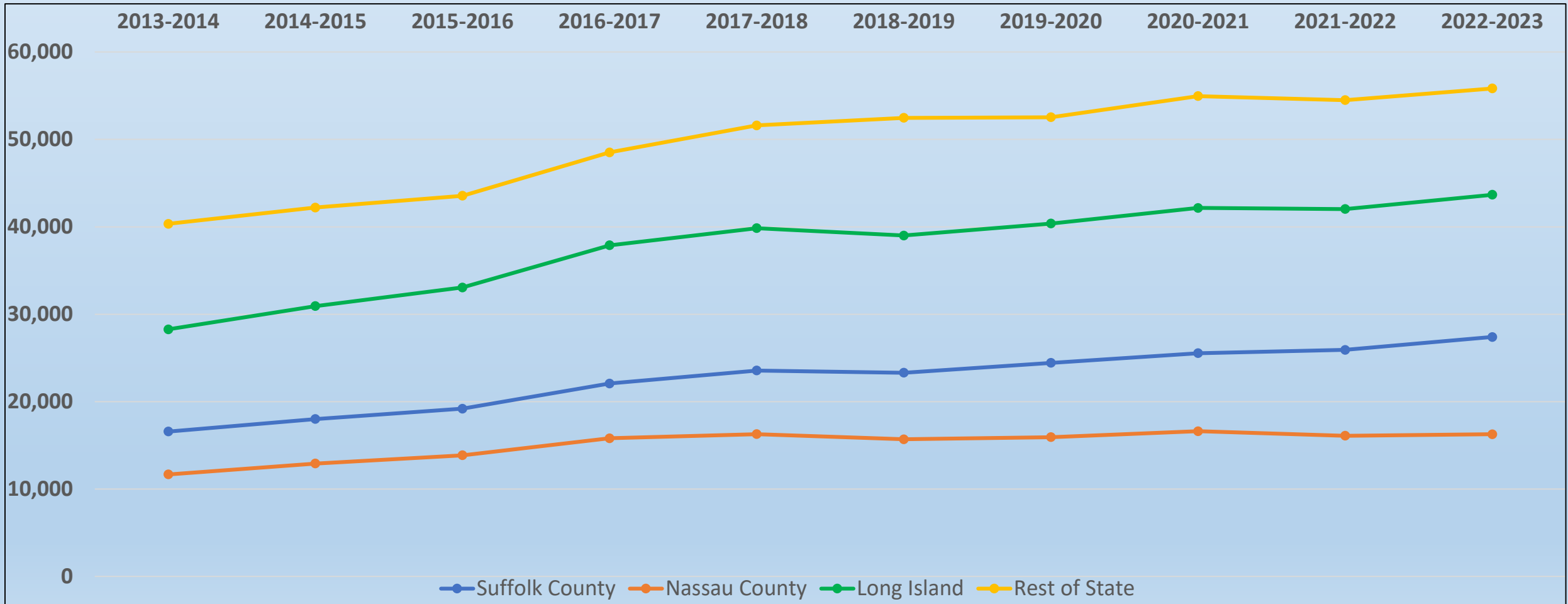
ELL/MLL Change

	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%



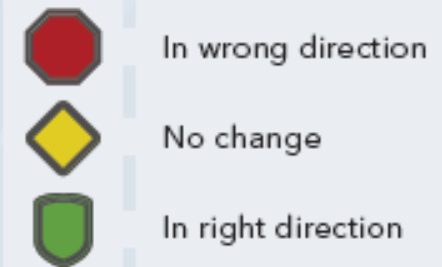
Shifting Student Demographics and Needs

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.



