

Section Three
Equity Report Card



**PROGRESS TOWARD THE
DISTRICT GOALS**

2017-2018

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**New Paltz Central School District
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.

**2017 – 2018 School Year
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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 and ultimately eliminating the disproportionality.

Demographic Data

Ethnicity and Race. We have included data for ethnicity and race at each of our four schools: Duzine Elementary, Lenape Elementary, the New Paltz Middle School, and the New Paltz High School.

Socio-economic Status is also reported for each of the four buildings. Separate tables report socio-economic status by ethnicity and race.

Special Education Status is reported for each of the four buildings. 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, 2016 – 2017, and the 2017 – 2018 school years.

New Paltz Central School District Refusal Information			
Grade Level	Percentage of Students Refusing 2015 - 2016	Percentage of Students Refusing 2016 - 2017	Percentage of Students Refusing 2017 - 2018
Lenape Elementary School			
Grade 3	52	54	49
Grade 4	63	56	53
Grade 5	60	64	55
New Paltz Middle School			
Grade 6	66	63	62
Grade 7	66	76	72
Grade 8	67	72	79

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

Included in this year’s Equity Report Card are data related to our internal literacy benchmark assessment; specifically, the Fountas and Pinnell Benchmark Assessment.

Graduation Rates:

During the 2017 – 2018 school year, 94.79% 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 additional 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.

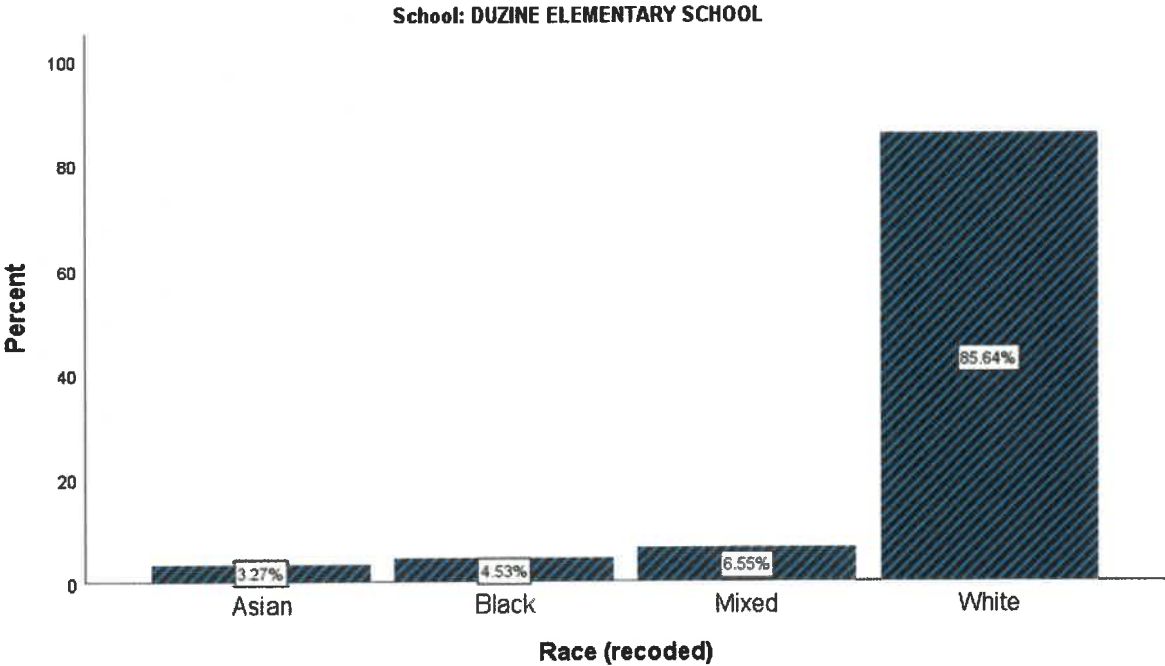
To Our Community

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. We will continue to receive input and will work toward broadening this document based on that input.

