

New Paltz Central School District

**First Annual
Equity Report Card**

Goal: To eliminate race, class, ability, and gender as predictors of academic performance and social-emotional well-being in the New Paltz Central School District.

2016 – 2017 School Year

Published March 2018

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Key Terms

Equity: In the New Paltz Central School District, equity is determined by a measure of results, not inputs. We will have achieved equity when all measures indicate an absence of disproportionality in academic achievement and social-emotional well-being in terms of race, class, ability, and gender. (Adapted from Ithaca City School District Equity Report Card, 2015.)

Equity Action Plan: The New Paltz Central School District is an adaptive learning organization. All grade levels, academic departments, and academic disciplines engage in the action planning process. This process is also implemented when the District undertakes a focused initiative such as the Racial Equity Initiative. Our DRAFT Racial Equity Action Plan may be viewed at: <http://www.newpaltz.k12.ny.us/Page/10979>. Please note that the document is fluid. As we learn, the document is updated to reflect our new knowledge.

Race: Students may self-identify their race at the time of registration. When students do not self-identify, we must determine race as best as possible. It is necessary to identify a race in order for data to be uploaded to the State data warehouses. As we move forward, we will be working on tracking the data in two different ways: Self-identified/not self-identified. We will revisit the presentation of these data for our next year's Equity Report Card.

Ethnicity: According to the Census Bureau, ethnicity determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino. Hispanics may report as any race.

Federal Ethnicity or Race Categories

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

<https://data.nysed.gov/glossary.php?report=gradrate>

Other: For the purpose of the New Paltz Central School District Equity Report Card, the data are collected such that Native American, Native Hawaiian, Pacific Islander, and Multiracial fall under the category: “other.” The reasoning behind this decision was based on the fact that in the New Paltz Central School District the number of students who are Native American, Native Hawaiian, Pacific Islander, or Multiracial is small. Combining these categories accomplished two goals: The number of students in this combined category provided an “n” which was substantial enough to analyze from a statistical point of view; likewise, combining the categories protected the privacy of students.

Special Education Classification: Students with disabilities have an Individual Education Plan (IEP) and receive special education services. On the charts and tables which follow, special education status will be indicated by IEP or non-IEP.

Economic Status: We have utilized Free and Reduced Lunch (FRL) as a measure for economic status. Students and families apply for free and reduced lunch. Therefore there may be more students in the economically disadvantaged category than we have been able to capture in this report. On the charts and tables which follow, students’ socio-economic status will be indicated by FRL or NOT FRL.

English Language Learners: Students whose home language is a language other than English and who are in the process of learning English are considered to be English Language Learners (ELLs) or Multilingual Learners (MLLs). We recognize that these students are not only developing English skills but becoming bi-literate or, in some cases, multilingual children.

Data Overview

This report presents descriptive data related to demographics and student achievement. However, since the purpose of the report is to identify areas of disproportionality, where differences in special education status for groups of students were identified and where differences in achievement data for groups of students were identified, tests of means and tests of proportions were run. Because the number of students in varied student populations can differ widely from a very large number to a very small number, tests of means and tests of proportions clarify whether the identified difference is statistically significant. Where run, these significance findings appear as a footnote below the table.

It should be noted that, where a statistically significant difference is found, no determination of the cause is ascertainable at this time. Where these statistically significant differences are found, we will create an action plan to determine the root cause and provide corrective actions toward reducing the disproportionality.

Demographic Data

Ethnicity and Race. We have included data for ethnicity and race at both the District and the building levels.

Socio-economic Status is reported by District, building level, and by race and ethnicity.

Special Education Status is reported for both the District and the building levels. Special education status is also reported by a combination of ethnicity and race. Separate tables demonstrate special education status by a combination of gender and race, by gender only, by ethnicity only, by English Language Learner status, and by socio-economic status (free and reduced lunch). Significance tests were run and findings are included below the tables.

Achievement Data

Grades 3 – 8 ELA and Math Assessments:

Over the last several years, the number of New Paltz Central School District Students who have refused to take the Grades 3 – 8 ELA and Math Assessments has risen. The chart below demonstrates refusal rates for the 2015 – 2016 and the 2016 – 2017 school years.