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)	
	#	%	#	%	#	%
Suffolk County	129,150	59.3%	76,157	35.0%	12,464	5.7%
Nassau County	71,067	37.3%	83,852	44.0%	35,453	18.6%
Long Island	200,217	49.1%	160,009	39.2%	47,917	11.7%
Rest of State	827,258	79.6%	171,704	16.5%	40,434	3.9%
New York State	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

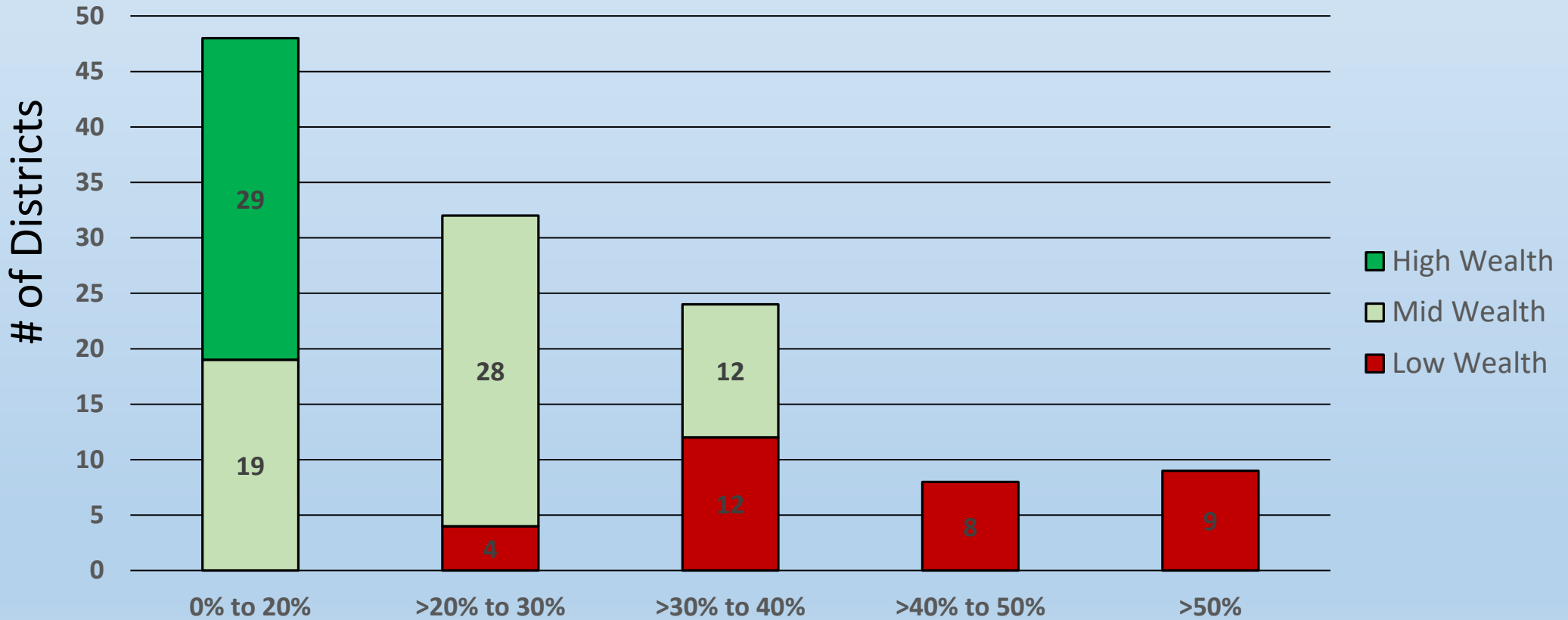
Sources: Total Amount State Aid – 2023-2024 Legislative State Aid Runs; Total Proposed Spending – 2023-2024 Property Tax Report Card

* 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

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



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 Reduction 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

