

**NORTH SHORE SCHOOLS
EQUITY STUDY
2016-2017**

EXECUTIVE SUMMARY

As part of District Goal One, the Board of Education requested a review of all aspects of the school program in grades K-12 in order to make sure that equitable opportunities and outcomes are available to all students.

Variables including socio-economic standing, ethnicity/race, disability, gender and sexual orientation were considered in the review of:

- Academics
- Extra-curricular clubs and activities
- Interscholastic Athletics
- The Arts
- Competitions and contests
- School-wide enrichment
- Course enrollment
- College Attendance

In addition to an analysis of student participation and achievement, a survey was designed to triangulate faculty, student and parent perceptions related to equity of opportunity within the North Shore Schools.

SECTION I1-52

- Demographic Information
- North Shore Compared to Nassau County and NYS
- Graduation Rates and College Attendance
- Academic Proficiency
- Results of the Equity Survey

FINDINGS

- The gap between North Shore special education and general education students in academic proficiency is small by most standards. In fact, North Shore has been recognized on numerous occasions as a “high-performing, gap-closing “ district based upon the performance of our special education students. It should be noted that special education students are equitably represented in International Baccalaureate and Advanced Placement courses. Generally there exists an average of about a 12% in proficiency between our special education and our general education students. Although this is considered highly successful and even a “model” according to Nassau County, New York State and National standards we should explore the gap further to see if we are able to reduce it.
- The Equity Survey indicated that overall our schools are perceived as valuing the diversity of students’ backgrounds and being respectful of families. 68% of parent respondents indicated that their child feels quite a bit or a tremendous amount of belonging at his or her school. 82% of parent respondents indicated that the school is a good fit for their child’s cultural background. Although the actual numbers of students, parents and teachers reporting that they were treated differently based upon the variables considered represented a small percentage of respondents, the results warrant further investigation and possible remediation within each of the buildings.
- The analyses of academic achievement, course enrollment, and participation in extra-curricular activities indicates a need to further explore what actions are being taken to engage our low-income, ELL and Hispanic students. Although the gaps are not large, they do exist and warrant further investigation and remediation.
- Please see the pages that follow for a specific analysis of each variable considered.

EQUITY STUDY

NORTH SHORE POPULATION COMPARED TO NASSAU COUNTY AND NEW YORK STATE

- North Shore is a more homogenous district than many in New York State.
- We are approximately equivalent to other districts in the county and state in terms of gender of our students.
- Our percentage of white (Caucasian) students exceeds the New York State average by 34% and the Nassau County average by 29%
- Our percentage of Hispanic students is approximately 14% lower than the State and County, while our other minorities are also well below the county and state average with the exception of "multi-racial"
- North Shore is considered a wealthy district, with 7.8% of our students qualifying as economically disadvantaged as compared to 54% across New York State and 30% across Nassau County.
- Our District rate of special education classification (15.2%) is generally in line with New York State (17%) and Nassau County (13%)
- North Shore has fewer English Language Learners, (2%) as compared to NYS (8%) and Nassau County. (7%)

Special Education Students:

Characteristics of the North Shore Special Education Population

- 69.2% of the identified special education students enrolled in North Shore are male while 30.8% are female. Although these percentages might seem skewed, they are exactly in line with figures for Nassau County and New York State.
- Our classification percentages appear to reflect the overall racial/ethnic makeup of our student body with the exception of our Hispanic population. We need to further investigate whether Hispanic students are being over classified within North Shore.
- It does appear that a higher percentage of white parents/students are seeking 504 testing accommodations in grades 10-12...most probably to gain additional time for PSAT and SAT exams. This does tend to appear to be more of a phenomenon among our white families than among our minority families.

I

Diplomas and College Attendance

- 81% of our special education students receive regents diplomas as compared to 73% in Nassau County

- 32% of our special education students receive advanced regents diplomas as compared to 14% in Nassau county.
- 68% of our special education students attend four year colleges as opposed to 32% in Nassau County.
- 94% of our special education students attend college as compared to 73% in Nassau County

There is some discrepancy in the percentage of North Shore general education students receiving regents and advanced regents diplomas as compared with our special education population. Even though our special education students are more successful than their Nassau county peers, this pattern deserves some further exploration in order to determine if we can support more of our special education students in successfully completing the requirements for both the regents and advanced regents diploma.

Academic Proficiency

In most cases our Special Education students outperform their peers in Nassau County by a high percentage in academic proficiency..

Upon graduation 89% of NS Special Education students demonstrate proficiency in ELA as compared to 69% in Nassau County. In math 86% of NS special education students demonstrate proficiency as opposed to 72% in Nassau County. 86% of NS special education students achieve proficiency in history and geography as opposed to 67% of their peers in the county. 83% of NS special education students demonstrate proficiency in Science as opposed to 67% across Nassau County. 26 seats in International Baccalaureate Courses in grades 11 and 12 are filled with students who have IEPs or 504 plans

The “gap” between North Shore special education and general education students in academic proficiency is small by most standards. In fact, North Shore has been recognized on numerous occasions as a “high-performing, gap-closing district based upon the performance of our special education students. It should be noted that special education students are equitable represented in International Baccalaureate courses. Generally there exists an average of about a 12% gap in proficiency. Although this is considered highly successful and even a “model” according to county, state and national standards we should explore the gap further to see if we are able to reduce it.

Extra-Curricular Activities/Interscholastic Athletics

A review of team rosters for all seasons in grades 7-12, including individuals who were cut from teams indicates that our special education students are represented on teams at an even higher rate than represented in the total population. Approximately 19% of all JV and Varsity Athletes for the previous two years have been identified special education students.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES 2016-2017

DISTRICT/RACE

Total N	2660	
Amer. Indian/Native Amer.	13	0.5%
Asian	174	6.6%
Black/African American	19	0.8%
Hispanic	250	9.4%
Multiracial	65	2.5%
Native Hawaiian/Other Pac	2	0.1%
White	2136	80.3%

RACE AND GENDER BY GRADE

	Total	Amer. Indian/ Native America n	Asian	Black/ African American	Hispanic	Multiracial	Native Hawaiian/ Other Pacific Island	White	F	M
K	166		15	1	28	8		114	78	88
1	190	1	18	1	27	3		140	88	102
2	188	1	9	1	18	3		156	91	97
3	172	1	18		13	7		133	79	93
4	197	2	16	2	24	5		148	99	98
5	197		13	2	14	4		164	99	98
6	214	2	15	2	17	8	1	169	104	110
7	207	1	9	3	16	9		169	98	109
8	245	1	8	1	20	5		210	112	133
9	211		12	1	18	4		176	110	101
10	212	1	13	1	20	2	1	174	107	105
11	216	2	12	2	18	5		177	104	112
12	245	1	16	2	17	2		207	114	131
		13	214	19	250	65	2	2136	1283	1376

CHARACTERISTICS OF NORTH SHORE SPECIAL NEEDS STUDENTS

	Special Education (IEP)	504 Accommodations	
Male	69.2%	54.7%	
Female	30.8%	45.3%	
White	80.6%	89.7%	
Hispanic	11.1%	4.8%	
Black/African American	1.4%	0%	
Asian	5.4%	3.7%	
Multi-Racial	1.2%	1.8%	
American Indian/Native	0.3%	0%	

White students/Parents appear to be utilizing the 504 system in junior and senior year as a way of seeking additional time for their children on the SATs.

