

New Paltz Central School District Equity Report Card

Presented to the New Paltz Board of Education on 3-14-18

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.

Disproportionality

- 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.

The Data

- Demographic
- Achievement
 - 3 – 8 Assessments
 - Regents
 - Grade point average
- Other
 - Tardies, In- and out-of-school suspensions, attendance

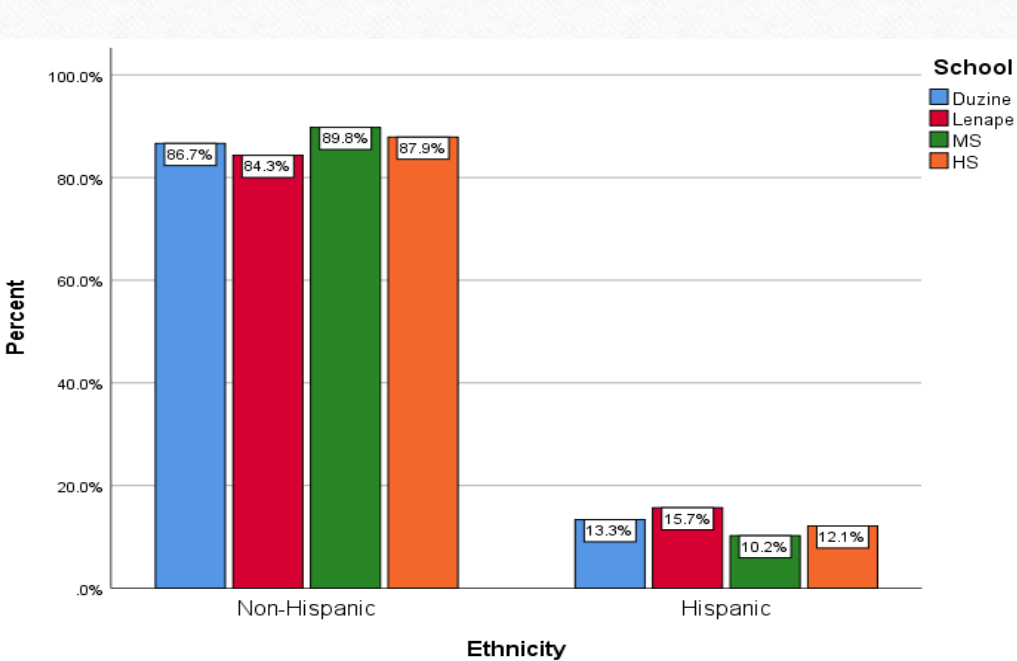
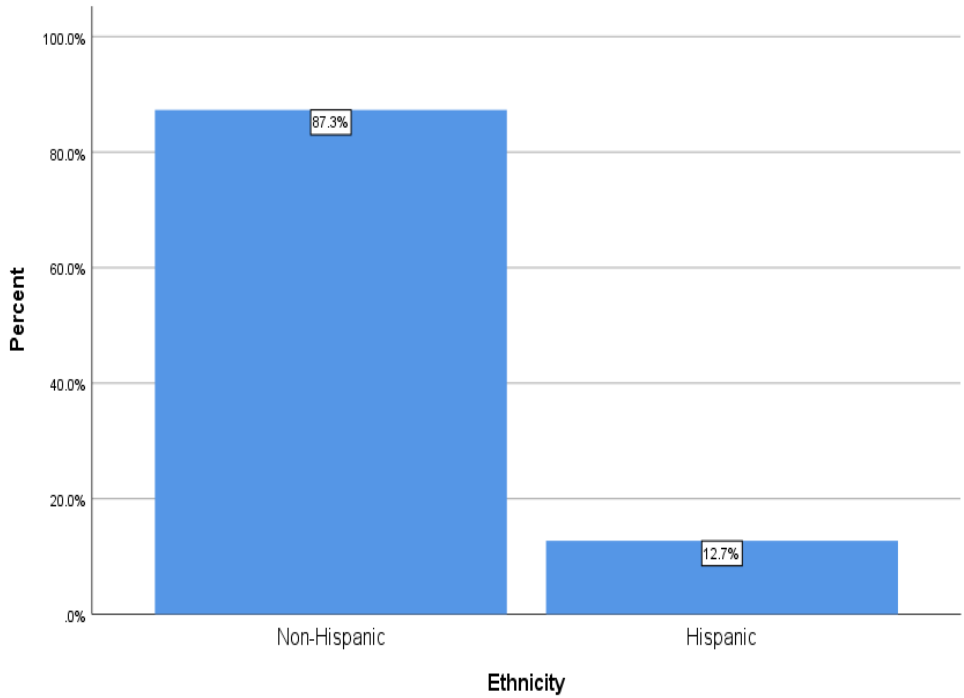
Data Overview

