

**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.**

**2018 – 2019 School Year  
Published February 2020**

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## Clarifications

**Equity:** Within this report, 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 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.

**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, 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. In the past, students and families were required to apply for free and reduced lunch. Currently, this requirement has changed and many families do not need to “opt in.” They only need to “opt out.” More details about this change are included in the “Conclusions” section. 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 English Language Learners and Multilingual Learners are not only developing English skills but becoming bi-literate or, in some cases, multilingual students.

## 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 that time. Where these statistically significant differences are found for more than one year, an action plan is created 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, a number of New Paltz Central School District Students have refused to take the Grades 3 – 8 ELA and Math Assessments. The chart below demonstrates refusal rates for the 2015 – 2016, 2016 – 2017, 2017 – 2018, and 2018 – 2019 school years. For the 2018 – 2019 school year, in all cases, the number of refusals are decreasing. Yet, overall, the percentages remain high, ranging from 34% to 75%.

<b>New Paltz Central School District Refusal Information</b>				
<b>English Language Arts and Math - New York State Assessments</b>				
<b>Grade Level</b>	<b>Percentage of Students Refusing 2015 - 2016</b>	<b>Percentage of Students Refusing 2016 - 2017</b>	<b>Percentage of Students Refusing 2017 - 2018</b>	<b>Percentage of Students Refusing 2018 - 2019</b>
<b>Lenape Elementary School</b>				
Grade 3	52	54	49	34
Grade 4	63	56	53	50
Grade 5	60	64	55	51
<b>New Paltz Middle School</b>				
Grade 6	66	63	62	48
Grade 7	66	76	72	66
Grade 8	67	72	79	75

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 are data related to our internal literacy benchmark assessment; specifically, the Fountas and Pinnell Benchmark Assessment.

### Graduation Rates:

During the 2018 – 2019 school year, 95% 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. For the 2018 – 2019 school year, also reported in this section are tests of significance for Suspension v IEP status and Race v FRL status.

### **Enrollment Data:**

Statistics related to the enrollment of students in Advanced Placement Courses and Grade 7 Accelerated Science. These statistics are disaggregated by race.

### **Corrective Action Undertaken During the 2018 – 2019 School Year:**

#### Earth Science Regents

For the 2016 – 2017 and 2017 – 2018 school years, the data in the Equity Report indicated a statistically significant difference in the achievement level of black students as compared to their white peers. This finding over the course of two years led to concerns that the significant difference was likely not cohort specific.

*The following action steps were taken:*

Ulster BOCES Psychometrician led teachers through a question by question analysis for the June 2016, June 2017, and June 2018 Earth Science Regents Exams. Specifically, the analysis looked for statistically significant differences with regard to the success of student groups on each question with a focus on which skills were being taught. This analysis led to the conclusion that for those questions which required the use of a resource and those questions which required the interpretation of data there was a statistically significant lower success rate for black students as opposed to their white peers.

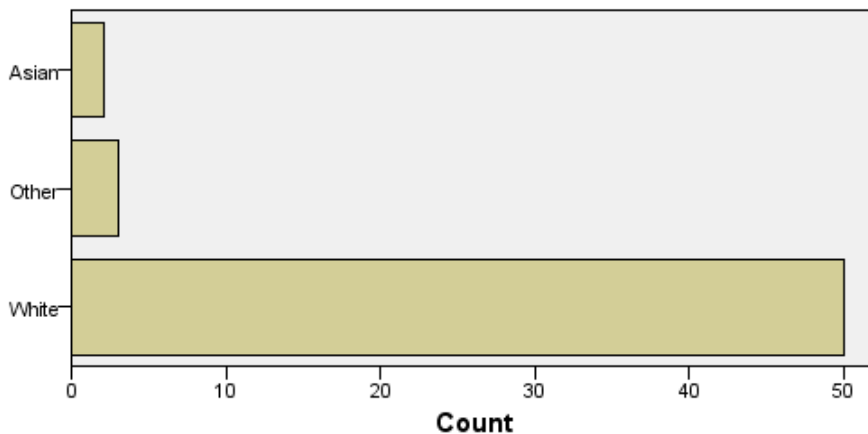
This type of analysis provided teachers with specific and actionable information. In terms of lesson planning, teachers could differentiate with this information in mind.

Additionally, statistical modeling was conducted to look back into the academic history and pathways of students. This modeling demonstrated that, barring any demographic, students who entered an accelerated science pathway in Grade 7, went on to achieve proficiency on the Earth Science Regents.

The obvious next step was to look at Grade 7 accelerated science class enrollment data over the past several years.

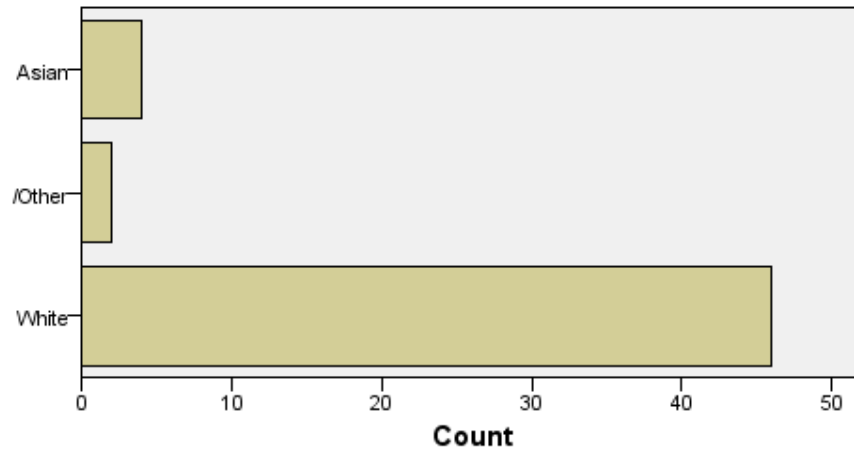
See below.

Accelerated Grade 7 Science 2019

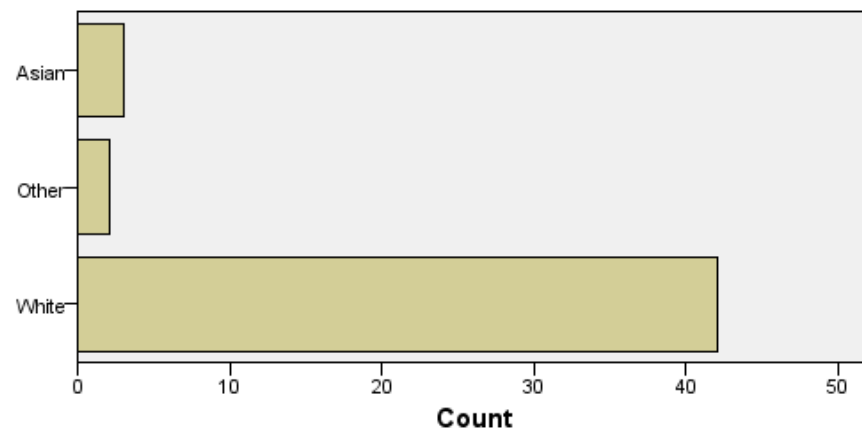




### Accelerated Grade 7 Science 2018



### Accelerated Grade 7 Science 2017



NOTE: There were no black students enrolled in Grade 7 accelerated science in the school years depicted in the above charts.

Taken together—

- The low (no) enrollment of black students in Grade 7 Science Acceleration and,
- The demonstrated success on the Earth Science Regents by those students who entered Grade 7 Science Acceleration,

Point to a corrective measure: A more inclusive practice around entrance into Grade 7 accelerated courses.

In the 2019 – 2020 School year, open enrollment for Grade 7 accelerated courses was implemented. 40% of the black students in Grade 7 are enrolled in the accelerated Science Course. Data related to this change will continue to be monitored.

Another item discussed during the Earth Science Regents analysis session included creating an Earth Science Academic Intervention Services Lab. More thought around this is necessary for several reasons. The students behind the data are not incoming students. The target population are black students. To provide an academic intervention service to black students based on trend data could result in exclusionary practices. Therefore, our focus for this year remained on changing practices and program.