GRADUATION RATES and COLLEGE ATTENDANCE RATES

	NORTH SHORE	NASSAU COUNTY
Regents Diploma General Education	100%	99%
Regents Diploma Special Education	81%	73%
Advanced Regents Diploma General Education	83%	63%
Advanced Regents Diploma Special Education	32%	14%
General Education Students Attending 4 Year Colleges	89%	72%
Special Education Students Attending 4 Year Colleges	68%	32%
General Education Students Attending 2 Year Colleges	7%	20%
Special Education Students Attending 2 Year Colleges	26%	41%

**ACADEMIC PERFORMANCE GRADES 9-12
PROFICIENCY IN ELA**

	NORTH SHORE	NASSAU COUNTY
General Education Students	98%	95%
Special Education Students	89%	69%
American Indian	NA	78%
Asian	90%	97%
Black/African American	NA	85%
Hispanic	83%	81%
White	99%	96%
Multi-Racial	NA	95%
Economically Disadvantaged	75%	84%
Female	97%	94%
Male	97%	90%

**ACADEMIC PERFORMANCE GRADES 9-12
PROFICIENCY IN MATHEMATICS**

	NORTH SHORE	NASSAU COUNTY
General Education Students	99%	96%
Special Education Students	86%	72%
American Indian	NA	78%
Asian	100%	97%
Black/African American	NA	87%
Hispanic	89%	84%
White	98%	97%
Multi-Racial	NA	95%
Economically Disadvantaged	88%	84%
Female	99%	95%
Male	96%	91%

**ACADEMIC PERFORMANCE GRADES 9-12
PROFICIENCY IN HISTORY AND GEOGRAPHY**

	NORTH SHORE	NASSAU COUNTY
General Education Students	98%	93%
Special Education Students	86%	63%
American Indian	NA	67%
Asian	90%	93%
Black/African American	NA	80%
Hispanic	83%	78%
White	98%	95%
Multi-Racial	NA	94%
Economically Disadvantaged	75%	81%
Female	97%	91%
Male	96%	88%

**ACADEMIC PERFORMANCE GRADES 9-12
PROFICIENCY IN SCIENCE**

	NORTH SHORE	NASSAU COUNTY
General Education Students	97%	92%
Special Education Students	83%	67%
American Indian	NA	13%
Asian	90%	68%
Black/African American	NA	22%
Hispanic	87%	74%
White	96%	96%
Multi-Racial	NA	94%
Economically Disadvantaged	84%	76%
Female	94%	88%
Male	96%	88%

North Shore Schools Equity Survey

Executive Summary

The purpose of the equity survey was to ascertain perceptions of North Shore parents, faculty and high school students with regard to actual or perceived differences in treatment based upon certain specific criteria including:

- Gender
- Socio-Economic Status
- Race/Ethnic Background
- Religious Affiliation
- Sexual Orientation

The data collected were used to triangulate information collected from a review of student achievement and enrollment, in order to determine if equity in opportunities for all students exists both in terms of participation and success in academic courses, extra-curricular activities, and interscholastic athletics. Conclusions are contained in the "findings" section of this report.

The survey results were quite robust and therefore met the statistical qualifications for validity and reliability.

763 parental responses were received, which, when considering "unique" family enrollment, represents approximately a 58% response rate.

26 of the 755 parents respondents reported that they felt they had at some point been treated differently based upon their gender. 57 parent respondents reported the belief that they were treated differently based upon their socio-economic level. 21 parent respondents indicated that they felt they were treated differently based upon their race or ethnic background. 18 parent respondents reported being treated differently based upon their religious beliefs, and 5 based upon their sexual orientation.

The 567 high school student responses represents a 60% response rate.

64 high school students reported that they felt that they had been treated differently based upon gender, while 43 reported feeling as if they were treated differently based upon their socio-economic status. 47 High School students reported being treated differently based upon their race or ethnic background while 30 reported different treatment based upon religious affiliation or beliefs. 28 students reported that they believed they were treated differently based upon their sexual orientation.

The 212 faculty responses represent a 52% response rate.

22 faculty members reported that they have felt like they have been treated differently based upon their gender at some point during their employment within the North Shore Schools. 6 faculty members reported feeling as if they had been treated differently based upon socio-economic level while 10 felt they were treated differently based on race or ethnic background. 11 faculty members reported that they believed they had been treated differently based upon their religious beliefs, while 2 reported experiencing a difference in treatment based upon sexual orientation.

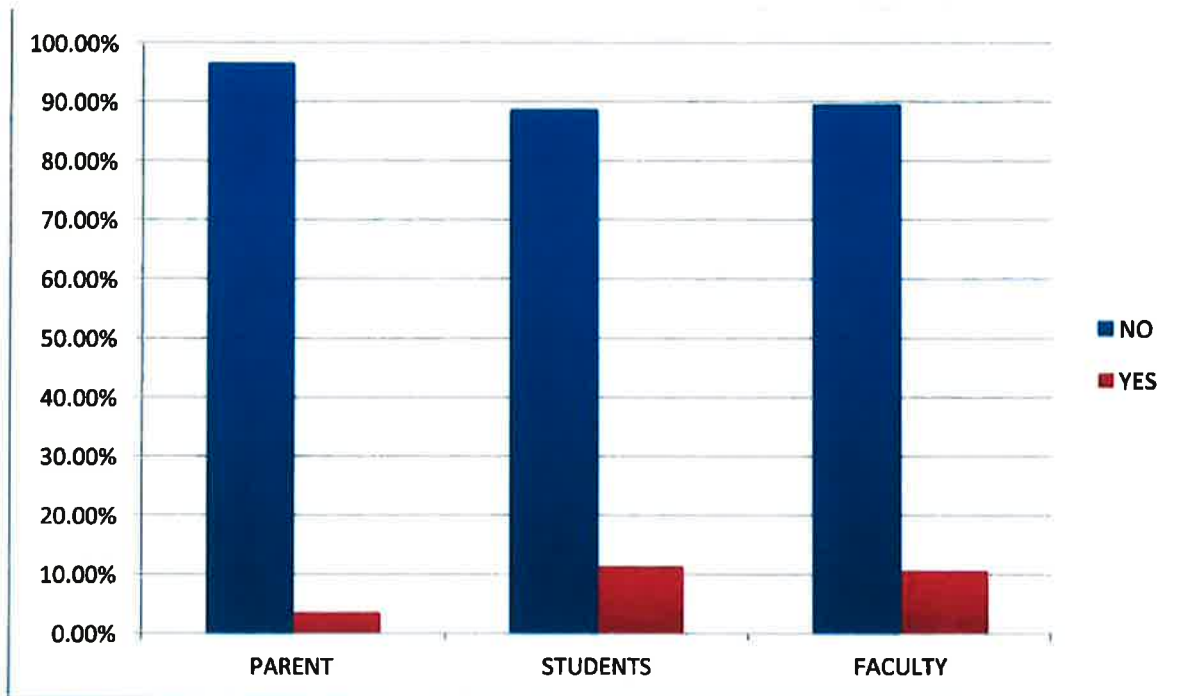
Overall, the schools are seen as valuing the diversity of children's backgrounds and being respectful of student's families. 68% of parent respondents indicated that their child feels quit a bit or a tremendous amount of belong at his or her school while 82% of parents indicated that the school is a good fit for their child's cultural background.

Although the actual numbers of students, parents and teachers reporting different treatment is a small percentage of the total population, these results warrant further investigation and possible remediation within each of the buildings. Further insight can be gained by reading the open-ended comments included with the analysis of each survey question contained in the section that follows.

In addition, the impact of socio-economic level should be further explored in order to determine if students whose families can afford private tutors or coaches have an advantage in terms of academics and interscholastic athletics.