- The Equity Report Card 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.**

Ethnicity

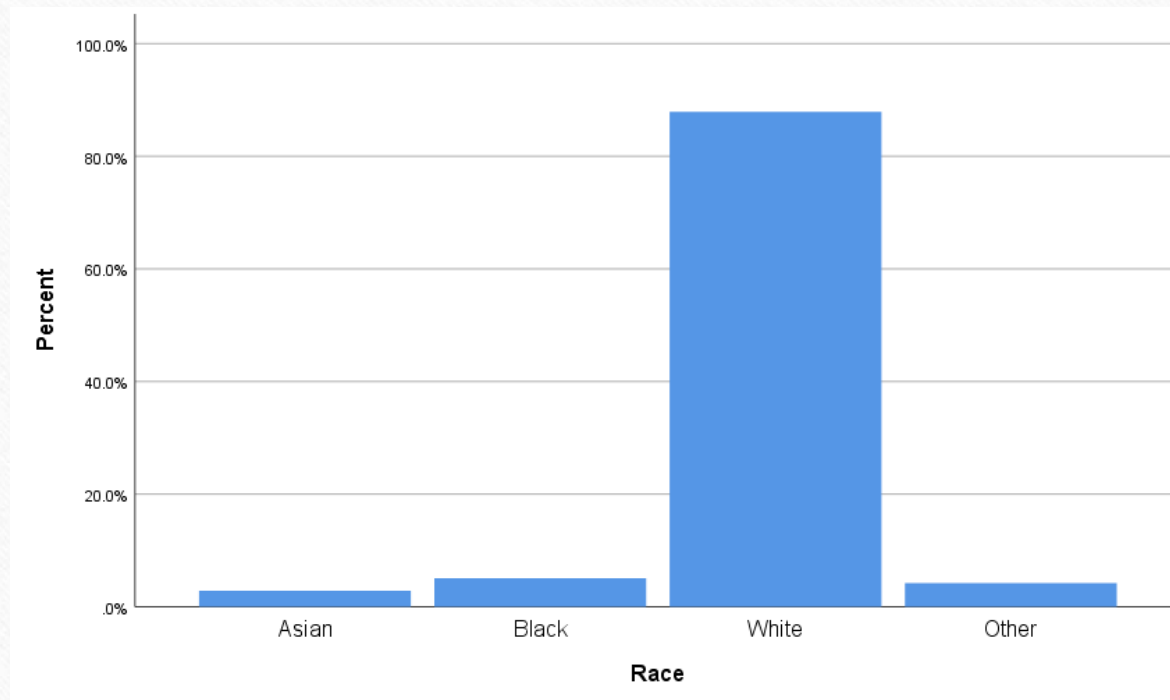
District Level

School Level



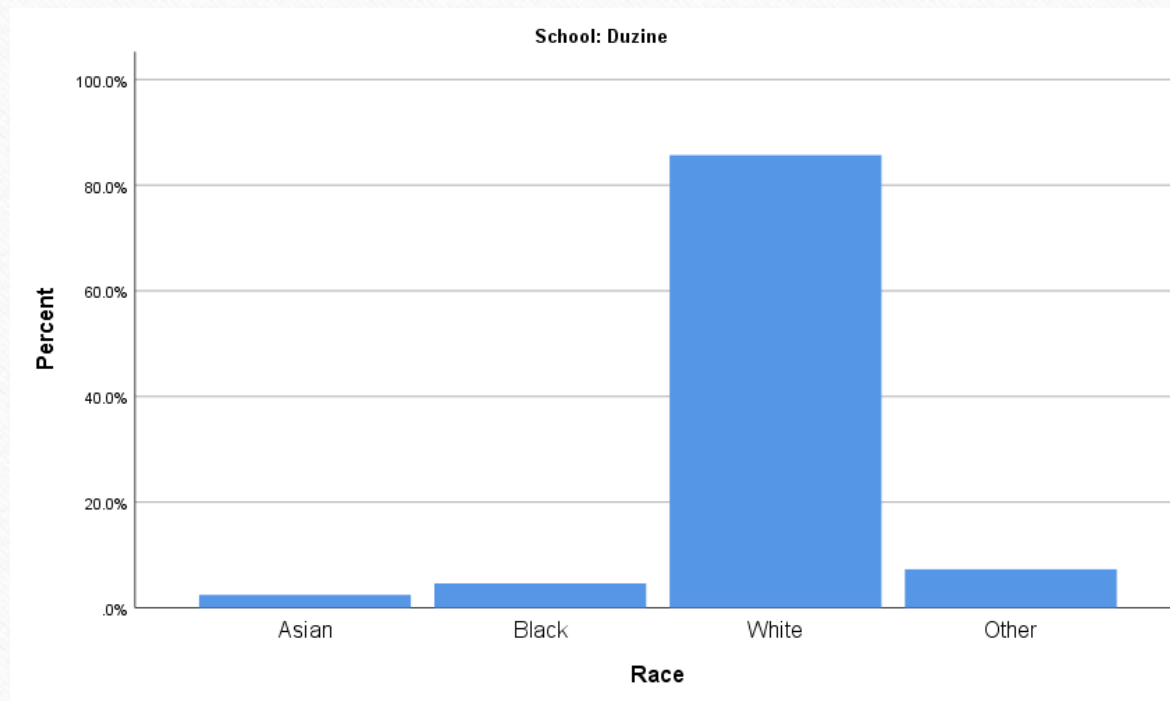
Demographic Data

Race by District



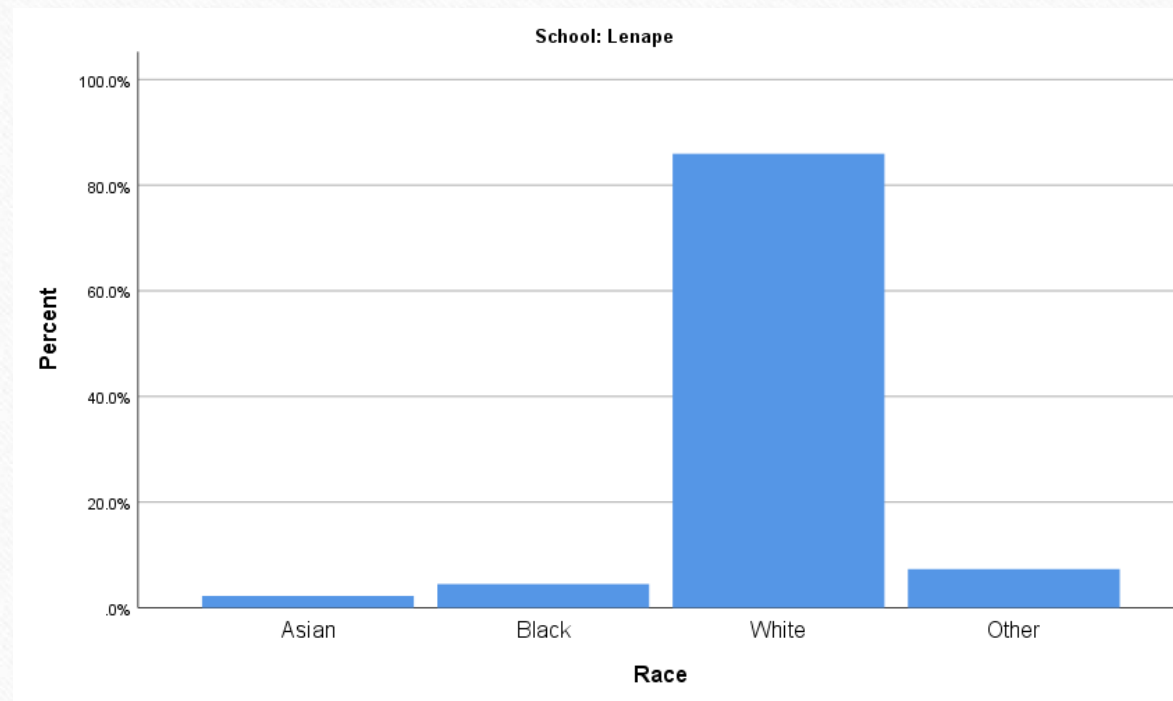
Demographic Data

Race: Duzine



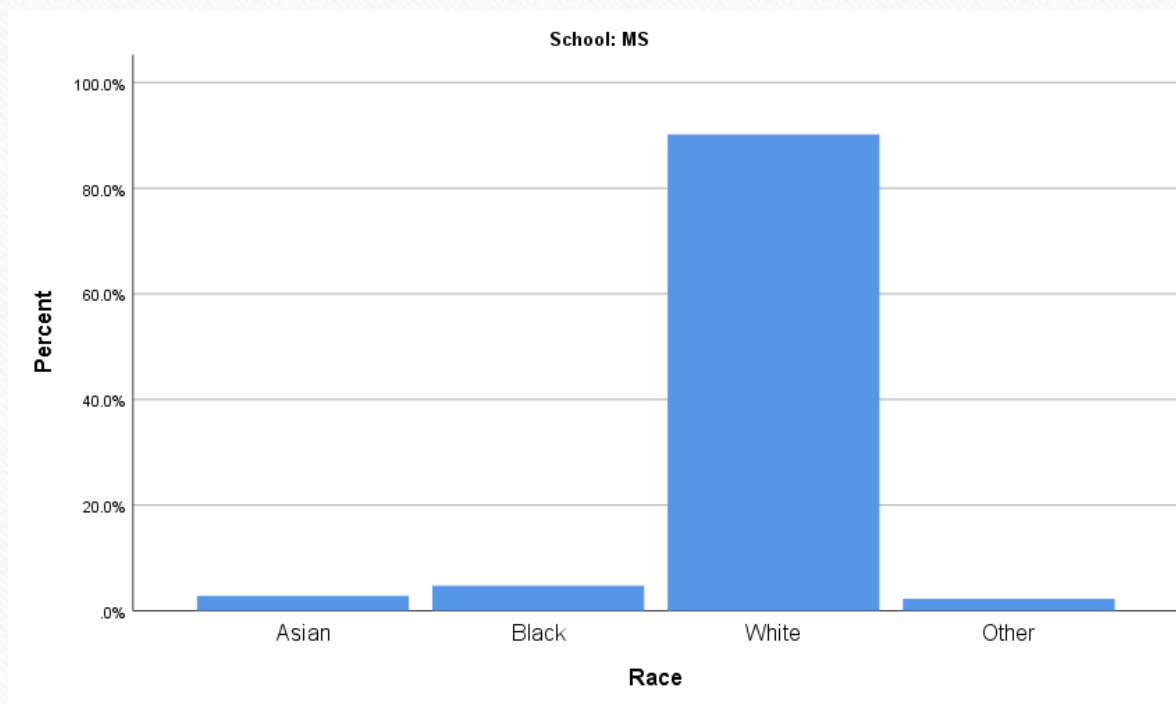
Demographic Data

Race: Lenape



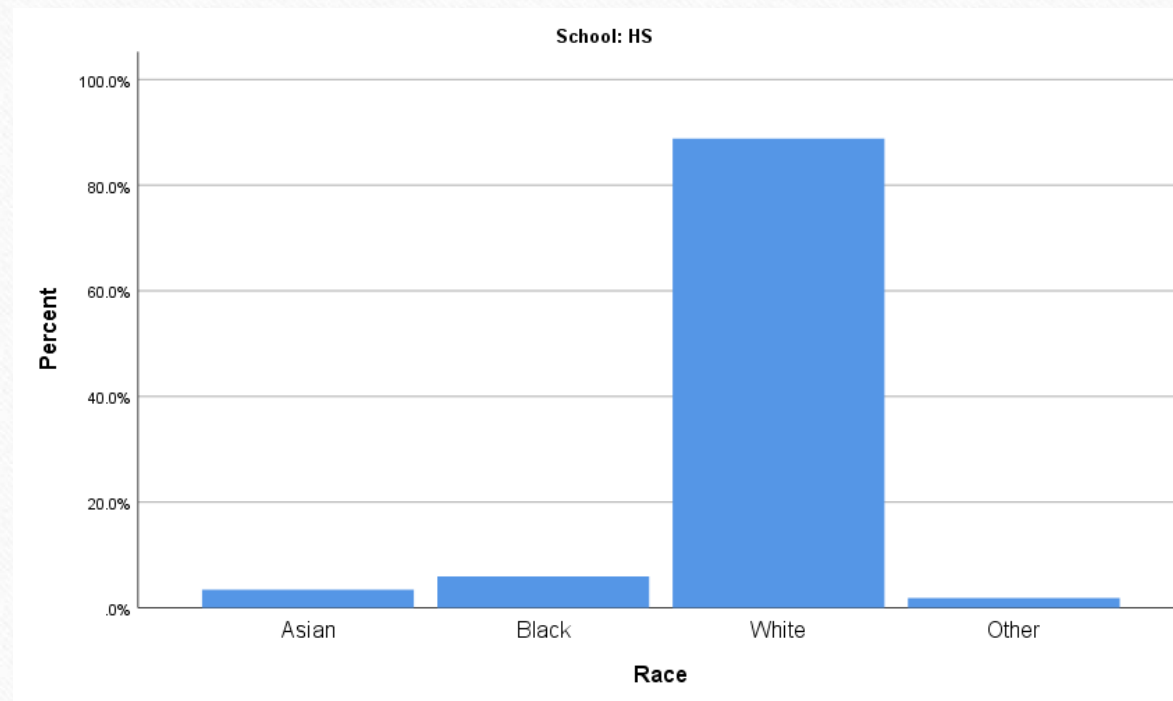
Demographic Data

Race: Middle School



Demographic Data

Race: High School



Demographic Data

Socio-economic Status

