



EQUITY REPORT 2019

SECOND ANNUAL EQUITY REPORT FROM THE VILLAGE INITIATIVE

The Village Initiative is an action-oriented grassroots organization committed to working together with the Williamsburg/James City County School District to achieve greater equity and diversity in our school system.

The Village Initiative's second annual Equity Report, based on statistics from the Virginia Department of Education, reveals:

- **persistent opportunity gaps** between white and minority students, regardless of subject area or the school itself.
- a **troubling racial discipline gap** in short and long-term suspensions, which creates a **pipeline to prison**.

Achieving equity in the WJCC School District requires:

- a range of **budget neutral, no excuses solutions**, including needs-based funding, more recess, ongoing cultural responsiveness training, and enhanced efforts to recruit and retain teachers of color.
- strategic investments in **equity-driven initiatives** for the benefit of ALL students.

ACADEMIC OPPORTUNITY GAP

Nearly every WJCC school demonstrated **significant and consistent gaps** in SOL pass rates between White and minority students since the 2012-13 school year.

In the 2018-19 school year alone:

- All elementary schools had **DOUBLE-DIGIT GAPS** in the SOL pass rates between White and Black students in 3 or 4 subjects.
 - 6 out of 9 elementary schools have **30 point gaps** between Black and White students in at least one subject.
 - 5 out of 9 elementary schools have **30 point gaps** between Hispanic and White students in at least one subject.
 - At D.J. Montague Elementary and James River Elementary, there are **30 point gaps** between Black and White students in **ALL subjects**, including a **47 point gap** between Black and White students in History and Social Sciences at D.J. Montague and a **53 point gap** between Black and White students in Science at James River.
- All middle schools had **DOUBLE-DIGIT GAPS** in the SOL pass rates between White and Black students in at least 3 subjects.
 - But the **gaps at Berkeley Middle are greater** (24-42 point gaps in pass rates between White and Black students) than those at Hornsby (17-30 point gaps) or Toano (8-14 point gaps). Gaps in SOL pass rates between White and Hispanic students are also more severe at Berkeley.
 - At Berkeley Middle, only **43%** of Black students and **30%** of Hispanic students passed the Writing SOL, and only **44%** of Black students and **32%** for Hispanic students passed the Science SOL.
- All high schools had **DOUBLE-DIGIT GAPS** in the SOL pass rates between White and Black students in at least 3 subjects.
 - But the **gaps at Lafayette are greater** (26-42) than the gaps at Jamestown (14-27) and Warhill (15-24).
 - At Lafayette, there was a **42 point gap** between Black and White students for Reading.
- The pass rates for English Language Learners are variable, in part due to shifting population numbers in this period. Overall, however, English Learners tend to have lower pass rates than White students in all subjects.

***THESE ARE NOT ACHIEVEMENT GAPS BUT OPPORTUNITY GAPS.
ALL STUDENTS MUST BE GIVEN THE OPPORTUNITIES TO SUCCEED.***

DISPROPORTIONATE DISCIPLINE BY RACE/ETHNICITY

Between 2016 and 2019, minority students were **consistently overrepresented in short and long-term suspensions**.

In 2018-19, students identifying as Black, Hispanic or of two or more races accounted for **more than 67% of the short-term and more than 86% of long-term suspensions**, even though they only make up **only 39% of the student population** in the district as a whole.

- At DJ. Montague Elementary, Black students made up 22.9% of the student population, but 73.9% of short-term suspensions.
- At Laurel Lane Elementary, Black students made up 15.1% of the student population, but 75% of short-term suspensions.
- At Matoaka Elementary, Black students made up 9.9% of the student population, but 66.7% of short term suspensions.
- At Berkeley Middle, Black students made up 18.3% of the student population, but 50.7% of short-term suspensions and 100% of long-term suspensions.
- At Lafayette High, Black students made up 21% of the student population, but 60% of short-term suspensions and 66.7% of long term suspensions.

THESE DISPARITIES CREATE A PIPELINE TO PRISON.

SOLUTIONS

NO EXCUSES SOLUTIONS: LOW BUDGET OR BUDGET NEUTRAL INITIATIVES

- **Needs based funding**
 - allocate resources across schools and within schools based on **student need**, not simply based on student **numbers**.
- **Recruit teachers of color and white teachers trained in culturally responsive teaching**
 - Invite current teachers of color to participate in recruitment events at HBCUs.
 - Establish a panel of current teachers of color to serve as contact resources for applicants before and after hiring.
 - Prioritize applicants who can contribute to diversity through their **ability to represent the demographics of the student body** and/or through **certifications in culturally responsive teaching**.
- **Retain teachers of color**
 - Stipends for teachers of color willing to serve as mentors to new teachers of color.
 - Establish an **Advisory Committee of teachers of color** to develop **recommendations to improve retention**.
- **Ongoing training for all teachers**
 - Require some teacher professional development credits be fulfilled through instruction on equity and **culturally responsive teaching**.
- **Support efforts to diversify the curriculum**
 - Create incentives for teachers to integrate minority perspectives in their classes.
 - Strengthen partnership with The Village Initiative to **diversify local histories taught in the classroom** through curricular materials and field trips.
- **More recess** – benefits ALL students

STRATEGIC INVESTMENTS IN EQUITY-DRIVEN INITIATIVES

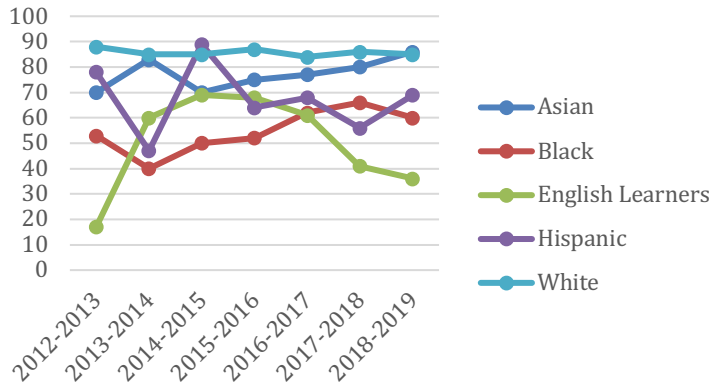
- Higher salaries and incentives (e.g. housing) for teachers
- Smaller class sizes
- Dual language learner programs
- More counselors

EVERY STUDENT IN THE WJCC SCHOOL DISTRICT MUST BE GIVEN THE OPPORTUNITY TO SUCCEED.

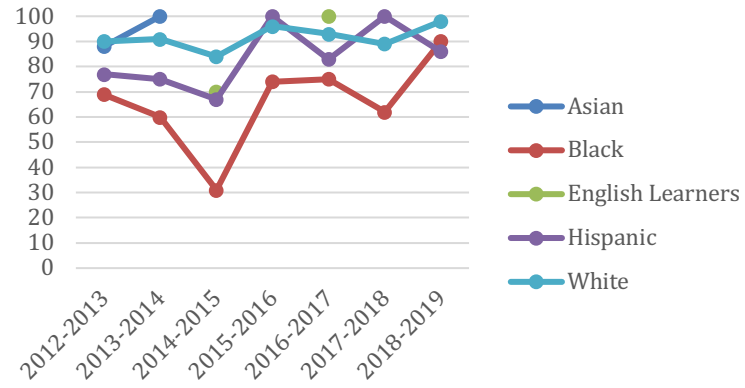
APPENDIX A:
SOL PASS RATES BY SUBJECT AREA AND
BY RACE/ETHNICITY AND ENGLISH LEARNER

CLARA BYRD BAKER ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

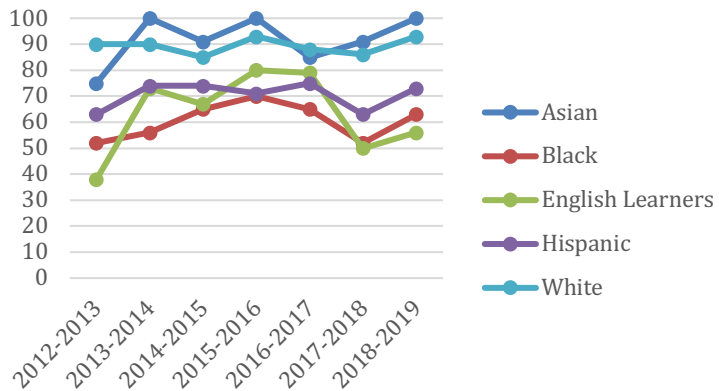
Clara Byrd Baker Elementary: Reading Pass Rates



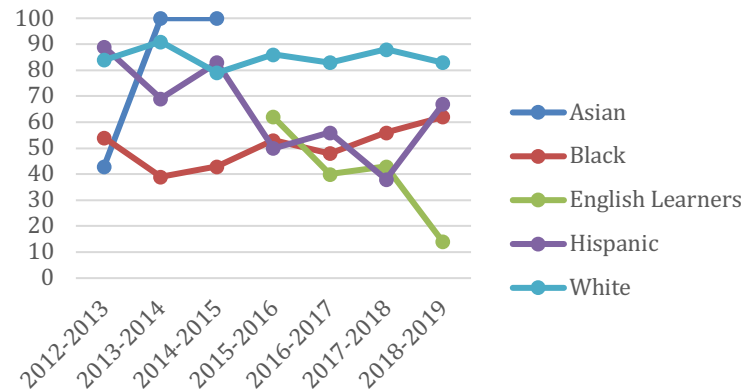
Clara Byrd Baker Elementary: History and Social Sciences Pass Rates



Clara Byrd Baker Elementary: Mathematics Pass Rates

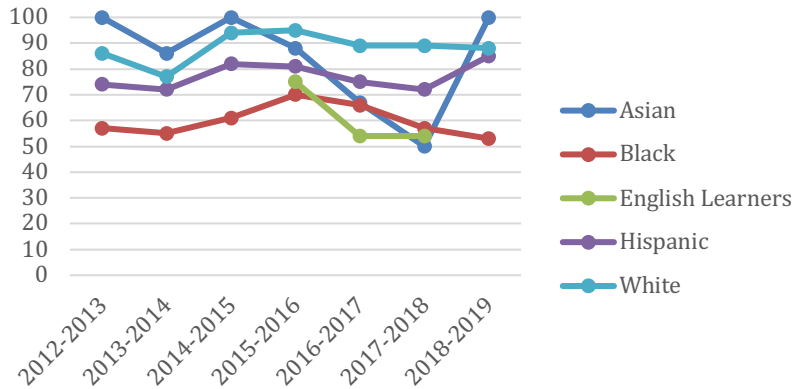


Clara Byrd Baker Elementary: Science Pass Rates

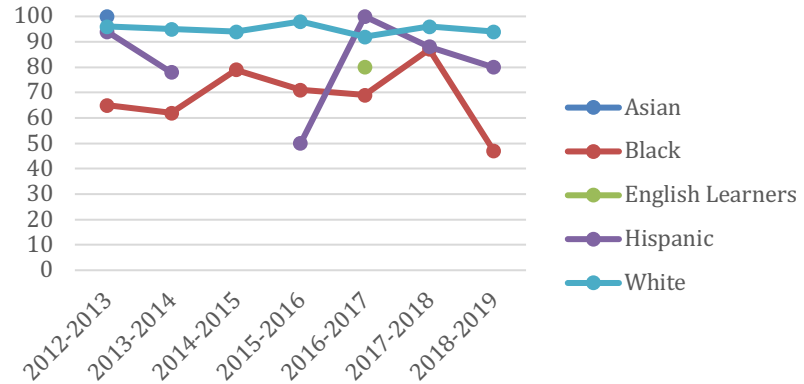


D.J. MONATAGUE ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

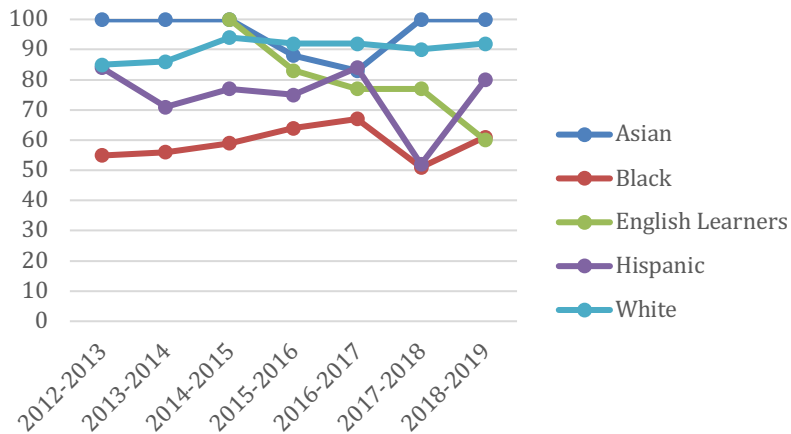
D.J. Montague Elementary: Reading Pass Rates