New Paltz Central School District Refusal Information

Grade Level	Percentage of Students Refusing 2015 - 2016	Percentage of Students Refusing 2016 - 2017
Lenape Elementary School		
Grade 3	52	54
Grade 4	63	56
Grade 5	60	64
New Paltz Middle School		
Grade 6	66	63
Grade 7	66	76
Grade 8	67	72

Based on this information, we have not included these data as indicators of student achievement in the New Paltz Central School District.

We are working on tracking and publishing data related to our internal benchmark assessments.

Graduation Rates:

During the 2016 – 2017 school year, 94% of our students graduated. As such, there were not enough students in the non-graduate categories to make a meaningful chart/graph.

Other Achievement Measures:

The following achievement measures are included in this report: Quarter 4 Grade Point Average (GPA), Math final course grade, ELA final course grade. These measures are disaggregated by race. Significance tests were run and findings are included below the tables.

Regents Scores:

Achievement data for the following Regents are included: Common Core ELA Regents, Algebra Regents, Earth Science Regents, Global Studies (Global) Regents, and Living Environment Regents. These measures are disaggregated by race. Significance tests were run and findings are included below the tables.

Data Related to Items Which Hinder Academic Achievement:

Also included in this report are data related to the following items which hinder academic achievement: Tardies, Unexcused Absences, Excused Absences, Cumulative In-School Suspension, and Cumulative Out-of-School Suspension. These measures are disaggregated by race. Significance tests were run and findings are included below the table.

Other Academic Data:

Statistics related to Advanced Placement (AP) Courses have been culled in this report. These include: Mean course grades for Advanced Placement English, American History, and European History (the three courses with the highest enrollment), as well as, the median achievement score (1 – 5) for these classes as measured by the Advanced Placement Assessment.

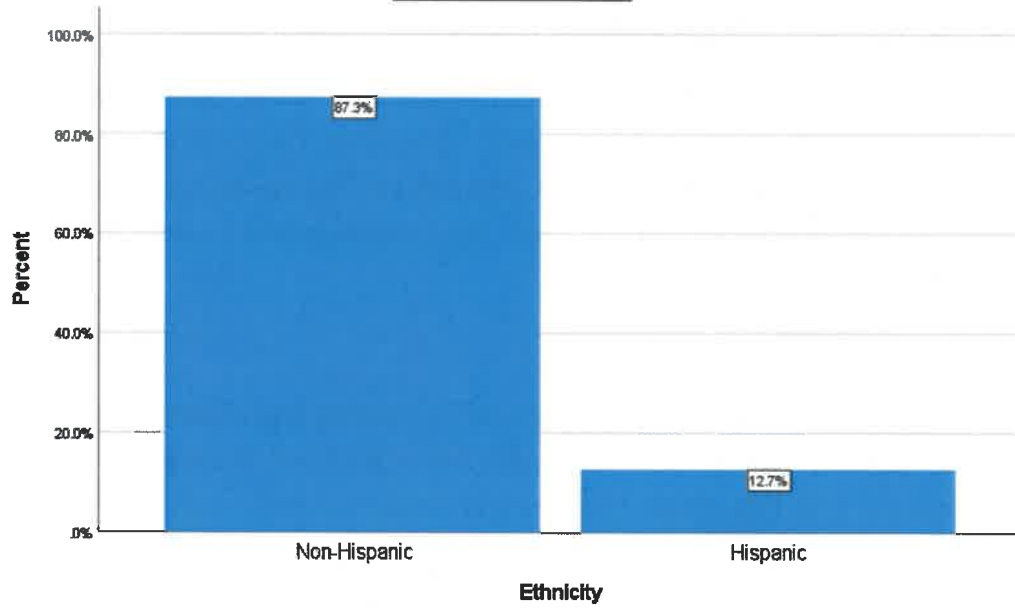
To Our Community

We continue to seek input and feedback related to this document. After this document was produced, community members provided points of data which they thought important to include in the future. For example, suspension rates by special education status. We will continue to receive input and will work toward broadening this document based on that input.