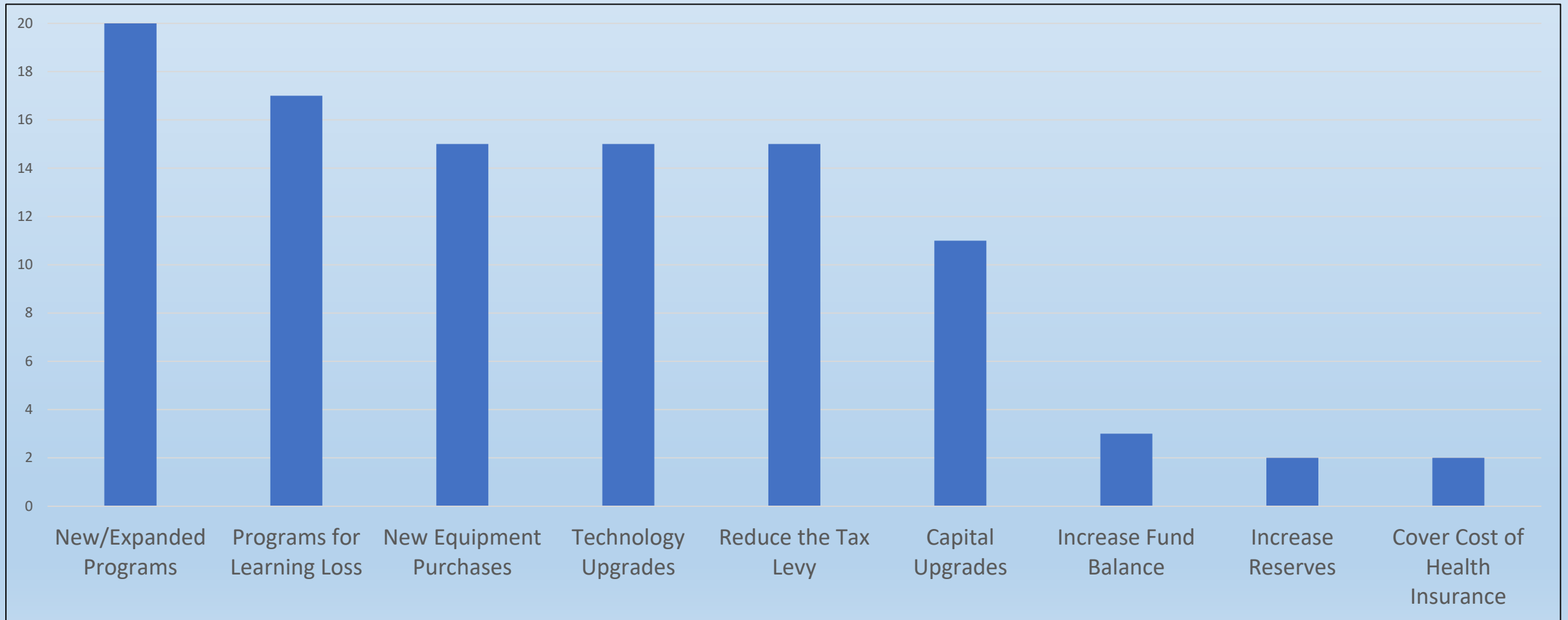


Source: LIEC Budget Impact Survey 2023 – 24 districts responded to this question



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

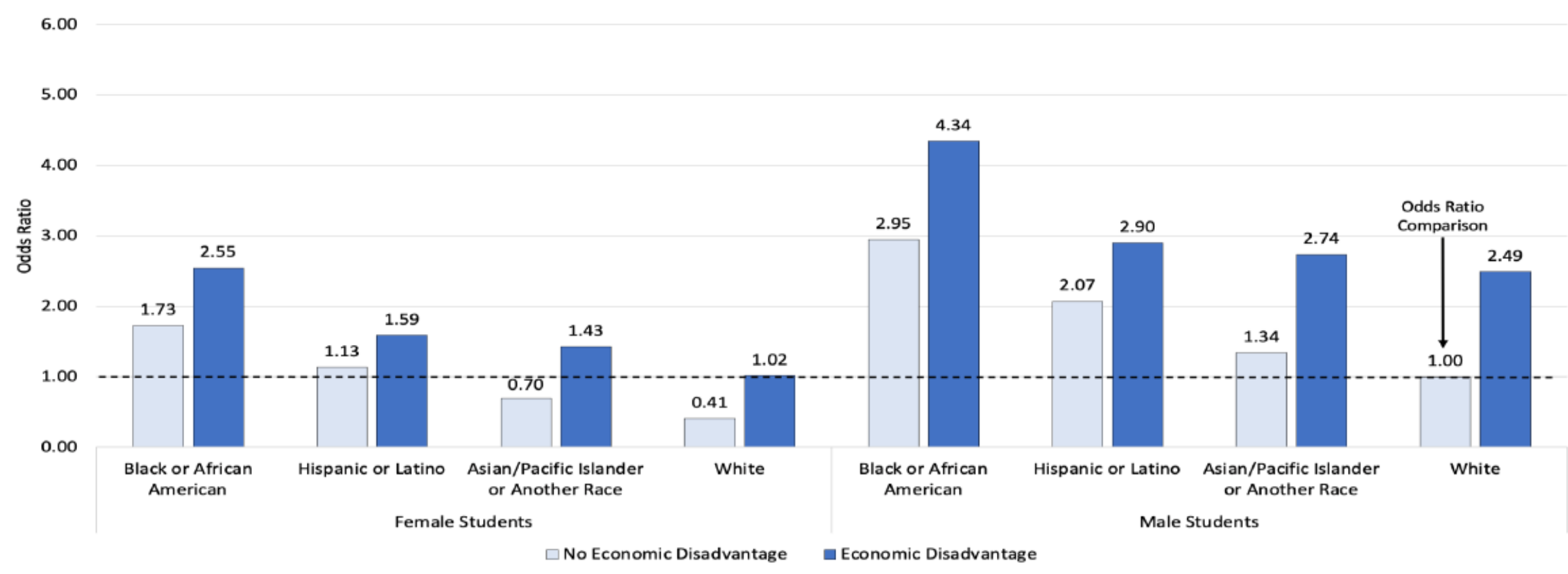
Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Report from the Safe Schools Task Force

