

# New Paltz Central School District Equity Report Card

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Presented to the New Paltz Board of Education on 1-9-19

## **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 continues to meet 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.
- 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

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- Demographic
- Achievement
  - 3 – 8 Assessments
  - Reading Achievement K - 5
  - Regents
  - Grade point average
- Other
  - Tardies, In- and out-of-school suspensions, attendance

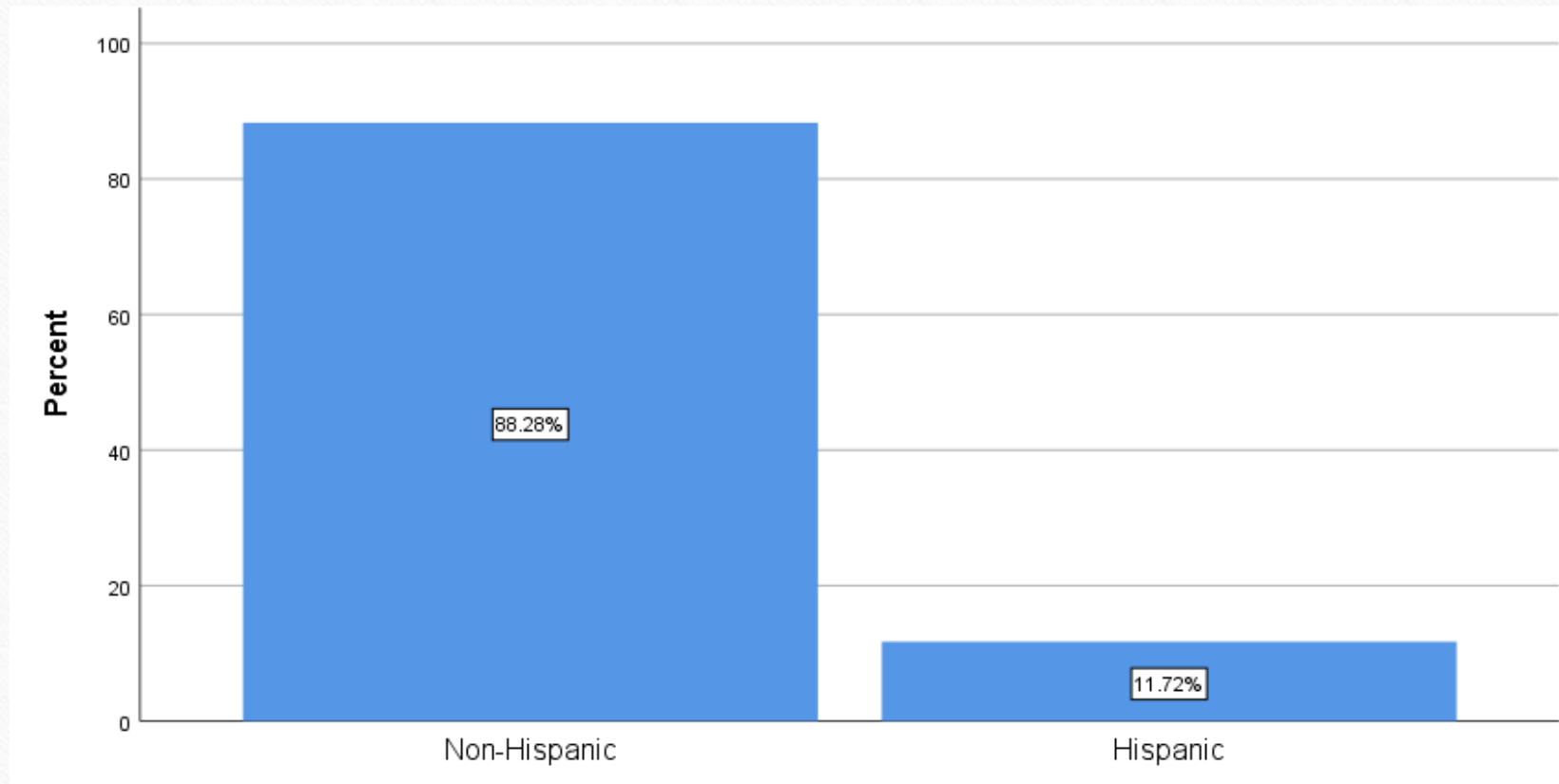