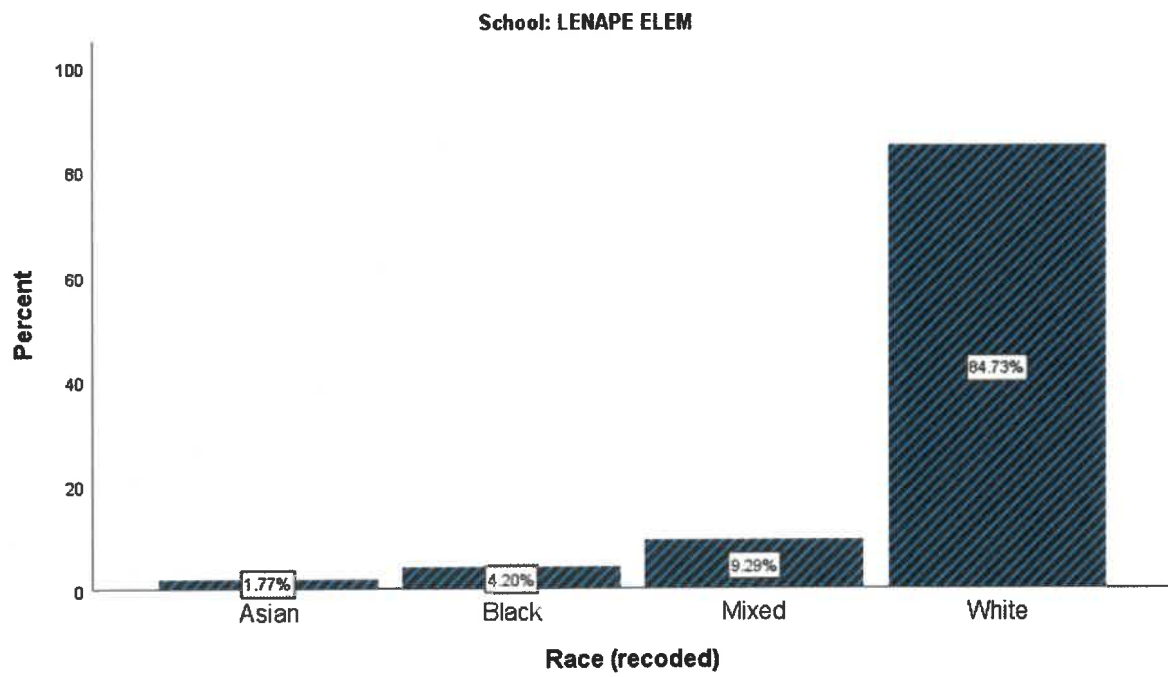
Elementary School Data Summaries 2017-18

Demographic Data

DUZINE



LENAPE



Duzine Elementary: School Race x Socioeconomic Status

		Race			
		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Status	FRL	61.5%*	38.9%	34.6%	21.8%*
	Not FRL	38.5%*	61.1%	65.4%	78.2%*

* The FRL status of White students is significantly lower than Asian students ($p < .05$)

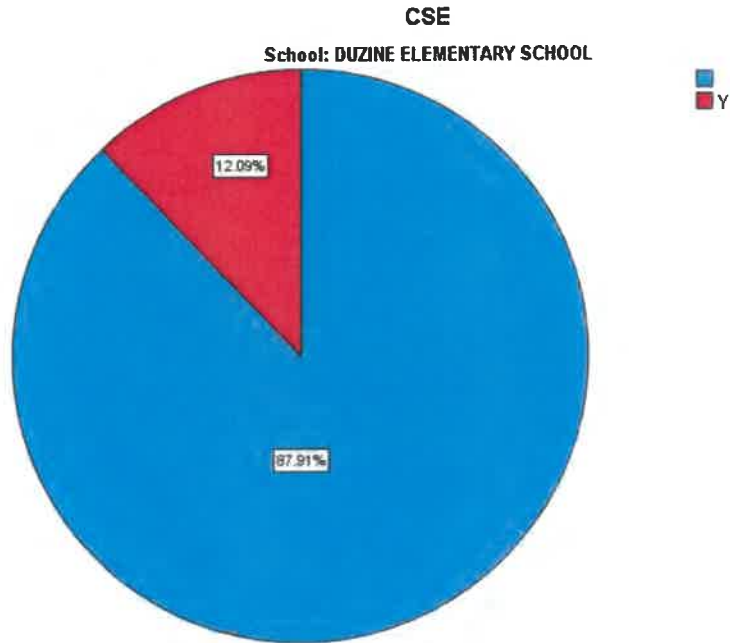
Lenape Elementary: School Race x Socioeconomic Status

		Race			
		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Status	FRL	50.0%	57.9%*	26.2%	21.1%*
	Not FRL	50.0%	42.1%*	73.8%	78.9%*

