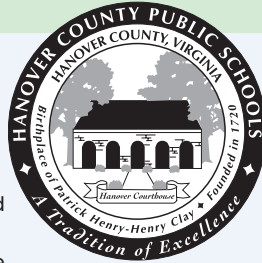


# Hanover County Public Schools 2022 Equity Data Report



## ABOUT THE REPORT

In January 2020, the Hanover County School Board passed its Equity Policy. This new language recognized that “every child deserves an education based upon fundamental principles of equity.” As a community, we recognized that “Hanover County Public Schools is enriched by diversity and inclusivity and is dedicated to eliminating inequities. The school division is committed to taking deliberate action to match all students with the resources, tools, and supports they need to maximize their potential.”

In order to promote equitable practices throughout all aspects of the school division, the School Board adopted the following action step:

The Superintendent will present an Annual Equity Report to include information on (1) equitable opportunities, (2) student achievement, (3) discipline outcomes, (4) human resources, and (5) resource allocation.

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## OUR FOCUS

Hanover County Public Schools firmly believes in taking deliberate action to match all students with the resources, tools, and supports they need to maximize their potential. Each of the approximately 17,000 students we serve is unique and has different needs—academically, socially, emotionally, and physically—and we must work to meet these complex, individual needs for them to be as successful as possible. We are devoted to doing everything possible to help ensure that every one of our students has the same opportunities to succeed.

What does this look like in action? It means that we provide a student with autism with an assistive device so they can better communicate with their teacher and other students and be included in instructional activities. It means that teachers guide students to realize their potential for advanced classes that perhaps they never considered. It means that we provide mental health supports when a student is experiencing a mental health crisis.

As a school division, that is a direct reflection of the diverse community in which we serve, and we take this work very seriously. It is our responsibility to educate every student and create graduates who will be responsible and productive citizens, caring neighbors, effective co-workers, and future business and civic leaders. These commitments are outlined in our Hanover Promise as well as our Comprehensive Plan, the next of which we are currently crafting.

This annual report provides data to help us reflect upon and inform our work and helps us set goals for the coming year. Furthermore, we will use the content of this report in our ongoing development of the next Comprehensive Plan to ensure that every one of the roughly 17,000 unique students who attend our schools receives the top-tier education they deserve and is prepared for life beyond high school. This annual report updates our division’s progress towards these goals and highlights our commitment to the success of every child.

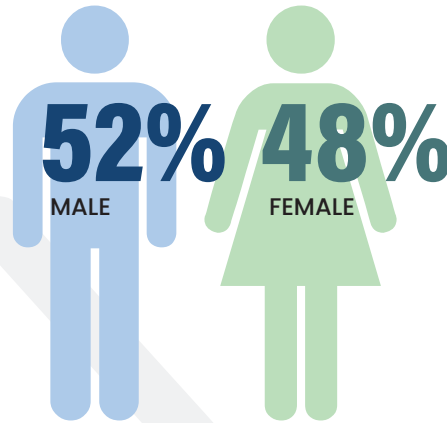
# Student Demographics

The Virginia Department of Education annually collects statistics on the number of students enrolled in public schools on September 30. Student counts are reported by grade assignment, race, ethnicity, disability, English proficiency, and economic status.

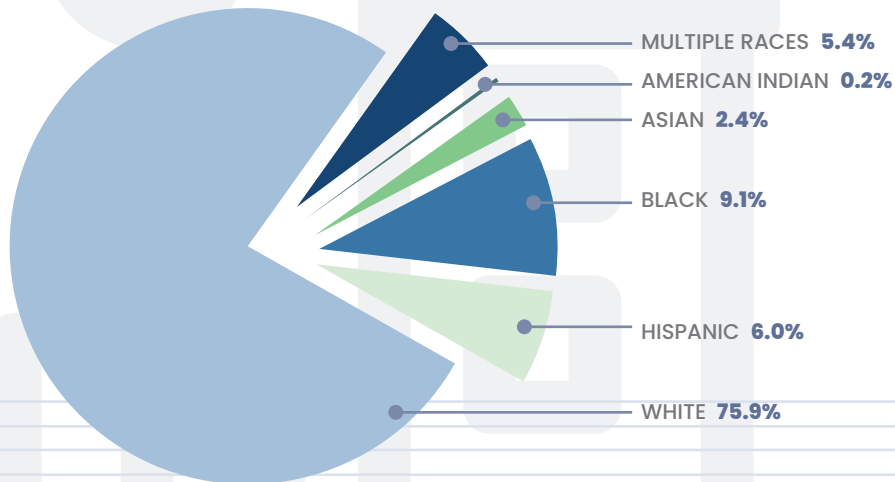
**Total Enrollment\***  
**2021-2022**  
**16,865**