# Data Overview

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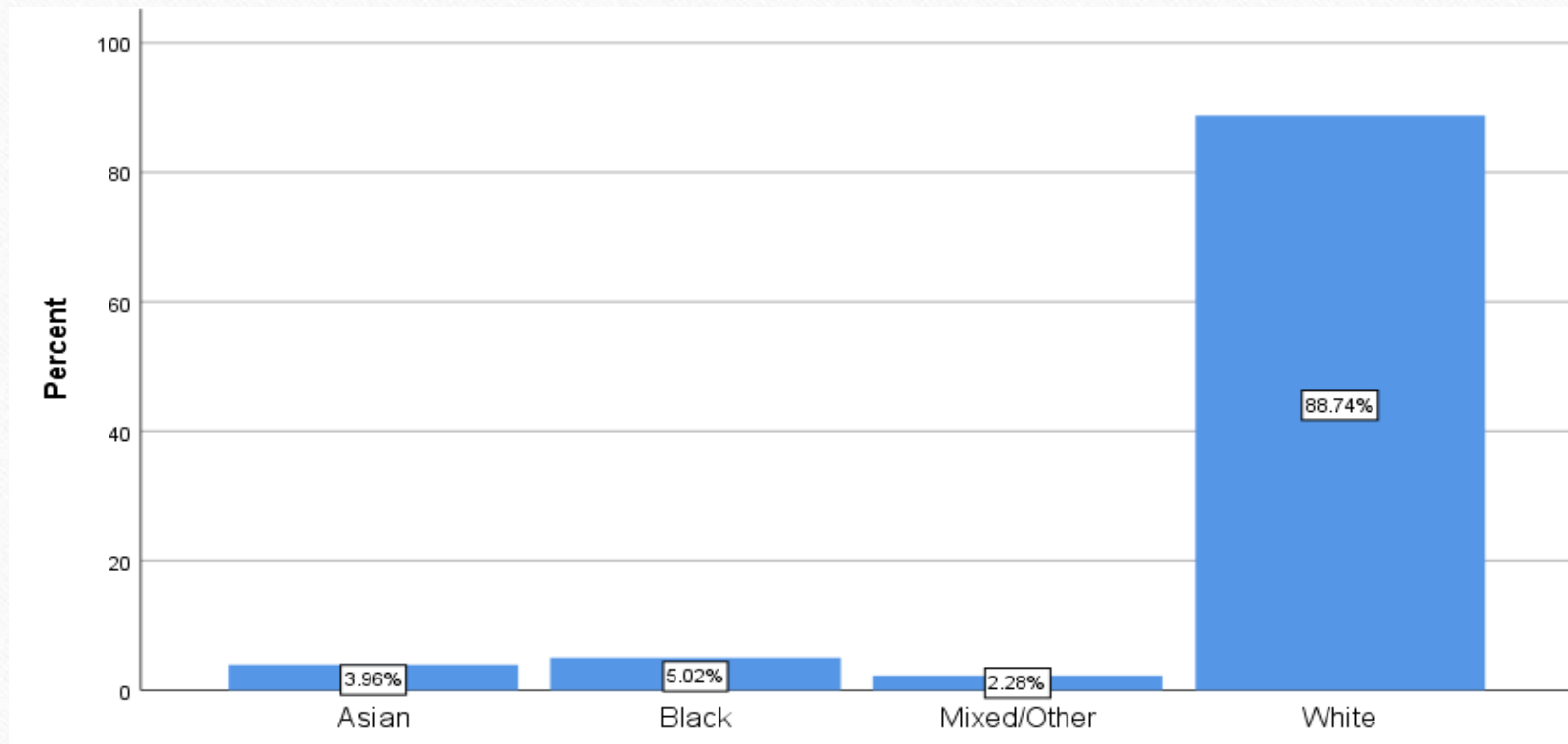
- The Equity Report Card presents descriptive data related to demographics and student achievement. However, since the purpose of the report is to identify areas of disproportionality, where differences in special education status for groups of students were identified and where differences in achievement 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. Further, longitudinal data will be monitored to determine if the difference is cohort specific. 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.**