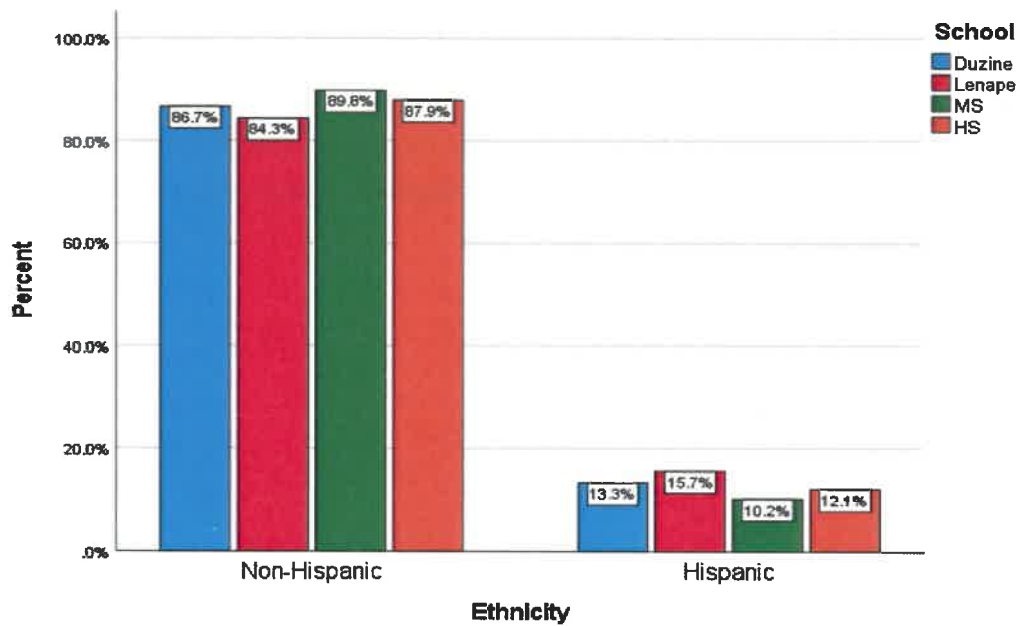
New Paltz CSD 2016-2017

Demographic Data: Ethnicity

Districtwide

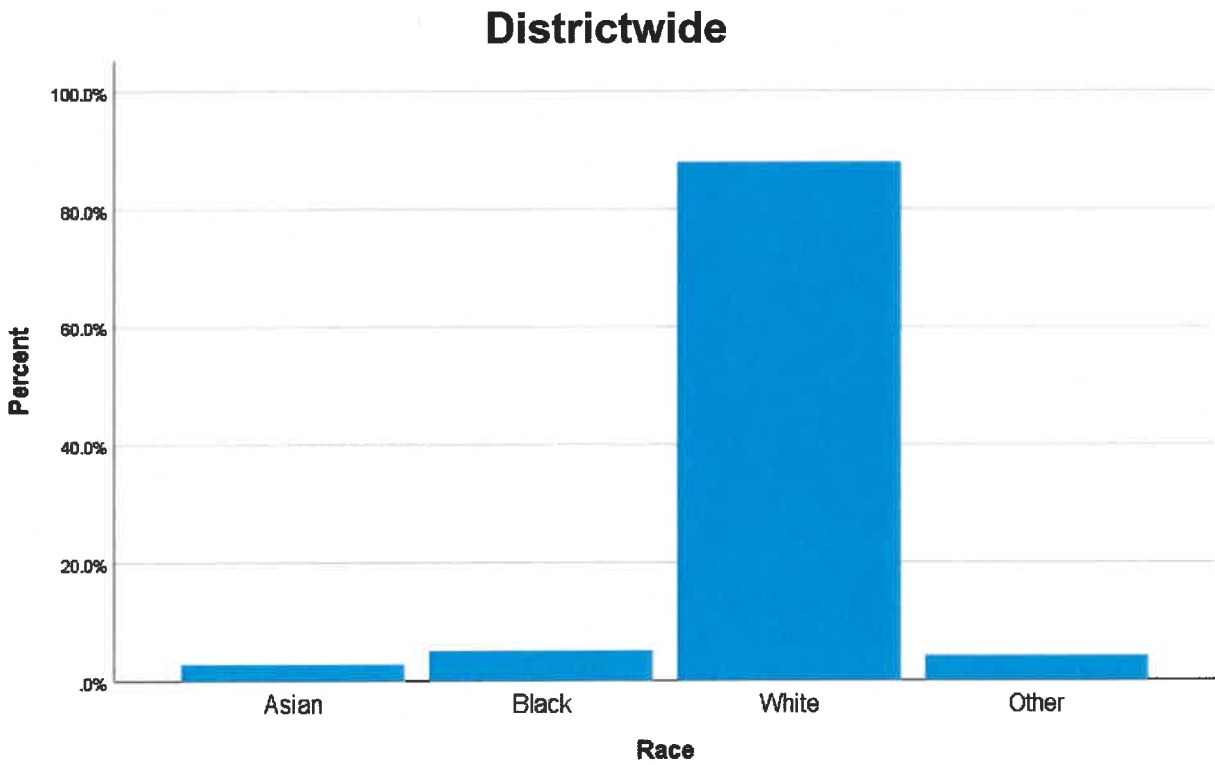


School level



New Paltz CSD 2016-2017

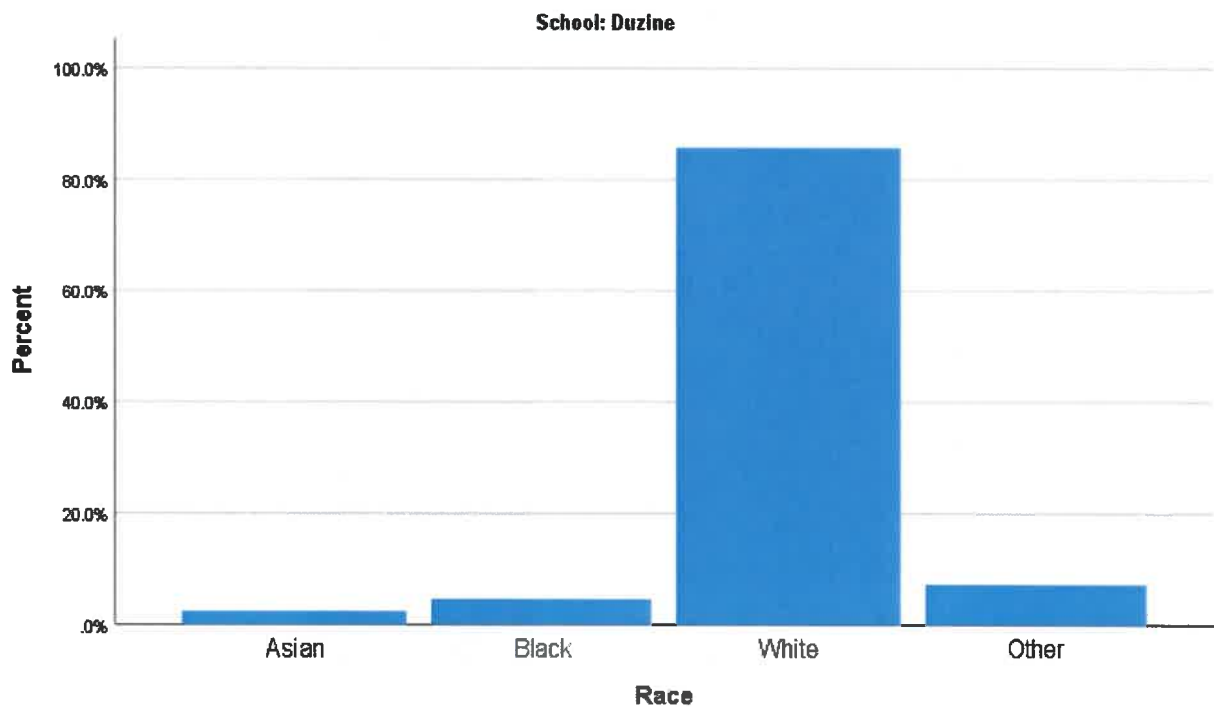
Demographic Data: Race



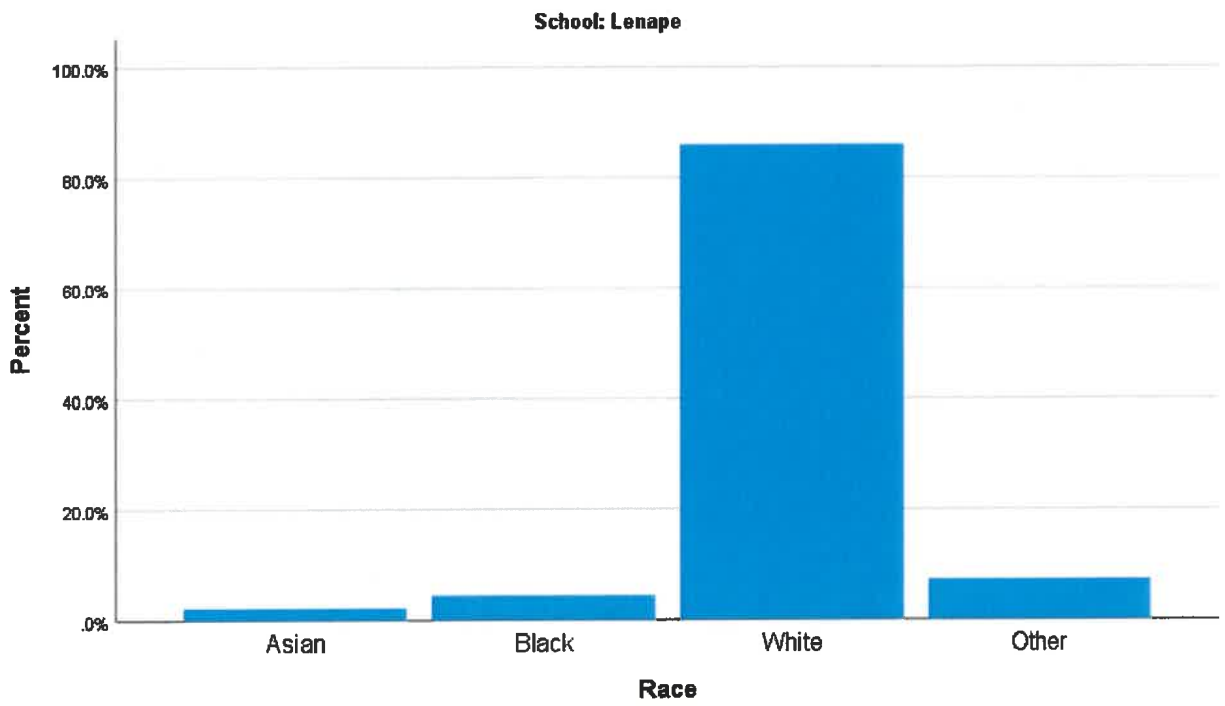
New Paltz CSD 2016-2017

Demographic Data: Race

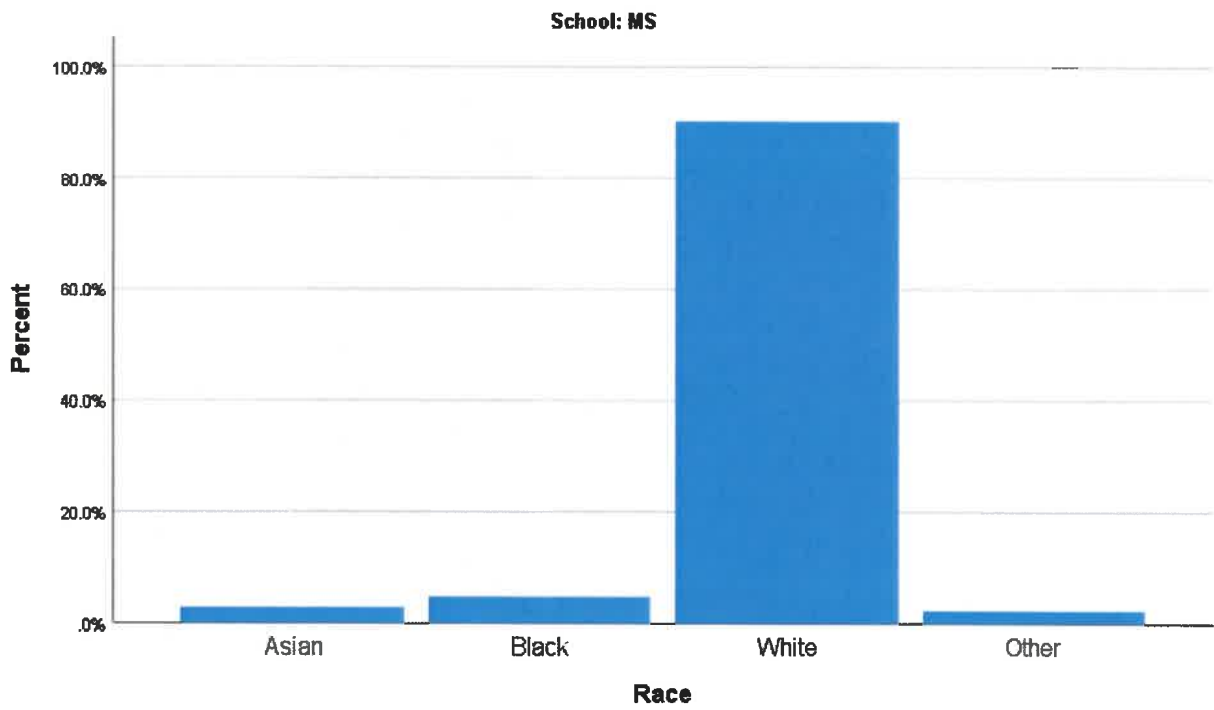
School Level-Duzine



Demographic Data: Race
School Level-Lenape

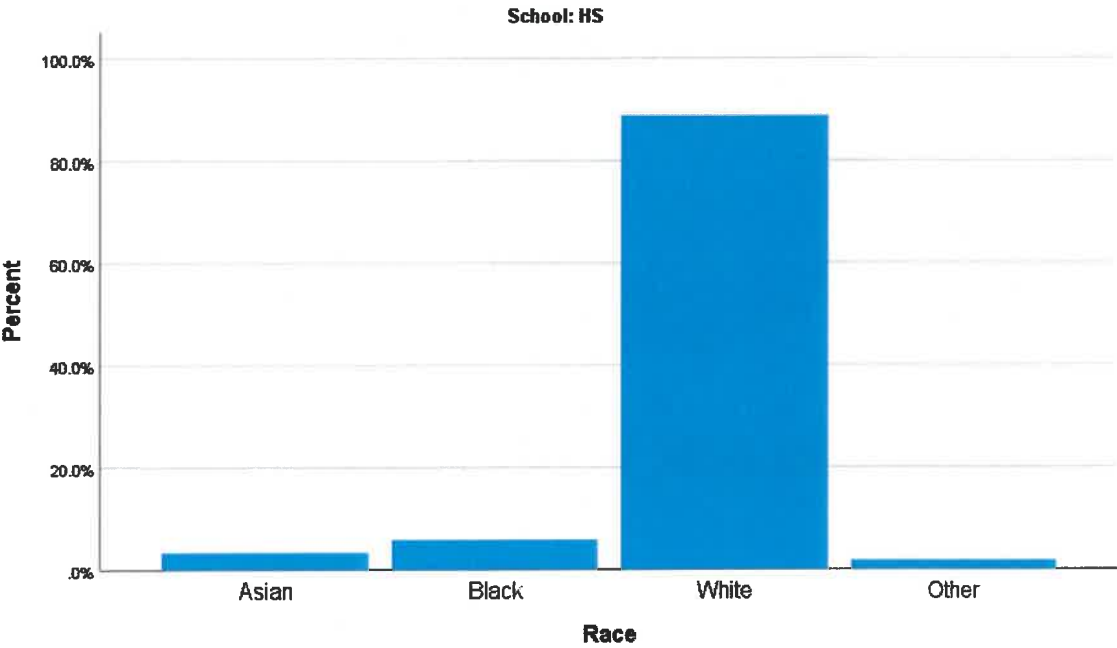


Demographic Data: Race
School Level-Middle School

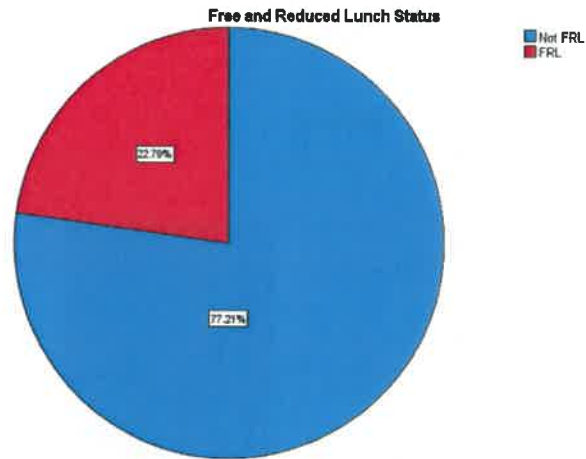


Demographic Data: Race

School Level-High School



Demographic Data: Socio-economic Status
Districtwide



