South Colonie 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 South Colonie Central School District.

2020- 2021 School Year

Published October 2021

Table of Contents

Key Terms

Equity: In the South Colonie 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 New Paltz School District Equity Report Card, 2015.)

Cultural Proficiency Action Plan: The South Colonie Central School District is an adaptive learning organization. All grade levels, academic departments, and academic disciplines engage in the action planning process. Our DRAFT Cultural Proficiency Action Plan may be viewed at: South Colonie Cultural Proficiency Action Plan. 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.

Multiracial: A person who identifies with more than one racial group.

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 possible areas of disproportionality, where differences in special education status for groups of students may be identified and where differences in achievement data for groups of students may be 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. When 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.
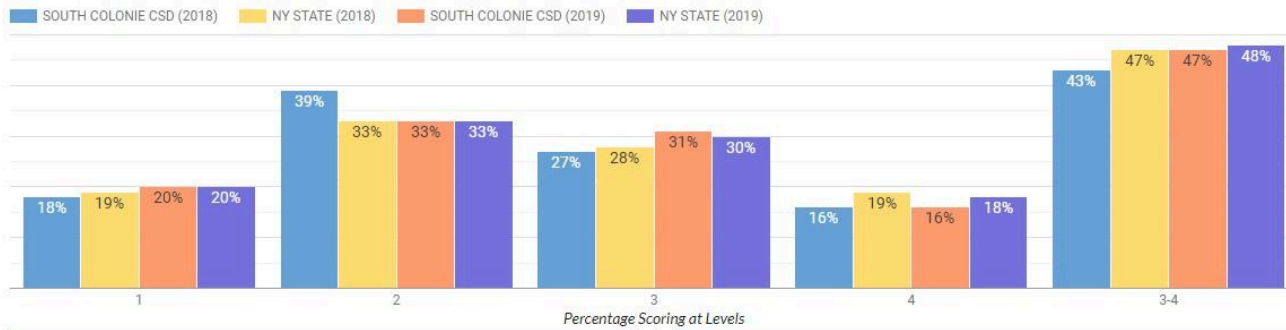Separate tables demonstrate special education status by a combination of gender and race, by gender only, by ethnicity only, by English Language Learner status, and by socio-economic status (free and reduced lunch). Significance tests were run and findings are included below the tables.

Achievement Data

Grades 3 - 8 ELA and Math Assessments:

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness.
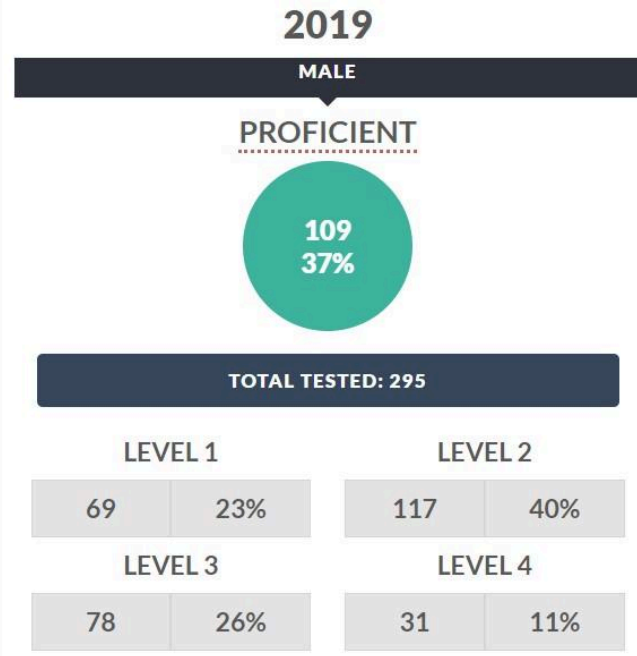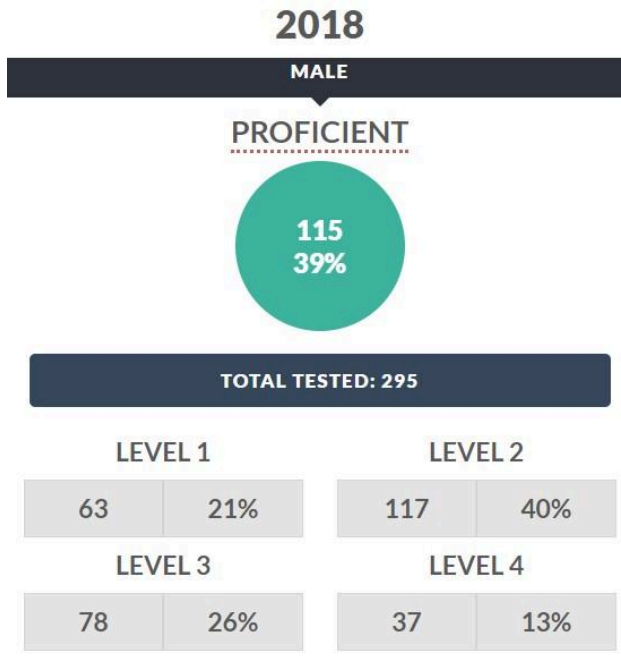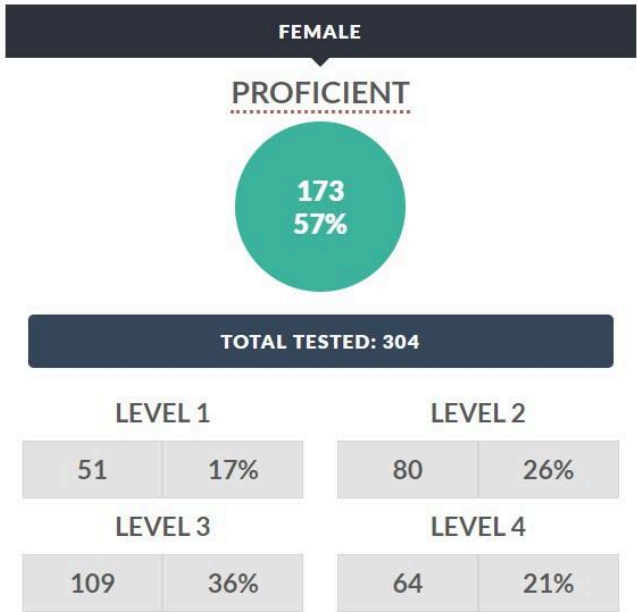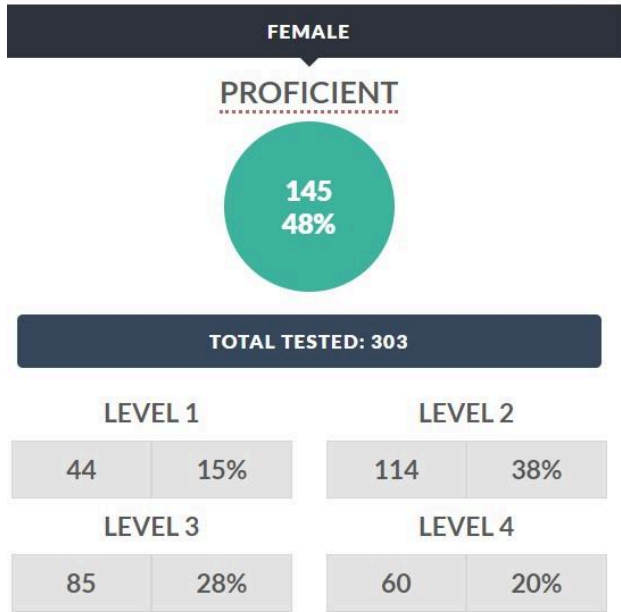
Data below represents our students in Grades 4 and 8 compared to NY State data for the 2017-2018 and 2018-2019 school years. Additionally, we have broken the data out by gender and by our four largest demographic groups (Asian/Pacific Islander, Black/African American, Hispanic/Latino and White)
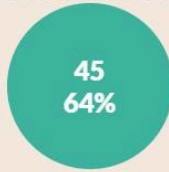