GENDER

Have you ever felt like you were treated differently based upon your gender?¹

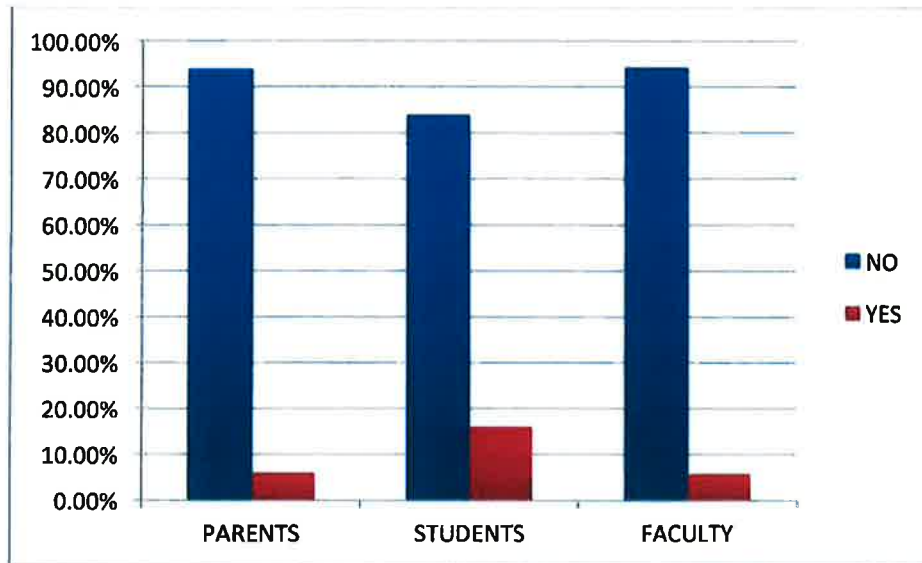


- The percentage of faculty reporting being treated differently based on gender significantly increases from the elementary to the Middle and High School. Much of the different treatment reported by faculty seems related to the way they are treated by their colleagues.
- Female high school students do report experiencing some gender-bias from their male teachers, particularly in the academic areas of math and science, specifically about their ability to handle the content.
- Gender bias is not evident as one looks at the enrollment of Advanced Placement and International Baccalaureate classes. 48.7% of students enrolled in these courses are male, and 51.3% are female. IB Math is 58% female and IB Biology is 65% female.
- No evidence of gender bias emerged in an analysis of extra-curricular activities, and leadership roles.
- Some female respondents expressed the belief that boys' athletic teams are given more attention and priority than the women's teams.

¹ Self-reported incidents of gender-bias

GENDER

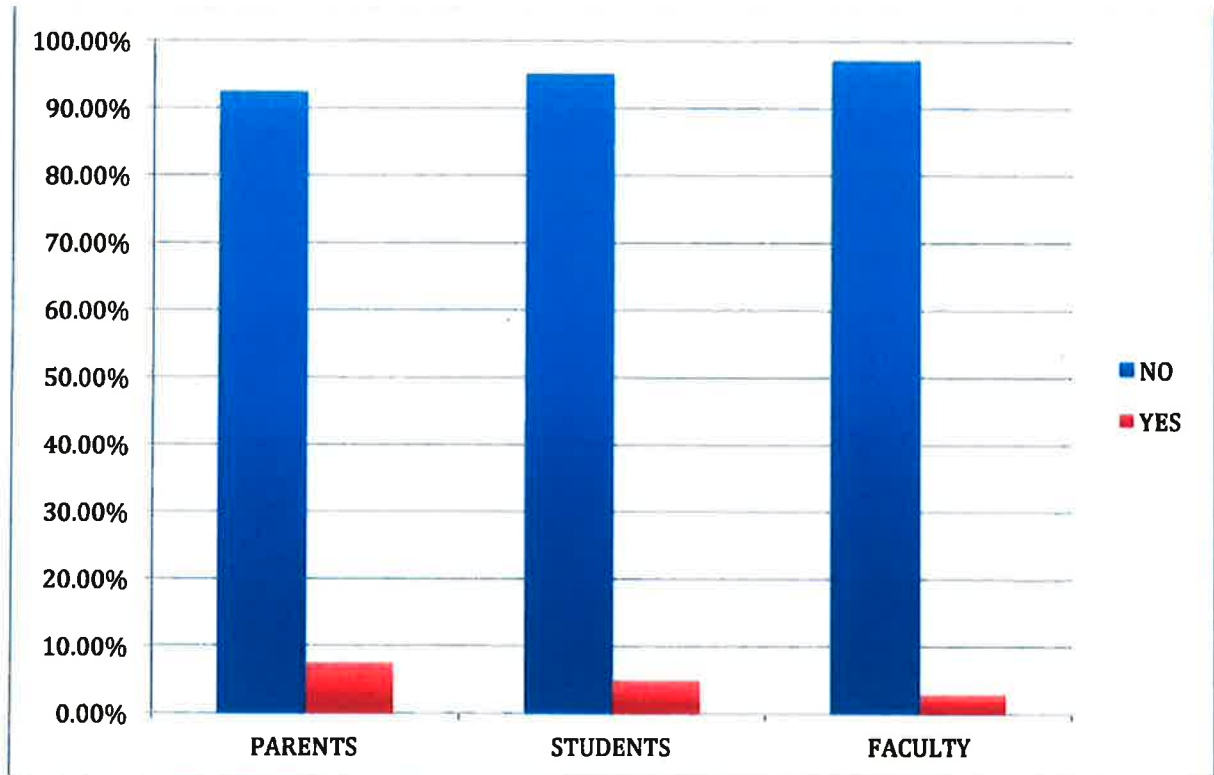
Do you believe that students are treated differently based upon gender?



- Students believe that gender bias exists to a higher degree than do parents or faculty. (They also report the highest level of actual experience with gender bias).
- Faculty and students report that gender bias exists both among their peers as well as from faculty to students and students to faculty.
- Girls in the High School report that there is pressure in terms of how one is viewed if they are particularly strong academically.
- There are constant subtleties suggesting that a girl cannot do things guys can do.
- People tend to diminish any accomplishments in math and science that I may have because I'm a female.
- As a male, I have been treated differently because sometimes teachers think that guys are more troublemakers when girls can distract the class.
- Sometimes I feel girls are more favored/listened to in the classroom than boys are; even though I am a girl I notice this.

SOCIO-ECONOMIC STATUS

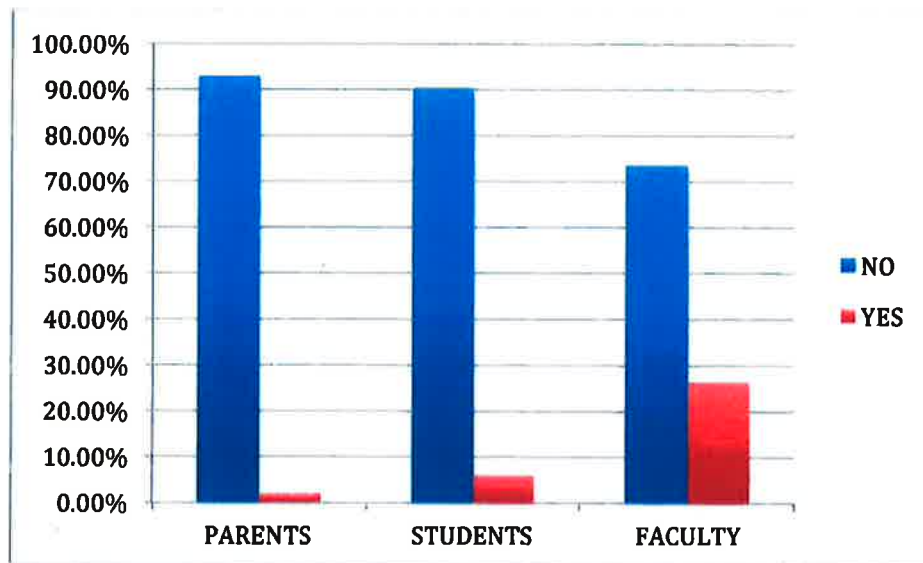
Have you ever felt that you were treated differently based upon your socio-economic level?



- Some individuals mentioned the scheduling of parent-related activities (parent association meetings, special events.) during the day, thus eliminating the possibility for participation for families in which both adults are employed outside the home.
- A small number of faculty made reference to being treated as members of the "household staff" by some parents.
- This is a difficult question. I sometimes feel that these expensive trips the school comes up with are tough for us. We do send our child, but we really can't afford to do so. The peer pressure is tough. These trips are great for the kids but what about the poor kids in the district.

SOCIO-ECONOMIC STATUS

Do you believe students are treated differently based upon socio-economic status?



Interesting discrepancy between parent /student perceptions and faculty perceptions.
Faculty believe that students face different treatment in a variety of areas:

- Ability to afford overnight and international field trips.
- Some students indicate that this distinction exists more in student-to-student interactions than in faculty to student interactions.
"I believe students are treated differently by their peers, not faculty and staff. While school policy protects the privacy of students on reduced lunch, and other aid programs very well, school trips to Europe and expensive proms and yearbooks often strip away the privacy of students in need?"
- An analysis of enrollment in Advanced Placement and International Baccalaureate Courses demonstrates that these classes are comprised from students in each of the income levels designated in the survey. Enrollment in advanced courses is not predictable based upon family income.
- An analysis of interscholastic athletic and extracurricular activities did not yield any patterns of bias based on socio-economic level, with the exception of some students being able to afford private coaching, tutoring or music lessons, which was seen as putting them in an advantageous position.