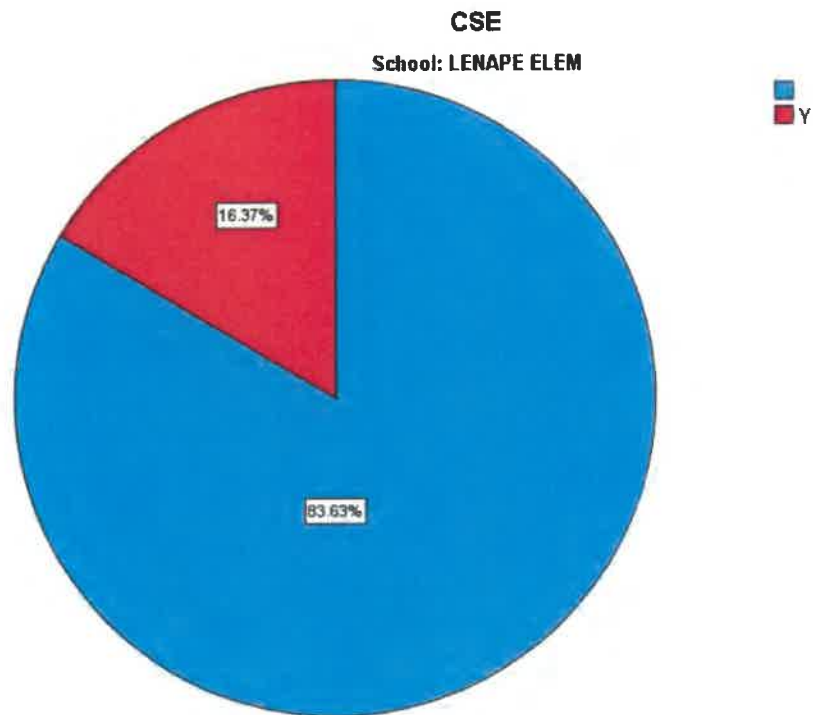
* The FRL status of White students is significantly lower than Black students ($p < .05$)