**Middle School and High School  
Summary  
Demographic Data**

# Middle School and High School Summary by Ethnicity

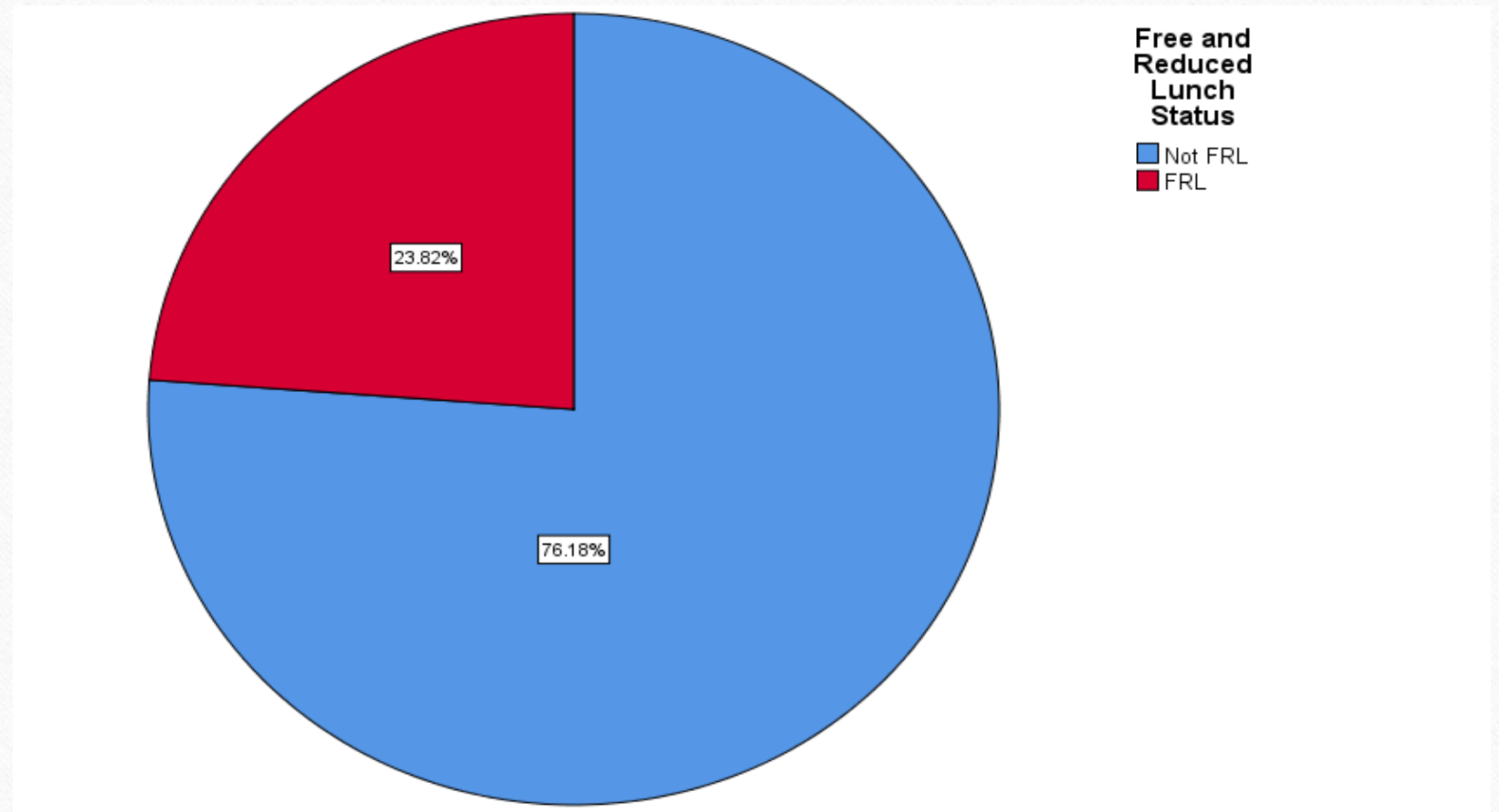


# Middle School and High School Summary by Race





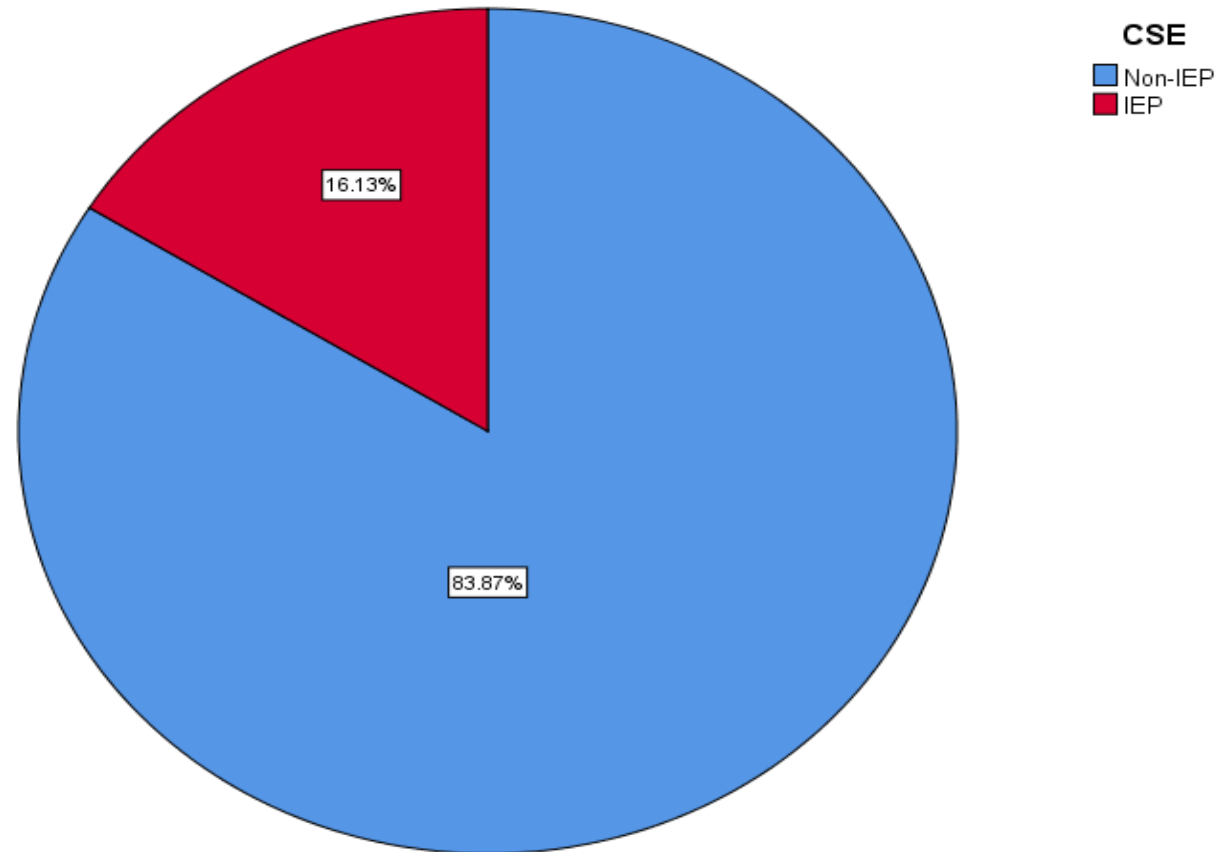
## Free and Reduced Lunch Status (FRL/Not FRL)