### Over classification

During the 2016 – 2017 and 2017 – 2018 school years, all non-white student groups were classified for special education at a statistically significant higher rate. In order to correct this trend, a review of Response to Intervention practices was initiated. This was an important first step as Response to Intervention is meant to guard against such over classification. Further support for the decision to review Response to Intervention practices included a steep spike in the overall classification rates in the NPCSD as reported by the New York State Education Department. Additionally, in the 2018 – 2019 school year, Premier College Guidance (PC&G), an independent auditor, reviewed the NPCSD Guidance Department. A priority recommendation called for more robust written Response to Intervention protocols.

### *The following action steps were taken:*

In the 2018 – 2019 school year, all staff were provided with a refresher/overview of Response to Intervention.

In the 2019 – 2020 school year, staff have been engaging in developing a comprehensive NPCSD Response to Intervention Handbook. A draft of the handbook has been circulated to staff. A final version is expected to be completed by early February 2020. A presentation to the Board is scheduled for spring 2020.

In the 2018 – 2019 school year, the English as a New Language (ENL) Department articulated a smart goal to reduce the over classification of ELL students. The

main strategy employed was to examine and bolster Response to Intervention Strategies. Data indicate that these efforts did indeed result in ELL students no longer being over classified at both Duzine and Lenape. The actual data are reported in this document in the tables that follow.

Improvement in over-classification rates for the 2018 – 2019 school year were also noted at Duzine as black students were no longer classified at a statistically significant higher rate than their white peers.

#### Quarter 4 Grade Point Average

Also noted in previous Equity Reports was a statistically significant difference in the quarter 4 grade point average for black students when compared to their white peers.

*The following action steps were taken:*

A review of student transcripts revealed certain courses contributed to academic outcome differences. Upon review of grades in those courses, it appeared that performance outcomes in Q4 could be related to the grading of formative assessments. This investigation will continue in the 2019 – 2020 school year to gain actionable insights.

In the 2019 – 2020 school year, scheduling practices will be reviewed in an effort to discover additional barriers toward achievement for traditionally marginalize students.

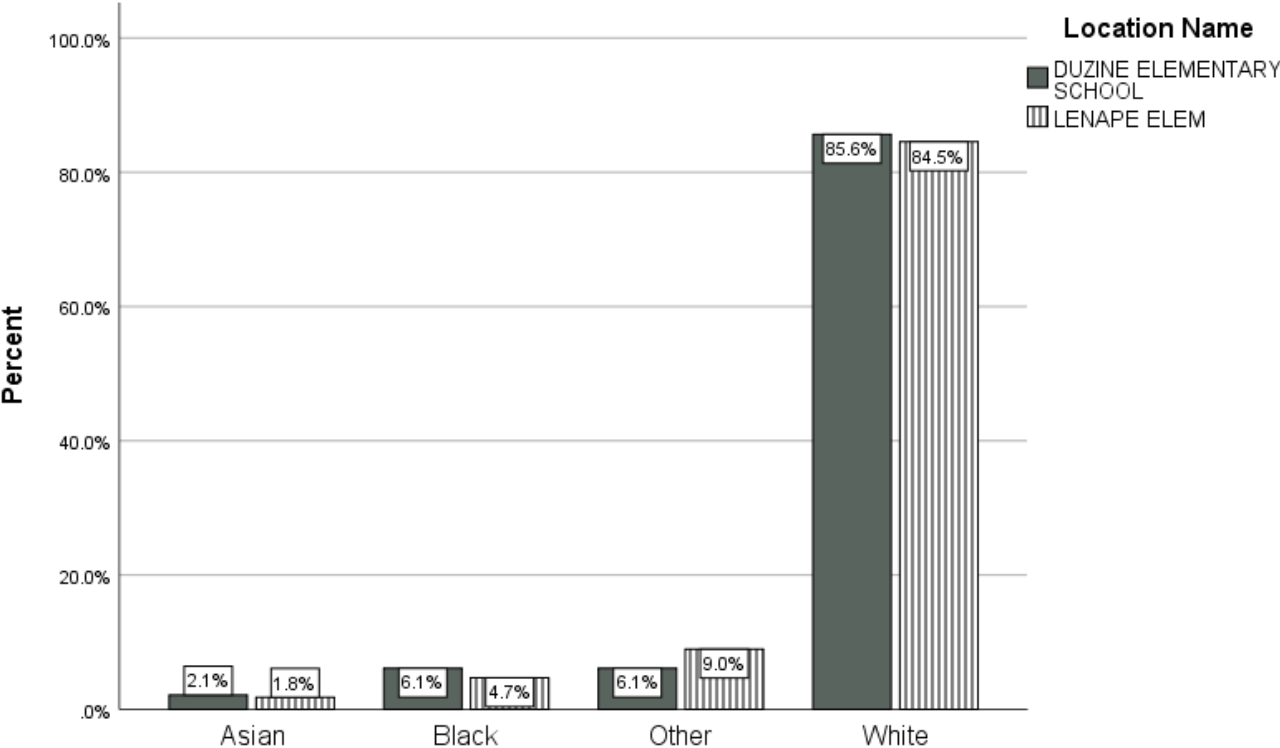
#### *To Our Community*

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 2018-19

## Demographic Data 2018 - 2019

### Race Distributions



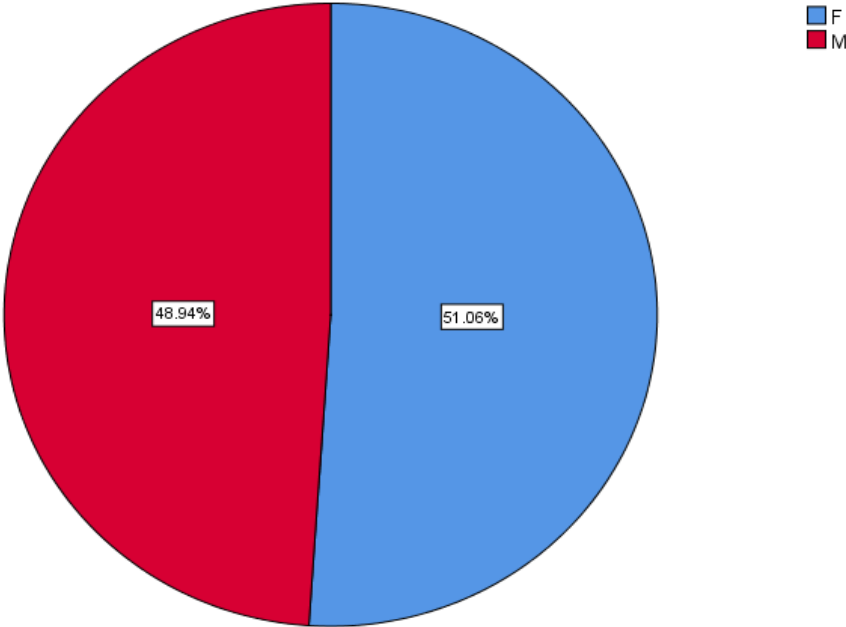
## Ethnicity Distributions

	Non-Hispanic				Hispanic		
	Asian Count	Black Count	Other Count	White Count	Black Count	Other Count	White Count
DUZINE ES	8	17	21	282	6	<5	40
LENAPE ES	8	16	35	334	5	5	43