\*Number of students enrolled on September 30, 2021

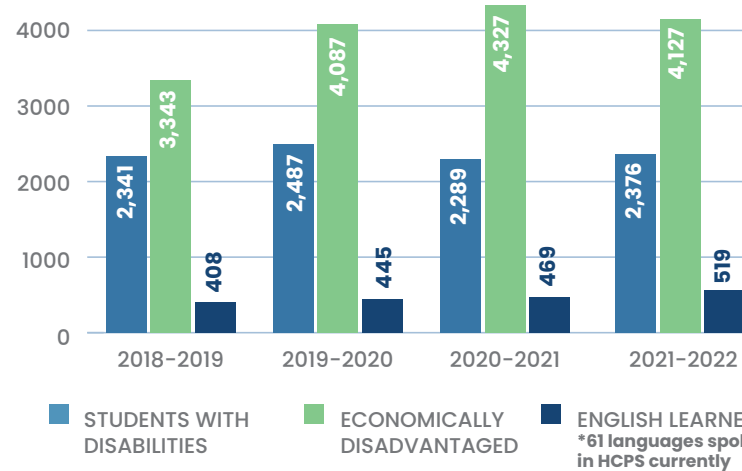
TOTAL ENROLLMENT FOR 2020-21 WAS 16,519



## % Enrollment By Race



## Total Enrollment, Other Categories



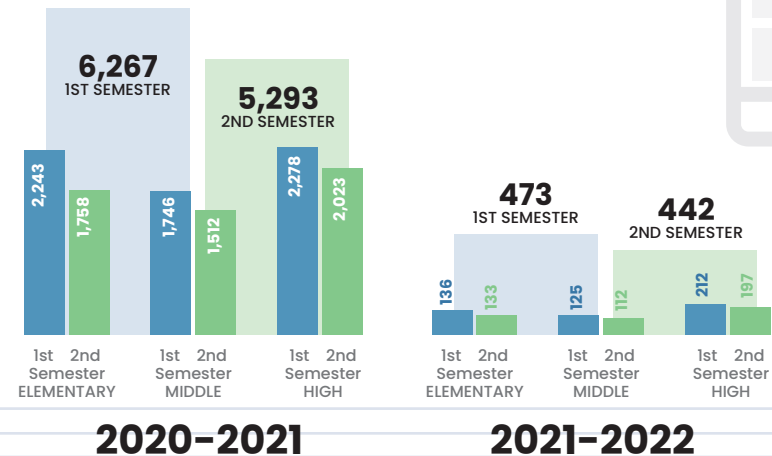
PERCENTAGE INCREASE IN EACH CATEGORY (2018-2022)

.015% STUDENTS WITH DISABILITIES

23% ECONOMICALLY DISADVANTAGED

27% ENGLISH LEARNERS

## Online School (HCOS) Enrollment



# Equitable Opportunities

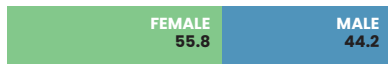
- Give all students the same access point for participation in academic programs and activities.
- Provide social, cultural, emotional, and educational equity to maximize student potential. (Long Range Plan, Goal 1)
- Provide diverse learning experiences that address students' interests and goals. (Long Range Plan, Goal 2)

## Advanced Studies Demographics Data (as of March 2022)

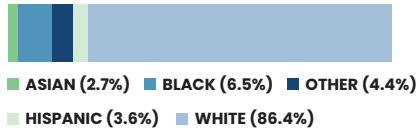
### Advanced Placement (AP)