January 2023

Presentation to the Board of Regents

NYSED Disparities in School Discipline

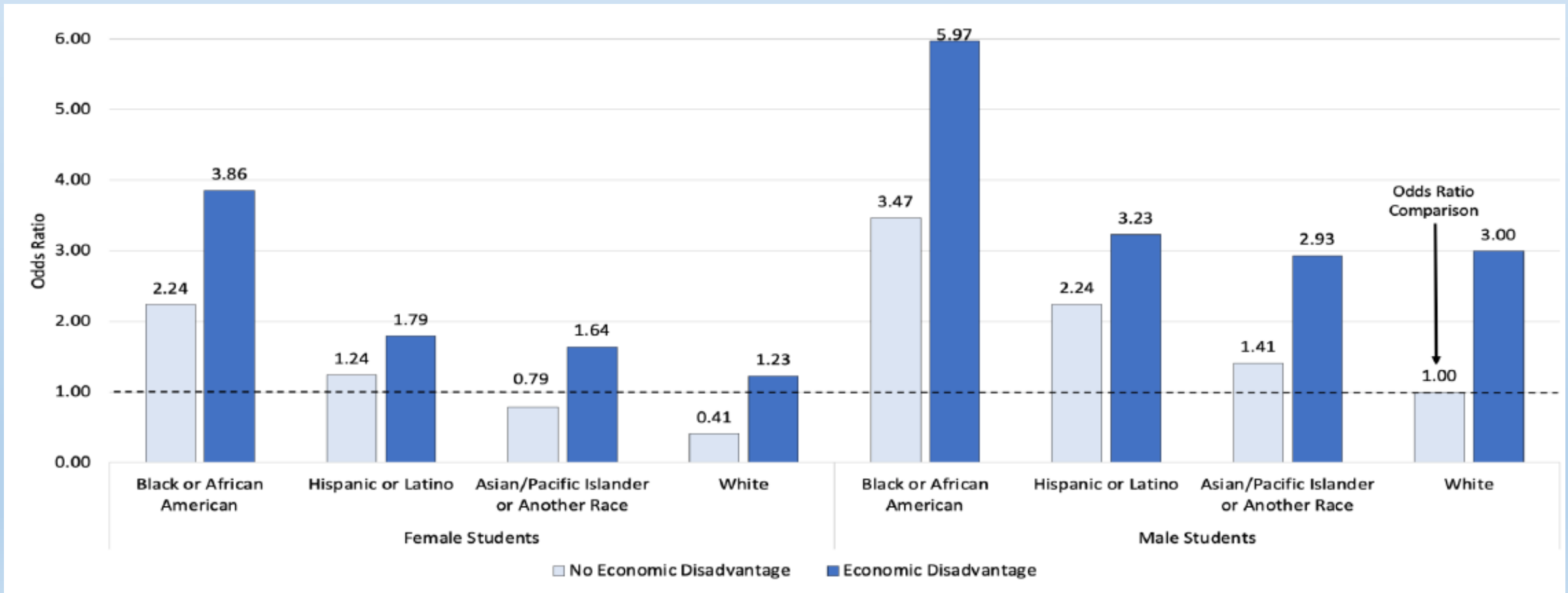
Comparing In-School Suspensions by Student, Race, Gender, and Economic Disadvantage (outside of NYC)