SOUTH COLONIE CSD (2018) NY STATE (2018) SOUTH COLONIE CSD (2019) NY STATE (2019)

Percentage Scoring at Levels	1	2	3	4	3-4
SOUTH COLONIE CSD (2018)	18%	39%	27%	16%	43%
NY STATE (2018)	19%	33%	28%	19%	47%
SOUTH COLONIE CSD (2019)	20%	33%	31%	16%	47%
NY STATE (2019)	20%	33%	30%	18%	48%

2018

2019

BY GENDER

FEMALE

PROFICIENT

145
48%

TOTAL TESTED: 303

LEVEL 1		LEVEL 2	
44	15%	114	38%

LEVEL 3		LEVEL 4	
85	28%	60	20%

FEMALE

PROFICIENT

173
57%

TOTAL TESTED: 304

LEVEL 1		LEVEL 2	
51	17%	80	26%

LEVEL 3		LEVEL 4	
109	36%	64	21%

2018

2019

MALE

PROFICIENT

115
39%

TOTAL TESTED: 295

LEVEL 1		LEVEL 2	
63	21%	117	40%

LEVEL 3		LEVEL 4	
78	26%	37	13%

MALE

PROFICIENT

109
37%

TOTAL TESTED: 295

LEVEL 1		LEVEL 2	
69	23%	117	40%

LEVEL 3		LEVEL 4	
78	26%	31	11%

2018

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

45
64%

TOTAL TESTED: 70

LEVEL 1		LEVEL 2	
7	10%	18	26%

LEVEL 3		LEVEL 4	
26	37%	19	27%

2019

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

42
63%
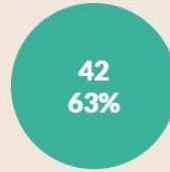
TOTAL TESTED: 67

LEVEL 1		LEVEL 2	
9	13%	16	24%

LEVEL 3		LEVEL 4	
26	39%	16	24%

2018

BLACK OR AFRICAN AMERICAN

PROFICIENT

15
33%

TOTAL TESTED: 45

LEVEL 1		LEVEL 2	
12	27%	18	40%

LEVEL 3		LEVEL 4	
6	13%	9	20%

2019

BLACK OR AFRICAN AMERICAN

PROFICIENT

22
34%

TOTAL TESTED: 65

LEVEL 1		LEVEL 2	
21	32%	22	34%

LEVEL 3		LEVEL 4	
17	26%	5	8%

2018

HISPANIC OR LATINO

PROFICIENT

14
40%

TOTAL TESTED: 35

LEVEL 1		LEVEL 2	
12	34%	9	26%

LEVEL 3		LEVEL 4	
10	29%	4	11%

2019

HISPANIC OR LATINO

PROFICIENT

25
43%

TOTAL TESTED: 58

LEVEL 1		LEVEL 2	
19	33%	14	24%

LEVEL 3		LEVEL 4	
22	38%	3	5%

2018

WHITE

PROFICIENT

171
42%

TOTAL TESTED: 406

LEVEL 1		LEVEL 2	
65	16%	170	42%

LEVEL 3		LEVEL 4	
109	27%	62	15%

2019

WHITE

PROFICIENT

177
49%

TOTAL TESTED: 360

LEVEL 1		LEVEL 2	
57	16%	126	35%

LEVEL 3		LEVEL 4	
114	32%	63	18%

Graduation Rates:

During the 2019 -2020 school year, **94**% of our students graduated compared to 85% overall in NYS. Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August.

Below is the 4 year graduation rate as of August 2020.