**2,271** # OF CLASSES TAKEN    **1,277** # OF UNIQUE STUDENTS

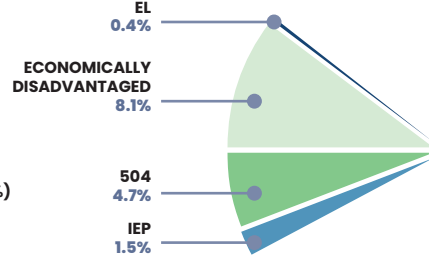
GENDER



RACE



OTHER DEMOGRAPHIC FACTORS



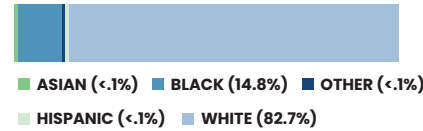
### Advance College Academy (ACA)

**615** # OF CLASSES TAKEN    **81** # OF UNIQUE STUDENTS (11TH & 12TH GRADE ONLY)

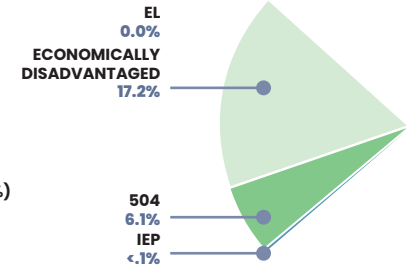
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RACE



OTHER DEMOGRAPHIC FACTORS



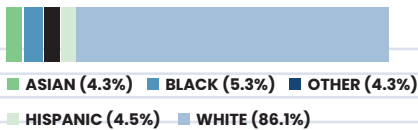
### International Baccalaureate (IB)

**1,450** # OF CLASSES TAKEN    **561** # OF UNIQUE STUDENTS

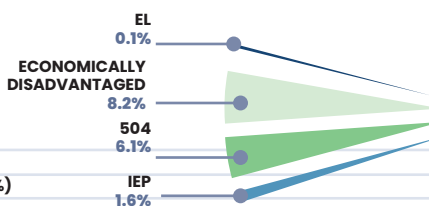
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OTHER DEMOGRAPHIC FACTORS



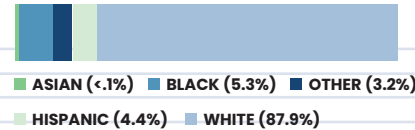
### Dual Enrollment

**461** # OF CLASSES TAKEN    **248** # OF UNIQUE STUDENTS

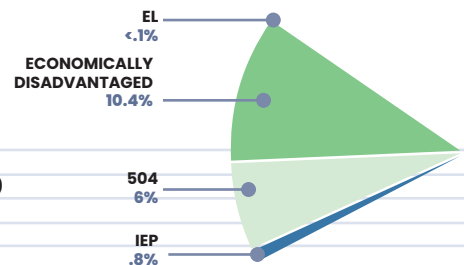
GENDER



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OTHER DEMOGRAPHIC FACTORS



# Equitable Opportunities

- Give all students the same access point for participation in academic programs and activities.
- Provide social, cultural, emotional, and educational equity to maximize student potential. (Long Range Plan, Goal 1)
- Provide diverse learning experiences that address students' interests and goals. (Long Range Plan, Goal 2)

## Career & Technical Education Completers\*



\*A CTE Completer/Concentrator is a secondary student who has completed two CTE courses in a single career pathway throughout high school.

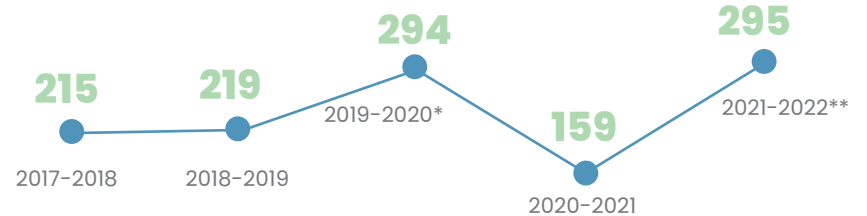
### INDUSTRY CERTIFICATIONS EARNED

**1,932**  
2018-2019

**1,389**  
2020-2021\*

\*number of certifications earned was impacted by school closure due to COVID-19.