Students with IEP

DUZINE

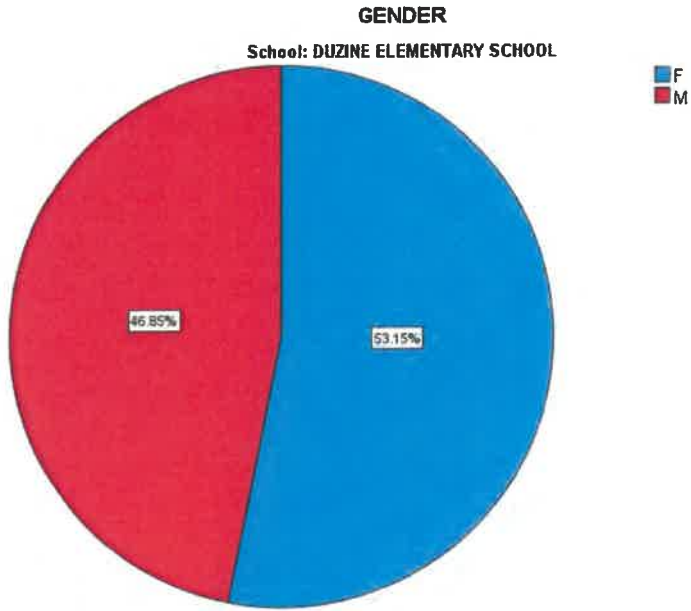


LENAPE

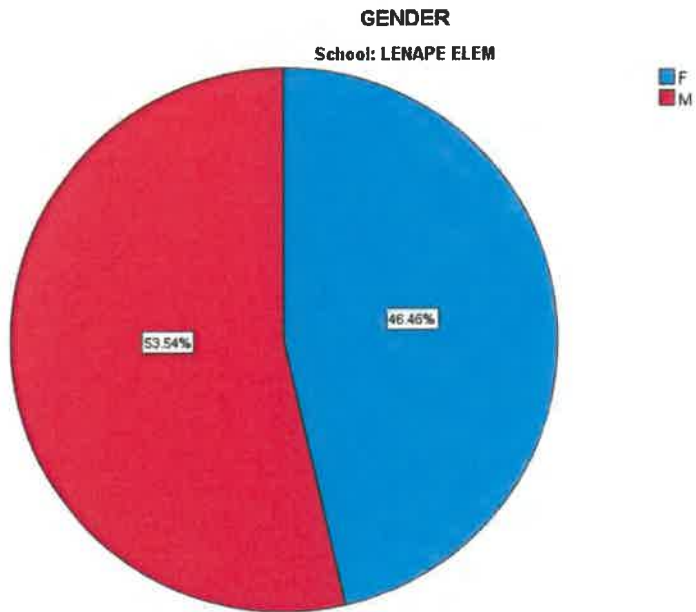


Gender

DUZINE

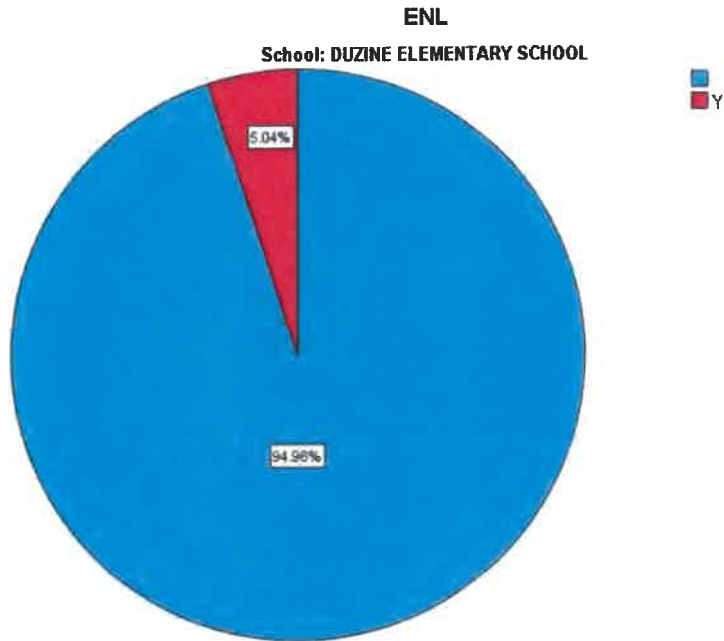


LENAPE

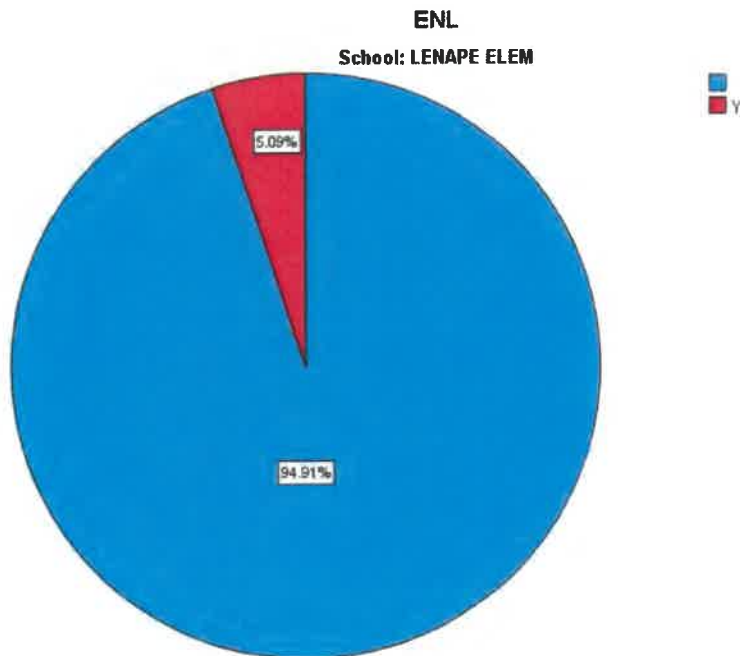


English Language Learners

DUZINE



LENAPE



Tests of Significance: Running Record By Race

DUZINE ELEMENTARY SCHOOL

		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
End of Year Running Record Level*1	Early Emergent	8.3%	11.8%	23.1%	15.9%
	Emergent	50.0%	47.1%	34.6%	37.5%
	Early fluent	33.3%	41.2%	30.8%	38.4%
	Fluent	8.3%	0.0%	11.5%	8.2%

**No significant differences*

LENAPE ELEMENTARY SCHOOL

		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
End of Year Running Record Level*	Early Emergent	0.0%	0.0%	0.0%	0.0%
	Emergent	0.0%	0.0%	2.4%	2.1%
	Early fluent	28.6%	15.8%	7.1%	15.7%
	Fluent	71.4%	84.2%	90.5%	82.2%