GRAD RATE
SOUTH COLONIE CSD (2020)
94%

SOUTH COLONIE CSD (2020)
NY STATE (2020)
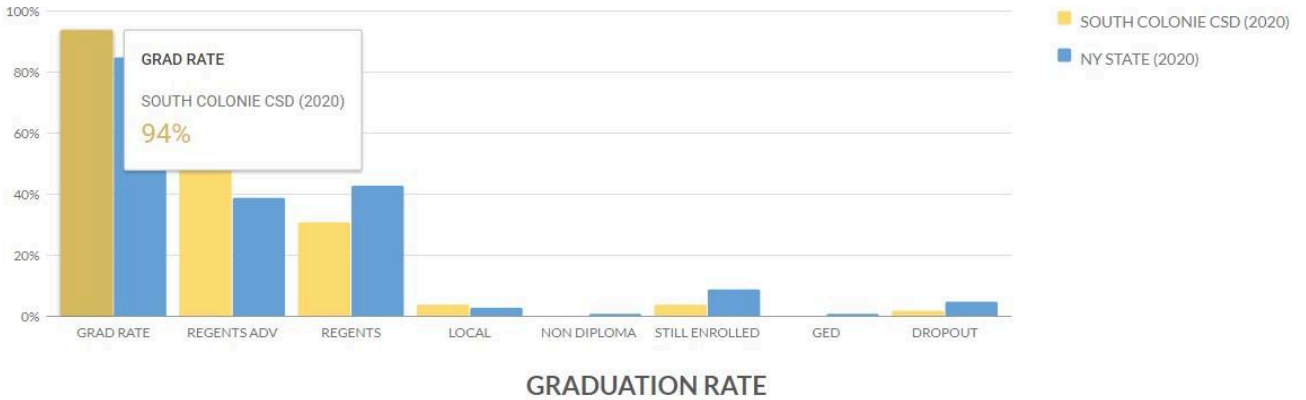
GRADUATION RATE

Below is the 4 year graduation rate as of August 2020 by Subgroup.

Subgroup	Total	GRAD RATE	
		#	%
All Students	350	330	94%
Female	180	172	96%
Male	170	158	93%
Asian or Native Hawaiian/Other Pacific Islander	40	38	95%
White	240	231	96%
Black or African American	45	38	84%
Hispanic or Latino	25	23	92%
General-Education Students	309	293	95%
Students with Disabilities	41	37	90%
Non-English Language Learners	339	321	95%
English Language Learners	11	9	82%
Not Economically Disadvantaged	233	227	97%
Economically Disadvantaged	117	103	88%

Regents Scores:

Achievement data for the following Regents are included: Common Core ELA Regents and Algebra 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: Unexcused Absences. It is recommended that additional data points be used to include tardies, unexcused and excused absences and suspension dates disaggregated by race.

Other Academic Data:

Statistics related to Advanced Placement (AP) Courses and College Courses have been culled in this report. These include: Participation in one or more courses.

To Our Community

We will continue to seek input and feedback related to this document in future versions. After this document was produced, community members provided points of data which they thought important to include in the future. For example, Grade Point Average by Race/Ethnicity. We will continue to receive input and will work toward broadening this document based on that input.

South Colonie CSD 2020-2021

Student Demographic Data: Ethnicity/Race

Districtwide

Grade	White	White %	Black	Black %	Hispanic	Hispanic %	Asian	Asian %	2 or more races	2 or more %	Total
PK-4	918	62.6	118	8.0	133	9.1	162	11.0	134	9.1	1467
5-8	914	62.6	128	8.8	150	10.3	155	10.6	113	7.7	1460
9-12	970	63.1	142	9.2	145	9.4	169	11.0	111	7.2	1538
Totals	**2802**	62.8	**388**	8.7	**428**	9.6	**486**	10.9	**358**	8.0	**4465**

Student Demographic Data: Ethnicity/Race District Wide 2020-2021

Multiracial 8.0% — 358
AAPI 10.9% — 486
Hispanic 9.6% — 428
Black 8.7% — 388
White 62.8% — 2802
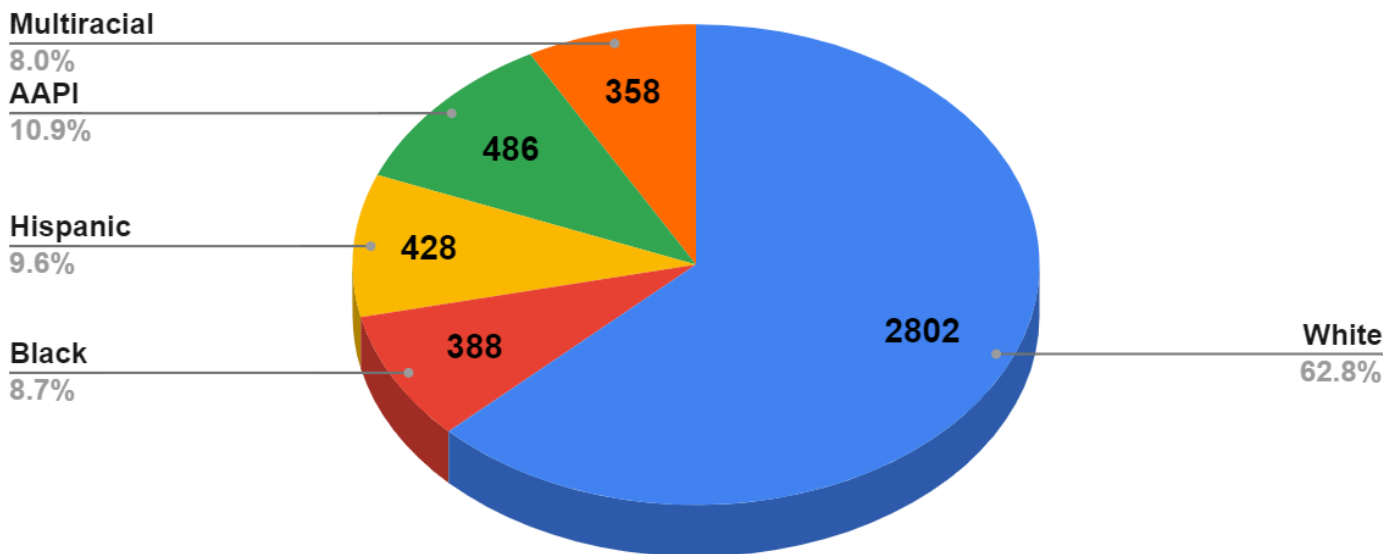
Staff Demographic Data: Ethnicity/Race