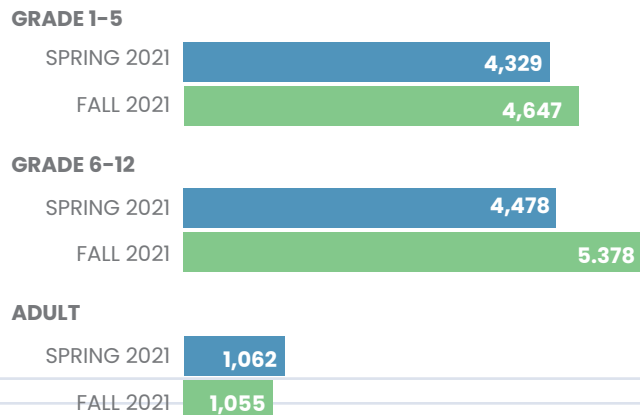
## Total Student Suicide Assessments Conducted



\*2019-2020 data is only through 3/13/2020 due to COVID-19 school closure.

\*\*2021-2022 data is current as of May 1, 2022.

## Social-Emotional Learning (SEL) Screener Surveys Completed



The SEL Screener was given to students and faculty to better understand how they are doing and how they coped/are coping with the trauma from the pandemic. This is administered twice a year. Examples of the questions asked and the student responses from 2021 are below:

IN GENERAL, HOW HAVE YOU BEEN FEELING THE LAST TWO WEEKS?

**Top two answers:**  
*tired, anxious/worried*

WHAT KIND OF SELF-CARE PRACTICES WOULD YOU LIKE TO LEARN MORE ABOUT?

**>35% answered "things that help me when I'm feeling overwhelmed/stressed"**

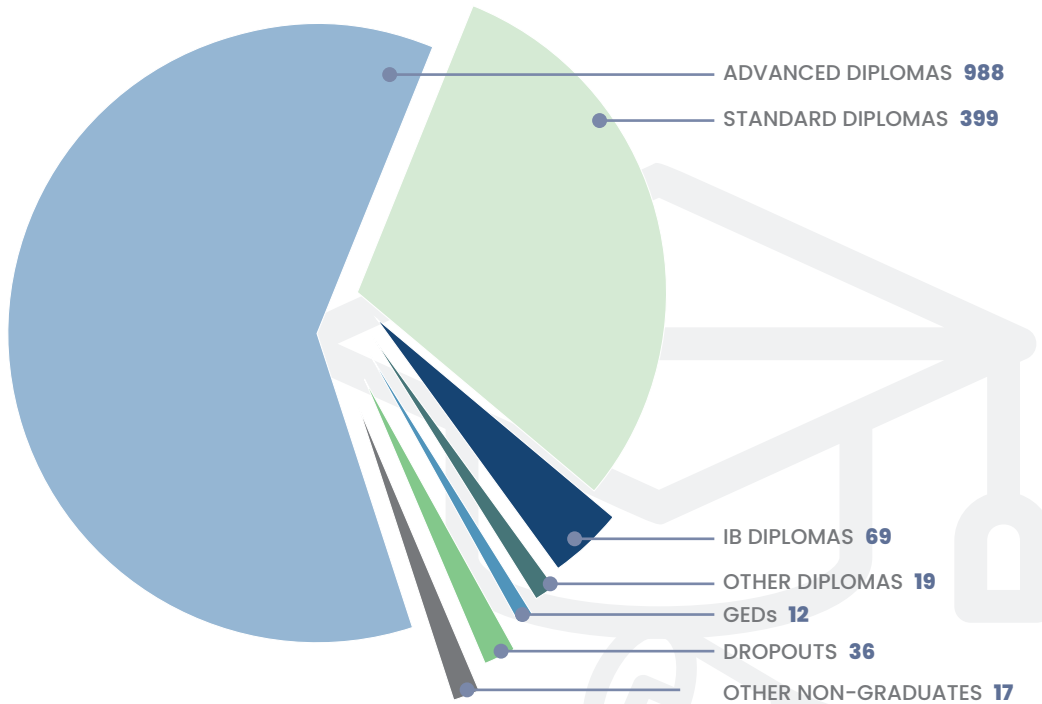
I CAN THINK OF TWO HEALTHY COPING SKILLS I CAN DO WHEN I FEEL SAD/ ANXIOUS/OVERWHELMED.