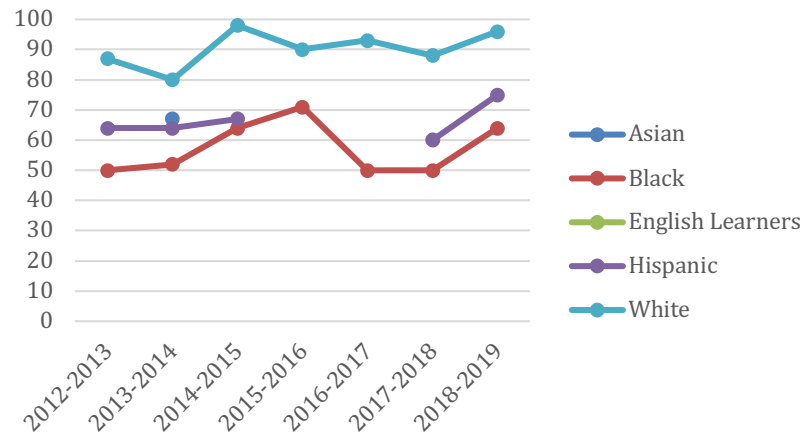
D.J. Montague Elementary: History and Social Sciences Pass Rates



D.J. Montague Elementary: Mathematics Pass Rates

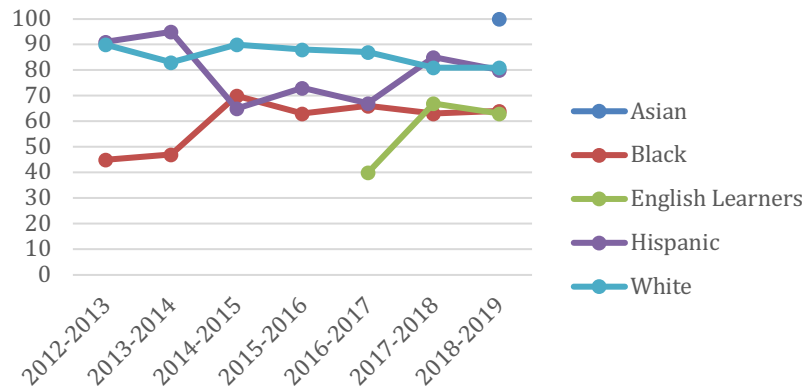


D.J. Montague Elementary: Science Pass Rates

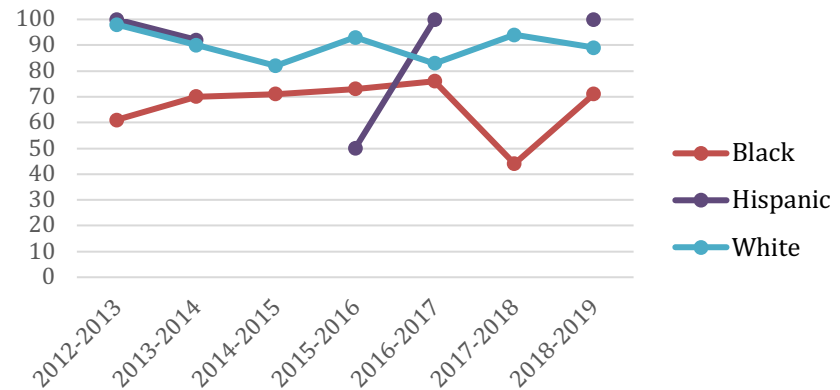


J. BLAINE BLAYTON ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

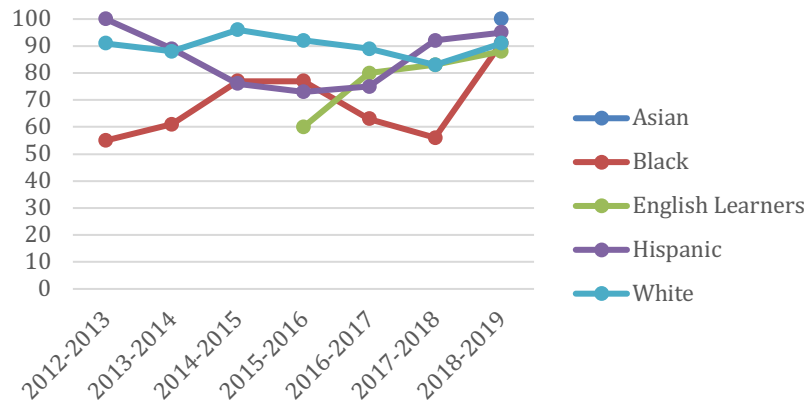
J. Blaine Blayton Elementary: Reading Pass Rates



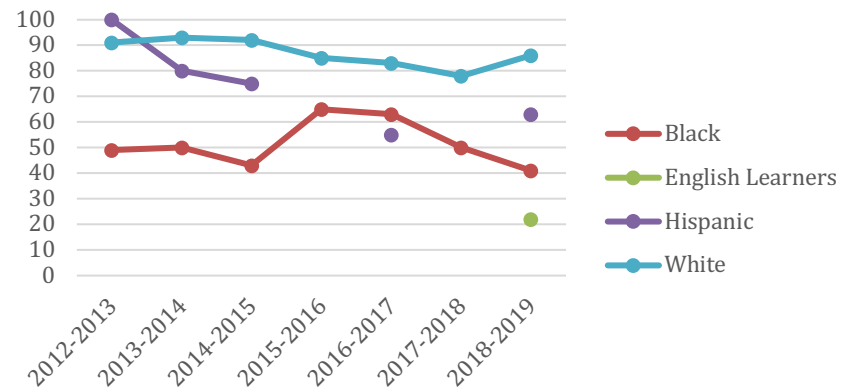
J. Blaine Blayton Elementary: History and Social Sciences Pass Rates



J. Blaine Blayton Elementary: Mathematics Pass Rates

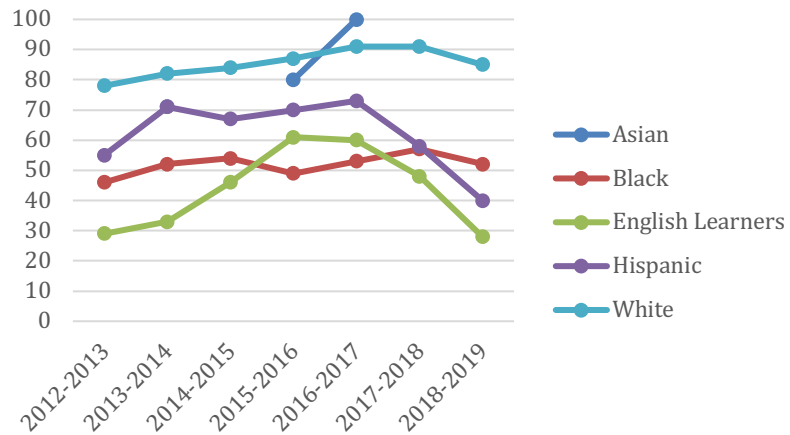


J. Blaine Blayton Elementary: Science Pass Rates

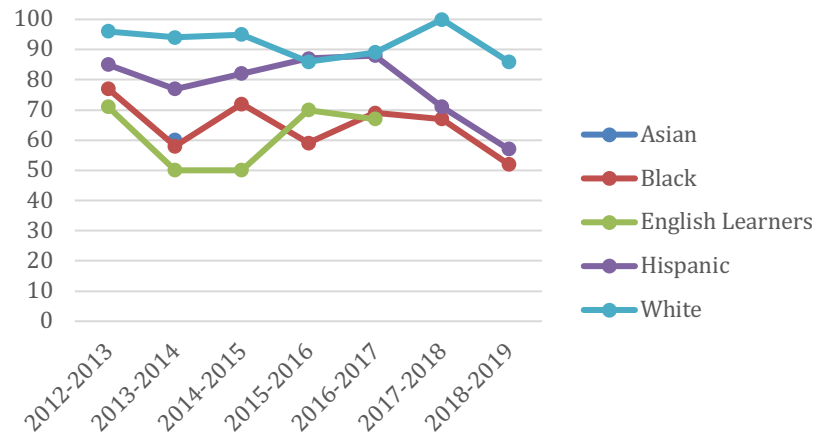


JAMES RIVER ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

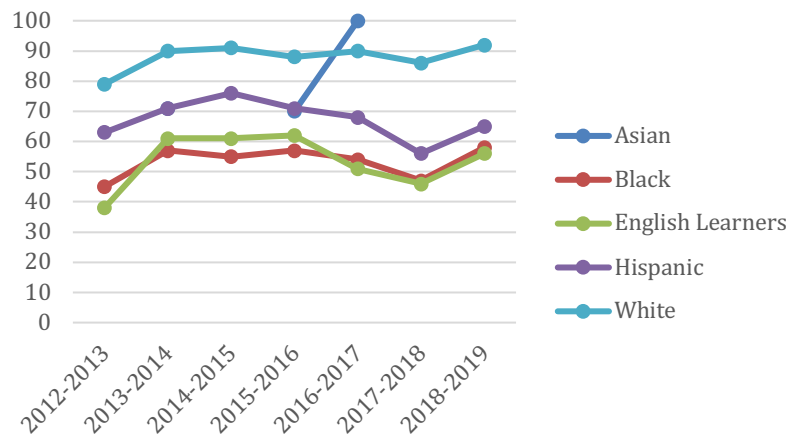
James River Elementary: Reading Pass Rates



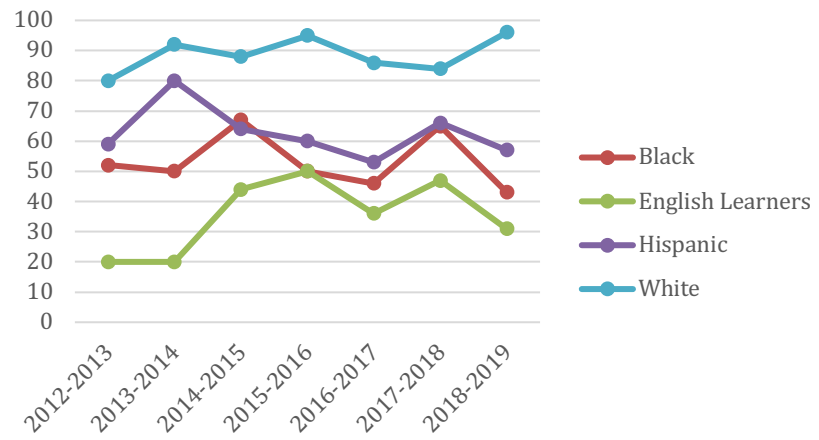
James River Elementary: History and Social Sciences Pass Rates