Districtwide

Grade	Gender	White	White %	Black	Black %	Hispanic	Hispanic %	Asian	Asian %	Race not on file	Race not on file %	Total
PK-4	Female	214	84.9	2	0.8	2	0.8	0	0.0	34	13.5	252
PK-4	Male	26	72.2	0	0.0	0	0.0	1	2.8	9	25.0	36
5-8	Female	171	86.8	4	2.0	1	0.5	0	0.0	21	10.7	197
5-8	Male	49	83.1	1	1.7	0	0.0	0	0.0	9	15.3	59
9-12	Female	124	88.6	1	0.7	1	0.7	0	0.0	14	10.0	140
9-12	Male	59	78.7	3	4.0	0	0.0	0	0.0	13	17.3	75
PK-12	Female	41	71.9	1	1.8	0	0.0	0	0.0	15	26.3	57
PK-12	Male	47	65.3	1	1.4	1	1.4	0	0.0	23	31.9	72
Total		**731**	**82.3**	**13**	**1.5**	**5**	**0.6**	**1**	**0.1**	**138**	**15.5**	**888**

Demographic Data: Socio-economic Status

Districtwide

2020-2021
FREE and REDUCED PRICED LUNCH (FRPL)

Grade Group	Total Students	Total Free	% Free	Total Reduced	% Reduced
PK-4	1469	471	32.1	11	0.7
5-8	1458	442	30.3	8	0.5
9-12	1541	449	29.1	4	0.3
Totals	4468	1362	30.5	23	0.5

Demographic Data:

Socio-economic Status By Race

and Ethnicity

White	White FRPL	White FRPL %	Black	Black FRPL	Black FRPL %	Hispanic	Hispanic FRPL	Hispanic FRPL %	Asian	Asian FRPL	Asian FRPL %	2 or more races	2 or more races FRPL	2 or more races FRPL %
PK-4														
920	226	24.6	118	62	52.5	133	58	43.6	162	81	50.0	134	54	40.3
5-8														
913	209	22.9	128	60	46.9	150	73	48.7	154	69	44.8	113	39	34.5
9-12														
973	184	18.9	142	61	43.0	145	77	53.1	169	84	49.7	111	47	42.3
2806	619	22.1	388	183	47.2	428	208	48.6	485	234	48.2	358	140	39.1

Student Demographic Data: Socio-economic Status by Ethnicity/Race District Wide 2020-2021
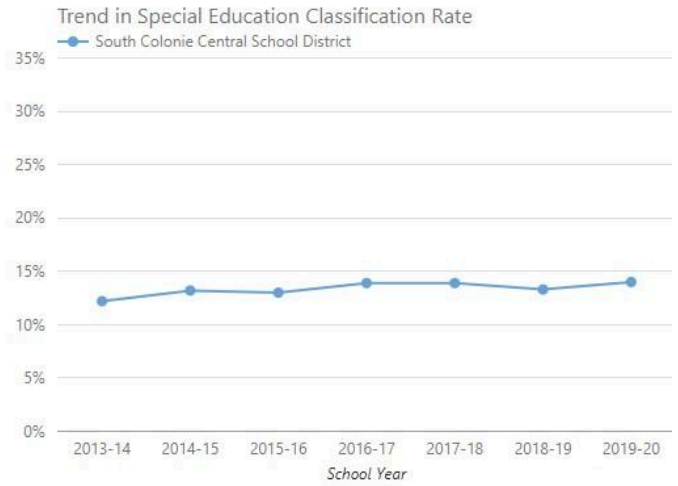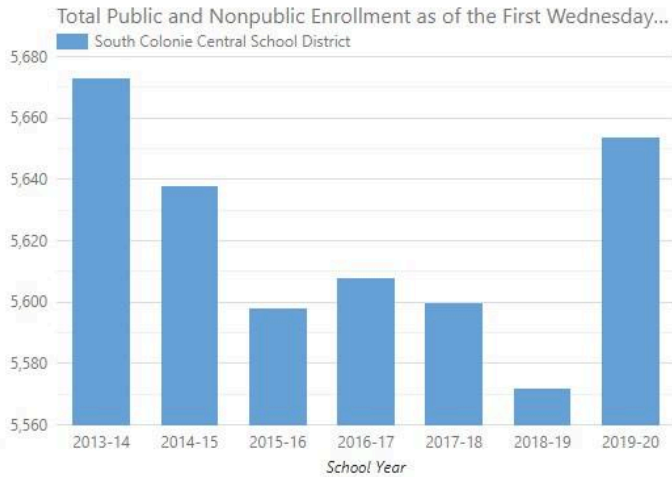
Percentage of Total Population
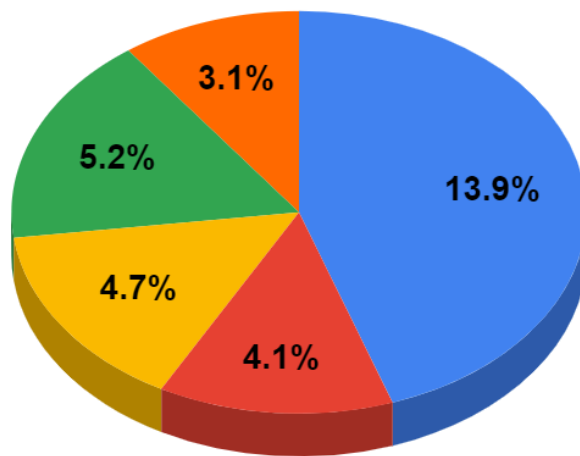
Demographic Data: Special Education Status Districtwide

South Colonie Central School District
2019-20

Enrollment and Classification Rate

Total Public and Nonpublic Enrollment as of the First Wednesday...