Demographic Data: Socio-economic Status

School Level

Free and Reduced Lunch Status

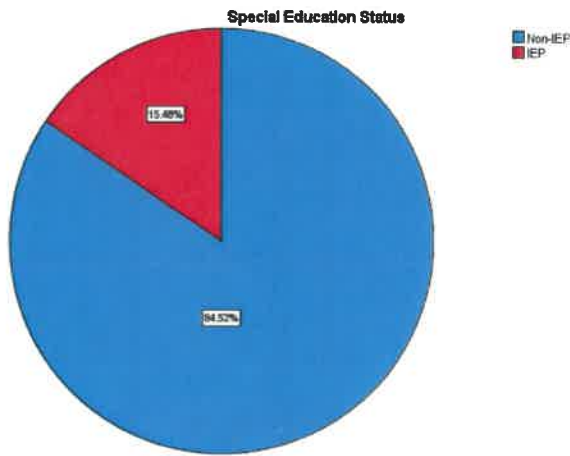
School		Not FRL		FRL	
		Row N %	Count	Row N %	Count
School	Duzine	76.5%	315	23.5%	97
	Lenape	77.4%	380	22.6%	111
	MS	73.7%	389	26.3%	139
	HS	80.0%	607	20.0%	152

Demographic Data: Socio-economic Status

By Race and Ethnicity

School	Free and Reduced Lunch Status															
	Not FRL							FRL								
	Non-Hispanic			Hispanic				Non-Hispanic			Hispanic					
	Race			Race				Race			Race					
	Asian	Black	White	Other	Asian	Black	White	Other	Asian	Black	White	Other	Asian	Black	White	Other
Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
Duzine	<5	11	254	22	<5	<5	23	<5	8	5	49	6	<5	<5	27	<5