James River Elementary: Mathematics Pass Rates

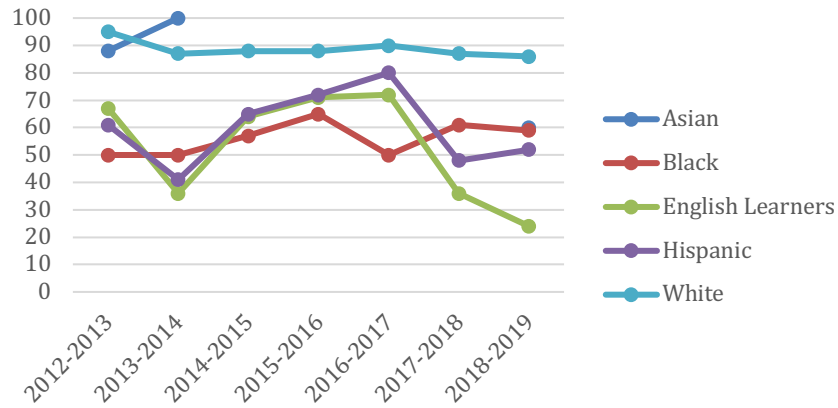


James River Elementary: Science Pass Rates

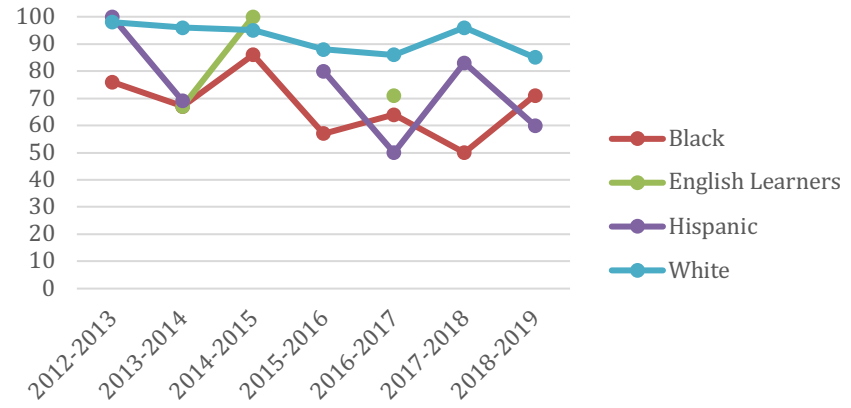


LAUREL LANE ELEMENTARY SC HOOL SOL PASS RATES, 2012-2019

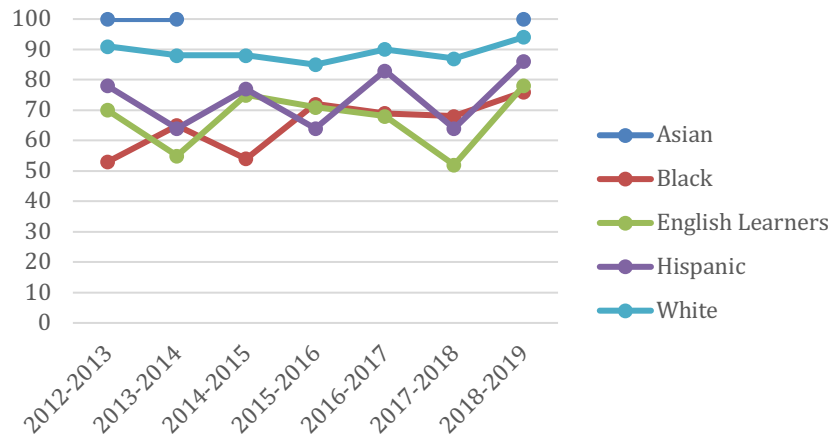
Laurel Lane Elementary: Reading Pass Rates



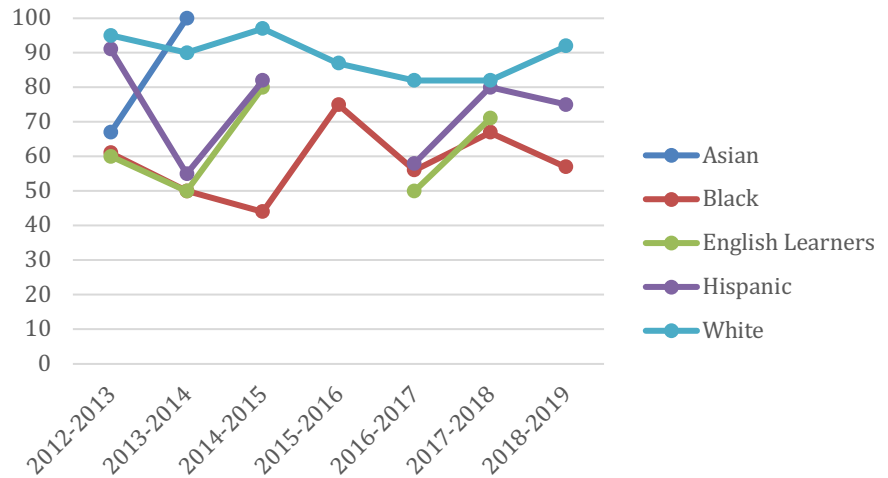
Laurel Lane Elementary: History and Social Sciences Pass Rates



Laurel Lane Elementary: Mathematics Pass Rates

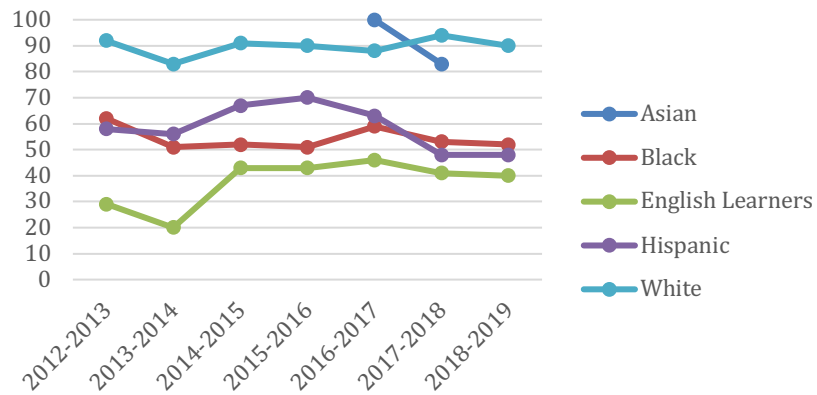


Laurel Lane Elementary: Science Pass Rates

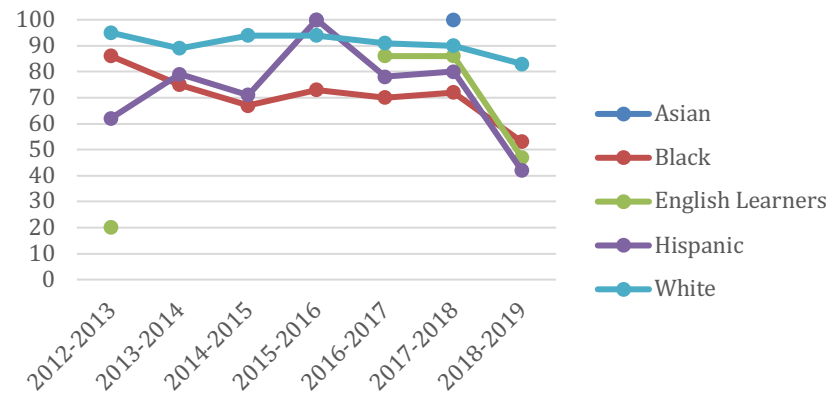


MATTHEW WHALEY ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

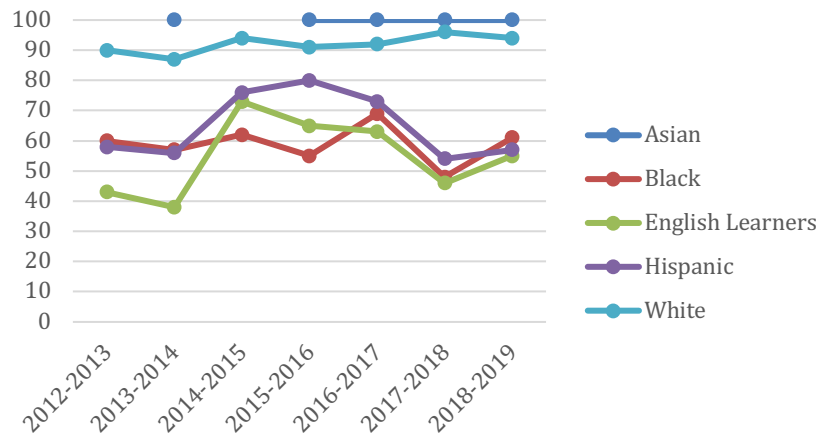
Matthew Whaley Elementary: Reading Pass Rates



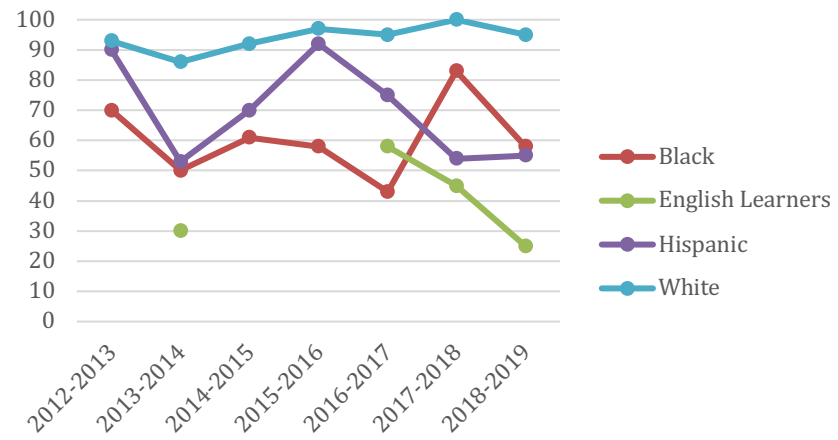
Matthew Whaley Elementary: History and Social Sciences Pass Rates