Trend in Special Education Classification Rate

Indicator 1: Graduation Rate of Students with Disabilities

Graduation Rate of Students with Disabilities after 4 and 5 Years...
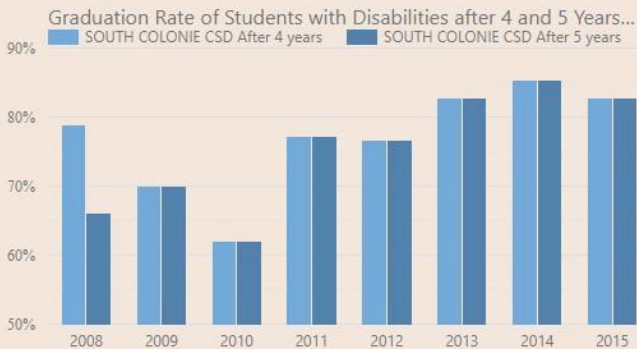
2015 TOTAL COHORT - AUGUST 2019	
Students with Disabilities and Graduation rate	
64	82.8%
State target and does district meet target	
60.66% or higher	Yes, met state target

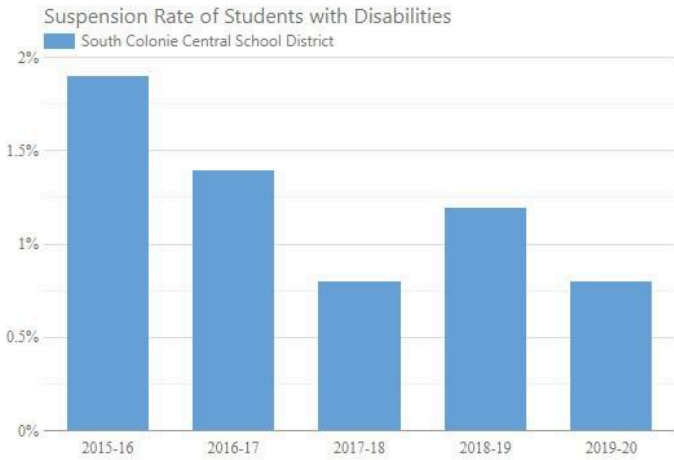# Data Related to Items Which Hinder Achievement

Chronic Absenteeism

Student Count 4,496	Avg. Absent Days 8	Chronically Absent Student Count 660

Chronic Absent Percent

Location Name	0	10	20	30	40	50	60	70	80	90	100
LISHA KILL MIDDLE SCHOOL											
SAND CREEK MIDDLE SCHO..											
ROESSLEVILLE SCHOOL											
COLONIE CENTRAL HIGH SC..											
SADDLEWOOD ELEMENTAR..											
FOREST PARK ELEMENTARY..											
VEEDER ELEMENTARY SCHO..											
SHAKER ROAD ELEMENTAR..											

Grade

	1	2	3	4	5	6	7	8	9	10	11	12
Green	89.50%	88.92%	90.46%	86.17%	79.53%	75.94%	82.23%	81.82%	90.44%	89.36%	86.84%	83.85%
Red	10.50%	11.08%	9.54%	13.83%	20.47%	24.06%	17.77%	18.18%	9.56%	10.64%	13.16%	16.15%

Indicator 4A: Suspension Rate

(based on 2018-19 school year data)

Suspension Rate of Students with Disabilities
■ South Colonie Central School District

Students with Disabilities: 743	
SUSPENSION RATE 2019-20	
Students with Disabilities Suspended Out-of-School for More than 10 Days and Percentage	
6	0.8%
State threshold and does district meet threshold	
2.7% or lower	Yes, met state threshold

Indicator 4B: Significant Discrepancy by Race and Ethnicity in Suspension Rate

(based on 2018-19 school year data)