## Middle School and High School Summary Free and Reduced Lunch by Ethnicity and Race

	Not FRL				FRL											
	Non-Hispanic				Hispanic				Non-Hispanic				Hispanic			
	Asian	Black	Mixed/Other	White	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	<5	28
HS	20	28	5	526	<5	<5	<5	43	12	18	6	94	<5	<5	<5	45

## Middle School and High School Summary Special Education Status (IEP/Non-IEP)



## Middle and High School Summaries Special Education Status (IEP/Non-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	Asian	Black	Mixed/ Other	White
MS	18	13	10	334	<5	<5	<5	39	<5	<5	<5	70	<5	<5	<5	15
HS	31	34	9	538	<5	<5	<5	67	<5	12	<5	82	<5	<5	<5	21

## Middle and High School Summary Special Education Status by Gender and 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%

**Middle and High School  
Summary  
Tests of Significance**

## Middle and High School Summary Special Education Status by Gender and Ethnicity

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

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

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

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

## Middle and High School Summary

### Tests of Significance For English Language Learner Status and 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 ( $p < .05$ ).*



**Middle and High School Summary  
Achievement Data  
Data Related to Behaviors Which Support Learning**

	Asian	Black	Mixed/Other	White
	Mean	Mean	Mean	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 ( $p < .05$ ).*

# Regents Achievement Data by Race

## Common Core English Language Arts and Algebra Regents Scores

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

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

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

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

## Global Studies, Earth Science, and Living Environment Regents Scores

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

*\*No significant differences*

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

*\*No significant differences*

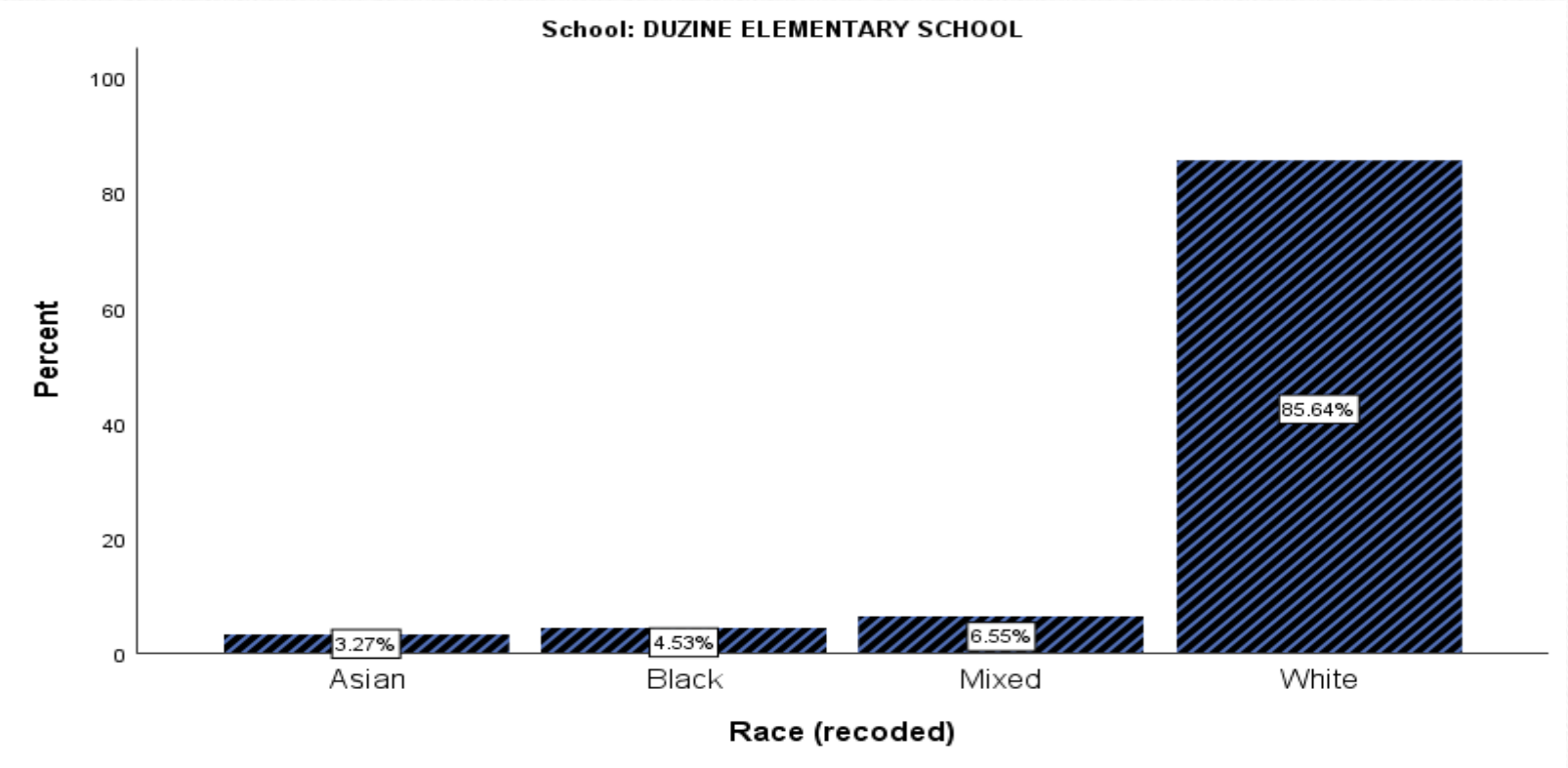
	Asian	Black	Mixed/ Other	White
	Mean	Mean	Mean	Mean
Living Environment Regents Score*	87	75	72	83