Matthew Whaley Elementary: Mathematics Pass Rates

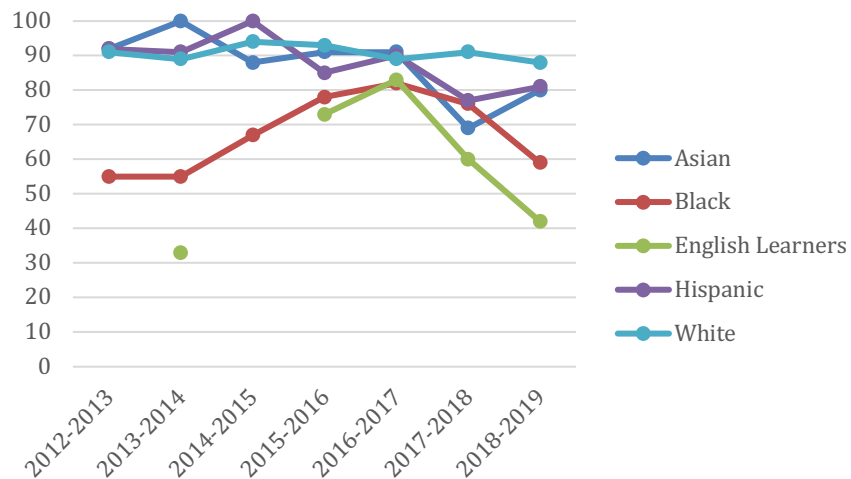


Matthew Whaley Elementary: Science Pass Rates

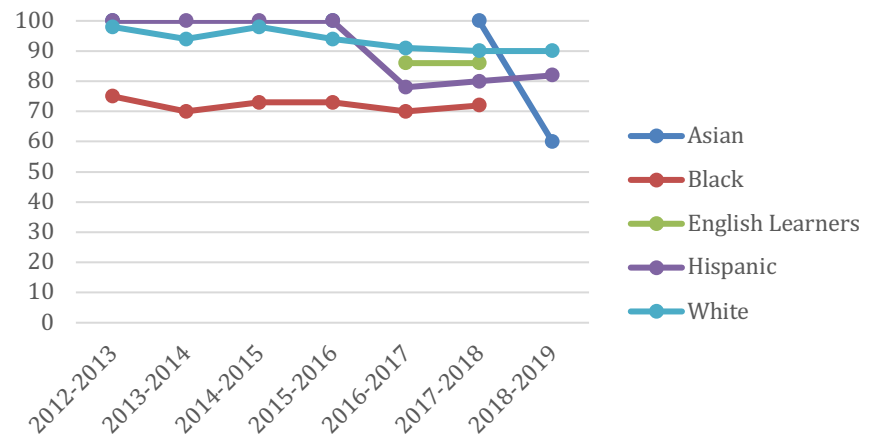


MATOAKA ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

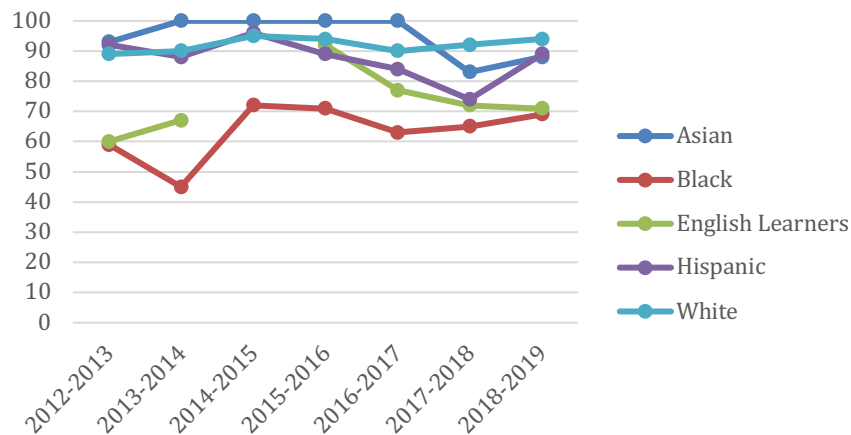
Matoaka Elementary: Reading Pass Rates



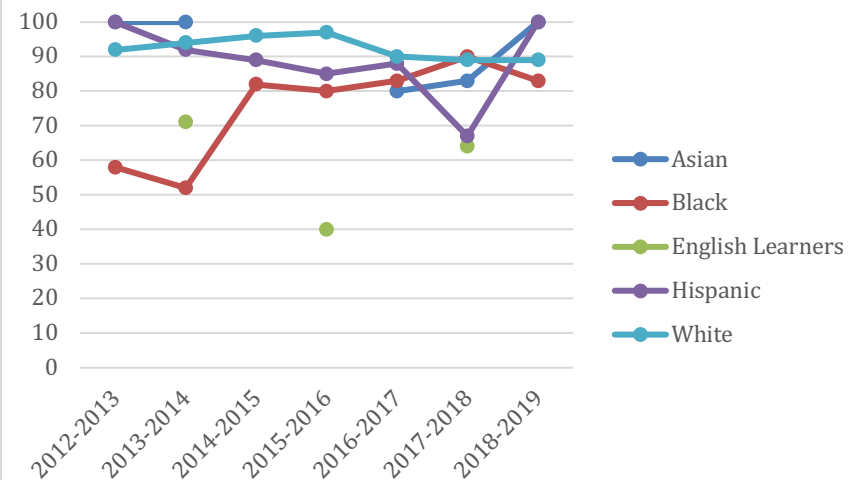
Matoaka Elementary: History and Social Sciences Pass Rates



Matoaka Elementary: Mathematics Pass Rates

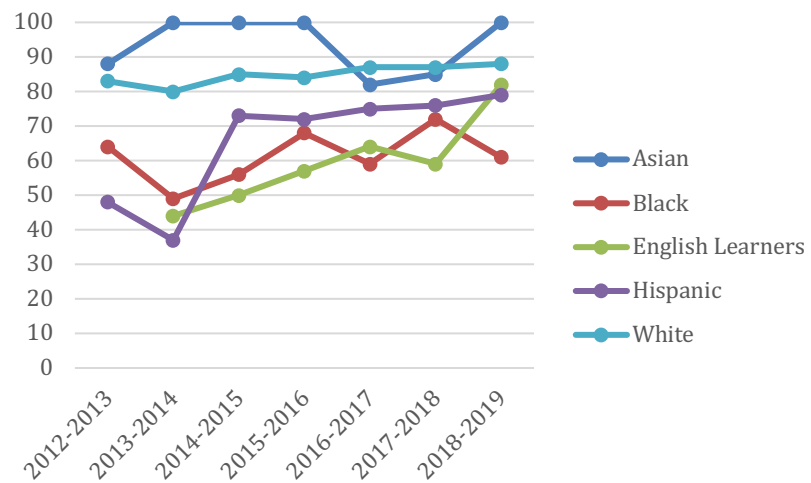


Matoaka Elementary: Science Pass Rates

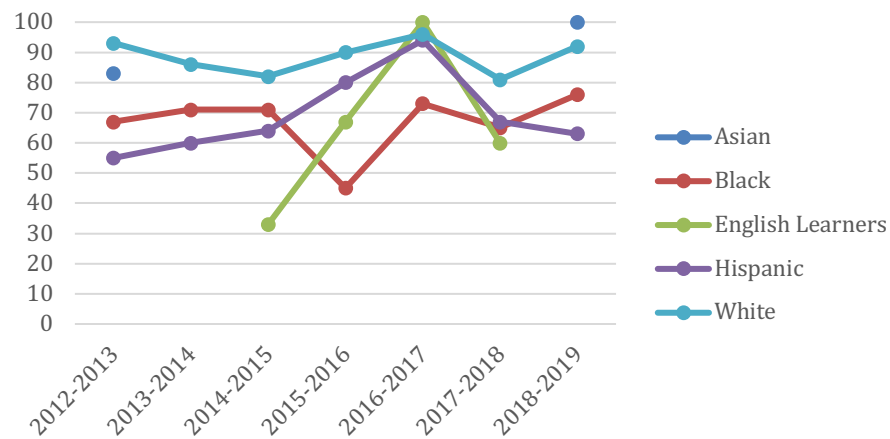


NORGE ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

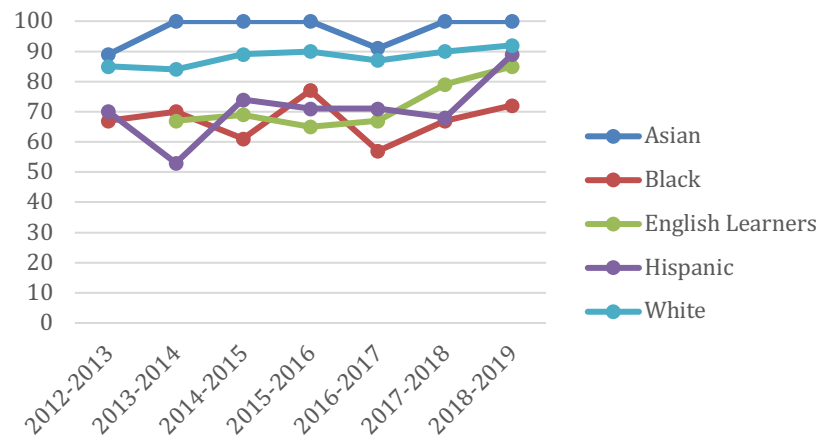
Norge Elementary: Reading Pass Rates



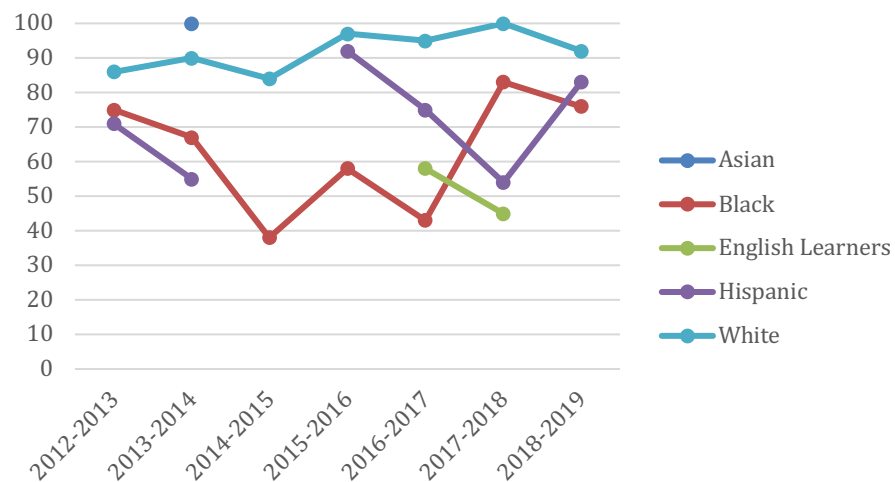
Norge Elementary: History and Social Sciences Pass Rates



Norge Elementary: Mathematics Pass Rates

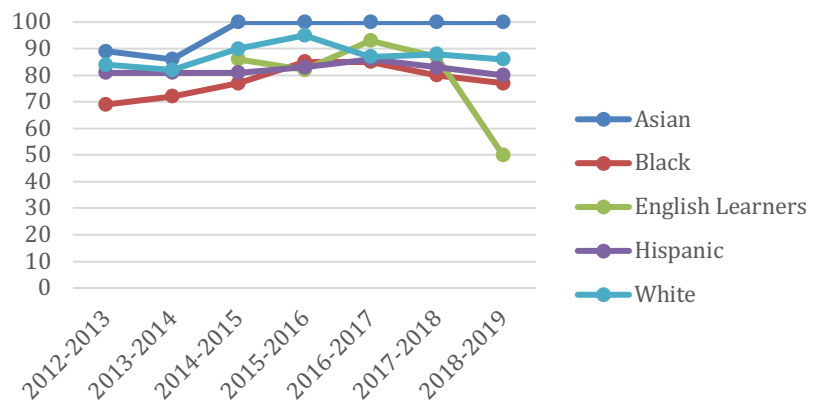


Norge Elementary: Science Pass Rates

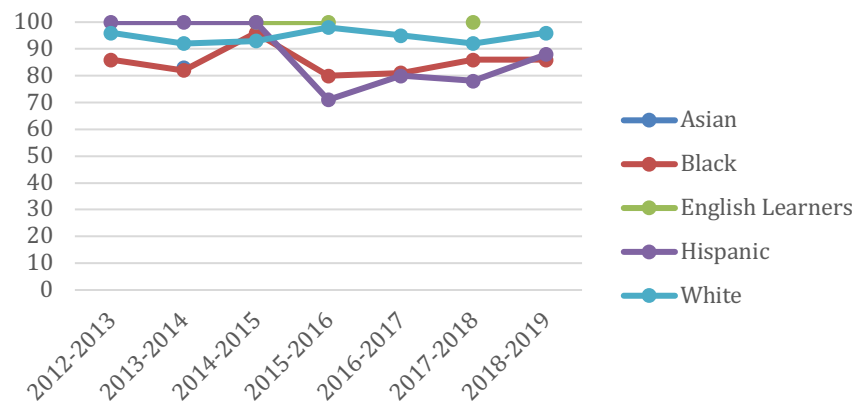


STONEHOUSE ELEMENTARY SCHOOL SOL PASS RATES, 2012-2019

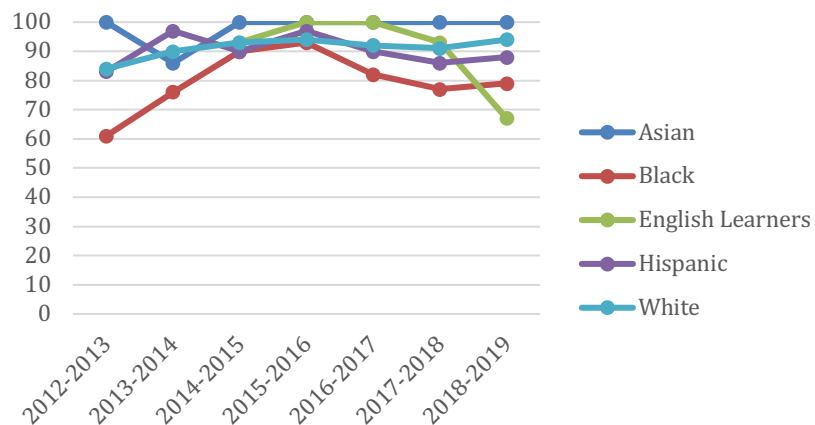
Stonehouse Elementary: Reading Pass Rates