**>90% agreed or strongly agreed**

# Student Achievement

- Analyze student performance on state assessments.
- Track graduation rates and student success in academic programs.
- Provide diverse learning experiences that address students' interests and goals. (Long Range Plan, Goal 2)

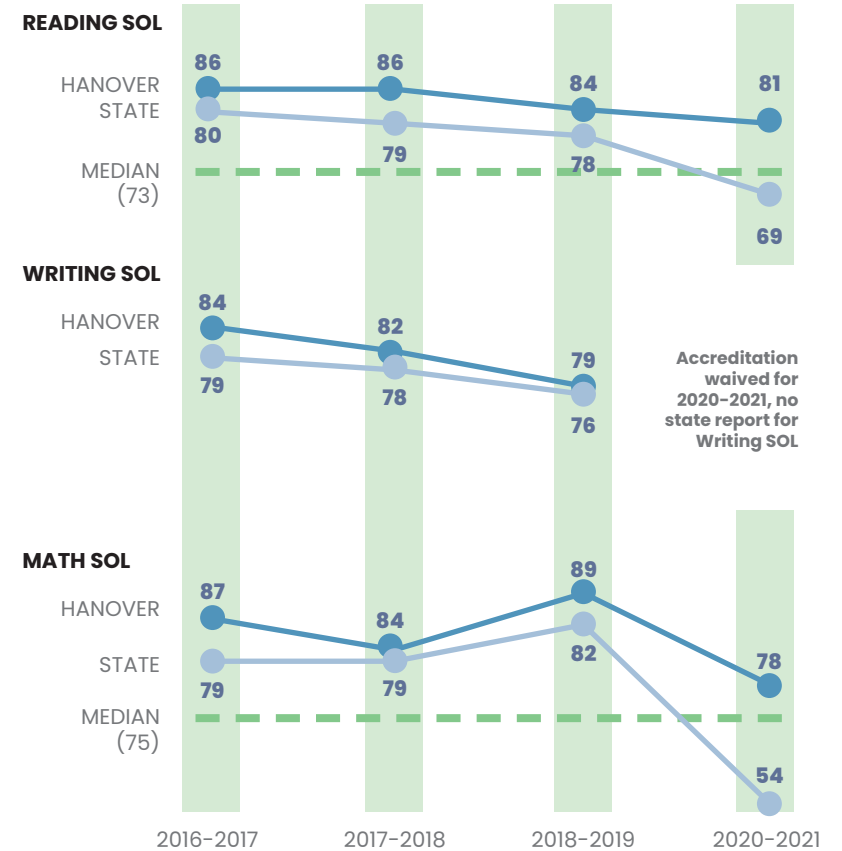
## Class of 2021 STATUS OF THE STUDENTS IN THE 2020-2021 COHORT\*



\*Cohort is defined as students who were first time 9th graders in the 2017-2018 school year.

## Standards of Learning

### AVERAGE SCORES, STUDENTS IN HANOVER COUNTY AND STATEWIDE



# Discipline Outcomes

- Report student discipline.
- Provide a safe, inclusive, learning environment that engages all students. (Long Range Plan, Goal 6)

## Short-term Suspensions

Students who are suspended for longer than 10 days are alternatively placed at The Georgetown School, the Hanover County Online School, or with a home-based teacher. HCPS had no expulsions in the 2020-21 school year.