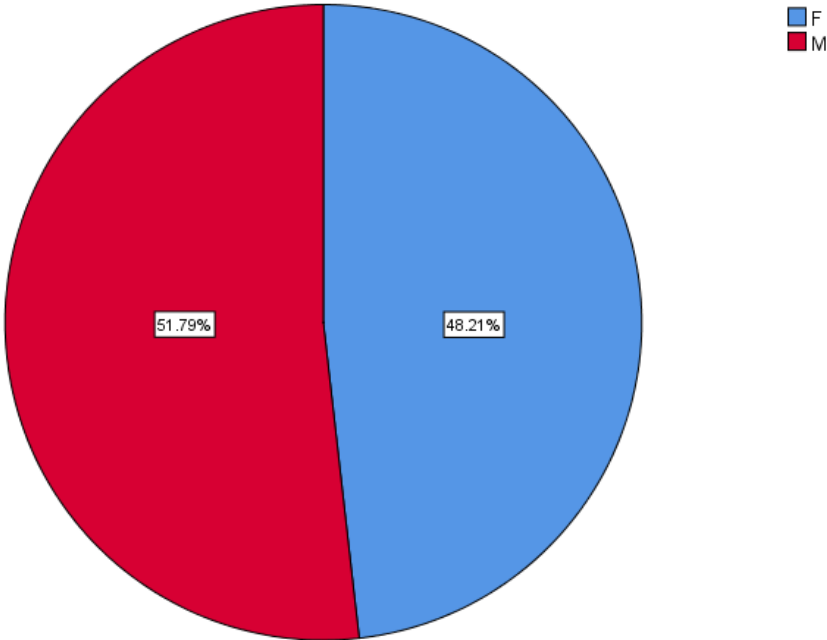
# Gender Distributions

2018 - 2019

## DUZINE ELEMENTARY



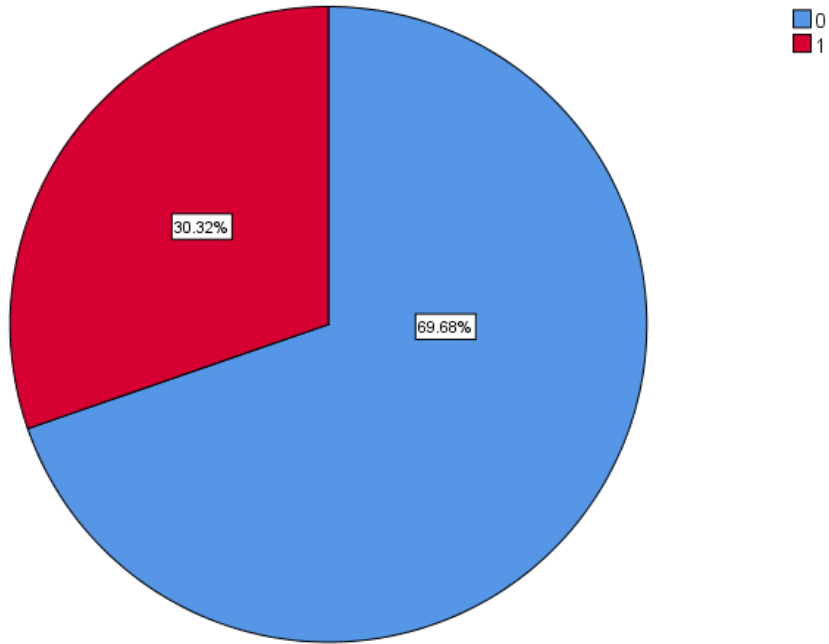
## LENAPE ELEMENTARY



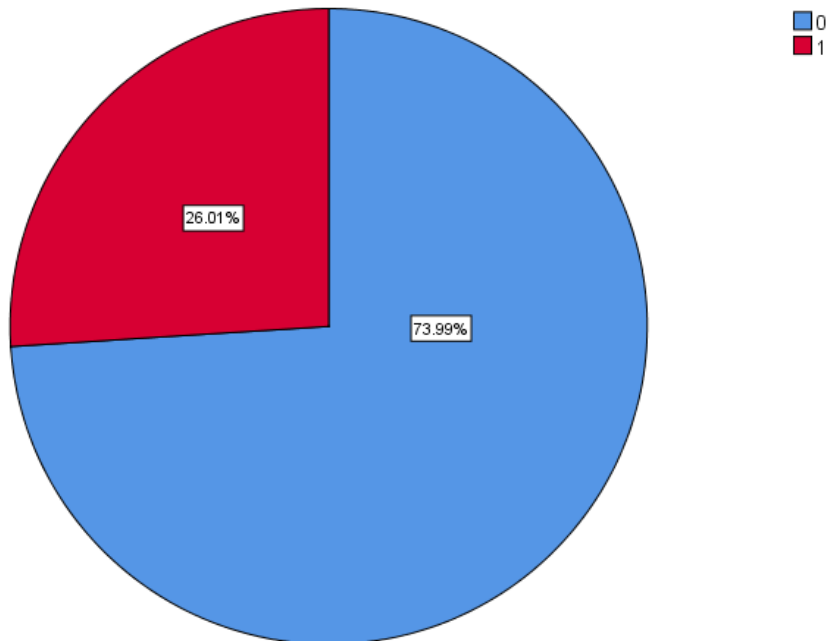
**Free and Reduced Lunch (FRL) Status Distributions  
2018 - 2019**

**(1 = receiving FRL; 0 = not receiving FRL)**

**DUZINE ELEMENTARY**



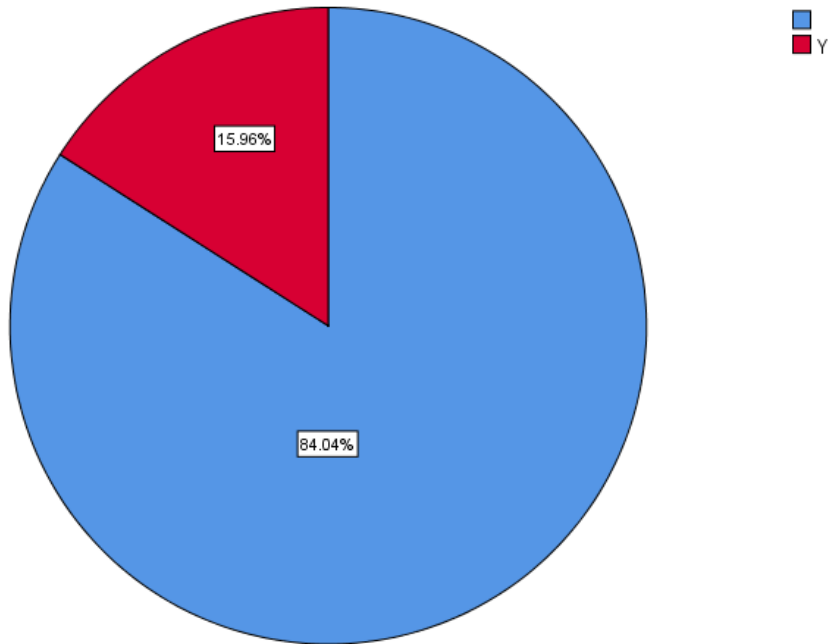
**LENAPE ELEMENTARY**



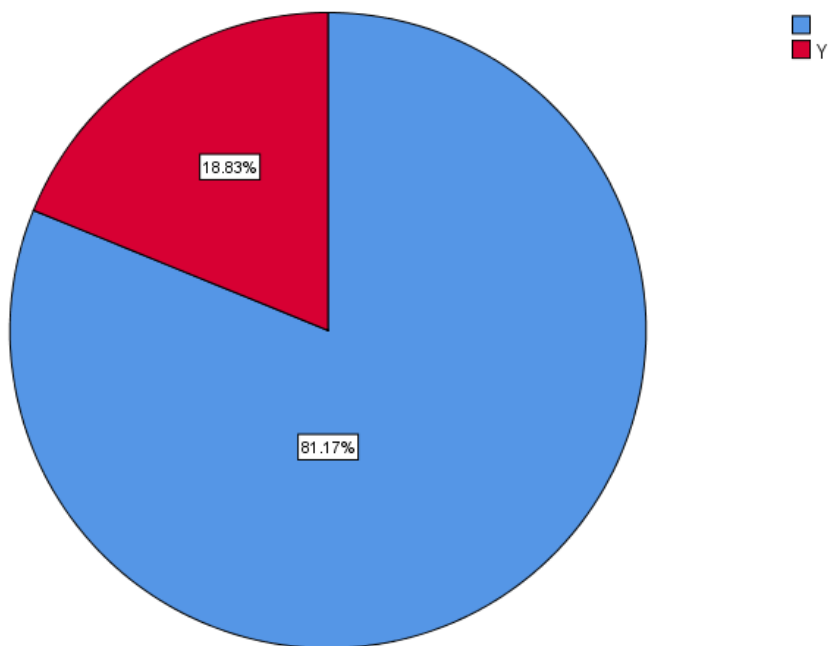
# Special Education Status Distributions