RACE/ETHNIC BACKGROUND

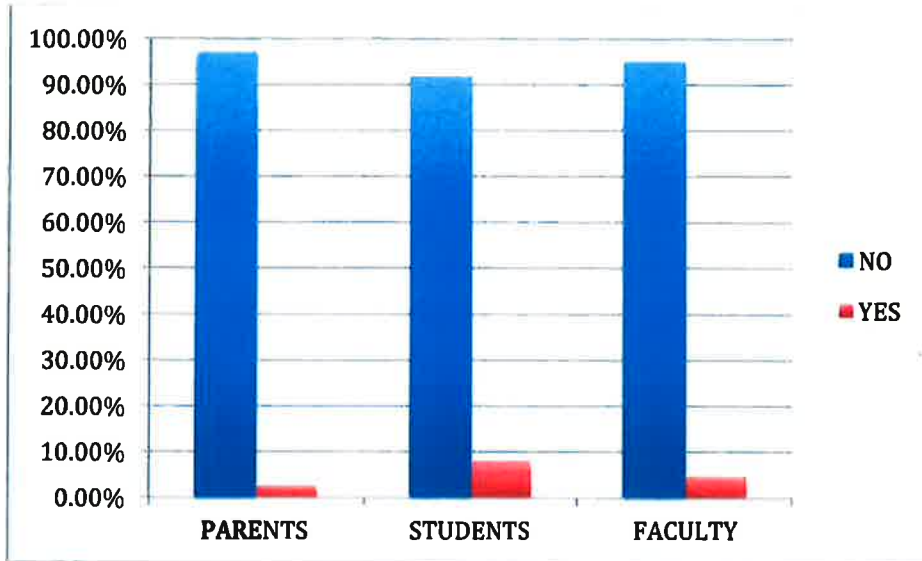
There is a greater degree of statistical difference in the reporting of behaviors around race and ethnicity by parents, faculty and students, than around gender, religion, sexual orientation, or socio-economic background.

- Parents perceive that race and ethnic background play a much smaller role in the way one is treated, as indicated by 97.19% of parents indicating that they have never felt that they have been treated differently due to race or ethnic background and 96.9% of parents believing that their child has never been treated differently based upon these factors.
- Students, on the other hand see race and ethnic background as a much more influential factor in being treated differently with 8.3% of high school students reporting that they have directly experienced being treated differently, and 18.34% of high school students reporting that they believe students are in fact treated differently based upon race or ethnic background.
- Although faculty report that they are generally not treated differently based upon their own race or ethnic background (95.12%), 35% of the High School faculty and 15.38% of Middle School faculty and 10.45% of elementary faculty believe students are treated differently based upon these factors
- A thorough analysis of AP/IB course enrollment and success indicates that race/ethnic background is not a limiting factor for North Shore students. Analysis of interscholastic team membership and participation in extra-curricular clubs indicates that minority students participate at same general rate as their peers.

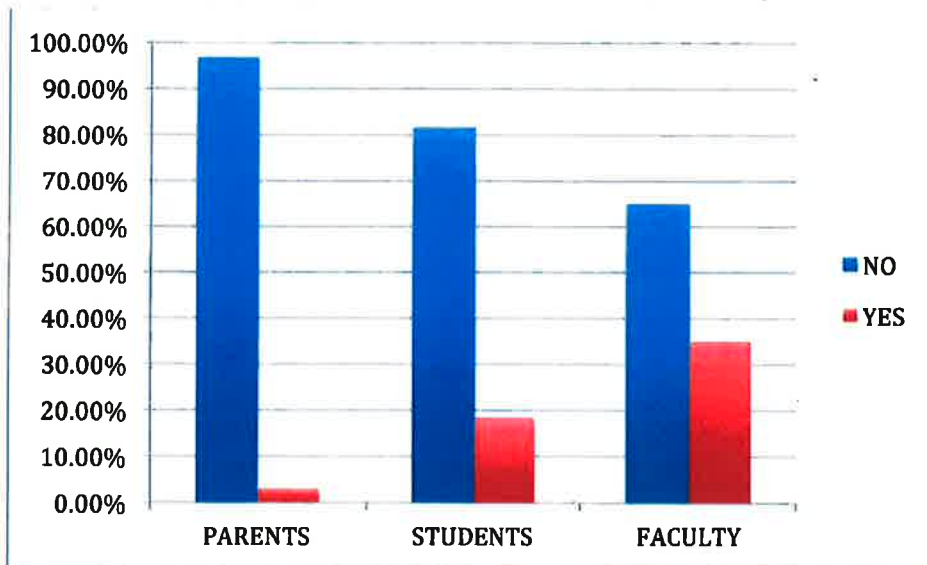
Specific examples cited include:

- Exclusion of ELL students and families from certain activities
- It seems as though many of our Latino students befriend one another. It looks like they are more comfortable with one another and often times stay together as a group in the school.
- I think it is subtle I think there sometimes may be lower expectations for racial and linguistic minorities.
- I often see topics of race not being covered or only be addressed during prescribed times such as "Black History Month.: when teachers do have students of color in their classes their inexperience, or unwillingness to deal with micro-aggressions creates a negative environment for those students. Studies have clearly shown how difficult it is for children of color to flourish in predominantly white spaces, particularly when teachers turn a blind eye due to their own discomfort.

Have you ever felt like you were treated differently based upon your race or ethnic background?

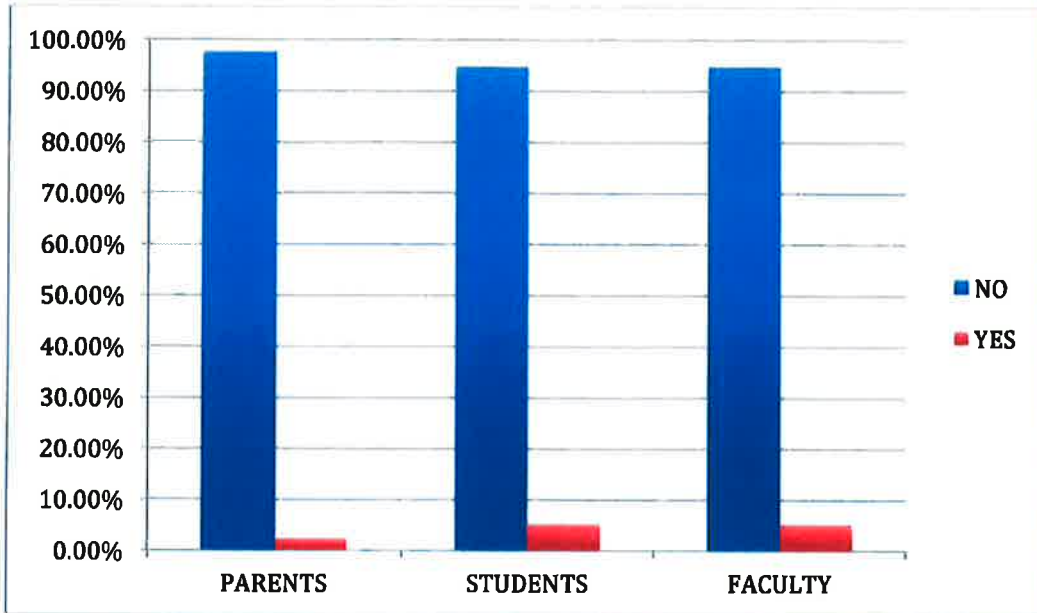


Do you believe that students are treated differently based upon race or ethnic background?