**No significant differences*

Behavior Data

DUZINE ELEMENTARY SCHOOL

	Asian	Black	Mixed	White
	Mean	Mean	Mean	Mean
Tardies	4	8	7	6
Unexcused Absences	11	9	8	6
Excused Absences	3	3	3	5

LENAPE ELEMENTARY SCHOOL

	Asian	Black	Mixed	White
	Mean	Mean	Mean	Mean
Tardies	3	3	7	6
Unexcused Absences	11	7	9	7
Excused Absences	3	3	3	4

Tests of Significance: Special Education Status
By Race, Gender, English Language Learner Status and
Socio-economic Status

DUZINE ELEMENTARY SCHOOL

		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Special Education Status*	No IEP	100.0%	77.8%	84.6%	88.2%
	IEP	0.0%	22.2%	15.4%	11.8%

**No significant differences*

LENAPE ELEMENTARY SCHOOL

		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Special Education Status*	No IEP	100.0%	73.7%	85.7%	83.6%
	IEP	0.0%	26.3%	14.3%	16.4%

**No significant differences*

DUZINE ELEMENTARY SCHOOL

		GENDER	
		Females	Males
		Column N %	Column N %
Special Education Status*	No IEP	90.5%	84.9%
	IEP	9.5%	15.1%

**No significant differences*

LENAPE ELEMENTARY SCHOOL

		GENDER	
		Females	Males
		Column N %	Column N %
Special Education Status	No IEP	89.0%	78.9%
	IEP	11.0%	21.1%*

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

DUZINE ELEMENTARY SCHOOL

		English Language Learners	
		Not ELL	ELL
		Column N %	Column N %
Special Education Status*	No IEP	88.3%	80.0%
	IEP	11.7%	20.0%

**No significant differences*

LENAPE ELEMENTARY SCHOOL

		English Language Learners	
		Not ELL	Not ELL
		Column N %	Column N %
Special Education Status*	No IEP	84.1%	73.9%
	IEP	15.9%	26.1%

**No significant differences*

DUZINE ELEMENTARY SCHOOL

		Free and Reduced Lunch Status	
		Not FRL	FRL
		Column N %	Column N %
Special Education Status*	No IEP	91.6%	76.5%
	IEP	8.4%	23.5%

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

LENAPE ELEMENTARY SCHOOL

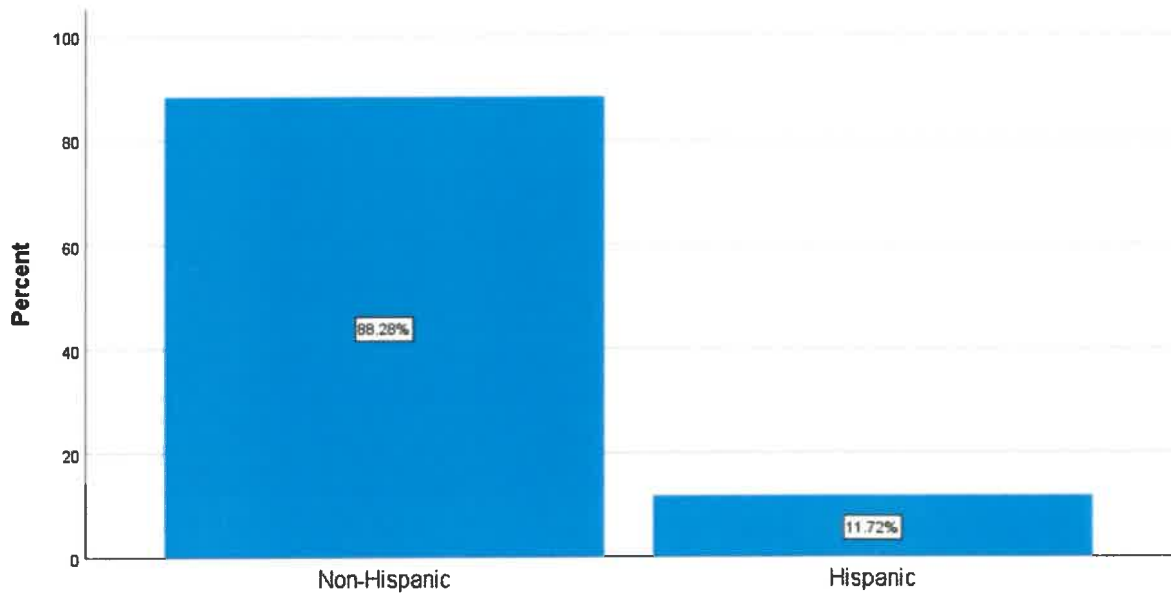
		Free and Reduced Lunch Status	
		Not FRL	FRL
		Column N %	Column N %
Special Education Status*	No IEP	85.8%	76.6%
	IEP	14.2%	23.4%