*\*No significant differences*

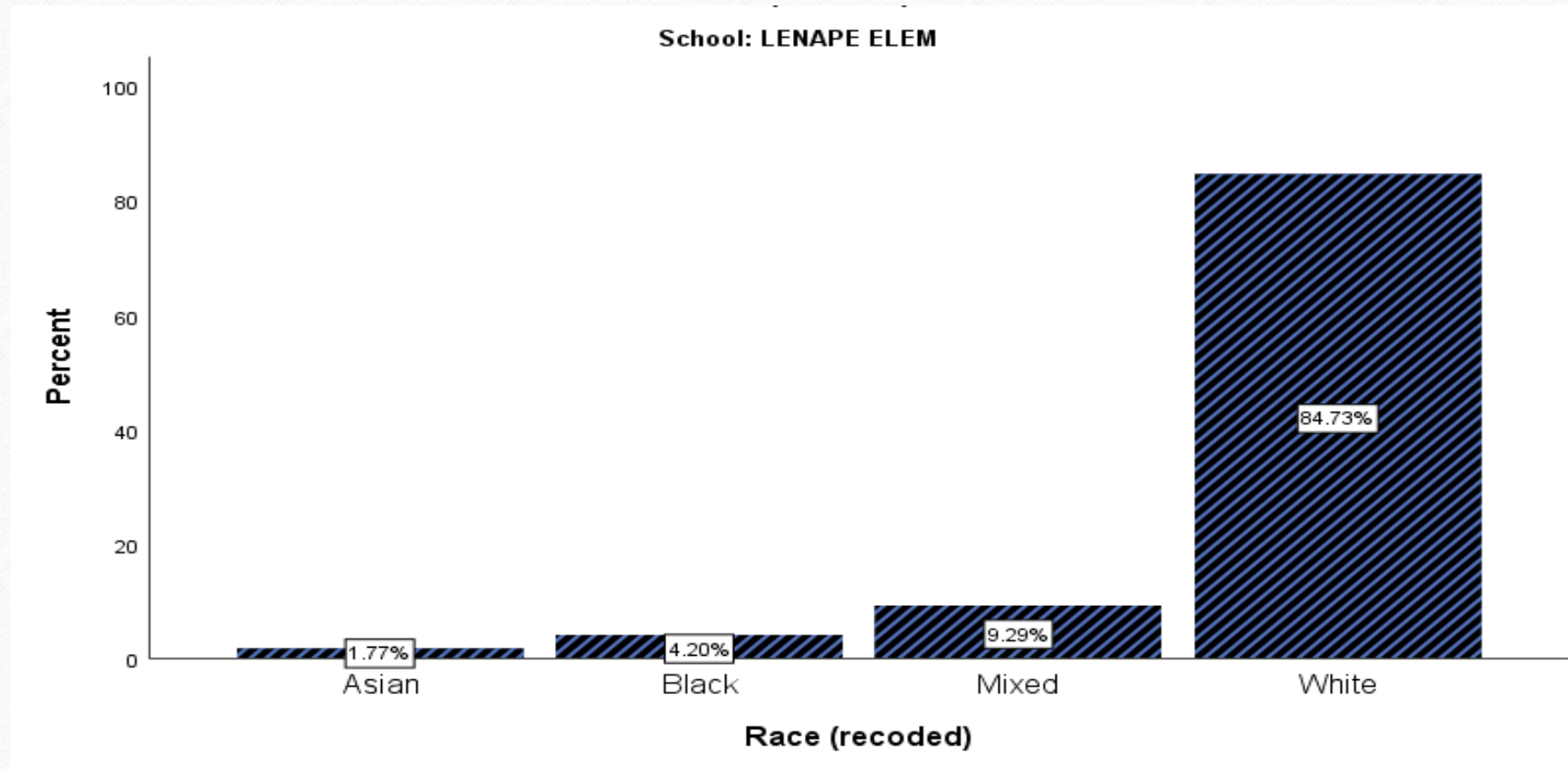
Duzine and Lenape Summary  
Demographic Data