RELIGIOUS AFFILIATION

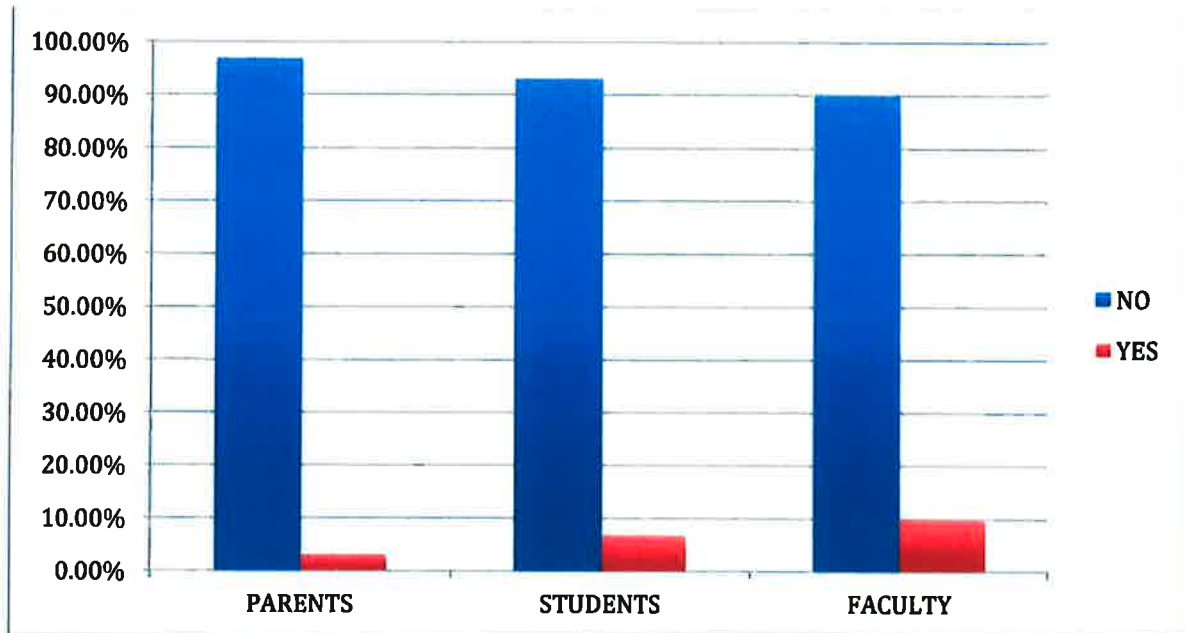
Have you ever felt that you have been treated differently based upon your religious beliefs?



- Generally parents, students, and faculty, with few exceptions shared that they have not been treated differently based upon their religious beliefs.
- There were a few of comments from constituents expressing concern about a perceived lack of respect for their religious celebrations:
 - *My family are practicing Jews. There are very few Jewish families in our community. There have been comments made to my children which have made them feel uncomfortable.*
 - *As a Catholic raising two Catholic children, they questions the teaching of BCE vs BC in their school work. When questioning the teacher in Middle School, my older daughter came home doubting her religion.*
 - *There are may Orthodox Christians in the district and yet our Good Friday is never given off. You give Roman Catholics and Jews their holidays off but skip our holiest of holidays.*
 - *Christianity is the predominant religion. Other religions are not seen favorable and people who worship other religions are not always respected.*

RELIGIOUS AFFILIATION

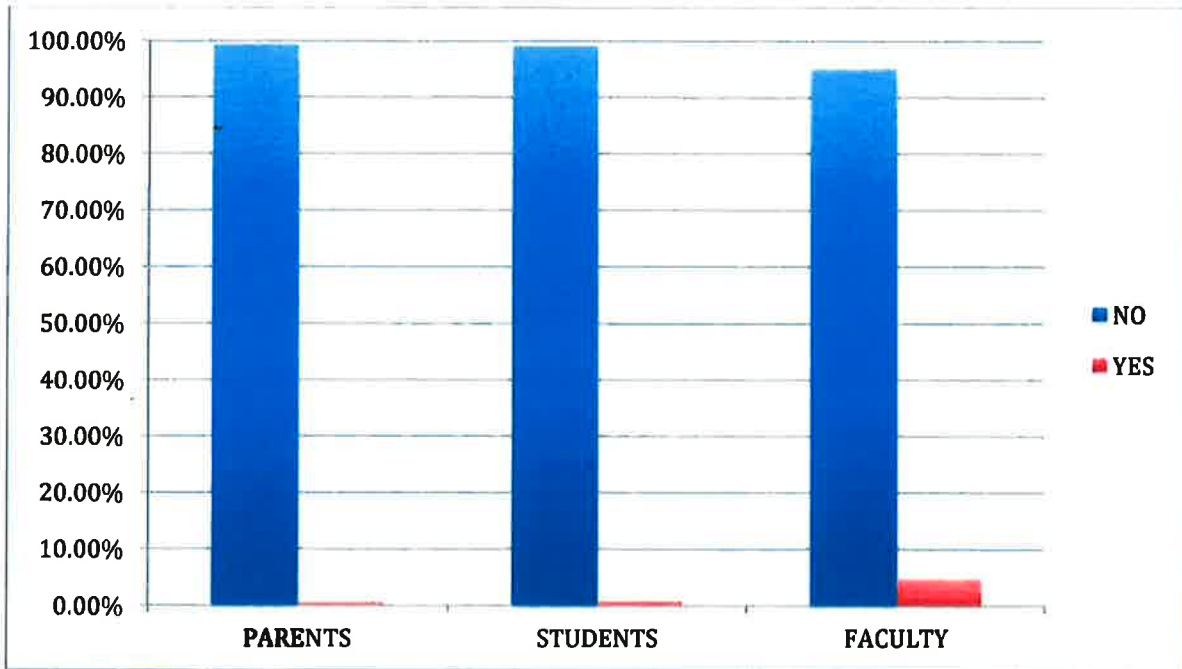
Do you believe students are treated differently based upon you religious beliefs?



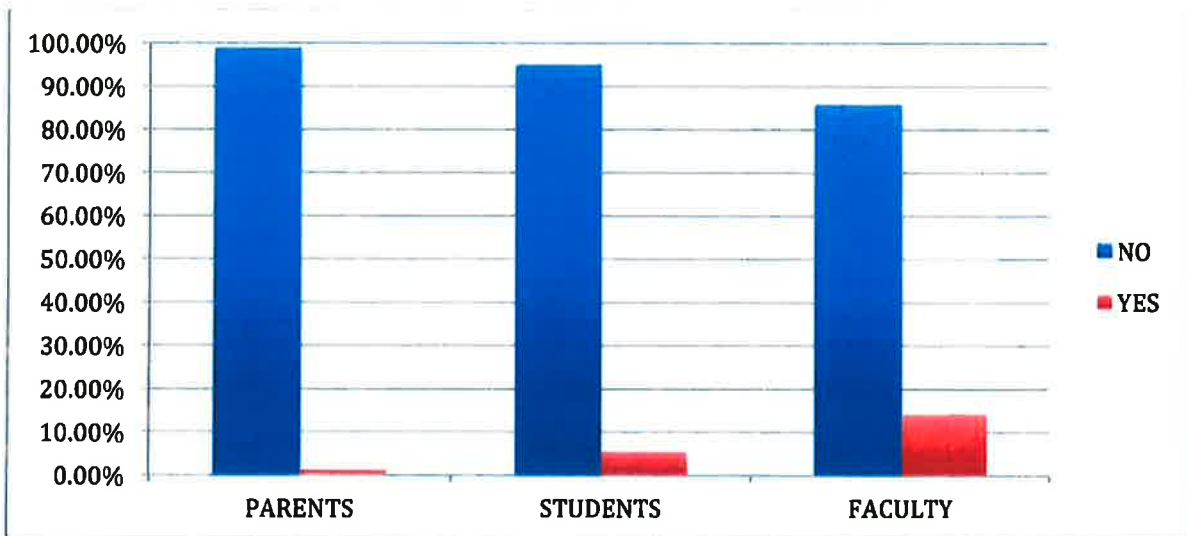
- Generally parents, students, and faculty, with few exceptions shared that they do not believe students are treated differently based upon their religious beliefs.
- It is interesting that fewer students report being treated differently based upon their religious beliefs than those indicating that they have actually been treated differently.
- There is no evidence that a significant correlation exists between religious beliefs and academic achievement or participation in extra-curricular activities or interscholastic athletics.