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

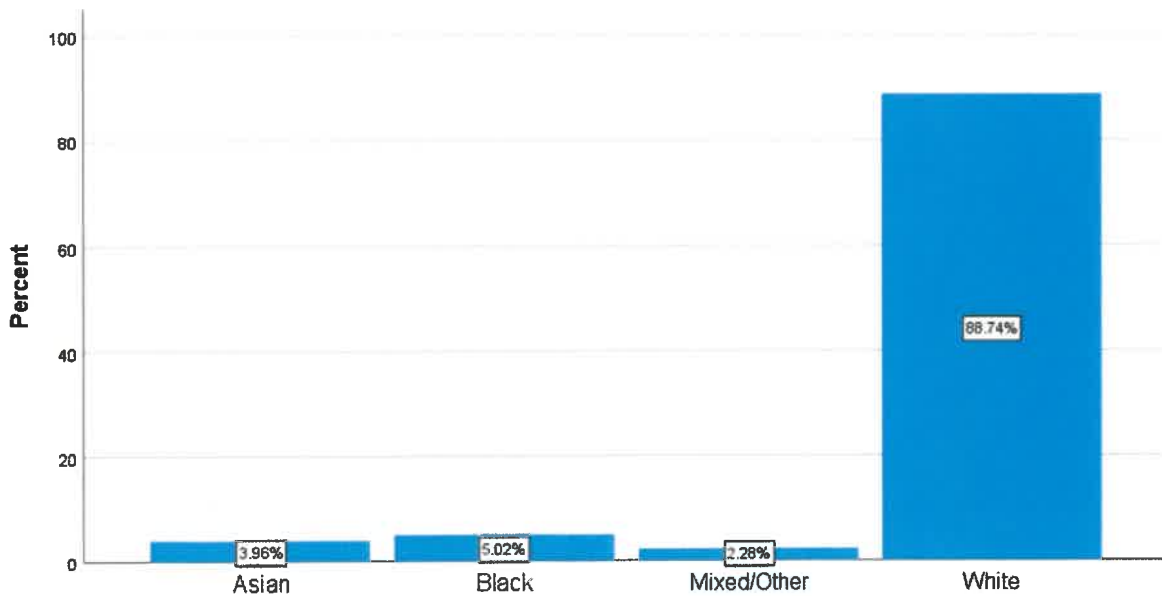
Middle School and High School Data Summaries 2017 – 2018

Demographic Data

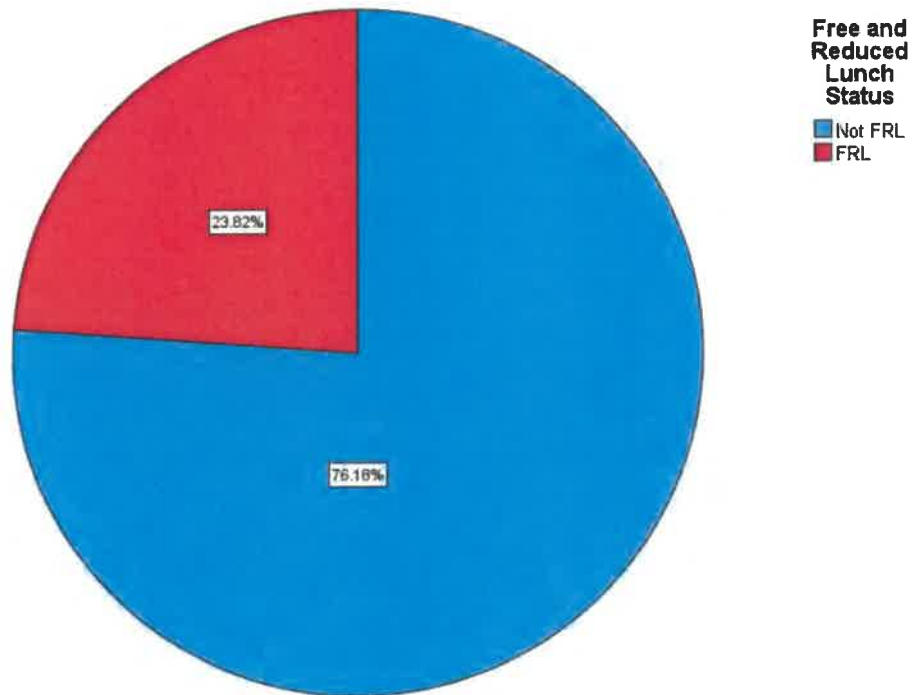
Ethnicity: Middle School and High School Combined