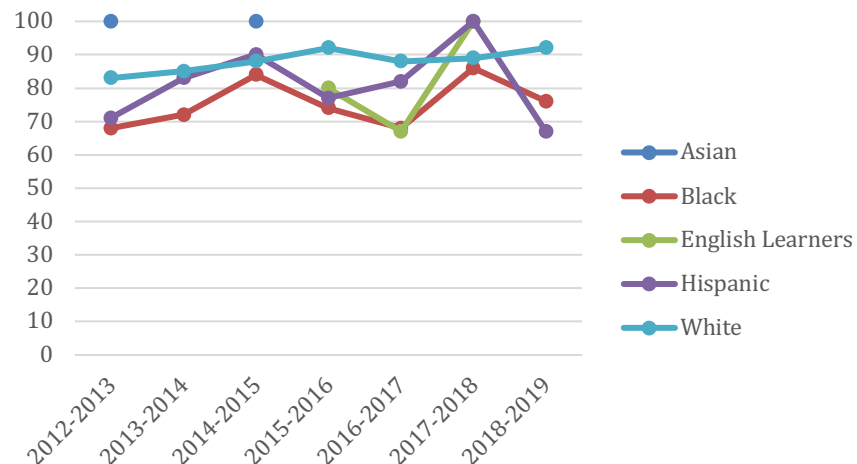
Stonehouse Elementary: History and Social Sciences Pass Rates



Stonehouse Elementary: Mathematics Pass Rates

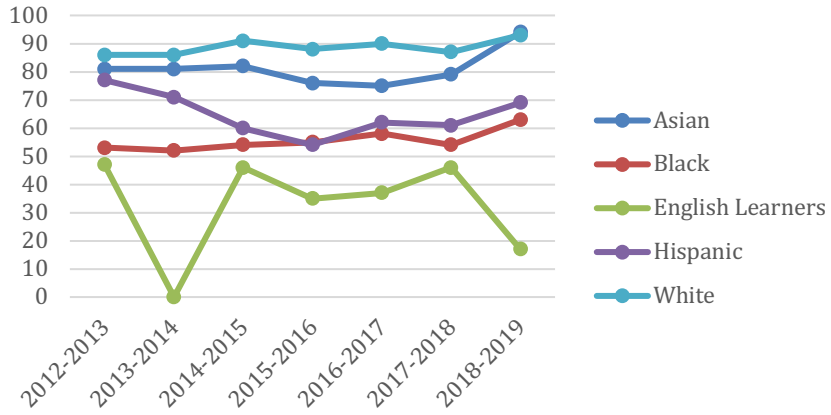


Stonehouse Elementary: Science Pass Rates

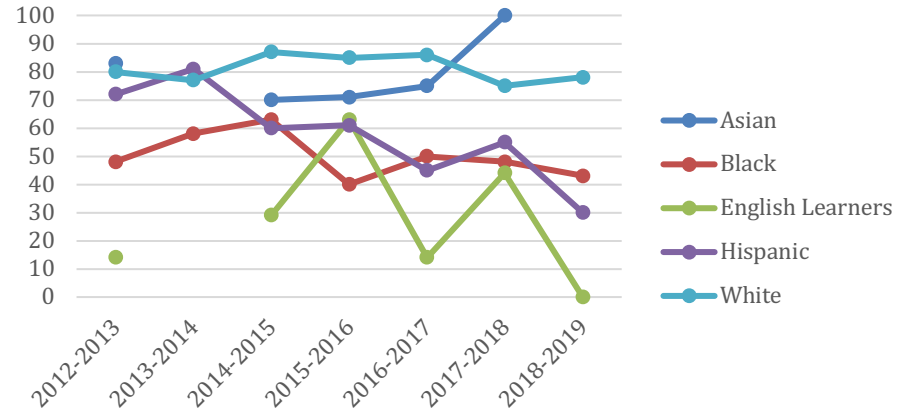


BERKELEY MIDDLE SCHOOL SOL PASS RATES, 2012-2019

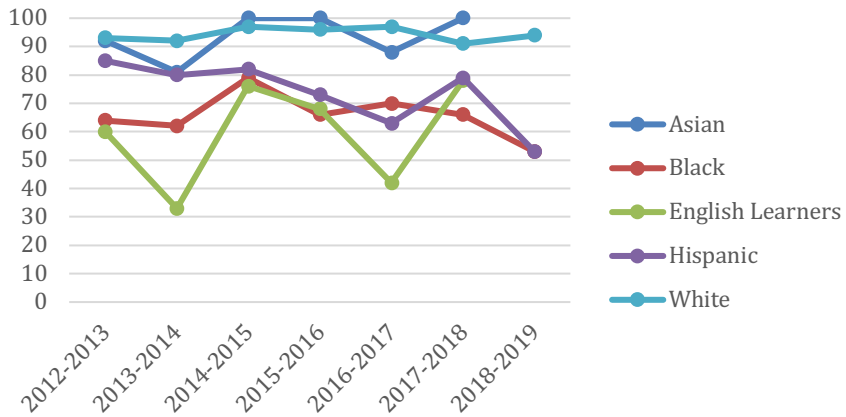
Berkeley Middle: Reading Pass Rates



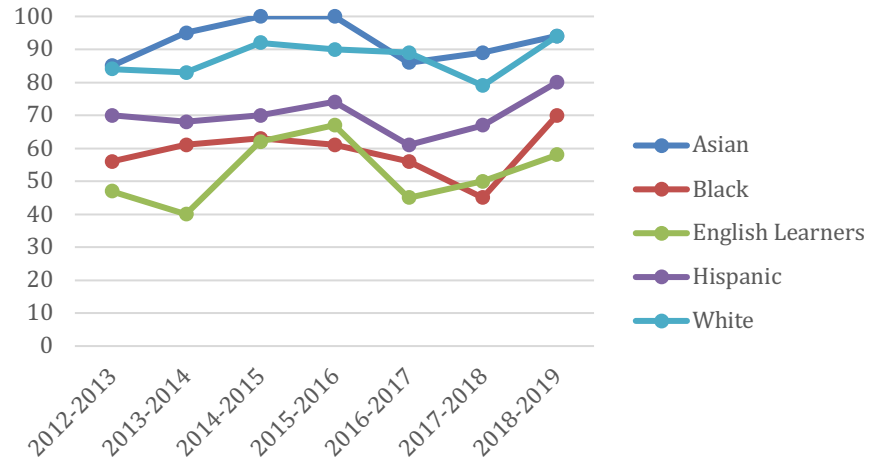
Berkeley Middle: Writing Pass Rates



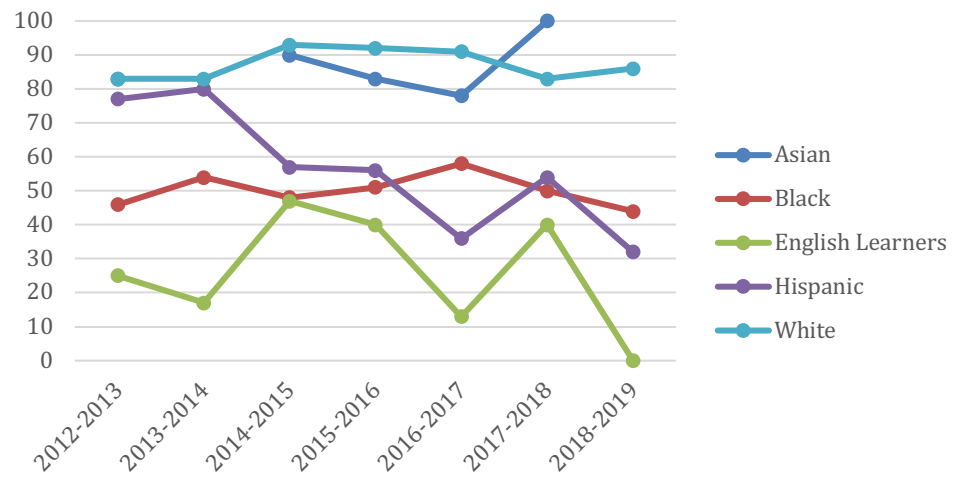
Berkeley Middle: History and Social Sciences Pass Rates