2018 - 2019

## DUZINE ELEMENTARY



## LENAPE ELEMENTARY





**Tests of Significance:**  
**Academic Data (2018 – 2019)**

**DUZINE ELEMENTARY**

		Race			
		Asian	Black	Other	White
		Column N %	Column N %	Column N %	Column N %
Running Record Level*	Early Emergent	12.5%	26.3%	13.0%	16.7%
	Emergent	25.0%	15.8%	30.4%	38.1%
	Early Fluent	62.5%	47.4%	47.8%	36.2%
	Fluent	0.0%	10.5%	8.7%	9.0%

*\*No significant differences*

**LENAPE ELEMENTARY**

		Race			
		Asian	Black	Other	White
		Column N %	Column N %	Column N %	Column N %
Running Record Level	Early Emergent	0.0%	0.0%	0.0%	0.0%
	Emergent*	0.0%	0.0%	5.0%*	0.5%*
	Early Fluent	25.0%	20.0%	7.5%	11.7%
	Fluent	75.0%	80.0%	87.5%	87.8%

*\*Other race category students have a significantly higher percent of emergent readers than White students ( $p < .05$ ).*

**Tests of Significance: Special Education Status**  
**By Race, Gender, English Language Learner Status and**  
**Socio-economic Status**  
**2018 - 2019**

**DUZINE ELEMENTARY**

		Asian	Black	Other	White
		Column N %	Column N %	Column N %	Column N %
CSE*	no	100.0%	78.3%	82.6%	84.2%
	yes	0.0%	21.7%	17.4%	15.8%

*\*No significant differences*

**LENAPE ELEMENTARY**

		Asian	Black*	Other	White*
		Column N %	Column N %	Column N %	Column N %
CSE	no	100.0%	57.1%	77.5%	82.5%
	yes	0.0%	42.9%	22.5%	17.5%

*\*Black students have a significantly higher IEP percentage than White students (p<.05).*

## DUZINE ELEMENTARY

		GENDER	
		Females*	Males*
		Column N %	Column N %
CSE	no	89.1%	78.8%
	yes	10.9%	21.2%

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

## LENAPE ELEMENTARY

		GENDER	
		Females*	Males*
		Column N %	Column N %
CSE	no	88.4%	74.5%
	yes	11.6%	25.5%

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

## DUZINE ELEMENTARY

		ENL	
		N	Y
		Column N %	Column N %
CSE*	no	84.7%	63.6%
	yes	15.3%	36.4%

*\*No significant differences*

## LENAPE ELEMENTARY

		ENL	
		N	Y
		Column N %	Column N %
CSE*	no	81.3%	75.0%
	yes	18.7%	25.0%

*\*No significant differences*

## DUZINE ELEMENTARY

		FRL	
		No*	Yes*
		Column N %	Column N %
CSE	no	87.0%	77.2%
	yes	13.0%	22.8%

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

## LENAPE ELEMENTARY

		FRL	
		No*	Yes*
		Column N %	Column N %
CSE	no	85.8%	68.1%
	yes	14.2%	31.9%

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

**Tests of Significance**  
**Factors that Impact Academic Achievement**  
**2018 - 2019**

**DUZINE ELEMENTARY SCHOOL**

	Asian Mean	Black Mean	Other Mean	White Mean
Tardies	6	8	4	5
Unexcused Absences*	6	10*	6	6*
Excused Absences	3	4	4	6

*\*Black students have a significantly higher average of cumulative unexcused absences than White students ( $p < .05$ ).*

**LENAPE ELEMENTARY\***

	Asian Mean	Black Mean	Other Mean	White Mean
Tardies	3	7	8	8
Unexcused Absences	5	5	8	7
Excused Absences	1	2	3	4

*\*No significant differences*

### DUZINE ELEMENTARY SCHOOL: Race x Socioeconomic Status

		Asian	Black	Other	White
		Column N %	Column N %	Column N %	Column N %
Status	Not FRL	37.5%	30.4%	69.6%	73.3%
	FRL	62.5%	69.6%	30.4%	26.7%

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

### LENAPE ELEMENTARY SCHOOL: Race x Socioeconomic Status

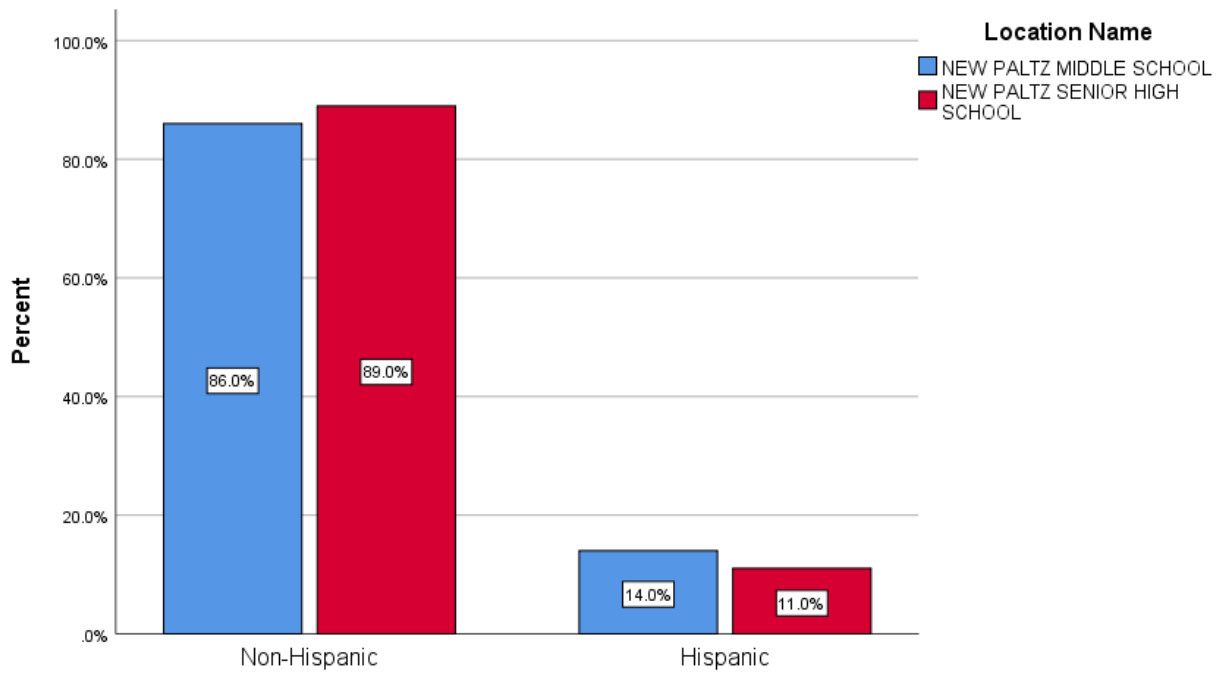
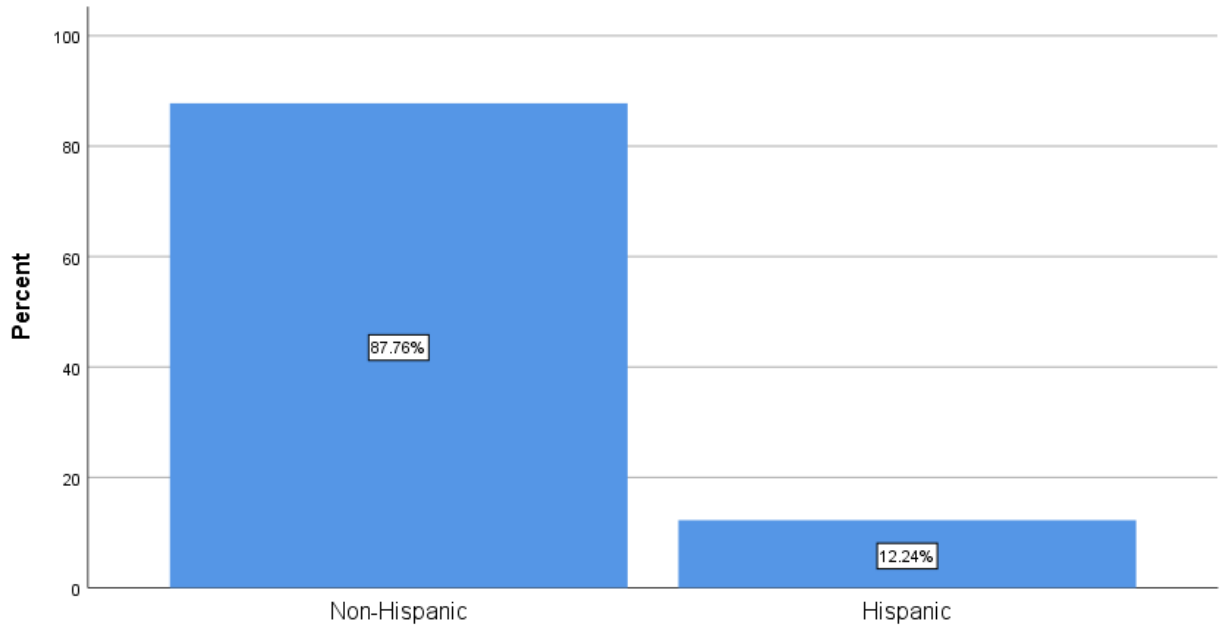
		Asian	Black	Other	White
		Column N %	Column N %	Column N %	Column N %
Status	Not FRL	25.0%	38.1%	65.0%	78.0%
	FRL	75.0%	61.9%	35.0%	22.0%