SEXUAL ORIENTATION

Have you ever been treated differently based upon your sexual orientation when dealing with the North Shore Schools?



Do you believe students are treated differently based on their sexual orientation during their time in the North Shore Schools?



Students indicate a stronger belief (14.21%) that their peers are treated differently based on sexual orientation than do parents or faculty. However, when questioned about whether or not they have directly been treated differently based upon sexual orientation only 4.96% of the students surveyed indicated they had experienced different treatment.

- The differences in treatment reported by students seem to center more on student-student interactions, rather than teacher-student interactions.

Sample comments:

Parents:

- Not my children, but have seen/heard others verbally bullied for their sexual orientation.
- Teachers are very open-minded, but more needs to be done to foster this kind of acceptance in kids from a young age.

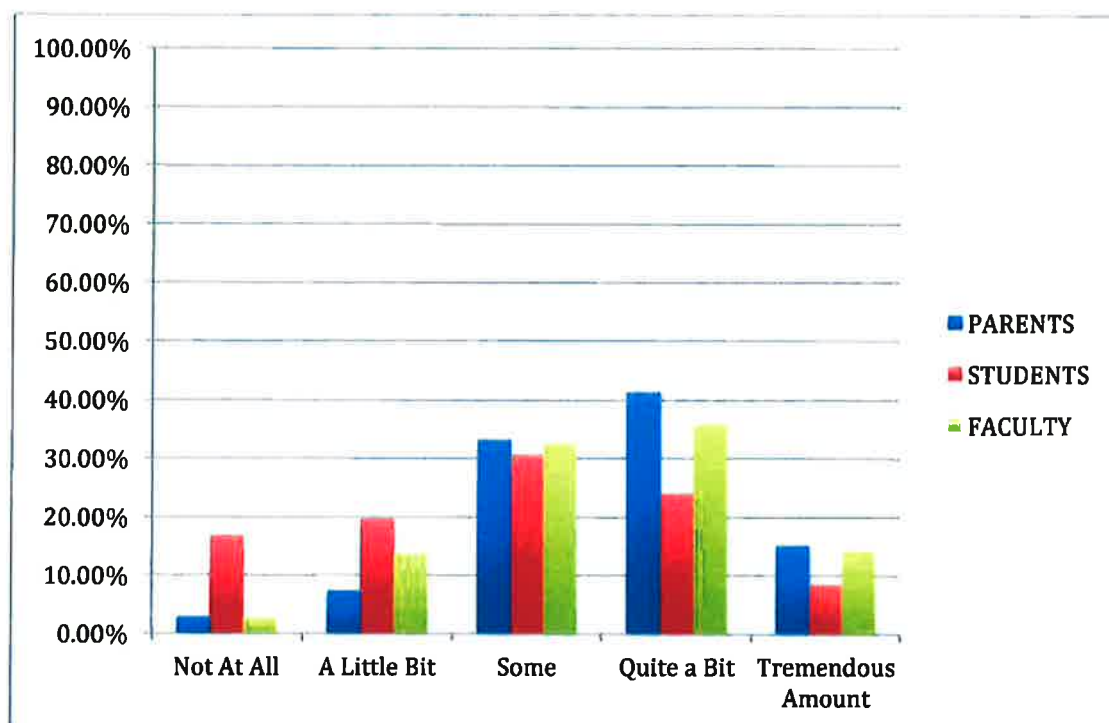
Faculty:

- I am heterosexual and have not personally felt I was treated differently. I think there is a climate of tolerance for those LGMT folks, but this will always need to be upheld and safeguarded by those who have cared enough to promote equity.
- The culture is heteronormative. I think, from what I can tell, that NS is strikingly open and welcoming to LGBTQ students. But as a heterosexual, I would presume to make any declarations.
- Although North Shore is a far more tolerant community than many others are, LGBT students are still judged based on their sexual orientation.

Students:

- Most people cannot say their sexual orientation because of being bullied.
- Not myself, but many of my friends are not straight, and they receive harassment in the school environment.
- There is a stigma surrounding anyone who isn't straight. Many are called names including fag or slut just because they like the same gender.
- It is not towards students from teachers, more towards students from other students.

HOW MUCH DOES THE SCHOOL VALUE THE DIVERSITY OF CHILDREN'S BACKGROUNDS



- The schools are seen as valuing the diversity of our students backgrounds as either quite a bit or a tremendous amount by 56.55% of parents and 50.55% of faculty. However only 32.68% of students believe the school values their background quite a bit or a tremendous amount

Sample Comments:

- The big think missing here is a lack of diversity among our faculty. Although we have made some strides here, I feel we have a long way to go.
- I think we pay lip service to diversity, but the make-up of our student population belies this stance.
- There are times when I question if we are doing all we can for our latino students.
- We are extremely grateful that both of our children are having a wonderful experience at North Shore. It is a fantastic district with respect to resources for all learners. There is a place for every student to find their in
- spiration and feel part of something special. Thank you

- I think the High School is an incredibly nurturing and wonderful place.
- Although we have not personally experienced any bias, I presume it is due to our level of privilege as WASPS, in a straight 2-parent family. I am so glad that you are asking these questions and I hope others have felt as welcome as we have.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities Elementary Enrichment 2014-2016

Gender

- There was no consistent relationship between gender and identification for enrichment services.

Ethnicity

- Though the numbers of students in groups other than White were small:
 - In general, the percentages of students identified as Asian and White who were also identified for enrichment services were higher than the percentages of students identified as Asian or White in the population.
 - The percentages of students identified as Hispanic who were also identified for enrichment services were lower than the percentages of students identified as Hispanic in the population.

Disability Status

- The percentages of classified students being identified for enrichment services were lower than the percentages of classified students in the population.

Income Status

- The percentages of students from low-income families being identified for enrichment services were lower than the percentages of students from low-income families in the population.

ELL Eligibility

- The percentages of students identified as eligible for ELL services being identified for enrichment services were lower than the percentages of students identified as eligible for ELL services in the population.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Extra Support
Elementary RtI ~ Literacy
2014-2016

Gender

- There was no consistent relationship between gender and identification for elementary RtI for literacy.

Ethnicity

- There was no consistent relationship between ethnicity and identification for elementary RtI for literacy.

Disability Status

- There was no consistent relationship between disability status and identification for elementary RtI for literacy.

Income Status

- The percentages of students from low-income families being identified for elementary RtI for literacy were higher than the percentages of students from low-income families in the population.

ELL Eligibility

- The percentages of students identified as eligible for ELL services being identified for elementary RtI services for literacy were higher than the percentages of students identified as eligible for ELL services in the population.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Extra Support
Elementary AIS ~ Literacy
2014-2016

Gender

- There was no consistent relationship between gender and identification for elementary AIS for literacy.

Ethnicity

- The percentages of students who identified as Hispanic who were identified for elementary AIS for literacy were higher than the percentages of students who identified as Hispanic in the population.

Disability Status

- The percentages of classified students who were identified for elementary AIS for literacy were higher than the percentages of classified students in the population.

Income Status

- There was no consistent relationship between gender and identification for elementary AIS for literacy.

ELL Eligibility

- There was no consistent relationship between eligibility for ELL services and identification for elementary AIS for literacy.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities

Extra Support

Elementary AIS ~ Mathematics

2014-2016

Gender

- Over the years, the percentages of female students identified for elementary AIS support in math were higher than the percentages of female students in the population.

Ethnicity

- There was no consistent relationship between ethnicity and identification for elementary AIS support in math.

Disability Status

- There was no consistent relationship between disability status and identification for elementary AIS support in math.

Income Status

- There was no consistent relationship between gender and identification for elementary AIS in math.

ELL Eligibility

- There was no consistent relationship between eligibility for ELL services and identification for elementary AIS in math.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Extra Support
Middle School AIS ~ Literacy
2016 - 2017

Gender

- The percentage of male students identified for AIS support in literacy was higher than the percentage of male students in the population.