Berkeley Middle: Mathematics Pass Rates

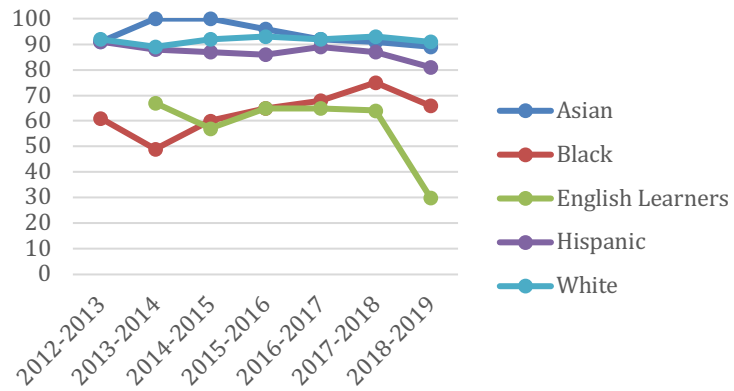


Berkeley Middle: Science Pass Rates

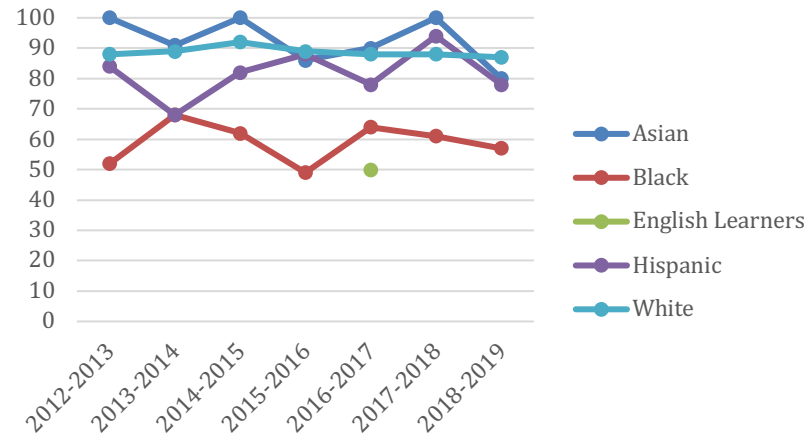


LOIS B HORNSBY MIDDLE SCHOOL SOL PASS RATES, 2012-2019

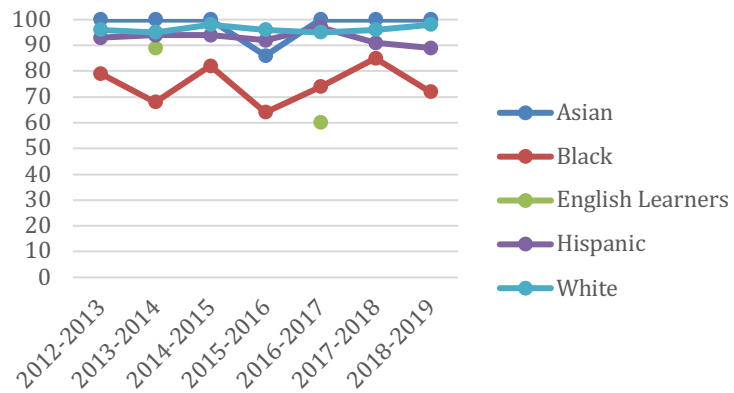
Lois Hornsby Middle: Reading Pass Rates



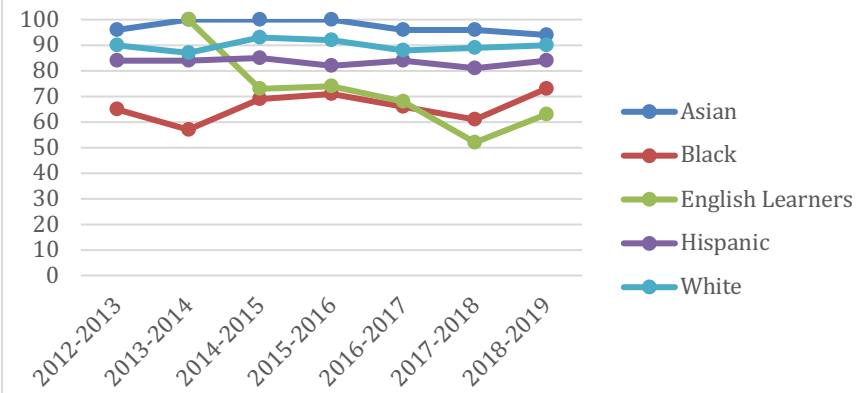
Lois Hornsby Middle: Writing Pass Rates

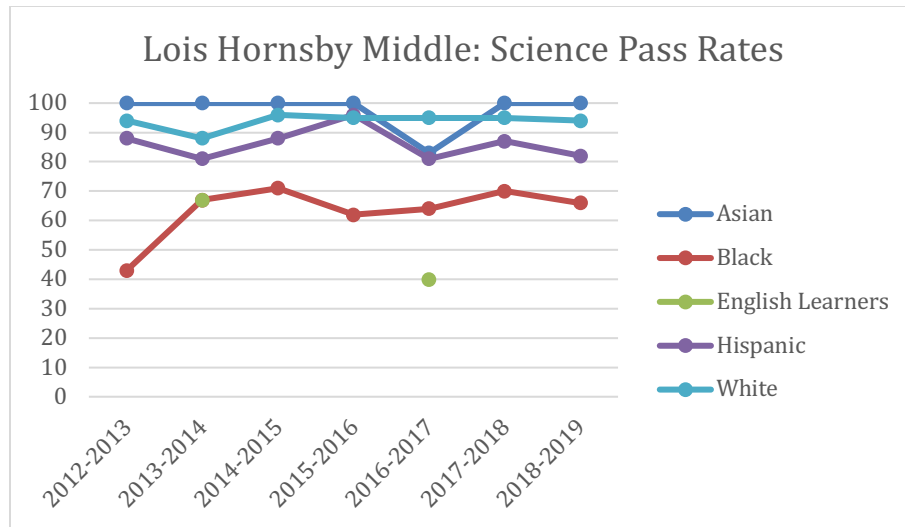


Lois Hornsby Middle: History and Social Sciences Pass Rates

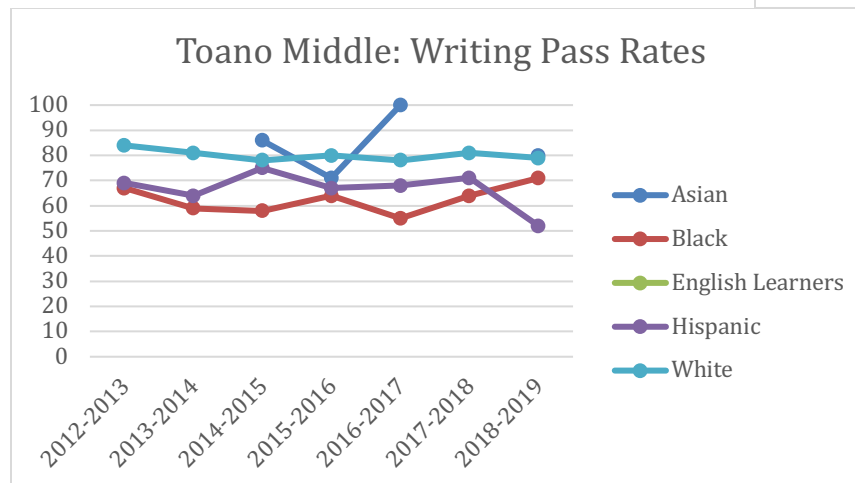
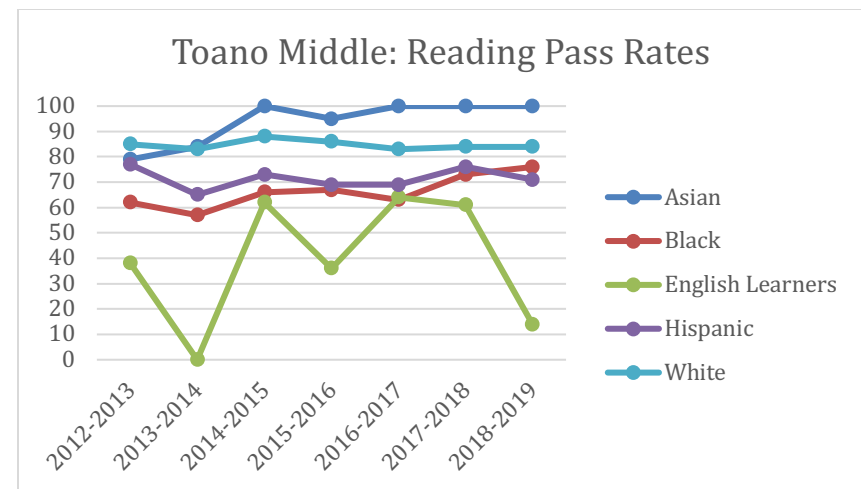


Lois Hornsby Middle: Mathematics Pass Rates

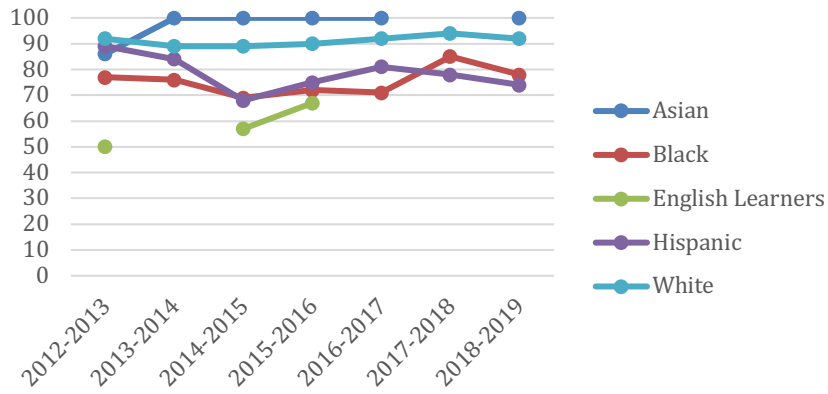




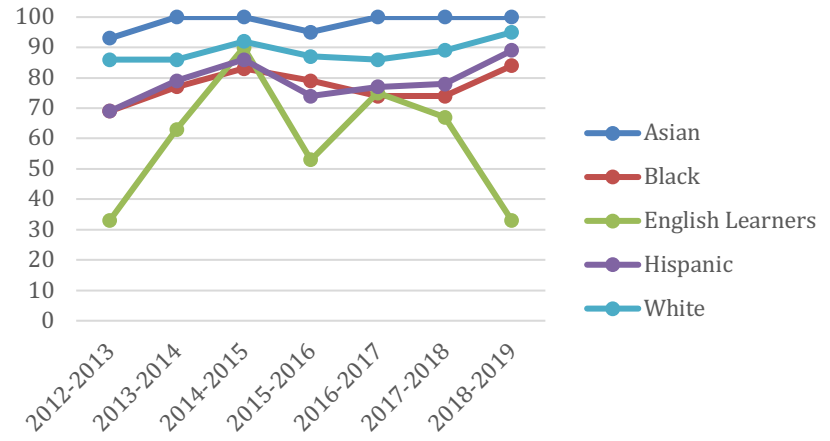
TOANO MIDDLE SOL PASS RATES, 2012-2019



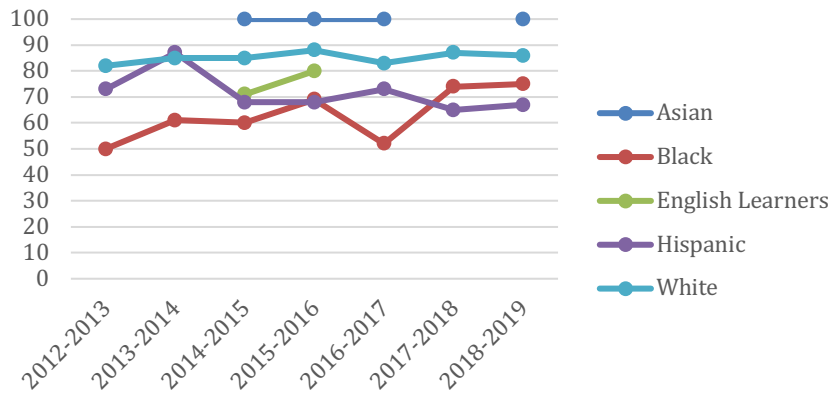
Toano Middle: History and Social Sciences
Pass Rates