Race: Middle School and High School Combined



Free and Reduced Lunch: Middle School and High School Combined



Middle School High School Combined x Socioeconomic Status

Status	Race			
	Asian Column N %	Black Column N %	Mixed/Other Column N %	White Column N %
FRL	40.4%*	50.0%*	36.7%	21.3%*
Not FRL	59.6%*	50.0%*	63.3%	78.7%*

* The FRL status of White students is significantly lower than Asian or Black student populations ($p < .05$)

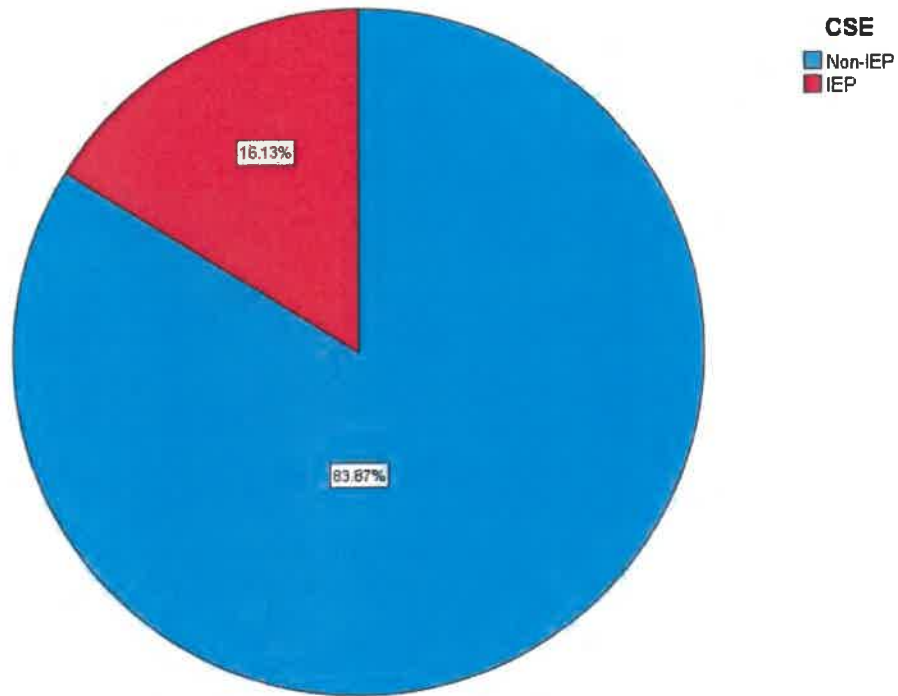
Socio-economic Status by Ethnicity and Race

	FRL														
	Not FRL					FRL									
	Non-Hispanic		Hispanic			Non-Hispanic		Hispanic							
	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White			
MS	11	<5	8	323	<5	<5	<5	26	9	12	<5	81	<5	<5	28
HS	20	28	5	526	<5	<5	<5	43	12	18	6	94	<5	<5	45

Special Education Status by Ethnicity and Race

	IEP														
	Non-IEP					IEP									
	Non-Hispanic		Hispanic			Non-Hispanic		Hispanic							
	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White			
MS	18	13	10	334	<5	<5	<5	39	<5	<5	<5	70	<5	<5	15
HS	31	34	9	538	<5	<5	<5	67	<5	12	<5	82	<5	<5	21

Students with IEP Middle School and High School Combined



Students with IEP Middle School and High School

	CSE			
	Non-IEP		IEP	
	Row N %	Count	Row N %	Count
MS	81.9%	420	18.1%	93
HS	85.1%	682	14.9%	119