District: FRL 22.79%

Duzine: FRL 23.5%

Lenape: FRL 22.6%

Middle School: FRL 26.3%

High School: FRL 20.0%

Demographic Data

Special Education Status

District: IEP 15.48%

Duzine: IEP 12.6%

Lenape: IEP 16.9%

Middle School: IEP 17.4%

High School: IEP 14.8%

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

		Gender							
		F				M			
		Race				Race			
		Asian	Black	White	Other	Asian	Black	White	Other
		Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	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**

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

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

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

**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	ELL
		Column N	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	FRL
		Column N %	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	Black	White	Other
	Mean	Mean	Mean	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

<i>*No significant differences</i>	Race			
	Asian	Black	White	Other
	Mean	Mean	Mean	Mean
ELA Regents Score*	75	72	83	81
Algebra I Regents Score*	82	75	80	87

<i>*Black student group average is significantly lower than white student group average ($p < .05$).</i>	Race			
	Asian	Black	White	Other
	Mean	Mean	Mean	Mean
Earth Science Regents	76	67*	78*	92

<i>*Black student group average is significantly lower than white student group average ($p < .05$).</i>	Race			
	Asian	Black	White	Other
	Mean	Mean	Mean	Mean
Global Regents Score	89	73*	85*	67

<i>*No significant differences</i>	Race			
	Asian	Black	White	Other
	Mean	Mean	Mean	Mean
Living Environment Regents Score*	86	76	83	84

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.