Ethnicity

- There was no relationship between ethnicity and identification for AIS support in literacy.

Disability Status

- The percentage of classified students identified for AIS support in literacy was higher than the percentage of classified students in the population.

Income Status

- The percentage of students from low-income homes identified for AIS support in literacy was higher than the percentage of students from low-income homes in the population.

ELL Eligibility

- The percentage of students identified as eligible for ELL services identified for AIS support in literacy was higher than the percentage of students identified as eligible for ELL services in the population.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Extra Support
High School AIS ~ Literacy
2015 - 2017

Gender

- The percentages of male students identified for AIS support in literacy were higher than the percentages of male students in the population.

Ethnicity

- The percentages of students identified as Hispanic who were identified for AIS support in literacy were higher than the percentages of students identified as Hispanic in the population.

Disability Status

- The percentages of classified students identified for AIS support in literacy were higher than the percentages of classified students in the population.

Income Status

- The percentages of students from low-income homes identified for AIS support in literacy were higher than the percentages of students from low-income homes in the population.

ELL Eligibility

- The percentages of students identified as eligible for ELL services identified for AIS support in literacy were higher than the percentages of students identified as eligible for ELL services in the population.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Extra Support
High School AIS ~ Math
2015 - 2017

Gender

- There were no patterns in the relationship between gender and identification for AIS support in math.

Ethnicity

- The percentages of students identified as Hispanic who were identified for AIS support in math were higher than the percentages of students identified as Hispanic in the population.

Disability Status

- The percentages of classified students identified for AIS support in math were higher than the percentages of classified students in the population.

Income Status

- The percentages of students from low-income homes identified for AIS support in math were higher than the percentages of students from low-income homes in the population.

ELL Eligibility

- There were no patterns between eligibility for ELL services and identification for AIS support in math.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities

Extra Support

High School AIS ~ Social Studies

2015 - 2017

Gender

- There were no patterns in the relationship between gender and identification for AIS support in social studies. Note that the number of students identified for support was small.

Ethnicity

- There were no patterns in the relationship between ethnicity and identification for AIS support in social studies.

Disability Status

- There were no patterns in the relationship between classification and identification for AIS support in social studies.

Income Status

- There were no patterns in the relationship between income status and identification for AIS support in social studies.

ELL Eligibility

- There were no patterns in the relationship between income status and identification for AIS support in social studies.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Use of Math Center
2014 - 2017

Gender

- There was no relationship between gender and use of the math center.

Ethnicity

- There was no relationship between ethnicity and use of the math center.

Disability Status

- The percentage of classified students who made use of the math center was greater than the percentage of classified students in the population.

Income Status

- There was no relationship between income status and use of the math center.

ELL Eligibility

- There was no relationship between eligibility for ELL services and use of the math center.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities
Use of Writing Center
2014 - 2016

Gender

- The percentage of female students who used the writing center was higher than the percentage of female students in the population.

Ethnicity

- There was no relationship between ethnicity and use of the writing center.

Disability Status

- There was no relationship between disability status and use of the writing center.

Income Status

- There was no relationship between income status and use of the writing center.

ELL Eligibility

- There was no relationship between eligibility for ELL services and use of the writing center.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities Elementary Extracurricular Opportunities 2016

Gender

- There was no consistent relationship between gender and participation in extracurricular opportunities at the elementary level.

Ethnicity

- There was no consistent relationship between ethnicity and participation in extracurricular opportunities at the elementary level.

Disability Status

- For several clubs, including Student Council, Student Congress, District Band, District Orchestra, Mock Trial, and Math Olympiads, the percentages of classified students in the club was lower than the percentages of classified students in the population.

Income Status

- There was no consistent relationship between identification as from a low-income family and participation in extracurricular opportunities at the elementary level.

ELL Eligibility

- For most clubs, the percentages of students identified as eligible for ELL services participating in the extracurricular opportunity was lower than the percentages of students eligible for ELL services in the population.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Opportunities

Middle School Extracurricular Opportunities

2016

Gender

- In several honor societies, with the exception of the National Visual Arts Honor Society, the percentages of male participants in the honor societies were higher than the percentage of males in the population.
- In student government as well as Interact, the percentages of male participants were higher than the percentage of males in the population.
-

Ethnicity

- There were no consistent patterns related to participation in extracurricular activities at the High School associated with identification of ethnicity.

Disability Status

- For most extracurricular opportunities, the percentages of classified students participating in the extracurricular opportunities were lower than the percentages of classified students in the population.

Income Status

- For many extracurricular opportunities, the percentages of students identified as from low-income families participating in the extracurricular opportunities were lower than the percentages of students identified as from low-income families in the population.

ELL Eligibility

- There were no consistent patterns related to participation in extracurricular activities at the High School associated with eligibility for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes State Test Scores 2012-2016 ELA

Gender

- In general, the percentage of female students achieving both proficiency and mastery exceeded the percentage of female students in the population. The effects were fairly consistent across grade levels and years.

Ethnicity

- Though the numbers of students in groups other than White were small:
 - In general, the percentages of students identified as Asian, multiracial, and White achieving both proficiency and mastery exceeded the percentages of students identified as Asian, multiracial, and White in the population.
 - In several cohorts, the percentages of students identified as Hispanic or Latino achieving proficiency and/or mastery were lower than the percentages of students identified as Hispanic or Latino in the population.

Disability Status

- In general, the percentages of students identified as having a disability achieving proficiency were lower than the associated percentages of students identified as having a disability in the population.
- In general, the percentages of students identified as having a disability achieving mastery were very low.

Income Status

- In general, the percentages of students identified as from a low-income family achieving proficiency were lower than the associated percentages of students identified as from a low-income family in the population.
- In general, the percentages of students identified as from a low-income family achieving mastery were very low.

ELL Eligibility

- Though the numbers of students identified as ELL Eligible were small, in general, these students did not perform well on the exams.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

State Test Scores 2012-2016

Math

Gender

- In general, the percentage of female students achieving proficiency was similar to the percentage of male students achieving proficiency.
- Each year, in seventh grade, the percentage of male students achieving mastery exceeded the percentage of female students achieving mastery whereas for all other grades the group with the higher percentage varied.

Ethnicity

- Though the numbers of students in groups other than White were small, in general, the percentages of students identified as Asian, multiracial, and White achieving both proficiency and mastery exceeded the percentages of students identified as Asian, multiracial, and White in the population.

Disability Status

- In general, the percentages of students identified as having a disability achieving proficiency were lower than the associated percentages of students identified as having a disability in the population.
- In general, the percentages of students identified as having a disability achieving mastery were very low.

Income Status

- In general, the percentages of students identified as from a low-income family achieving proficiency were lower than the associated percentages of students identified as from a low-income family in the population.
- In general, the percentages of students identified as from a low-income family achieving mastery were very low.

ELL Eligibility

- Though the numbers of students identified as ELL Eligible were small, in general, these students did not perform well on the exam.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

State Test Scores 2012-2016

Fourth Grade Science

Gender

- In general, the percentages of female students achieving proficiency and mastery were similar to the percentage of male students achieving proficiency and mastery.

Ethnicity

- Though the numbers of students in groups other than White were small, in general, the percentages of students identified as Asian, multiracial, and White achieving both proficiency and mastery exceeded the percentages of students identified as Asian, multiracial, and White in the population.
- The percentages of students identified as Hispanic achieving both proficiency and mastery were, in general, less than the percentages of students identified as Hispanic in the population.

Disability Status

- In general, the percentages of students identified as having a disability achieving mastery were lower than the associated percentages of students identified as having a disability in the population.

Income Status

- In general, the percentages of students identified as from a low-income family achieving mastery were substantially lower than the associated percentages of students identified as from a low-income family in the population.

ELL Eligibility

- Though the numbers of students identified as eligible for ELL services were small, the percentages of students identified as eligible for ELL services achieving mastery were substantially lower than the associated percentages of students identified as eligible for ELL services in the population.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Regents Exam Scores 2014-2016

Common Core ELA

Gender

- In general, there was no relationship between gender and performance on the Common Core ELA.