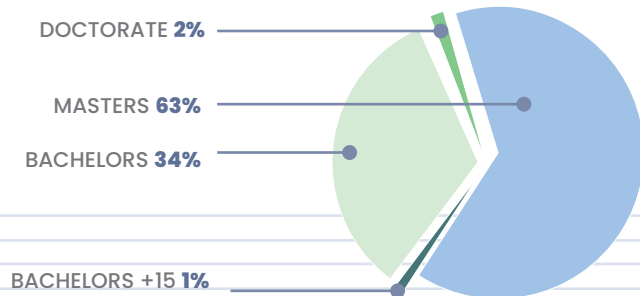


# Human Resources

- Organize resources for hiring and maintaining employees needs.
- Recruit/Identify highly qualified, innovative individuals who reflect the demographics of our community. (Long Range Plan, Goal 4)
- Create an environment of mutual trust in which all employees feel supported, empowered, valued, and engaged. (Long Range Plan, Goal 4)

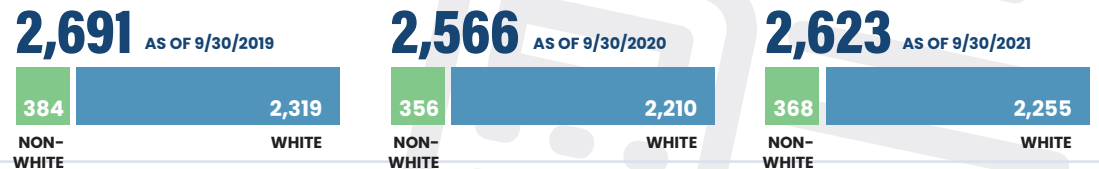
## Teacher Educational Attainment

AS OF 9/30/21



## Employee Demographics

TOTAL CONTRACT AND NOA\* EMPLOYEES

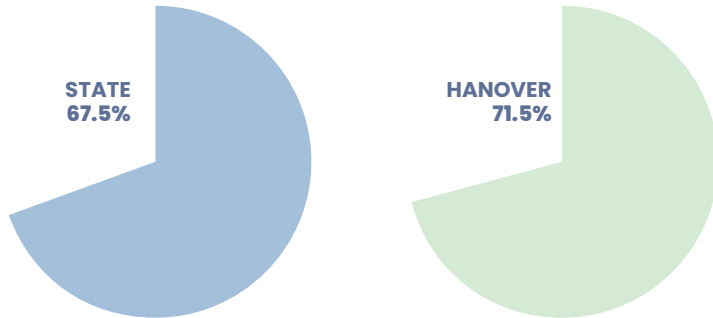


\*NOA is notice of employment

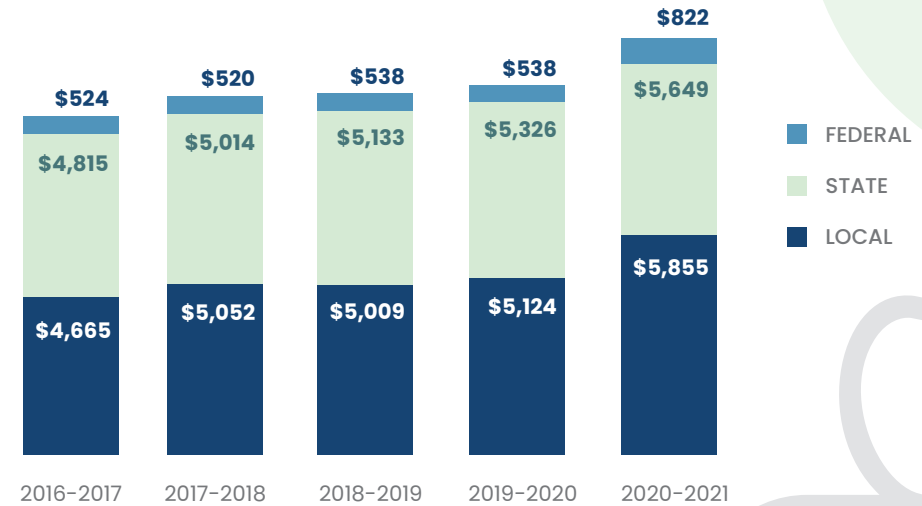
# Resource Allocation

- Distribute financial resources and funds for all students and specific reporting categories.
- Identify and utilize resources needed to encourage innovation. (Long Range Goal 3)

## PERCENTAGE OF FISCAL YEAR OPERATING EXPENDITURES FOR INSTRUCTIONAL COSTS



## Sources of Financial Support Per-Pupil



Resources were allocated to support behavior and mental health such as:

