



# R.A.C.C.E.

Challenging systems of oppression by advocating for culturally competent educational practices.

## Waterbury Public Schools Intra-Gender Discipline Rate Comparison: Hispanic & Black vs. White Students

2013-2015

Hispanic females suspended **5 x's** more.  
Black females suspended **3.5 x's** more.  
Hispanic males suspended **4.8 x's** more.  
Black males suspended **3.5 x's** more.

## Waterbury Public Schools Student Arrest Rate Comparison: Hispanic & Black vs. White Students

2013-2015

Hispanic students arrested **7.5 x's** more.  
Black students arrested **5 x's** more.

More detailed breakdowns can be accessed at [RACCE.NET](http://RACCE.NET)

## The First Step

“The **first step** in addressing inequitable outcomes in education is to clearly recognize that disparities by race and ethnicity continue to exist.”

-Equity Project at Indiana University

The Waterbury Public Schools have many challenges. Its important to recognize that our city schools are filled with students who are challenged by generational poverty; parents who are disconnected from sources of political power and institutional power; and many families that have limited english language proficiency.

Now more than ever educational professionals have been tasked to provide greater levels of service, which are supposed to help alleviate socio-cultural phenomenon students encounter outside of school. Many educational professionals believe this makes their jobs more difficult. This is probably true. Despite the myriad of challenges we must not give up.

Moving forward we must be willing to challenge every policy and practice that allows educational inequity to persist. Exclusionary discipline policies have to be eliminated; educators must be evaluated in ways that reflect the importance of dissipating discipline disparities as well as disparities in student performance; and districts, schools, and classroom teachers must be assisted in developing the skills to deal with complexities of the modern urban student through compulsory cultural competency training.

## Waterbury Public Schools 4-Year Graduation Rates 2014-15

accessed via [cdsight.ct.gov](http://cdsight.ct.gov)

White	African-American	Hispanic
<b>77.1%</b>	<b>71.3%</b>	<b>64%</b>

## Waterbury Public Schools Grades 3-8 SBAC Testing Disparities 2015-16

### ELA

White Students were **2 times** more likely to score at grade level than Black students.

White Students were **1.9 times** more likely to score at grade level than Hispanic students.

White Students were **9.2 times** more likely to score at grade level than ELL students.

### Math

White Students were **2.8 times** more likely to score at grade level than Black students.

White Students were **2.4 times** more likely to score at grade level than Hispanic students.

White Students were **9.4 times** more likely to score at grade level than ELL students.

## Waterbury Pubic Schools Educator Staffing by Race 2014

White	1482	88.6%
Hispanic	122	7.2%
Black	68	4.1%

## Waterbury Public Schools Student Demographics 2014

White	3792	20.1%
Hispanic	9646	51.5%
Black	4357	23.1%