Toano Middle: Mathematics Pass Rates

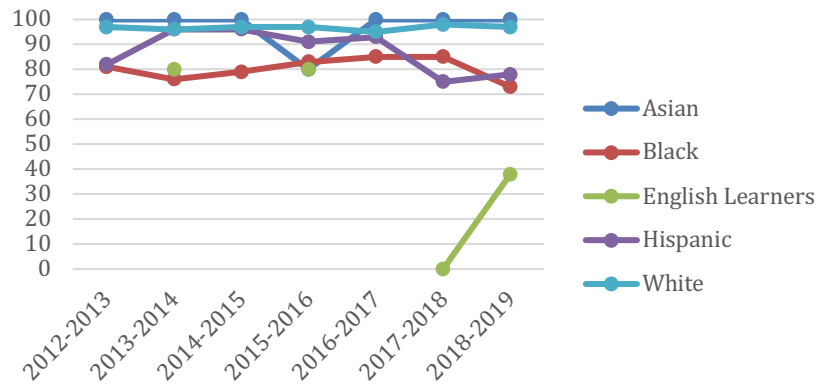


Toano Middle: Science Pass Rates

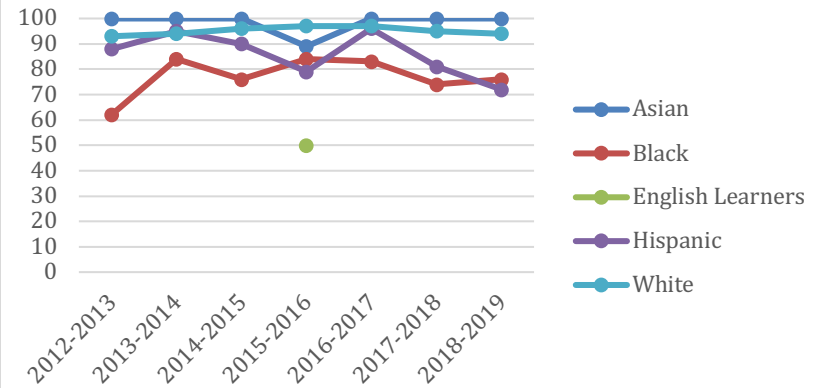


JAMESTOWN HIGH SCHOOL SOL PASS RATES, 2012-2019

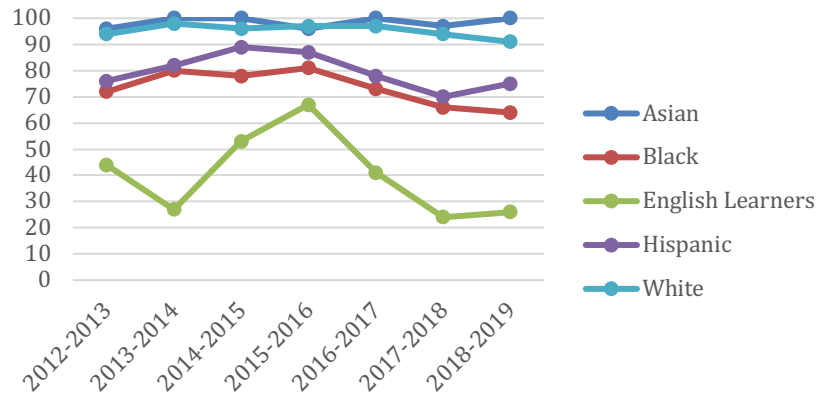
Jamestown High: Reading Pass Rates



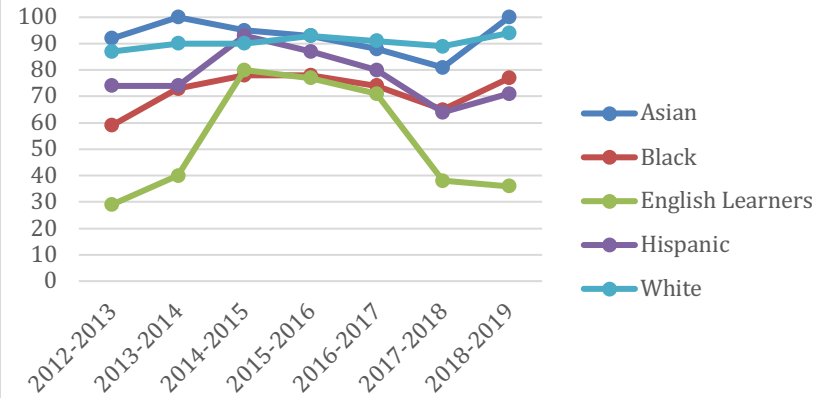
Jamestown High: Writing Pass Rates

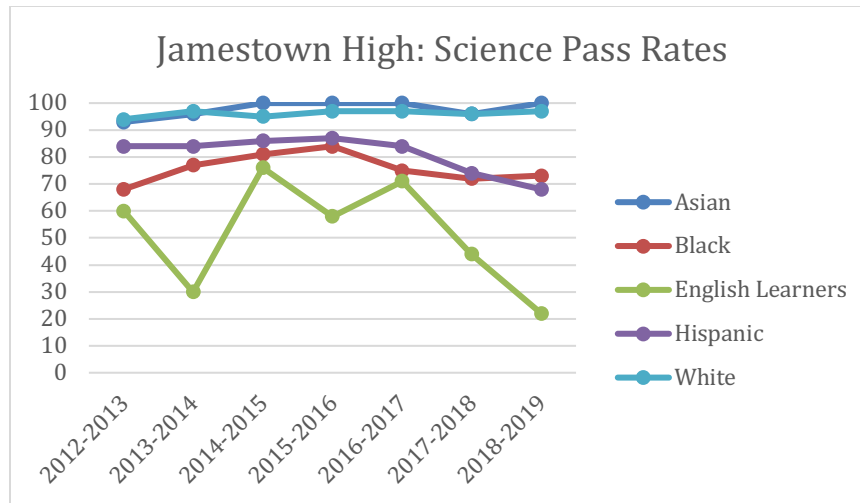


Jamestown High: History and Social Sciences Pass Rates



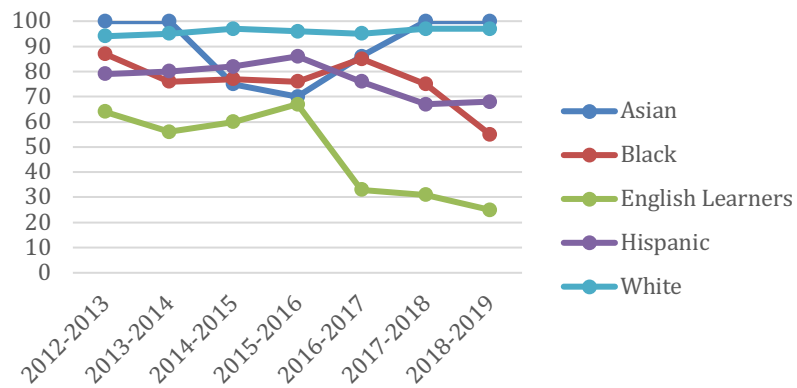
Jamestown High: Mathematics Pass Rates



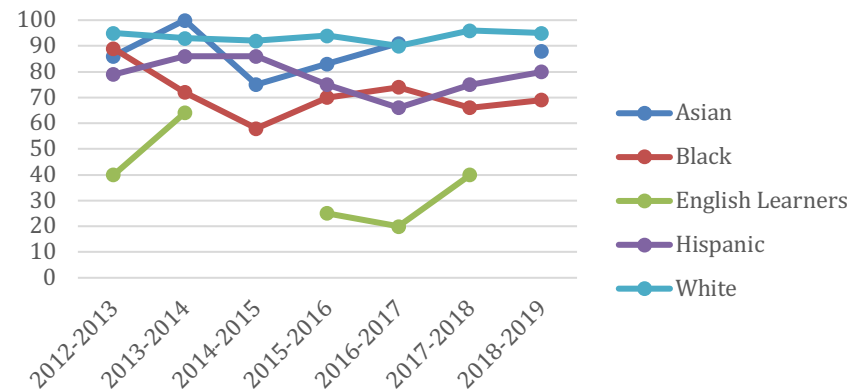


LAFAYETTE HIGH SCHOOL SOL PASS RATES,
2012-2019

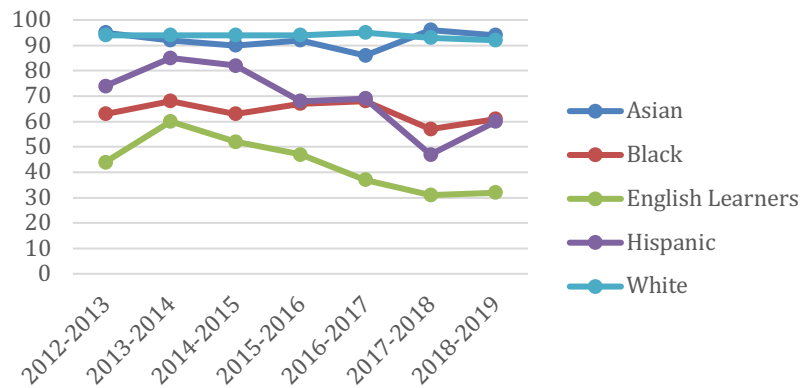
Lafayette High: Reading Pass Rates



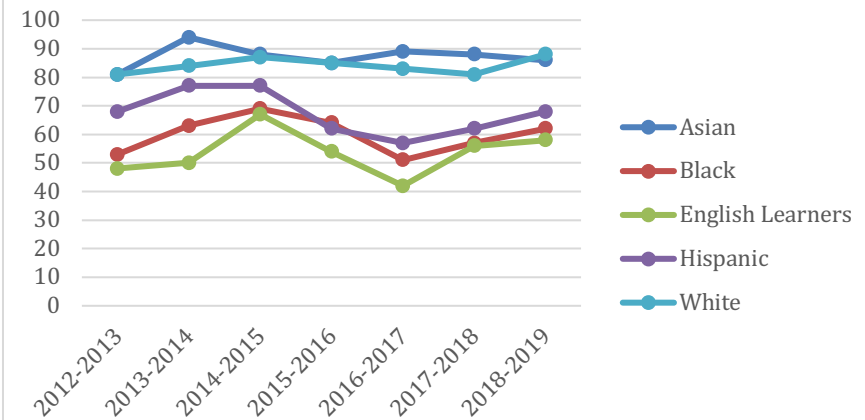
Lafayette High: Writing Pass Rates

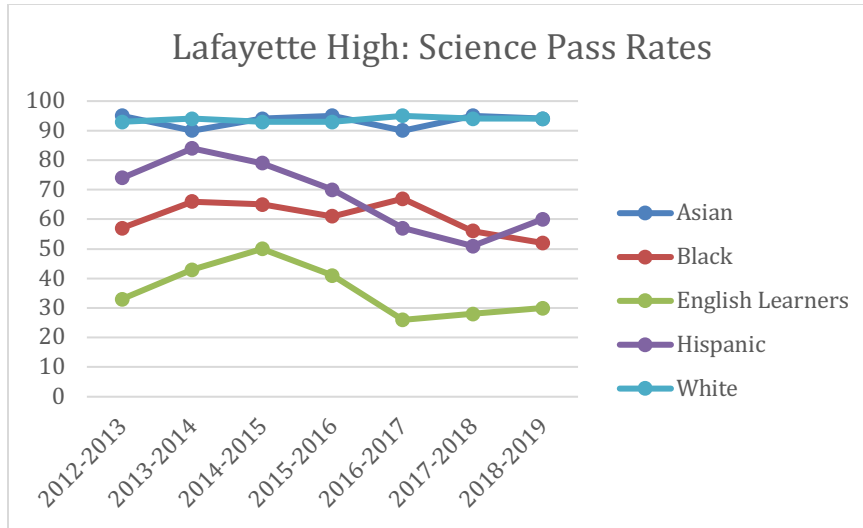


Lafayette High: History and Social Sciences Pass Rates



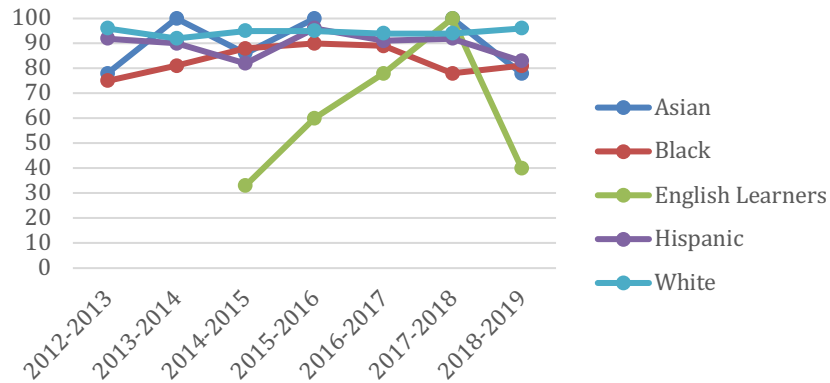
Lafayette High: Mathematics Pass Rates



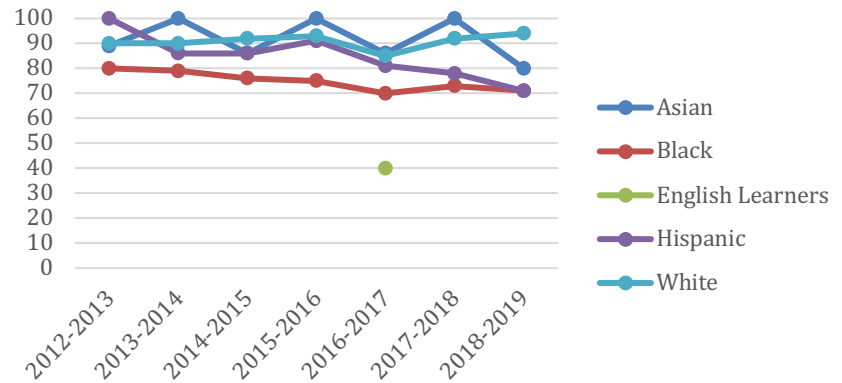


WARHILL HIGH SCHOOL SOL PASS RATES, 2012-2019

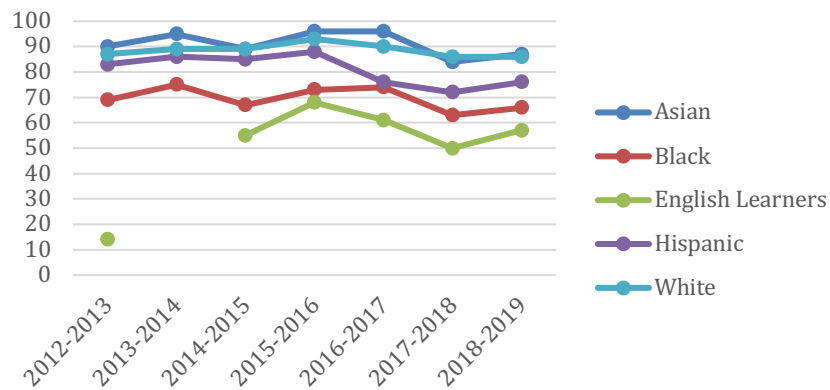
Warhill High: Reading Pass Rates



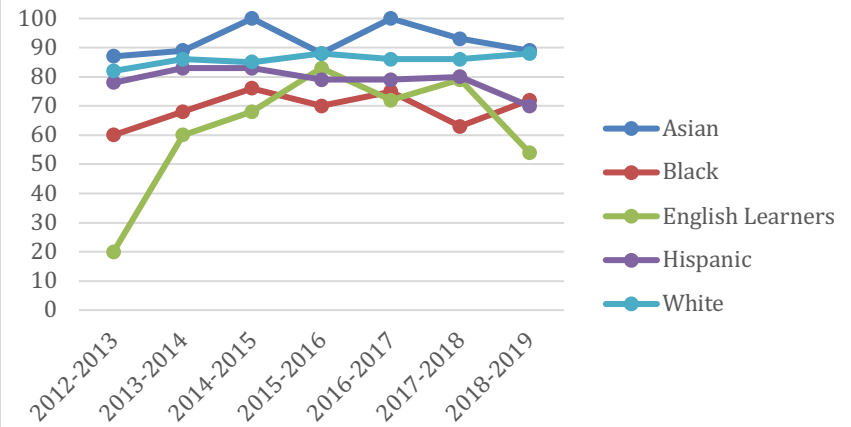
Warhill High: Writing Pass Rates

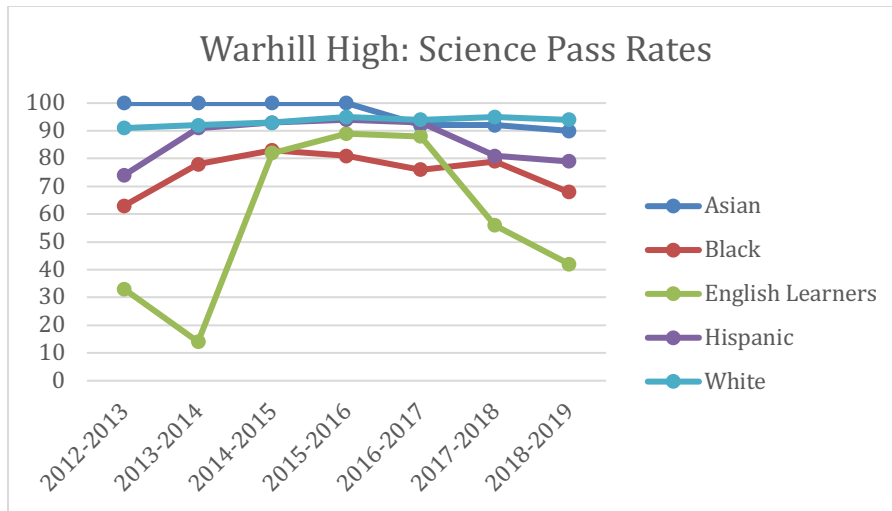


Warhill High: History and Social Sciences Pass Rates



Warhill High: Mathematics Pass Rates





APPENDIX B:
DISCIPLINE STATISTICS BY RACE/ETHNICITY

ELEMENTARY SCHOOLS

CLARA B BYRD ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.2		0.2		-	-
Asian	4.1		5.1		3.3	
Black	16.9	60	19.1	52.9	20	50
Hispanic	13	15	15.8	5.9	17.2	6.3
Native Hawaiian	-	-	0.2		0.2	
White	61.9	20	56	35.3	52.3	43.8
Two or more races	9.2	5	11	5.9	10.9	

< = A group below state definition for personally identifiable results

- = Not applicable or no data for group

* = Data not yet available

D.J. MONTAGUE ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	-	-	0.2		0.2	
Asian	2.2		2.7		3	
Black	21.8	58.3	22.3	72.2	22.9	73.9
Hispanic	9.4	8.3	9.1	2.8	8.7	
Native Hawaiian	-	-	-	-	-	-
White	57.2	25	58.8	16.7	57.1	13
Two or more races	9.4	8.3	7	8.3	8.1	13

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J. BLAINE BLAYTON ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.9		0.4		0.4	
Asian	1.8		1.9		3.3	
Black	22.5	42.9	23.2	25	20.3	34.6
Hispanic	8.7	7.1	8		9.5	
Native Hawaiian	-	-	-	-	-	-
White	66.2	28.6	67	56.3	65.3	26.9
Two or more races	9	21.4	9.6	18.8	11	38.5

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JAMES RIVER ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.2		-	-	-	-
Asian	1.6		1.4		0.9	
Black	28.2	59	26.1	30.4	24.9	44.9
Hispanic	24.6	5.1	27.1	13	31.4	18.4
Native Hawaiian	-	-	0.2		-	-
White	38	17.9	37.1	34.8	34.1	26.5
Two or more races	7.4	17.9	8	21.7	8.7	10.2

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LAUREL LANE ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	1.7		1.2		0.2	
Asian	1.9		2.1		4.4	
Black	15.6	75	15.9		15.1	75
Hispanic	15.1		16.1	12.5	17	
Native Hawaiian	-	-	-	-	-	-
White	60.2	25	60.5	62.5	58.2	
Two or more races	12.9		12.2	25	11.1	25

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- = Not applicable or no data for group

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MATTHEW WHALEY ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.4		0.6		-	-
Asian	2.9		2.9		2.8	
Black	16.9	100	15.4	14.3	20.7	28.6
Hispanic	18.9		19.7		22.2	35.7
Native Hawaiian	0.6		0.6		0.4	
White	51.9		53.1	85.7	46.6	35.7
Two or more races	8.4		7.7		7.4	

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MATOAKA ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	-	-	-	-	-	-
Asian	4		4.2		4.7	
Black	9	50	10.1	33.3	9.9	66.7
Hispanic	10.5	50	10.7		10.6	
Native Hawaiian	-	-	-	-	-	-
White	71.6		68.6	66.7	68.2	
Two or more races	5		6.4		6.6	33.3

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NORGE ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA. 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.6		0.6		0.6	
Asian	3.3		4.4		4.4	
Black	16.1	38.5	16.7	46.7	17.1	
Hispanic	15.9	7.7	15.9		15.1	
Native Hawaiian	-	-	-	-	-	-
White	62.6	46.2	59.1	46.7	59.3	100
Two or more races	9.3	7.7	11.2	6.7	10.6	

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STONEHOUSE ELEMENTARY SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.5		0.3		0.4	
Asian	2.2		1.7		1.6	
Black	15.7	32.1	17.1	23.5	16.5	44.4
Hispanic	7.1		6.5		6.8	
Native Hawaiian	1		0.8		0.4	
White	64.9	50	62.7	41.2	64.3	33.3
Two or more races	8.6	17.9	10.9	35.3	9.9	22.2

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MIDDLE SCHOOLS

BERKELEY MIDDLE SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.5	3	0.5	1.8	-	-