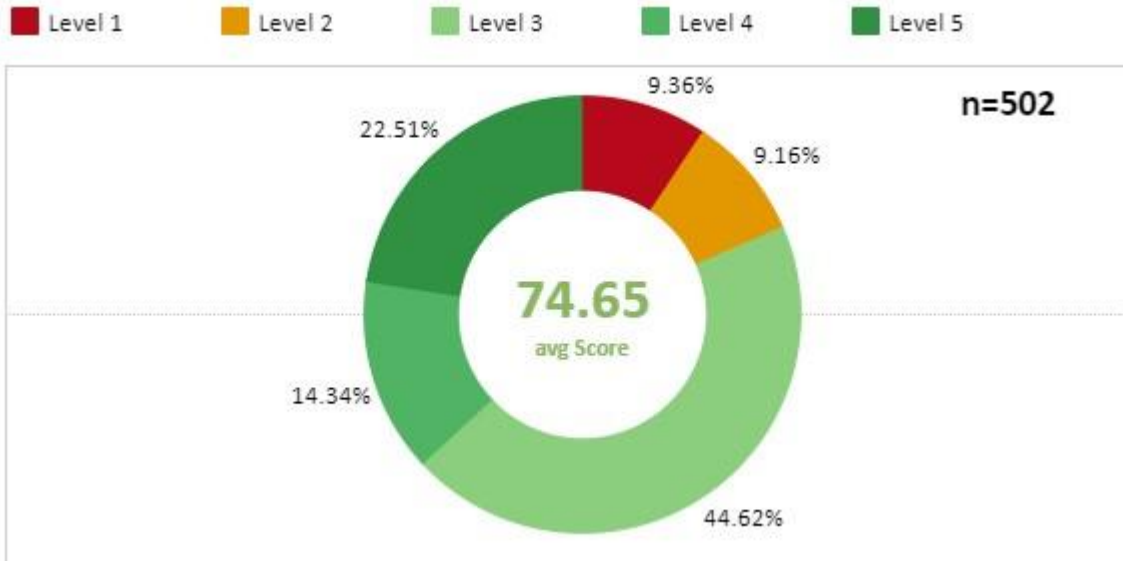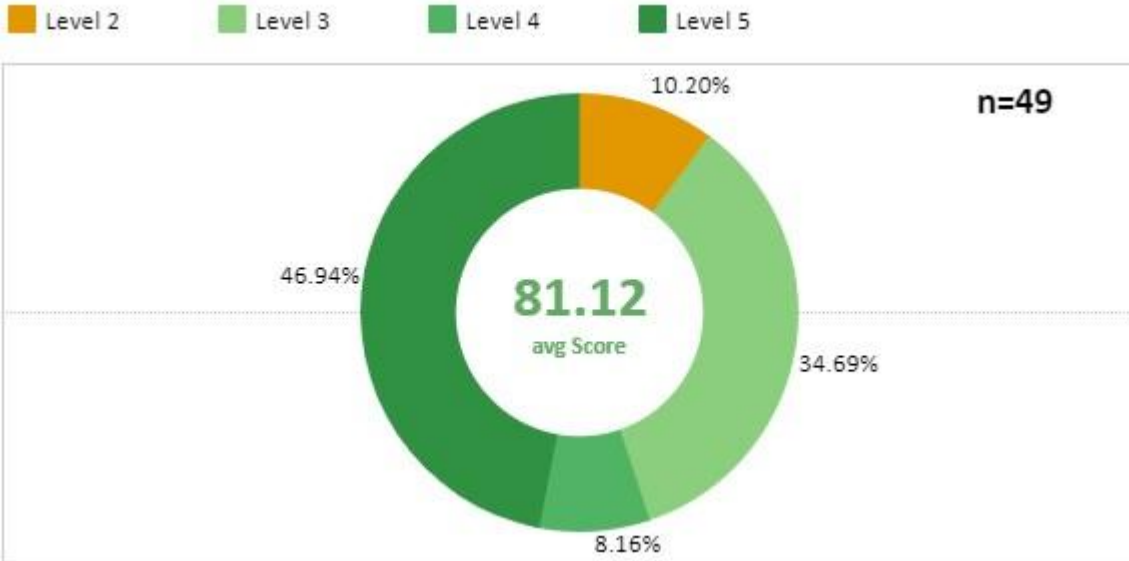| SUSPENSION RATE 2019-20	
Did the school district have significant discrepancy?	
NO	
State threshold for 2019-20	
State threshold and does district meet threshold	
No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.	Yes, met state threshold

Achievement Data Regents Scores by Race
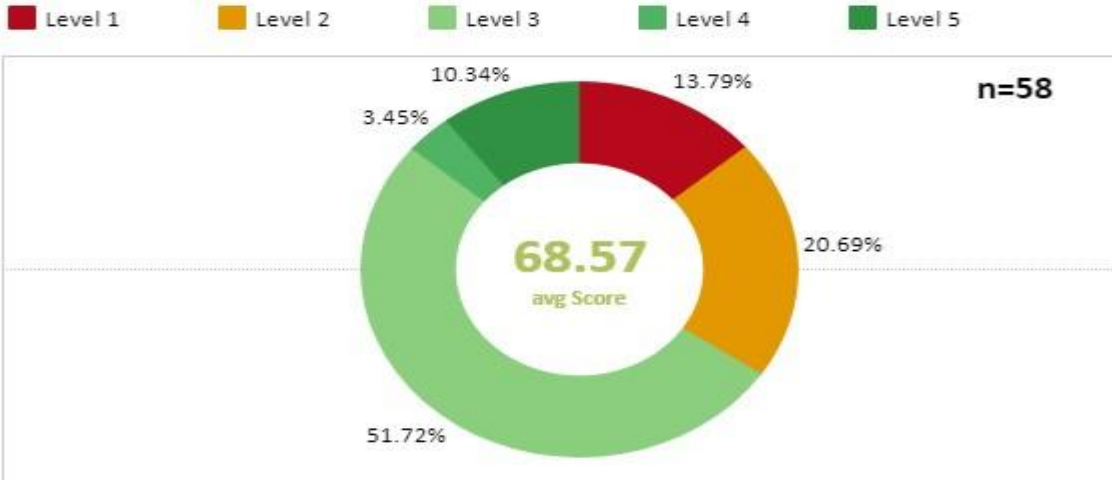
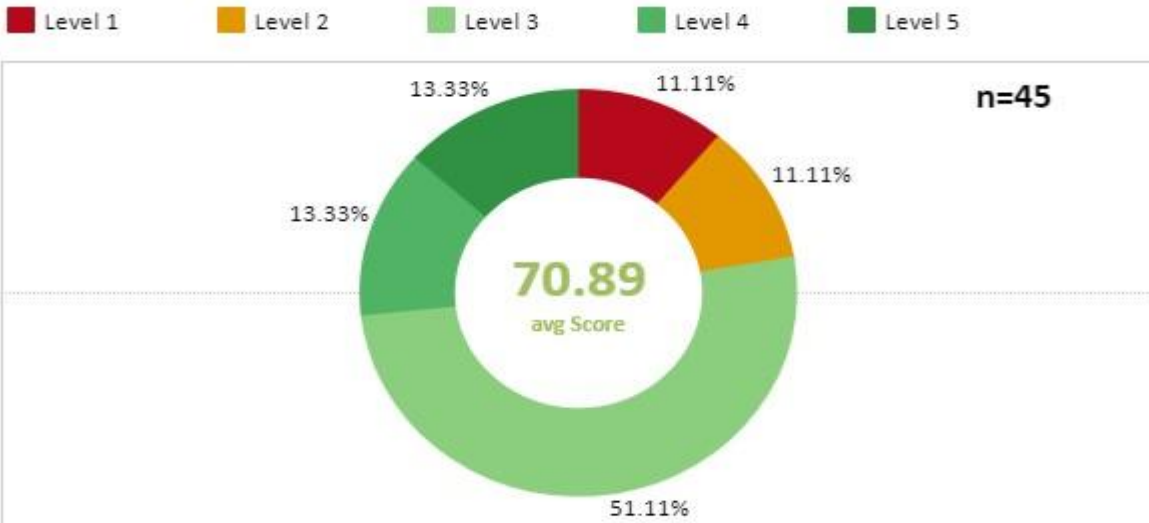## 2019 January, 2019 June, 2019 August Algebra 1

All Students

Asian

Black or African Amercan

Level 1   Level 2   Level 3   Level 4   Level 5

n=58

13.79%
20.69%
51.72%
3.45%
10.34%

68.57 avg Score

Multiracial

Level 1   Level 2   Level 3   Level 4   Level 5

n=45

11.11%
11.11%
51.11%
13.33%
13.33%

70.89 avg Score

White

Level 1   Level 2   Level 3   Level 4   Level 5
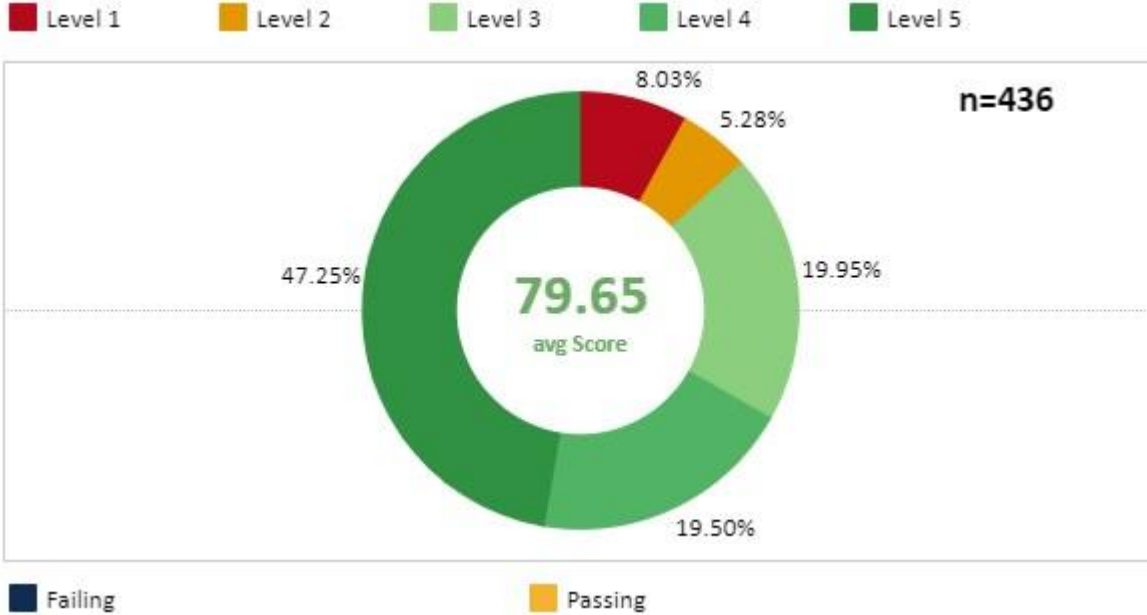
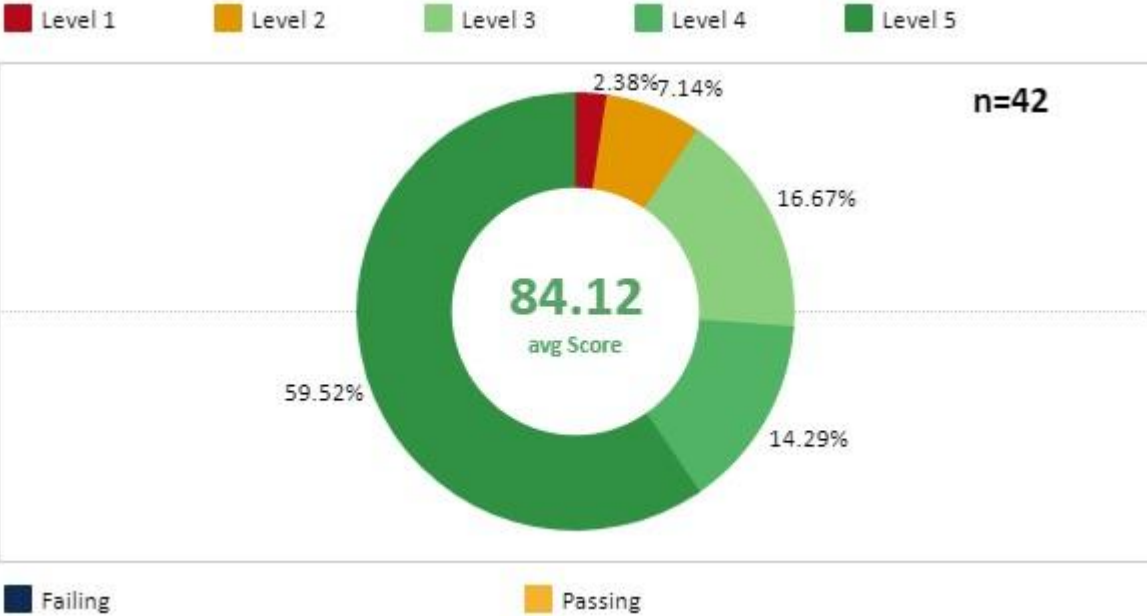n=347