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

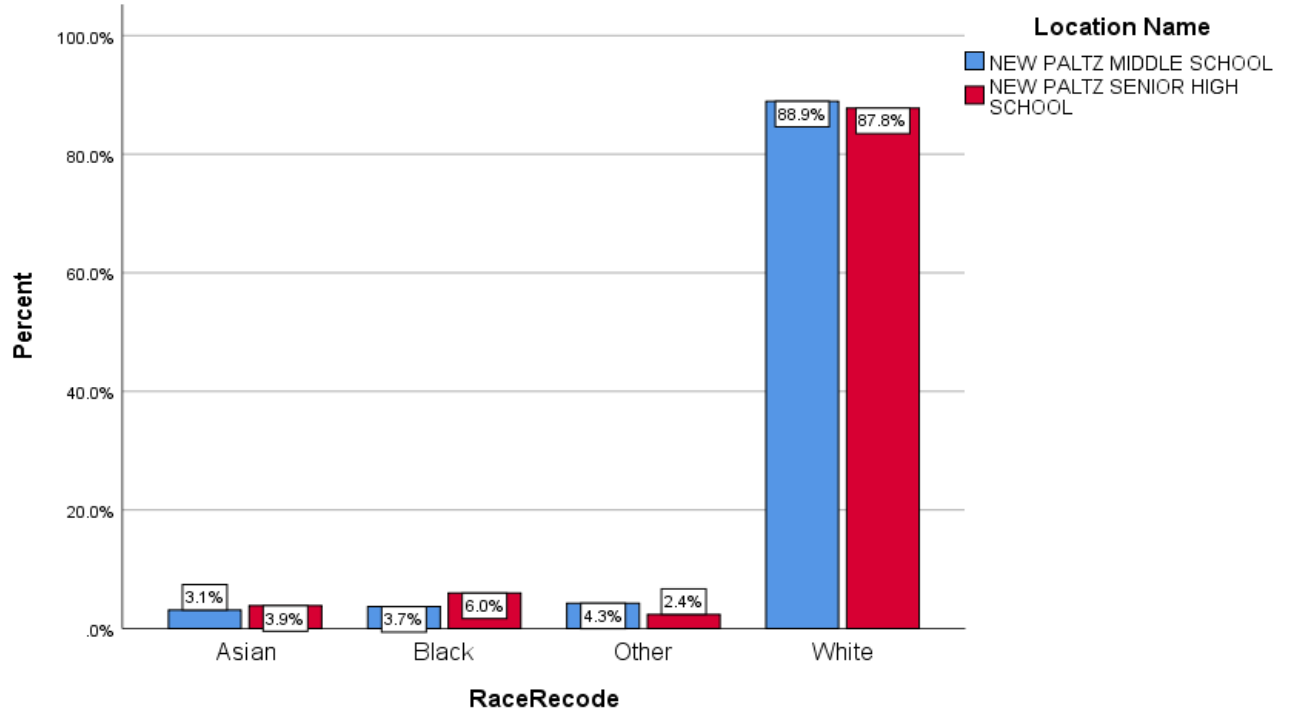
# Middle School and High School Data Summaries 2018-19