Lenape	6	8	298	25	<5	<5	39	<5	5	6	60	6	<5	<5	25	<5
MS	9	5	345	7	<5	<5	21	<5	6	18	82	<5	<5	<5	28	<5
HS	19	30	507	5	<5	<5	43	<5	7	14	80	5	<5	<5	44	<5

Demographic Data: Special Education Status
Districtwide



Demographic Data: Special Education Status
School Level

		Special Education Status			
		Non-IEP		IEP	
		Row N %	Count	Row N %	Count
School					
	Duzine	87.4%	360	12.6%	52
	Lenape	83.1%	408	16.9%	83
	MS	82.6%	436	17.4%	92
	HS	85.2%	647	14.8%	112

Demographic Data: Special Education Status

By Race and Ethnicity

School	Special Education Status														
	Non-IEP							IEP							
	Non-Hispanic			Hispanic				Non-Hispanic			Hispanic				
	Race			Race				Race			Race				
Asian	Black	White	Other	Asian	Black	White	Other	Asian	Black	White	Other	Asian	Black	White	Other
Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
Duzine	10	10	268	25	<5	<5	43	<5	6	35	<5	<5	<5	7	<5
Lenape	11	12	304	27	<5	6	44	<5	<5	54	<5	<5	<5	20	<5
MS	13	16	359	9	<5	<5	35	<5	7	68	<5	<5	<5	14	<5
HS	25	34	506	9	<5	<5	69	<5	10	81	<5	<5	<5	18	<5

**Tests of Significance: Special Education
Status
By Gender/Race**

		Gender							
		F				M			
		Race				Race			
		Asian Column N %	Black Column N %	White Column N %	Other Column N %	Asian Column N %	Black Column N %	White Column N %	Other Column N %
Special Education Status	Non- IEP	90.6%	84.8%	88.9%	89.1%	100.0%	64.6%*	80.4%*	91.3%*
	IEP	9.4%	15.2%	11.1%	10.9%	0.0%	35.4%**	19.6%**	8.7%**

**Black male student group Non-IEP percentage is significantly lower than white male or other male student group percentage (p < .05).*

***Black male student group IEP percentage is significantly higher than white male or other male student group percentage (p < .05).*

Tests of Significance: Special Education Status By Gender and by Ethnicity

		Gender	
		Female	Male
		Column N %	Column N %
Special Education Status	Non-IEP	88.8%	80.5%
	IEP	11.2%	19.5%

**Males students have a significantly higher IEP percentage than females students ($p < .05$).*

		Ethnicity	
		Non-Hispanic	Hispanic
		Column N %	Column N %
Special Education Status	Non-IEP	85.7%	76.6%
	IEP	14.3%	23.4%