Asian	2.7	0.6	2.5	0.4	3	
Black	24.7	47.6	25.9	54.4	18.3	50.7
Hispanic	14.9	18.9	14.6	13.2	14.2	4.1
Native Hawaiian	0.1		0.1		-	-
White	50.3	22	48.9	18.4	57	24.7
Two or more races	6.8	7.9	7.5	11.8	7.5	20.5

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BERKELEY MIDDLE SCHOOL LONG TERM SUSPENSION DATA, 2016-2019

Long-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions
American Indian	0.5		0.5			
Asian	2.7		2.5		3	
Black	24.7	35.7	25.9	58.3	18.3	100
Hispanic	14.9	28.6	14.6	8.3	14.2	
Native Hawaiian	0.1		0.1			
White	50.3	14.3	48.9	25	57	
Two or more races	6.8	21.4	7.5	8.3	7.5	

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LOIS B HORNSBY MIDDLE SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.4		0.5		0.5	
Asian	3.1		2.4		2.4	
Black	11.9	36.4	11.6	37.8	19.2	33.3
Hispanic	9.2	9.1	8.8	24.3	11.6	17.9
Native Hawaiian	-	-	-	-	-	-
White	68.2	45.5	68.6	29.7	59.1	33.3
Two or more races	7.2	9.1	8	8.1	7.2	15.4

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LOIS B HORNSBY MIDDLE SCHOOL LONG TERM SUSPENSION DATA, 2016-2019

Long-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions
American Indian	0.4		0.5		0.5	
Asian	3.1		2.4		2.4	
Black	11.9	50	11.6	20	19.2	
Hispanic	9.2	25	8.8	40	11.6	
Native Hawaiian						
White	68.2	25	68.6		59.1	100
Two or more races	7.2		8	40	7.2	

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TOANO MIDDLE SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	-	-	0.2		0.4	1.3
Asian	2.3		2		2.1	
Black	17.6	42.5	16.2	34	15.9	32.1
Hispanic	7.7	7.5	7.9	10	9.1	6.4
Native Hawaiian	0.1		0.2		0.4	
White	65.3	42.5	65.6	48	62.9	46.2
Two or more races	7	7.5	7.8	8	9.1	14.1

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TOANO MIDDLE SCHOOL LONG TERM SUSPENSION DATA, 2016-2019

Long-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions
American Indian			0.2		0.4	
Asian	2.3		2		2.1	
Black	17.6		16.2	25	15.9	50
Hispanic	7.7		7.9		9.1	
Native Hawaiian	0.1		0.2		0.4	
White	65.3	100	65.6	25	62.9	
Two or more races	7		7.8	50	9.1	50

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HIGH SCHOOLS

JAMESTOWN HIGH SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.2		0.2		0.2	
Asian	3		3	2	2.8	
Black	10.7	15.6	10.3	22	9.9	35.2
Hispanic	9.3	8.9	11.1	22	11.1	18.5
Native Hawaiian	0.2		0.3		0.2	
White	70.8	64.4	70.2	50	70	31.5
Two or more races	5.6	11.1	5	4	5.8	14.8

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* = Data not yet available

JAMESTOWN SCHOOL LONG TERM SUSPENSION DATA, 2016-2019

Long-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions
American Indian	0.2		0.2		0.2	
Asian	3		3		2.8	
Black	10.7	25	10.3	33.3	9.9	50
Hispanic	9.3	12.5	11.1		11.1	16.7
Native Hawaiian	0.2		0.3		0.2	
White	70.8	25	70.2	66.7	70	
Two or more races	5.6	37.5	5		5.8	33.3

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LAFAYETTE HIGH SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.4	1.5	0.3		0.3	
Asian	2.5	6.2	2.6		2.7	
Black	24.3	56.9	21.4	63	21	60
Hispanic	11.9	9.2	14.8	2.7	14.6	13.3
Native Hawaiian	0.4	4.6	0.4		0.3	1.3
White	53.8	18.5	54.4	28.8	55.2	24
Two or more races	6.7	3.1	6.1	5.5	6	1.3

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LAFAYETTE HIGH SCHOOL LONG TERM SUSPENSION DATA, 2016-2019

Long-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions
American Indian	0.4		0.3		0.3	
Asian	2.5		2.6		2.7	
Black	24.3	100	21.4	66.7	21	66.7
Hispanic	11.9		14.8		14.6	33.3
Native Hawaiian	0.4		0.4		0.3	
White	53.8		54.4	33.3	55.2	
Two or more races	6.7		6.1		6	

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WARHILL HIGH SCHOOL SHORT TERM SUSPENSION DATA, 2016-2019

Short-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions	% Population	% Short-Term Suspensions
American Indian	0.5		0.6		0.4	
Asian	2.5		3.1		3.2	
Black	19.7	55	20.5	54.7	19.7	38.9
Hispanic	8.1	5	8.1	6	9.5	18.9
Native Hawaiian	0.2		0.1		0.1	
White	63.6	33.3	61.5	34.2	59.1	35.8
Two or more races	5.4	6.7	6.2	5.1	8	6.3

< = A group below state definition for personally identifiable results

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* = Data not yet available

WARHILL HIGH SCHOOL LONG TERM SUSPENSION DATA 2016-2019

Long-Term Suspensions						
Subgroup	2016-2017		2017-2018		2018-2019	
	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions	% Population	% Long-Term Suspensions
American Indian	0.5		0.6		0.4	
Asian	2.5		3.1		3.2	
Black	19.7	35.7	20.5	100	19.7	25
Hispanic	8.1	7.1	8.1		9.5	25
Native Hawaiian	0.2		0.1		0.1	
White	63.6	57.1	61.5		59.1	
Two or more races	5.4		6.2		8	50

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