## Demographic Data

### Ethnicity

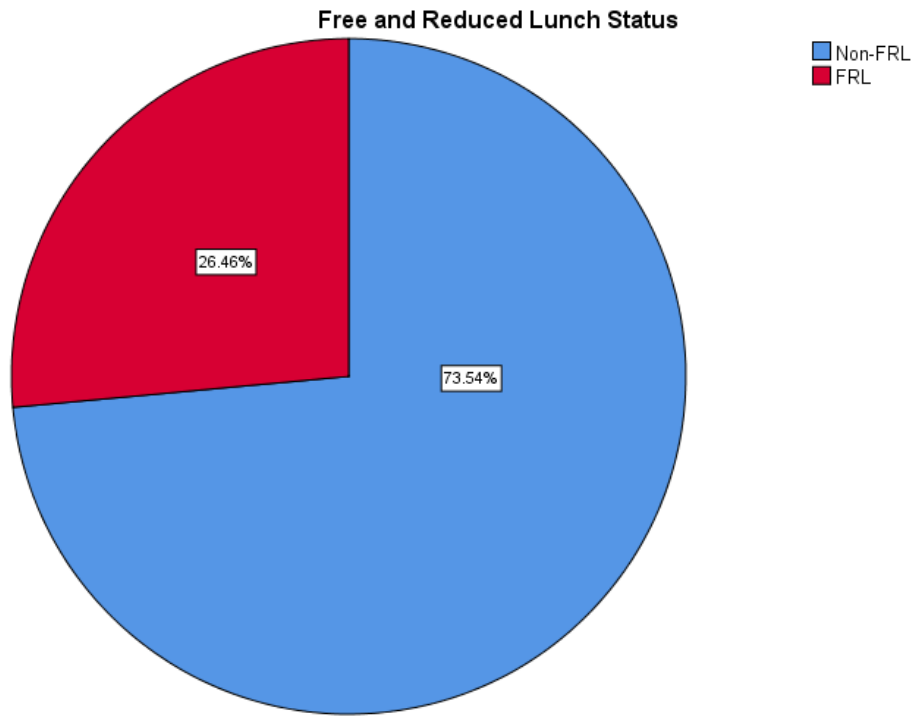


# RACE



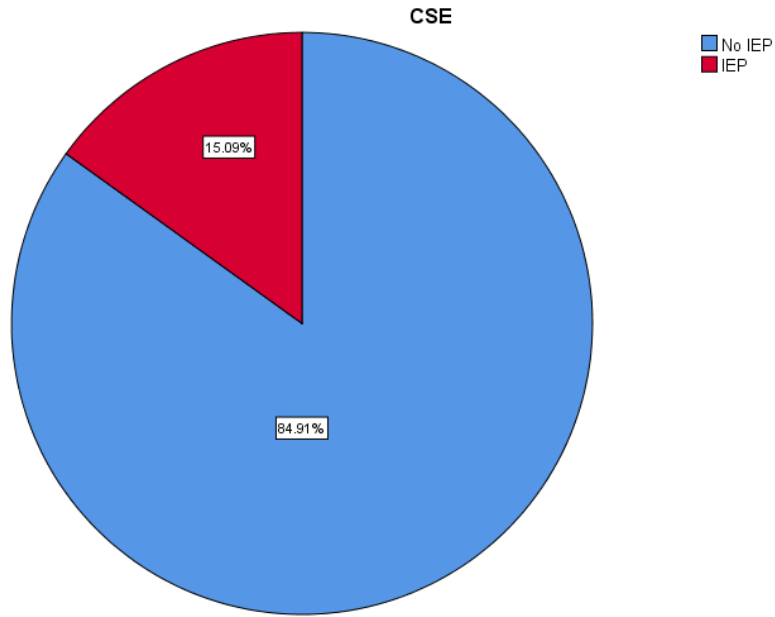


**Free and Reduced Lunch (FRL) Status Distributions**  
**New Paltz Middle School and High School**  
**2018 - 2019**



	Non-FRL								FRL							
	Non-Hispanic				Hispanic				Non-Hispanic				Hispanic			
	Asian	Black	Other	White	Asian	Black	Other	White	Asian	Black	Other	White	Asian	Black	Other	White
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
MS	8	5	14	306	<5	<5	<5	34	8	10	5	86	<5	<5	<5	31
HS	15	24	7	479	<5	<5	<5	32	14	19	7	104	<5	<5	<5	45

**Special Education Status Distributions**  
**New Paltz Middle School and High School**  
**2018 – 2019**



	No IEP		IEP	
	Count	Row N %	Count	Row N %
NEW PALTZ MIDDLE SCHOOL	420	81.7%	94	18.3%
NEW PALTZ SENIOR HIGH SCHOOL	655	87.1%	97	12.9%

	No IEP								IEP							
	Non-Hispanic				Hispanic				Non-Hispanic				Hispanic			
	Asian	Black	Other	White	Asian	Black	Other	White	Asian	Black	Other	White	Asian	Black	Other	White
MS	14	13	17	328	<5	<5	<5	44	<5	<5	<5	64	<5	<5	<5	21
HS	28	33	11	516	<5	<5	<5	63	<5	10	<5	67	<5	<5	<5	14

**Tests of Significance: Special Education Status**  
**by Gender/Race (2018 – 2019)**

	Females				Males			
	Asian	Black	Other	White	Asian	Black	Other	White
	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %
No IEP	89.3%	85.2%	86.7%	88.6%	100.0%	67.6%	84.0%	81.9%
IEP	10.7%	14.8%	13.3%	11.4%	0.0%	32.4%	16.0%	18.1%

**Tests of Significance: Special Education Status**  
**By Gender and by Ethnicity (2018 – 2019)**

		GENDER	
		F	M
		Column N %	Column N %
CSE	No IEP	88.4%	81.7%
	IEP	11.6%	18.3%

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

		Hispanic	
		Non-Hispanic	Hispanic
		Column N %	Column N %
CSE	No IEP	86.4%	74.2%
	IEP	13.6%	25.8%

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

**Tests of Significance: Special Education Status  
By English Language Learner Status and by Socio-  
economic Status (2018 – 2019)**

		ENL	
		Y	N
		Column N %	Column N %
CSE	No IEP	85.5%	54.5%
	IEP	14.5%	45.5%

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

		Free and Reduced Lunch Status	
		Non-FRL	FRL
		Column N %	Column N %
CSE	No IEP	89.3%	72.8%
	IEP	10.7%	27.2%

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

**Tests of Significance:**  
**Factors that Impact Academic Achievement and**  
**Achievement Data (2018-2019)**

	Asian Mean	Black Mean	Other Mean	White Mean
Tardies (cumulative)	15	15	10	12
Unexcused Absences (cumulative)	9	14*	9	10*
Excused Absences (cumulative)	4	4	4	5
ISS (cumulative)	3	2	3	2
OSS (cumulative)	2	2*	1	1*
Q4 GPA	88.09	80.99**	87.17	87.11
Math final course grade	86	75**	85	83
English final course grade	86*	80*	85	85*

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

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

**Suspension Data x CSE Status**

	CSE Status*	
	No IEP Mean	IEP Mean
ISS_cumulative	1.74	2.02
OSS_cumulative	1.41	1.74

\*No Significant Differences

**Middle School and High School: Race x Socioeconomic Status**

Status		Asian	Black	Other	White
		Column N %	Column N %	Column N %	Column N %
Status	Not FRL	51.1%*	48.4%*	65.0%	76.2%*
	FRL	48.9%*	51.6%*	35.0%	23.8%*

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

## Achievement Data 2018-2019 Regents Scores by Race

	Asian Mean	Black Mean	Other Mean	White Mean
ELA Regents Score	87	79*	75	86*

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

	Asian Mean	Black Mean	Other Mean	White Mean
Algebra Regents Score	86	67*	83	81

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

	Asian Mean	Black Mean	Other Mean	White Mean
Global Regents Score*	93	78	83	86

*\*No significant differences*

	Asian Mean	Black Mean	Other Mean	White Mean
Earth Science Regents Score	89	64*	81	84

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

	Asian Mean	Black Mean	Other Mean	White Mean
Living Environment Regents Score*	86	72*	73	82*

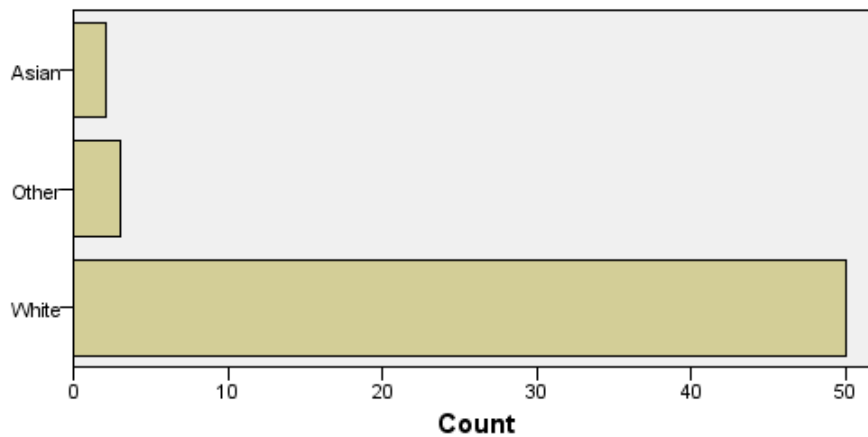
*\*Black student group average is significantly lower than White student group average ( $p < .05$ ).*

## Enrollment Data For Advanced Placement

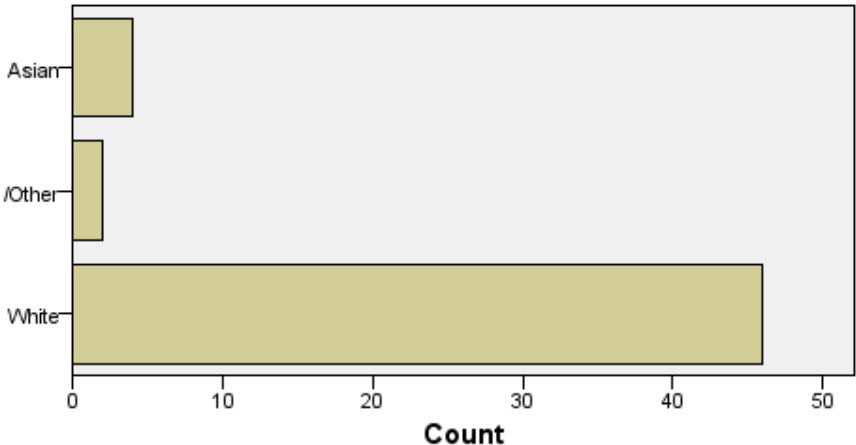
	AP Euro History	AP Language Arts	AP US History
Asian	1	3	6
Black	3	3	1
Other	2	1	1
White	50	66	43