9.51%
6.92%
43.80%
17.29%
22.48%

75.33 avg Score
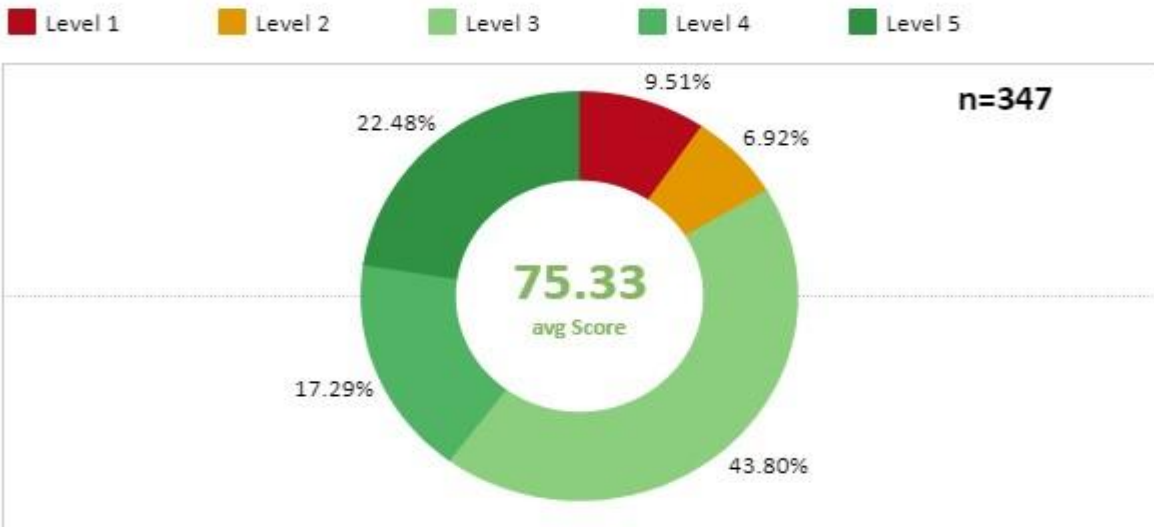
Achievement Data Regents Scores by Race

2019 January, 2019 June, 2019 August ELA

All Students

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

8.03%

5.28%

n=436

47.25%

79.65
avg Score

19.95%

19.50%

Failing   Passing

Asian

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

2.38% 7.14%

n=42

16.67%

84.12
avg Score

59.52%

14.29%

Failing   Passing

Black or African Amercan

Level 1   Level 3   Level 4   Level 5

9.43%

n=53

43.40%

22.64%

80.28
avg Score

24.53%

Failing   Passing

Multiracial

Level 1   Level 2   Level 3   Level 4   Level 5

18.75%

n=32

31.25%

3.13%

73.88
avg Score

21.88%

25.00%

Failing   Passing

White

Level 1   Level 2   Level 3   Level 4   Level 5

7.47%

6.17%

n=308

47.73%

19.81%

79.47
avg Score

18.83%

Failing   Passing

Advanced Placement or College Level Courses
Percentage of Students Enrolled in 1 or More Courses by Race/Ethnicity

% of students enrolled in 1 or more College/AP level courses			
	Total in school	In College or AP Course	Percent
White	970	401	41.3
Black	142	42	29.6
Hispanic	145	35	24.1
Asian	169	87	51.5
Pacific Islander	0	0	
American Indian	1	1	100.0
Multi-racial	111	38	34.2
Total	**1538**	**604**	**39.3**

Advanced Placement Data: Percentage of Students Enrolled in 1 or More Courses by Race/Ethnicity

Percentage of Total Population

- White
- Black
- Hispanic
- AAPI
- Multiracial
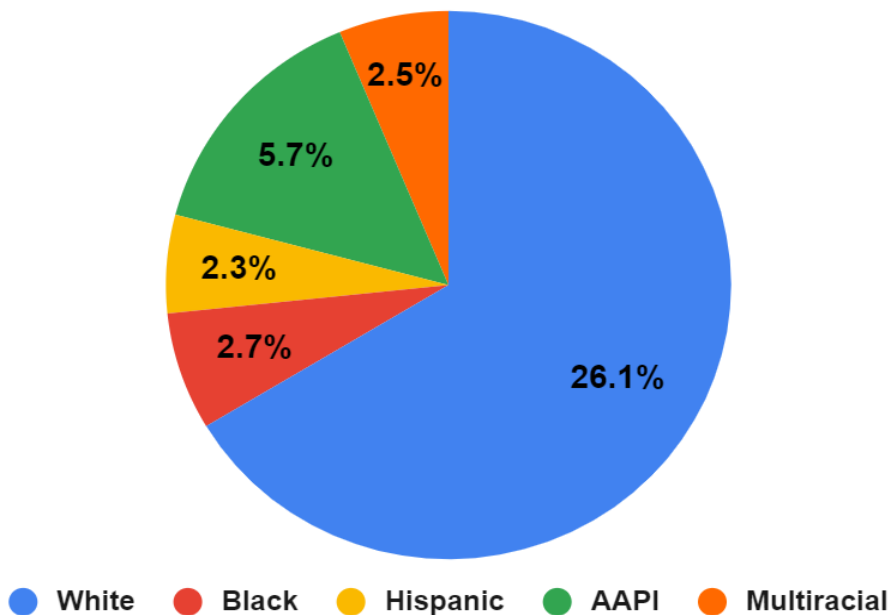
Conclusions

Based on the data presented in this report, disproportionalities do not appear to exist in the following areas:

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

Student Achievement: Regents Scores by Race for both the Algebra 1 and ELA.

It is recommended that Grade Point Average by Race be an area for future review.

Note:

Through 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.