**Hispanic students have a significantly higher IEP percentage than non-Hispanics students ($p < .05$).*

**Tests of Significance: Special Education Status
By English Language Learner Status and by Socio-
economic Status**

**English Language
Learners**

		Not ELL Column N %	ELL Column N %
Special Education Status	Non-IEP	84.9%	71.7%
	IEP	15.1%	28.3%

**ELL students have a significantly higher IEP percentage than Non-ELL students ($p < .05$).*

**Free and Reduced
Lunch Status**

		Not FRL Column N %	FRL Column N %
Special Education Status	Non-IEP	87.6%	74.1%
	IEP	12.4%	25.9%

**FRL students have significantly higher IEP percentage than Not FRL students ($p < .05$).*

Data Related to Items Which Hinder Achievement

Achievement Data

	Asian Mean	Black Mean	White Mean	Other Mean
Tardies	11	14	10	8
Unexcused Absences	6	8	8	8
Excused Absences	4	4	5	4
Cumulative In School Suspension	5	2	2	1
Cumulative Out of School Suspension	2	2	2	6
Q4 GPA	87.07	77.83*	84.12	83.01
Math final course grade 16-17	87	74*	82	85
English final course grade 16-17	87	76*	85	85

**Black student group average is significantly lower than other student groups' averages ($p < .05$).*

Achievement Data Regents Scores by Race

	Race			
	Asian Mean	Black Mean	White Mean	Other Mean
ELA Regents Score*	75	72	83	81
Algebra I Regents Score*	82	75	80	87

*No significant differences

	Race			
	Asian Mean	Black Mean	White Mean	Other Mean
Earth Science Regents	76	67*	78*	92

*Black student group average is significantly lower than white student group average ($p < .05$).

	Race			
	Asian Mean	Black Mean	White Mean	Other Mean
Global Regents Score	89	73*	85*	67

*Black student group average is significantly lower than white student group average ($p < .05$).

	Race			
	Asian Mean	Black Mean	White Mean	Other Mean
Living Environment Regents Score*	86	76	83	84

*No significant differences

Advanced Placement Data Course and Summary:
AP English

		AP English Course Grade
		Mean
AP English Score	No AP Score	91
	2	82
	3	84
	4	88
	5	87

Advanced Placement Data Course and Summary:
AP European History

AP European History		
Course Grade Mean		
AP European History Score	1	81
	2	84
	3	93
	4	94
	5	96

Advanced Placement Data Course and Summary:
AP U.S. History

		AP U.S. History Course Grade
		Mean
AP U.S. History Score	1	87
	2	89
	3	93
	4	96
	5	98

Advanced Placement Data Median Scores by Race

	Asian	Black	White	Other
	Median	Median	Median	Median
AP English Score	3	2	3	3
AP U.S. History Score	2	.	3	3
AP European History AP Score	3	3	3	.

Tests of significance not conducted on median scores

Conclusions

Based on the data presented in this report, disproportionalities appear to exist in the following areas:

Special Education Status: Race, ethnicity, socio-economic status, gender, and English Language Learner status.

Student Achievement: Grade Point Average by Race; Regents Scores by Race for both the Earth Science and Global Studies Regents.

Accordingly, action plans will be developed so that the cause is identified and corrective action taken.

Note:

The data in this report have been generated by the Mid-Hudson Regional Information Center (MRIC). These are NOT the data published by the State Education Department. The State of New York has not identified the New Paltz Central School District for disproportionality based on **The Special Education School District Data Profile**. This profile is prepared in accordance with the requirement of the Individuals with Disabilities Education Act (IDEA). Each State must have a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes New York State's performance on 20 indicators. States must report annually to the public on the performance of the State in an Annual Performance Report (APR) and each school district against the State's targets. New Paltz has, and is continually meeting these targets.

Additionally, achievement data for the New Paltz Central School District specific to the New York State Regents Exams is continually cited as a mark of excellence by the State of New York. In fact, our designation as a Reward School specifically cites gap closing achievement.

However, our expectations are different. As our internal data reflect the outcomes of our work, this information is very important to us. Through our Racial Equity Initiative and with the implementation of this Equity Report Card, we strive to

close gaps among student groups as demonstrated by our internal data, while continuing to meet the State Education Department thresholds in this regard.