## Enrollment Data For Grade 7 Accelerated Science

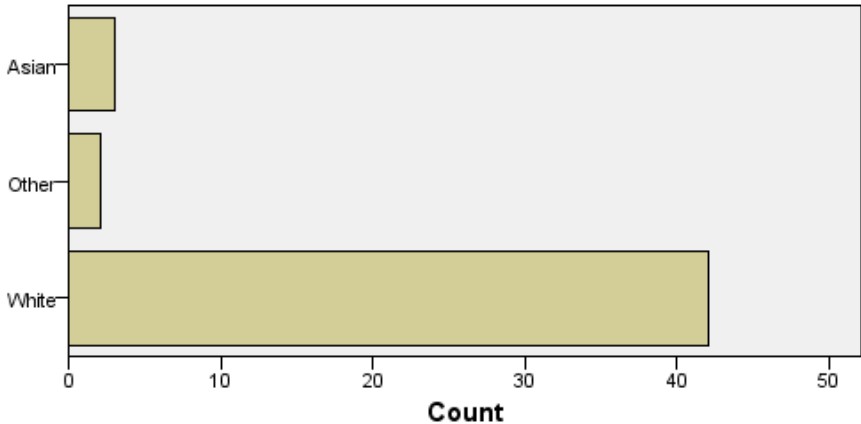
Accelerated Grade 7 Science 2019



Accelerated Grade 7 Science 2018



Accelerated Grade 7 Science 2017





## **Conclusions for 2018 – 2019 Data Report**

### **Poverty Rates**

The increase in poverty rates in each school and overall in the District is noteworthy.

The increase may be a function of changes in the way students are identified for free and reduced lunch program. That is to say, beginning in the 2018 – 2019 school year NYSED provided school districts with access to a detailed database. This access resulted in less families having to fill out free and reduced lunch forms. If families qualify strictly by income, they may not need to fill out forms. In other words, some families do not have to opt in; only opt out.

Additionally, NYSED has increased factors which would qualify families for free and reduced lunch; specifically, most families which qualify for Medicaid, qualify for free and reduced lunch services.

### **Improvements in disproportionality findings**

Based on the data presented in this report, disproportionalities have decreased in the classification rates for black students at Duzine and disproportionality in classification rates have decreased for ELL students at both Lenape and Duzine.

### **Disproportionality Findings (2018 – 2019)**

#### **Special Education Status**

*Duzine Elementary School:*

Male students have a significantly higher percentage of IEP.

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

*Lenape Elementary School:*

Male students have a significantly higher IEP percentage than females.

Black students have a significantly higher IEP percentage than white students.  
FRL students have a significantly higher IEP than non-FRL students.

*New Paltz Middle School and New Paltz High School:*

Male students have a significantly higher IEP percentage than females.

Hispanic students have a significantly higher percentage of IEP.

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

Students who are English Language Learners have a significantly higher percentage of IEP.

While ELL students at both Duzine and Lenape are no longer over classified and a statistical significant rate and black students at Duzine are no longer over classified at a statistically significant rate, the 2018 - 2019 data still demonstrate areas in need of improvement with regard to disproportionality in over classification rates.

**Recommendations:**

A focus on Response to Intervention will continue in the 2019 – 2020 school year with a particular focus for the secondary levels.

Given the increase in poverty rates overall and the over classification of students with FRL status, professional development related to teaching with poverty in mind will be implemented.

Further, since the data demonstrate that black students are disproportionately represented among the Free and Reduced Lunch population (at a statistically significant rate), approaching equity efforts through the lens of intersectionality should be explored.

## Student Achievement

### *Lenape Elementary School:*

Based on the Fountas and Pinnell Reading Benchmark, Native American, Native Hawaiian, Pacific Islander, and Multiracial students combined (Other Category) demonstrated a statistically significant higher rate as emergent readers.

Recommendation: Continue to review classroom and school libraries to ensure representation of all student groups.

### *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.

#### Recommendations:

The data analysis around open enrollment will continue with regard to the Earth Science Regents findings. Similarly, item analysis and modeling will be conducted for the Algebra Regents. Depending on the findings, actions will be taken.

Though black students demonstrated a significantly lower level of achievement on the Common Core ELA Regents, the means for the past three years were as follows:

2016 – 2017: White students 83; Black students 72,

2017 – 2018: White students 83; Black students 65,

2018 – 2019: White students 85; Black students 79

When discussing significance one must also consider the meaningfulness of the data. With regard to the Common Core ELA, in two out of the three years the averages were in the middle of the proficient range for black students. Further, currently, the ELA Department is in conversation about changes to the administration of the Common Core Regents. Therefore, at this time, the Common Core ELA trend data will continue to be monitored.

Grading practices and scheduling practices will continue to be analyzed to determine root cause and uncover actionable insights.

## *Program Changes to Increase Equity*

### English as a New Language Program

Over the past 6 years, the English as a New Language Program has continued to expand. Changes to the program are predicated upon uncovering blind spots. There has been a shift from “fitting students into a program” to “programming to support student need.” Below is a list of important supports for our ENL students and their families.

2013 – 2015 Increased the number of ENL teachers to 4 FTE. This change ensured that ELL students did not travel among buildings to receive instruction. Traveling inevitably resulted in a loss of instructional time.

2013 Institution of English Language Learners Family Night. Over the years, our ELL families have come to know this evening as a welcoming and joyous event. In addition to student presentations and a celebration of diversity, parents of ELL students are provided with information about their child’s education and important information to help equalize access to the educational institution.

2017 Engaged in a translation COSER with Orange Ulster BOCES to provide swift high quality translation for important school communications.

2017 Partnered with Ulster Literacy to provide English as a New Language classes to parents of ENL students. In addition, parents were provided with information to help them successfully navigate their new community.

2018 Partnered with Ulster Immigrant Defense Fund to provide transportation and child care for school events. The UIDF also organized a legal workshop night (to be replicated in 2019 -2020). This workshop offered parents on site legal assistance in creating a change of custody plan in the event of a deportation. Translation was embedded.

## Hiring Practices

In order to continually increase the diversity of staff, below are hiring practices implemented in the 2018 – 2019 school year (pertaining to certificated staff only).