# Duzine Elementary School

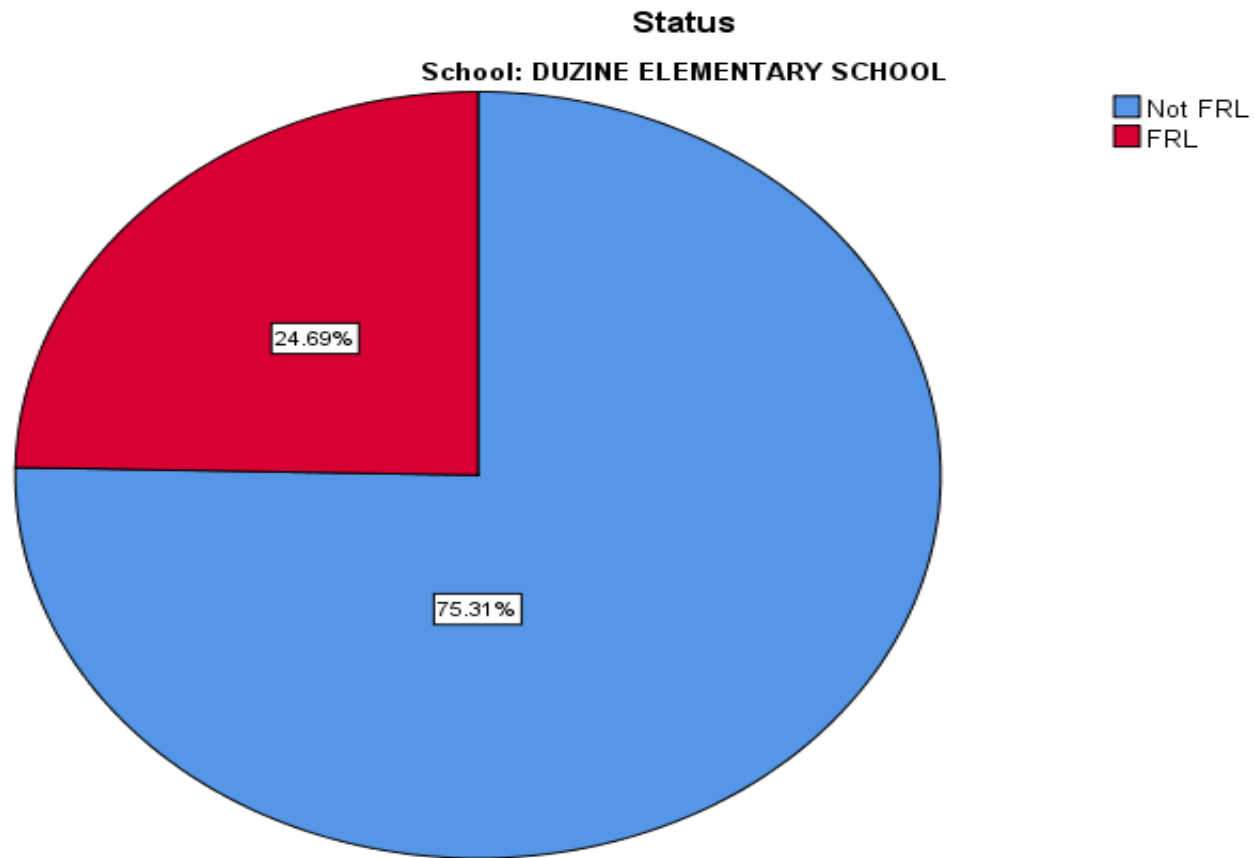
## Race



# Lenape Elementary School Race

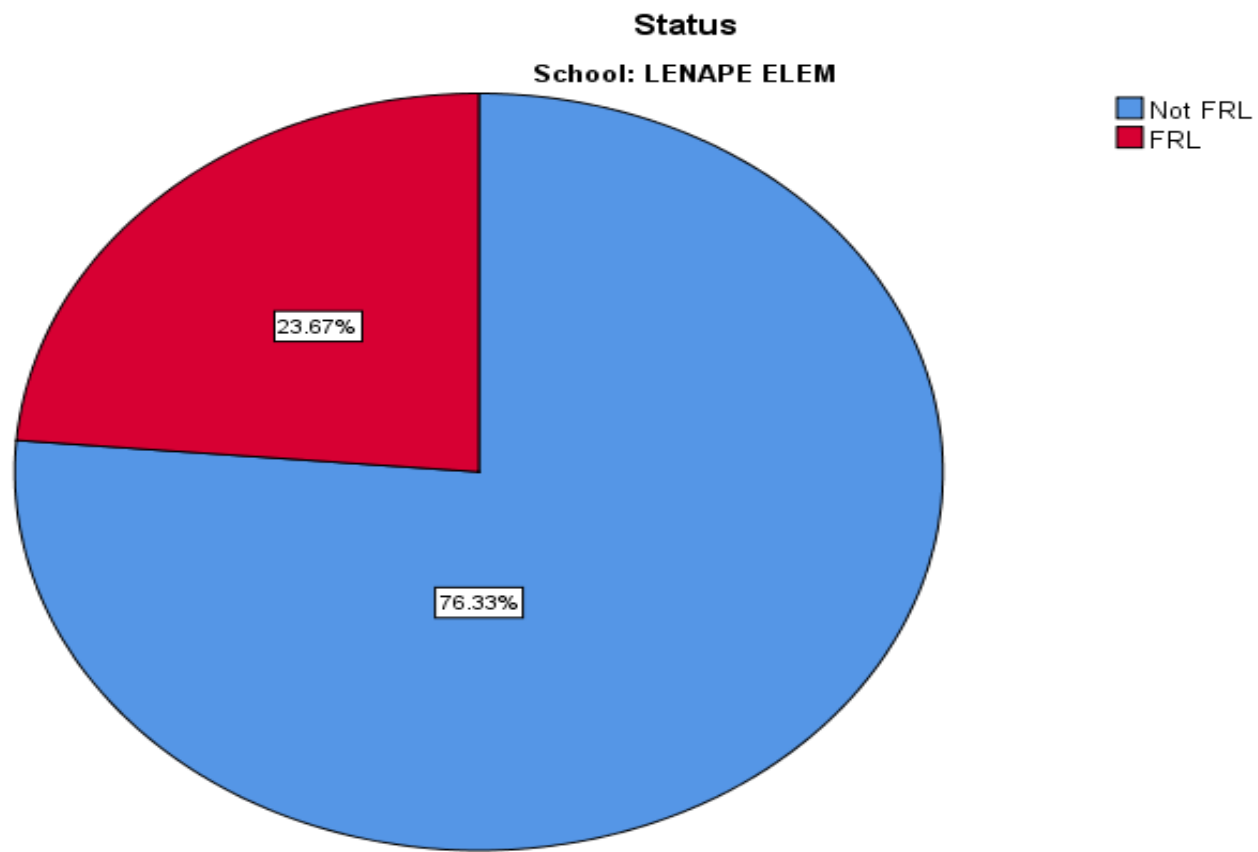


# Duzine Elementary School Socio-Economic Status (FRL/Not-FRL)

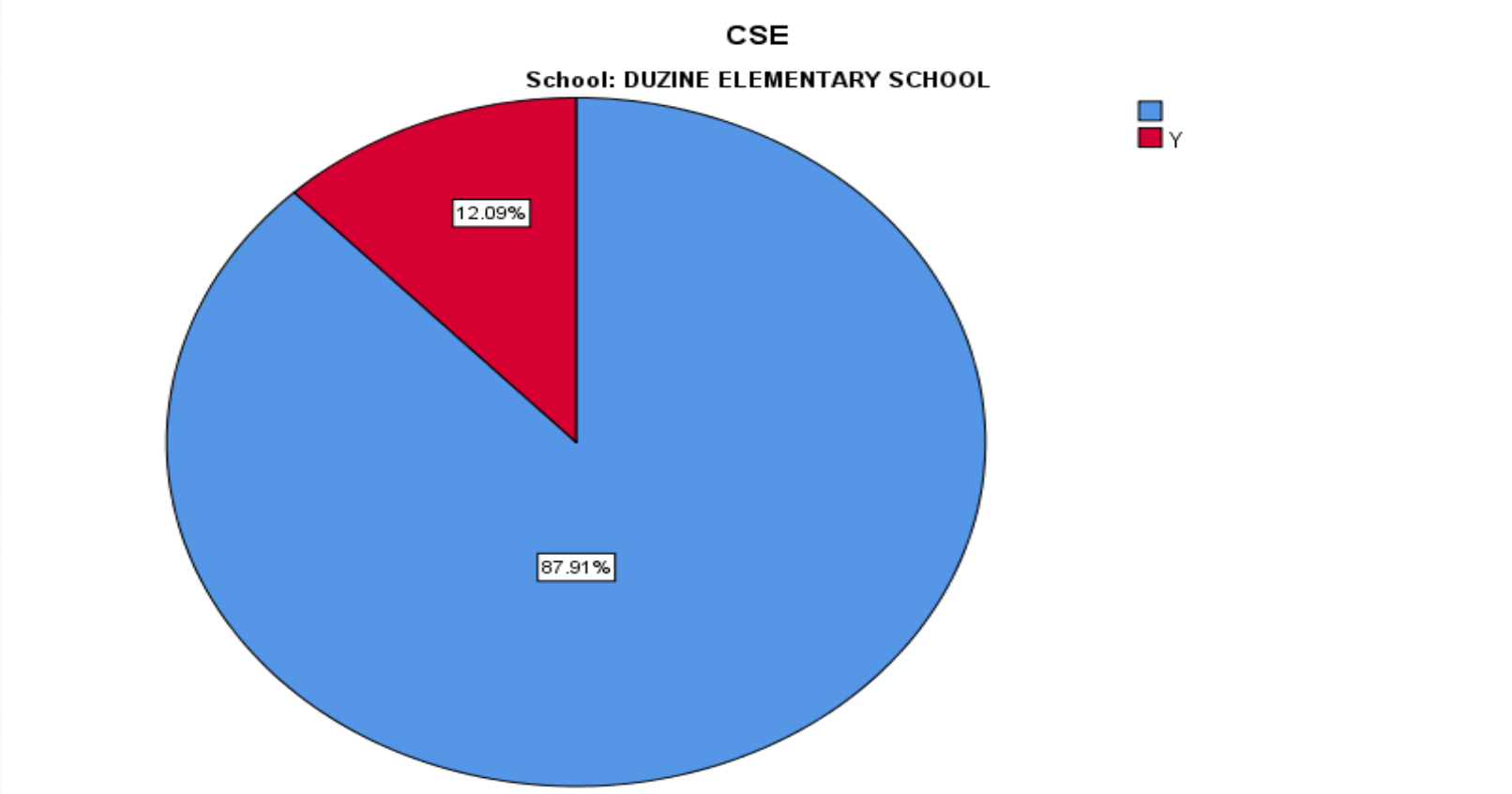




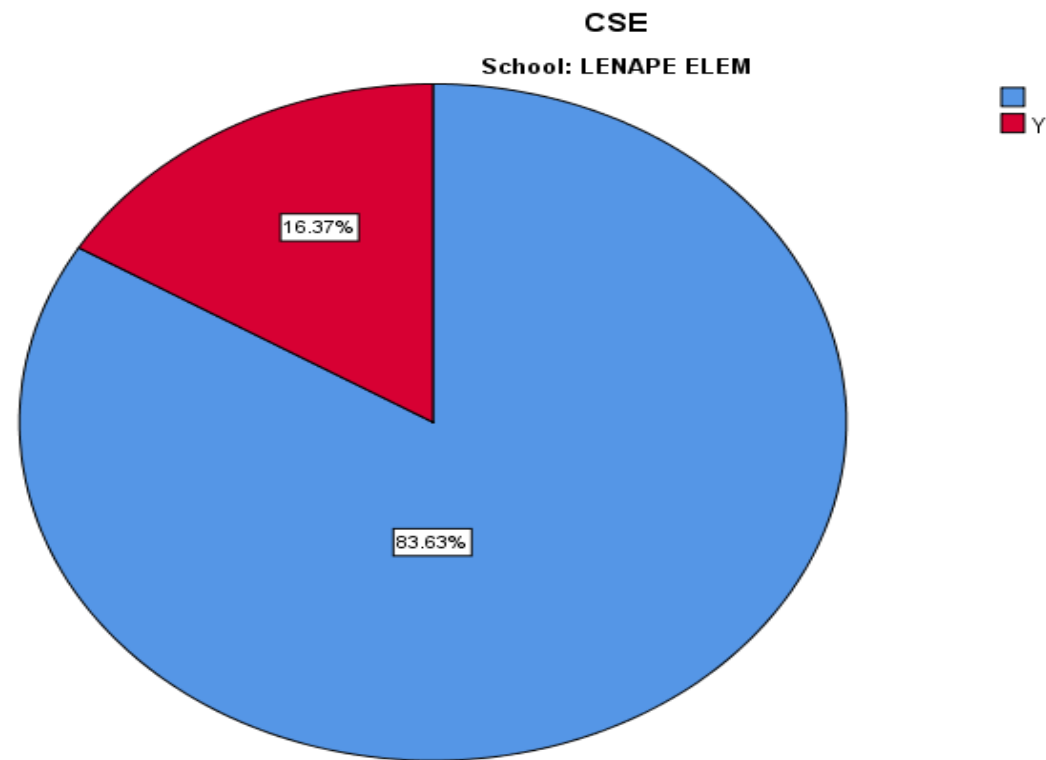
## Lenape Elementary School Socio-Economic Status (FRL/Not-FRL)



# Duzine Elementary School Special Education Status



# Lenape Elementary School Special Education Status



**Duzine and Lenape Elementary  
School  
Tests of Significance**

## Duzine Elementary School Running Record Scores by Race

		Asian Column N %	Black Column N %	Mixed Column N %	White Column N %
End of Year Running Record Leve*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 Running Record Scores by Race

		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*

## Duzine Elementary School Special Education Status by Race

		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 Special Education Status by Race

		Asian	Black	Mixed	White
		Column N %	Column n 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 Special Education Status by Gender

		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  
Special Education Status by Gender**

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

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

Duzne Elementary School  
 Special Education Status by English  
 Language Learners

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

***\*No significant differences***

**Lenape Elementary School  
Special Education Status by English Language  
Learner**

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

*\*No significant differences*

**Duzine Elementary School  
Special Education Status by Socio-  
Economic Status**

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

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

**Lenape Elementary School  
Special Education Status by Socio-  
Economic Status**

		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 ( $p < .05$ ).

# Noticings

- New This Year:

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  - Data specific to Secondary and Elementary Levels
- Significance Tests at Elementary indicate:
  - No significant differences in achievement
  - Significant difference in classification rate of students in lower socio-economic status and males (Lenape only)
- Second year of secondary data demonstrate the following repeated significant differences:
  - Special Education Status by socio-economic status, English Language Learner status, gender and ethnicity
  - GPA for black students
  - Regents: Earth Science
  - Global Studies Regents not repeated; Common Core ELA significant difference this year.

# Next Steps

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- Timeline for last year's report card
- Second year of cohort at the secondary
- Draft Corrective Action Plans in Plans
- Will move forward with GPA and Earth Science
- Move forward with Action Plans for special education status and second year of significant differences.