Ethnicity

- The percentages of students identified as Asian, Multiracial, or White who achieved at the highest level were higher than the percentages of students identified as Asian, Multiracial, or White in the population.

Disability Status

- The percentages of students identified as having a disability achieving proficiency and achieving a score at Level 5 were lower than the percentages of students identified as having a disability in the population. This impact was more significant when considering the percentages of students scoring at Level 5.

Income Status

- The relationship between income status and achievement varied across the years.

ELL Eligibility

- The numbers of students identified as eligible for ELL services were small.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes Regents Exam Scores 2012-2016 Social Studies

Gender

- In general, there was no relationship between gender and performance on the Regents examinations in Social Studies.

Ethnicity

- In general, the percentages of students identified as Hispanic achieving mastery on the Regents examinations in Social Studies were lower than the percentages of students identified as Hispanic in the population.

Disability Status

- The percentages of students identified as having a disability achieving mastery were lower than the percentages of students identified as having a disability in the population.

Income Status

- The percentages of students identified as from low-income families achieving proficiency were lower than the percentages of students identified as from low-income families in the population. The percentages of students from low-income families achieving proficiency were significantly lower than the percentages of students from low-income families in the population.

ELL Eligibility

- The numbers of students identified as eligible for ELL services were small.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Regents Exam Scores

Math

Gender

- In general, there was no relationship between gender and performance on the Regents examinations in Mathematics.

Ethnicity

- In general, the percentages of students identified as Hispanic achieving a score in the Level 5 range on the Regents examinations in Mathematics was lower than the percentages of students not identified as Hispanic achieving a score in the Level 5 range.

Disability Status

- The percentages of students identified as having a disability achieving mastery were lower than the percentages of students not identified as having a disability achieving mastery.

Income Status

- The percentages of students from low-income families achieving proficiency were significantly lower than the percentages of students not identified as from low-income families.

ELL Eligibility

- The numbers of students identified as eligible for ELL services were small.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Regents Exam Scores 2012-2016

Science

Gender

- In general, the only Regents examination in science for which there was a relationship between gender and performance was Physics. In general, the percentages of female students achieving proficiency and mastery were lower than the percentages of male students achieving proficiency and mastery.

Ethnicity

- In general, the percentages of students identified as Hispanic achieving proficiency and mastery on the Regents examinations in science were lower than the percentages of students not identified as Hispanic achieving proficiency mastery.

Disability Status

- The percentages of students identified as having a disability achieving mastery were lower than the percentages of students not identified as having a disability achieving mastery.

Income Status

- The percentages of students identified as from low-income families achieving proficiency were lower than the percentages of students not identified as from low-income families. The percentages of students from low-income families achieving proficiency were significantly lower than the percentages of students not identified as from low-income families.

ELL Eligibility

- The numbers of students identified as eligible for ELL services were small.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Advanced Placement Exams ~ 2016

English

Gender

- The proficiency rates of female were less than the proficiency rates of male students.

Ethnicity

- All but one of the students who took Advanced Placement exams in English were identified as White.

Disability Status

- All but one of the students who took Advanced Placement exams in English had no identified disability status.

Income Status

- No students who took Advanced Placement exams in English were identified as from low-income families.

ELL Eligibility

- No students who took Advanced Placement exams in English were identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Advanced Placement Exams ~ 2016

Social Studies

Gender

- There was no relationship between gender and performance.

Ethnicity

- The percentage of students identified as Hispanic who took the exams were lower than the percentage of students identified as Hispanic in the population.

Disability Status

- All but one of the students who took Advanced Placement exams in Social Studies had no identified disability status.

Income Status

- Four of one hundred twenty six students who took the exams were identified as coming from low-income families.

ELL Eligibility

- No students who took Advanced Placement exams in Social Studies were identified as eligible for ELL servi

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Advanced Placement Exams ~ 2016

Mathematics

Gender

- There was no relationship between gender and performance.

Ethnicity

- There was no relationship between ethnicity and performance.

Disability Status

- All but one of the students who took Advanced Placement exams in Mathematics had no identified disability status.

Income Status

- No students who took the exams were identified as coming from low-income families.

ELL Eligibility

- No students who took Advanced Placement exams in Mathematics were identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes Advanced Placement Exams ~ 2016 Science

Gender

- The percentage of female students taking AP Biology and the percentage of males taking AP Physics were higher than the associated percentages of females and males in the population.

Ethnicity

- There was no relationship between ethnicity and performance.

Disability Status

- All but four of the students who took Advanced Placement exams in Biology or Physics had no identified disability status.

Income Status

- Three students who took the exams were identified as coming from low-income families.

ELL Eligibility

- No students who took Advanced Placement exams in Mathematics were identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Advanced Placement Exams ~ 2016

Psychology

Gender

- Only one of 22 students taking the AP exam in Psychology was male.

Ethnicity

- There was no relationship between ethnicity and performance.

Disability Status

- All but four of the students who took Advanced Placement exam in Psychology had no identified disability status.

Income Status

- Only two of the students who took the exam were identified as coming from low-income families.

ELL Eligibility

- No students who took Advanced Placement exams in Psychology were identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes
IB Exams ~ 2016
Math

Gender

- Though the performance of males and females who took the exams were comparable, many more males were enrolled in the IB math courses.

Ethnicity

- The percentages of students identified as Hispanic enrolled in IB math courses were smaller than the percentages of students identified as Hispanic in the population.

Disability Status

- All but one of the students who took IB exams in math had no identified disability status.

Income Status

- None of the students who took the exams were identified as coming from low-income families.

ELL Eligibility

- No students who took IB exam in math were identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

IB Exams ~ 2016

Soc. Cult. Anthropology

Gender

- Though the performance of males and females who took the exams were comparable, many more males were enrolled in the IB math courses.

Ethnicity

- The percentages of students identified as Hispanic enrolled in IB math courses were smaller than the percentages of students identified as Hispanic in the population.

Disability Status

- All but one of the students who took IB exams in math had no identified disability status.

Income Status

- None of the students who took the exams were identified as coming from low-income families.

ELL Eligibility

- No students who took IB exam in math were identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes

Elementary Students Reading Below Grade Level ~ 2014-2016

Gender

- Across the years, the percentages of male students reading one or more years below grade level is were larger than the percentages of males in the population. However, the magnitude of the differences varied across the years.

Ethnicity

- The percentages of students identified as Hispanic reading below grade level were higher than the percentages of students identified as Hispanic within the population. The magnitude of the differences increased for students reading more than one year below grade level.

Disability Status

- The percentages of classified students reading below grade level were larger than the percentages of classified students.

Income Status

- The percentages of students identified as from low-income families reading below grade level were larger than the percentages of students identified as from low-income families.

ELL Eligibility

- The percentages of students identified as eligible for ELL services reading below grade level were larger than the percentages of students identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes
Grades Below C
Middle School

Gender

- Across the years, the percentages of male students with grades below C were higher than the percentages of males in the population.

Ethnicity

- The percentages of students identified as Hispanic enrolled with one or more grades below C were higher than the percentages of students identified as Hispanic in the population.

Disability Status

- The percentages of classified students with one or more grades below C were higher than the percentages of classified students in the population.

Income Status

- The percentages of students identified as from low-income families with one or more grades below C were higher than the percentages of students from low-income families in the population.

ELL Eligibility

- The percentages of students identified as eligible for ELL services families with one or more grades below C were higher than the percentages of students identified as eligible for ELL services.

ANALYSIS OF NORTH SHORE STUDENTS BY SPECIFIC VARIABLES

Outcomes
Grades Below 65
High School

Gender

- Across two of the three years under consideration, the percentages of male students with grades below 65 were higher than the percentages of males in the population.

Ethnicity

- The percentages of students identified as Hispanic enrolled with one or more grades below 65 were higher than the percentages of students identified as Hispanic in the population.

Disability Status

- The percentages of classified students with one or more grades below C were higher than the percentages of classified students in the population.

Income Status

- The percentages of students identified as from low-income families with one or more grades below 65 were higher than the percentages of students from low-income families in the population.

ELL Eligibility

- The relationship between ELL eligibility and failing grades was not strong.