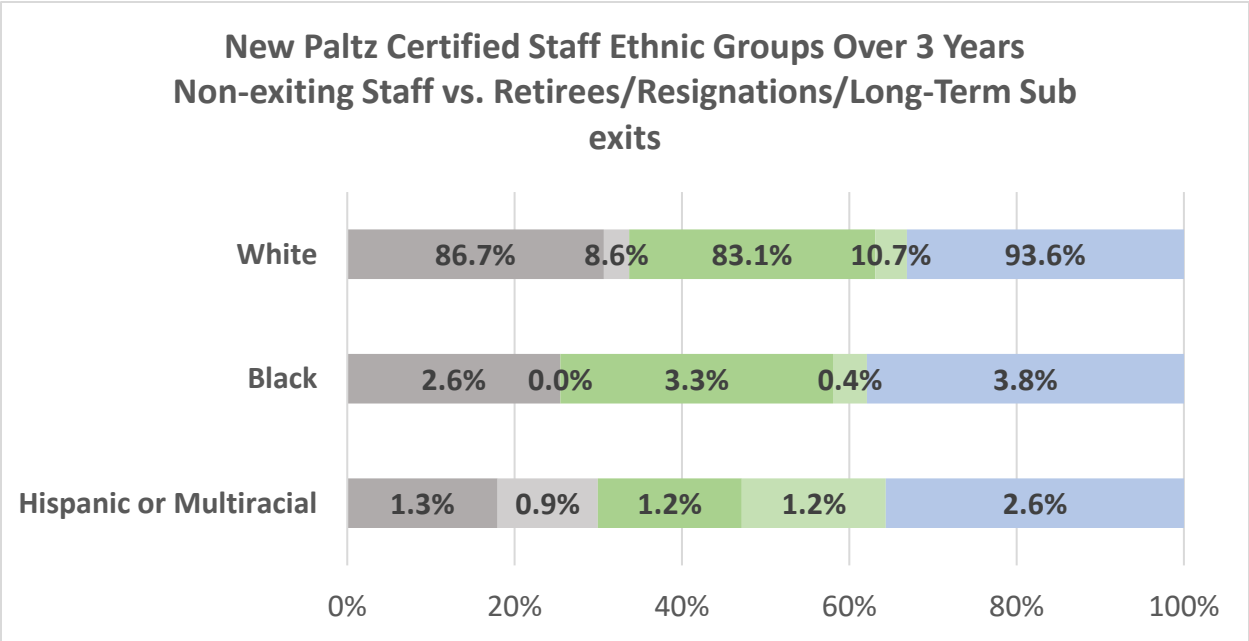
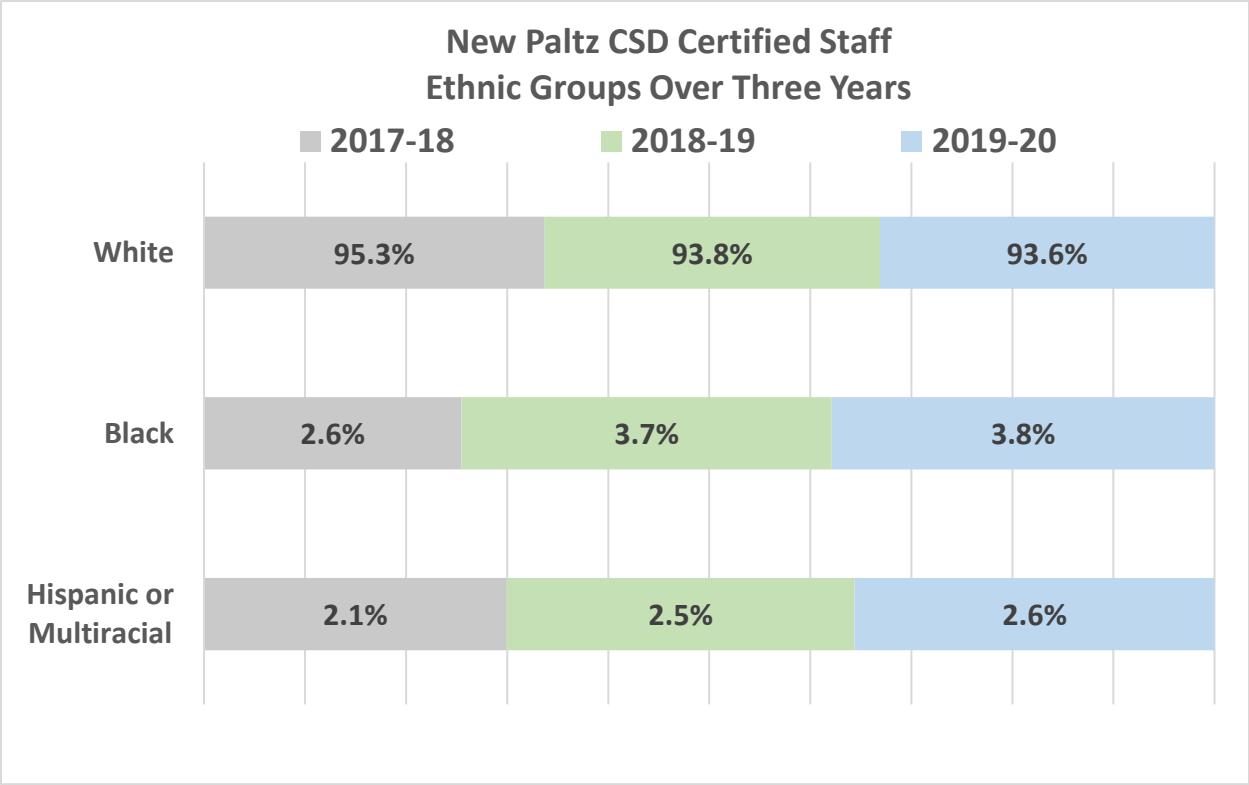
All staff who are participating on a hiring team must review a video aimed at pointing out implicit biases.

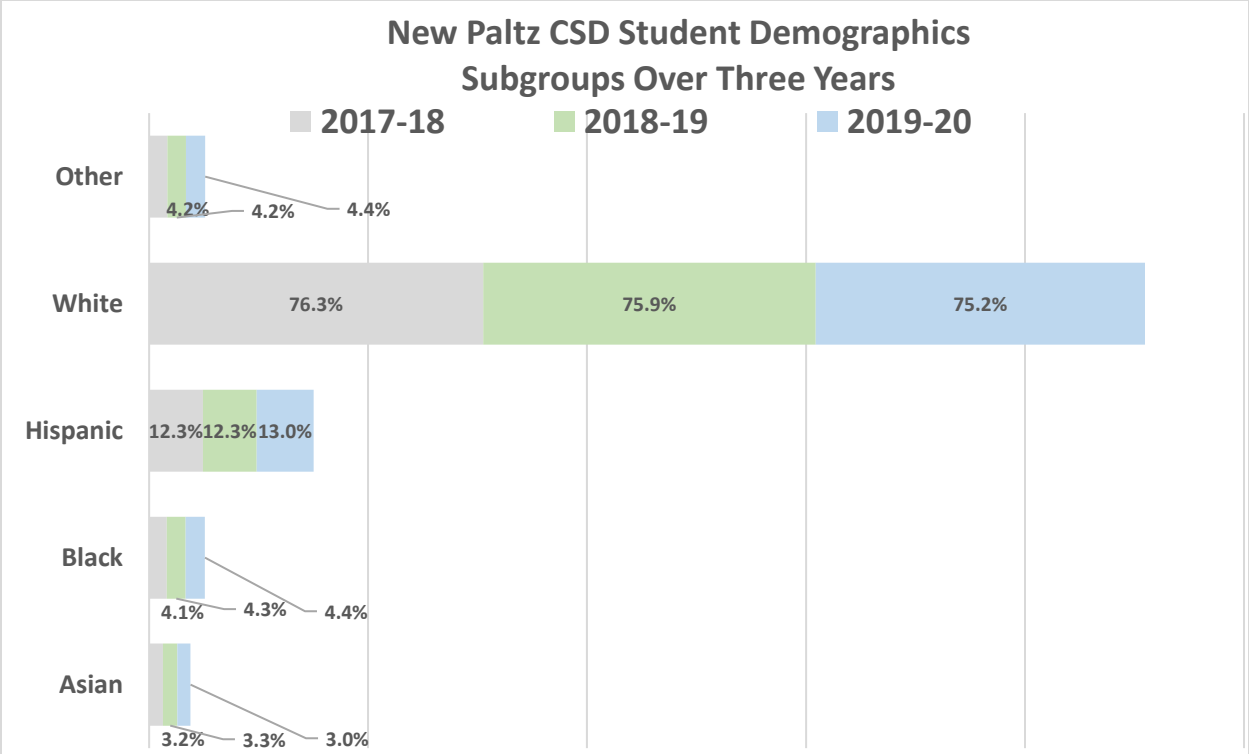
Overt attempts are made to attract diverse participants for interview committees. The goal is to include parents of color, parents of students with a disability, parents of ELL students, and parents of students in the general population.

All applicants for certificated positions are required to answer specific questions related to their disposition on social justice.

Postings have expanded from OLAS to the National Alliance of Black Educators and Association of Latino Administrators and Superintendents.

Below are tables which depict the demographics of certificated staff in 2017 – 2018, 2018 – 2019 and 2019 – 2020. For purposes of comparison, also included is a table showing demographics for the NPCSD student population.





The tables above indicate that progress has been made toward an overall increase in staff diversity. Specifically noted is a 1.2% increase in Black certificated staff and a 1.3% increase in Hispanic and Multiracial (combined) staff.

Since our goal is to create a staff which more closely mirrors our student profile, efforts to recruit a diverse staff continue.

**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. 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, 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.