Dayton Public Schools

The data in the following charts are specific to your school district. The statistics can be used to help implement important strategies to eliminate the racial and gender gaps that persist across all school districts in Montgomery County.

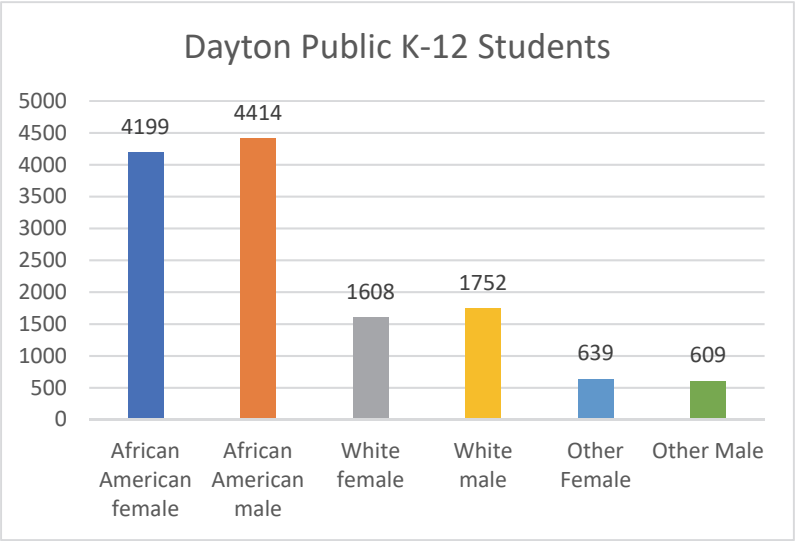
Sources for the data are the Ohio Department of Education and the National Student Clearinghouse, with analysis provided by the University of Dayton's Business Research Group. If data are missing for certain groups of students, that's because the district has too few students in that particular subpopulation to create an accurate trendline.

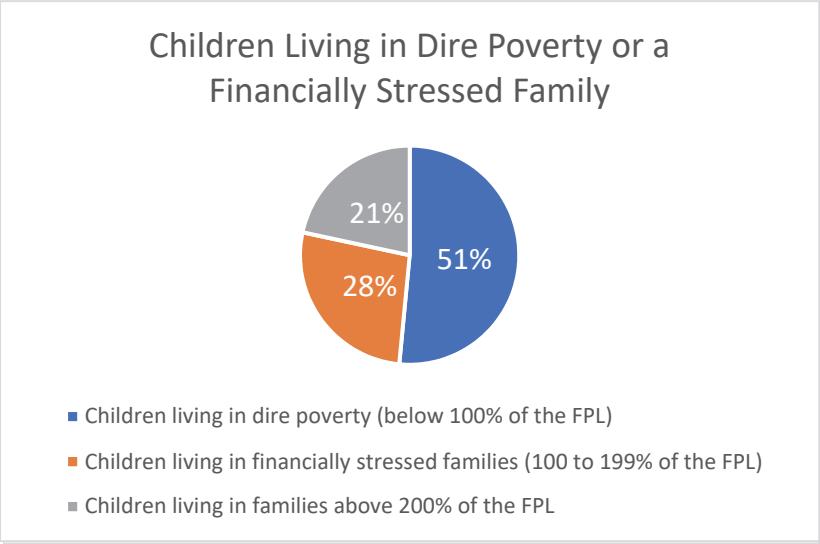
When you review your district's data, you may want to ask:

Does the data surprise you?

Who needs to know this information, so they can use it to make decisions about practices, policies and interventions for children in your community?