Tests of Significance: Special Education Status By Gender/Race

		Females				Males			
		Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White
		Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %
Special Education Status	Non-IEP	90.30%	82.10%	91.70%	87.30%	100.00%	68.40%	83.30%	80.70%
	IEP	9.70%	17.90%	8.30%	12.70%	0.00%	31.60%	16.70%	19.30%

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

		GENDER	
		Female	Male
		Column N %	Column N %
Special Education Status	Non-IEP	87.3%	80.7%
	IEP	12.7%	19.3%

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

		Ethnicity	
		Non-Hispanic	Hispanic
		Column N %	Column N %
Special Education Status	Non-IEP	85.1%	74.7%
	IEP	14.9%	25.3%

**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	84.4%	62.5%
	IEP	15.6%	37.5%

**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	88.1%	70.3%
	IEP	11.9%	29.7%

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

Behavior and Achievement Data

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Tardies	8.514	9.589	7.333	9.324
Unexcused Absences	10.388	10.414	8.964	9.060
Excused Absences	4.577	4.400	4.412	4.277
Cumulative in School Suspension	5.000	1.923	1.000	1.764
Cumulative Out of School Suspension	1.500	1.667	7.000	1.479
Q4 GPA	88.408	79.444*	85.833	86.707
Math final course grade 17-18	85.620	76.180*	84.862	82.163
English final course grade 17-18	86.837	78.571**	85.037	85.136

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

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

Achievement Data Regents Scores by Race

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
ELA Regents Score	80	65*	84	83*

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

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Algebra Regents Score	80*	70*	77	78*

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

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Global Regents Score*	87	75	86	84

**No significant differences*

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Earth Science Regents Score	85	69*	81	83*

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

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Living Environment Regents Score*	87	75	72	83

**No significant differences*

Advanced Placement Data Course and Summary

AP US History Course Grade Mean

AP US History Exam Score	1	84.7
	2	84.8
	3	89.1
	4	92.7
	5	94.8

AP European History Course Grade Mean

AP European History Exam Score	1	77.0
	2	86.3
	3	91.2
	4	93.9
	5	98.3

AP English Course Grade Mean

AP English Exam Score	2	85.2
	3	87.6
	4	91.7
	5	94.7

Conclusions

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

Special Education Status

Lenape Elementary School:

Gender (Male students have a significantly higher IEP percentage than females.)

Duzine and Lenape Elementary Schools:

Class (Students with free and reduced lunch have a significantly higher percentage of IEP.)

New Paltz Middle School and New Paltz High School:

Ethnicity (Hispanic students have a significantly higher percentage of IEP.)

Class (Students with free and reduced lunch have a significantly higher percentage of IEP.)

Gender (Male students have a significantly higher IEP percentage than females.)

English Language Learner Status (Students who are English Language Learners have a significantly higher percentage of IEP.)

Student Achievement

New Paltz Middle School and New Paltz High School:

Grade Point Average by Race (Black student group GPA is significantly lower than the GPA of other student groups. Black student group GPA is significantly lower than Asian and White student groups' GPA.)

Regents Scores by Race

Common Core ELA Regents (Black student group average is significantly lower than White student group average.)

Algebra Regents (Black student group average is significantly lower than Asian and White student group average.)

Earth Science (Black student group average is significantly lower than White student group average.)

Comparative Data

In comparing findings from the Equity Report Card data for the 2016-2017 and 2017-2018 school years, it is noted that repeated disproportionality exists in the following areas:

Classification Rate:

Male students, English Language Learners, Hispanic students, and students with free and reduced lunch.

Note: While the 2017-2018 data do not demonstrate that Black students have a significantly higher percentage of IEP, the 2017-2018 data do demonstrate that Black students have a significantly higher percentage of free and reduced lunch. Thus while race does not have a direct link to classification, it may be mediated as a result of the free and reduced lunch status.

Achievement Data:

Black students—Middle and High School GPA, Earth Science Regents Scores

Disproportionalities from the first Equity Report Card not repeated include:

- Black male classification rate.
- Black student achievement on the Global Studies Regents Exam.

As we begin tracking the data for longitudinal trends, a second year of disproportionality in a particular student outcome is important to note. The indication is that the results may not be due to the make-up of an individual cohort but rather to an alternative input.

For this reason, high priority will be afforded to corrective action plans which address these repeated disproportionalities.

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 the performance of each school district against the State's targets. New Paltz has met, 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. The New Paltz Central School District has not been cited by the New York State Education Department for any disparity in achievement based on student subgroups.

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.