Source: Binghamton University. Recommendation for Reducing Disparities In and Reforming School Discipline in New York State Report from the Safe Schools Task Force, Presentation January 2023

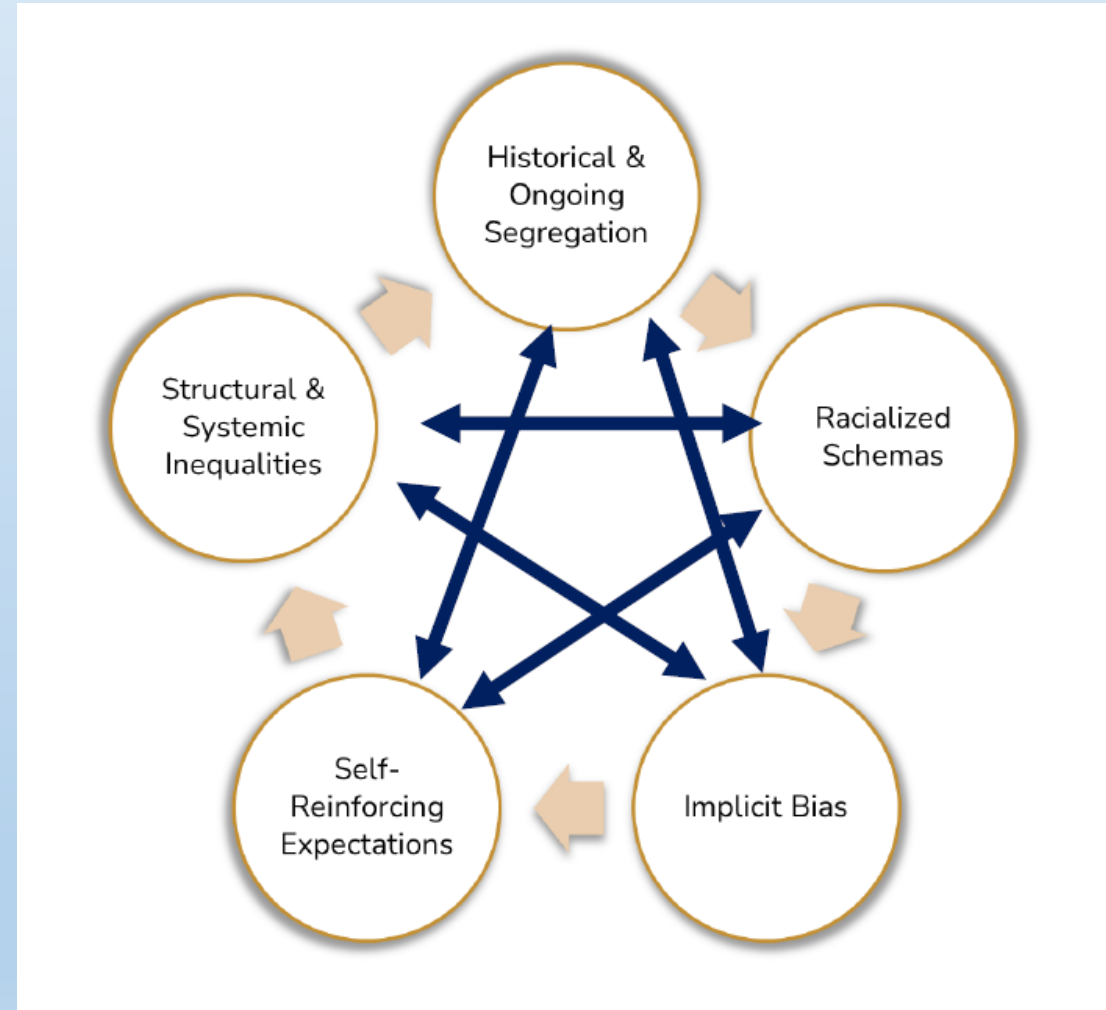
NYSED Disparities in School Discipline

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



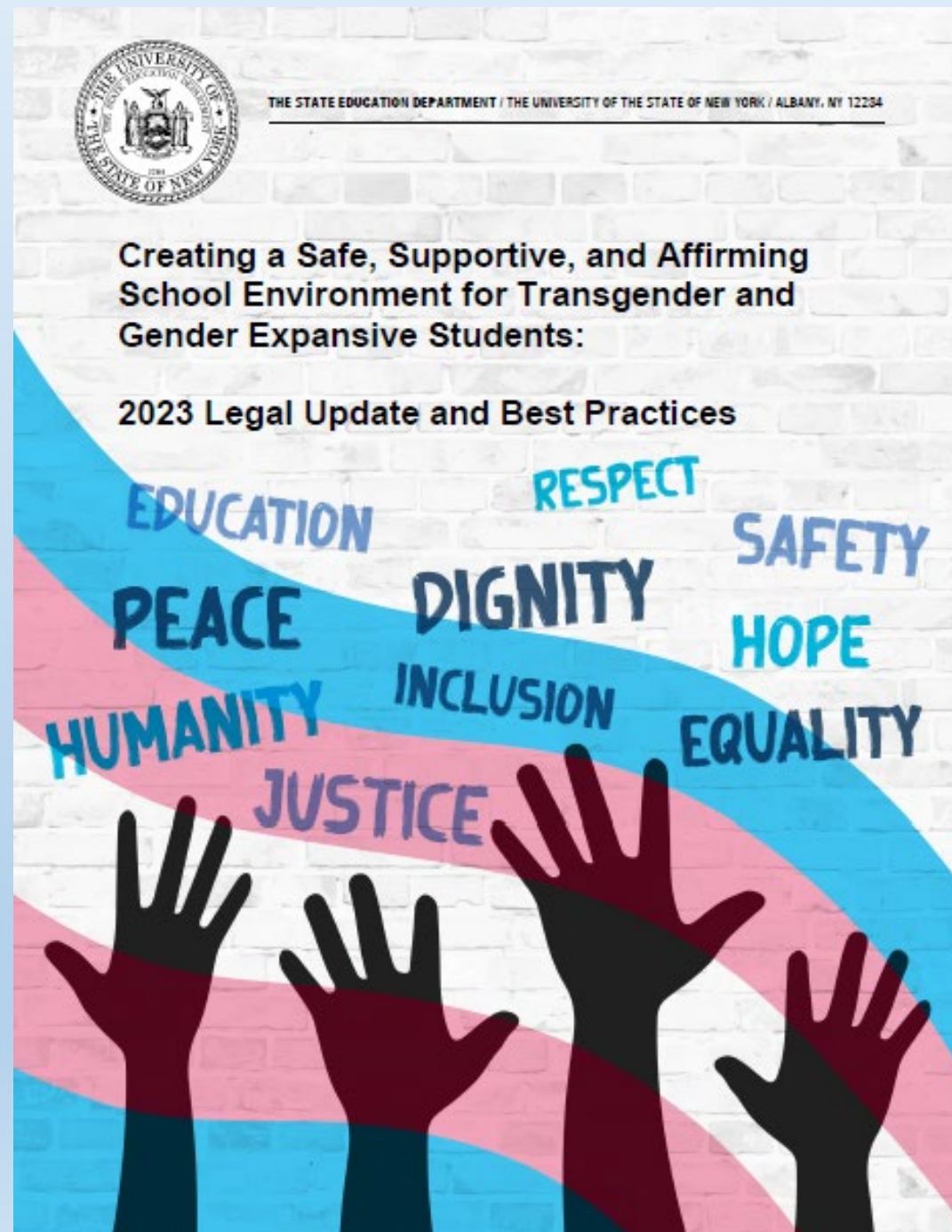
Source: John A. Powell's Cycle of Implicit Bias, Haas Institute for a Fair and Inclusive Society, 2015.
Recommendation for Reducing Disparities In and Reforming School Discipline in New York State Report from the Safe Schools Task Force, Presentation January 2023.

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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