Overview data:

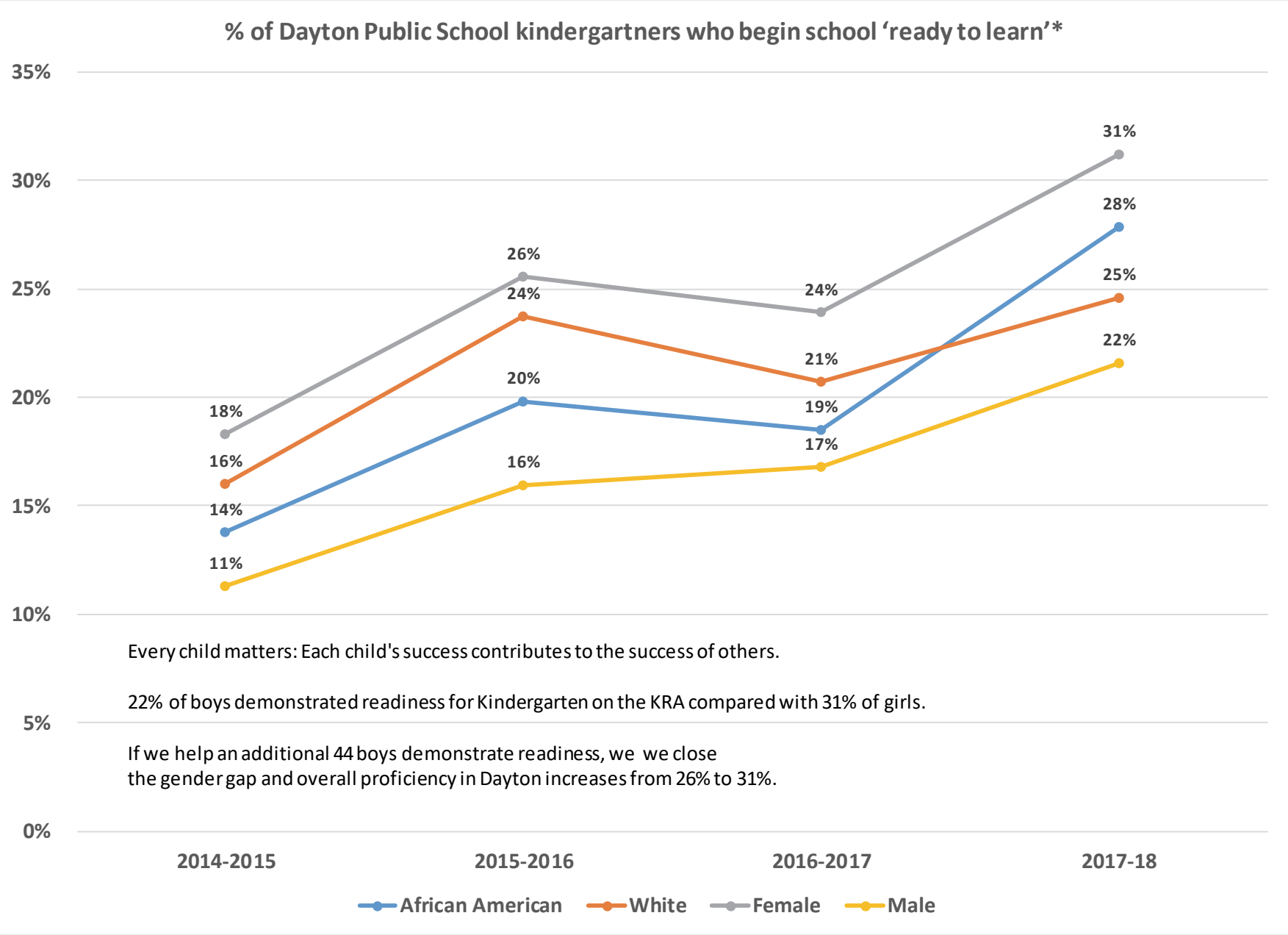




Source: American Community Survey 2017 5 Year Table B05010

Dayton Public Schools

Learn to Earn Dayton
Ready to Learn. Explore. Earn.



Every child matters: Each child's success contributes to the success of others.

22% of boys demonstrated readiness for Kindergarten on the KRA compared with 31% of girls.

If we help an additional 44 boys demonstrate readiness, we we close the gender gap and overall proficiency in Dayton increases from 26% to 31%.

*"Ready to learn" is defined as scoring in the highest of 3 "bands" on Ohio's Kindergarten Readiness Assessment, given to all children at the start of their kindergarten year.

Dayton Public Schools

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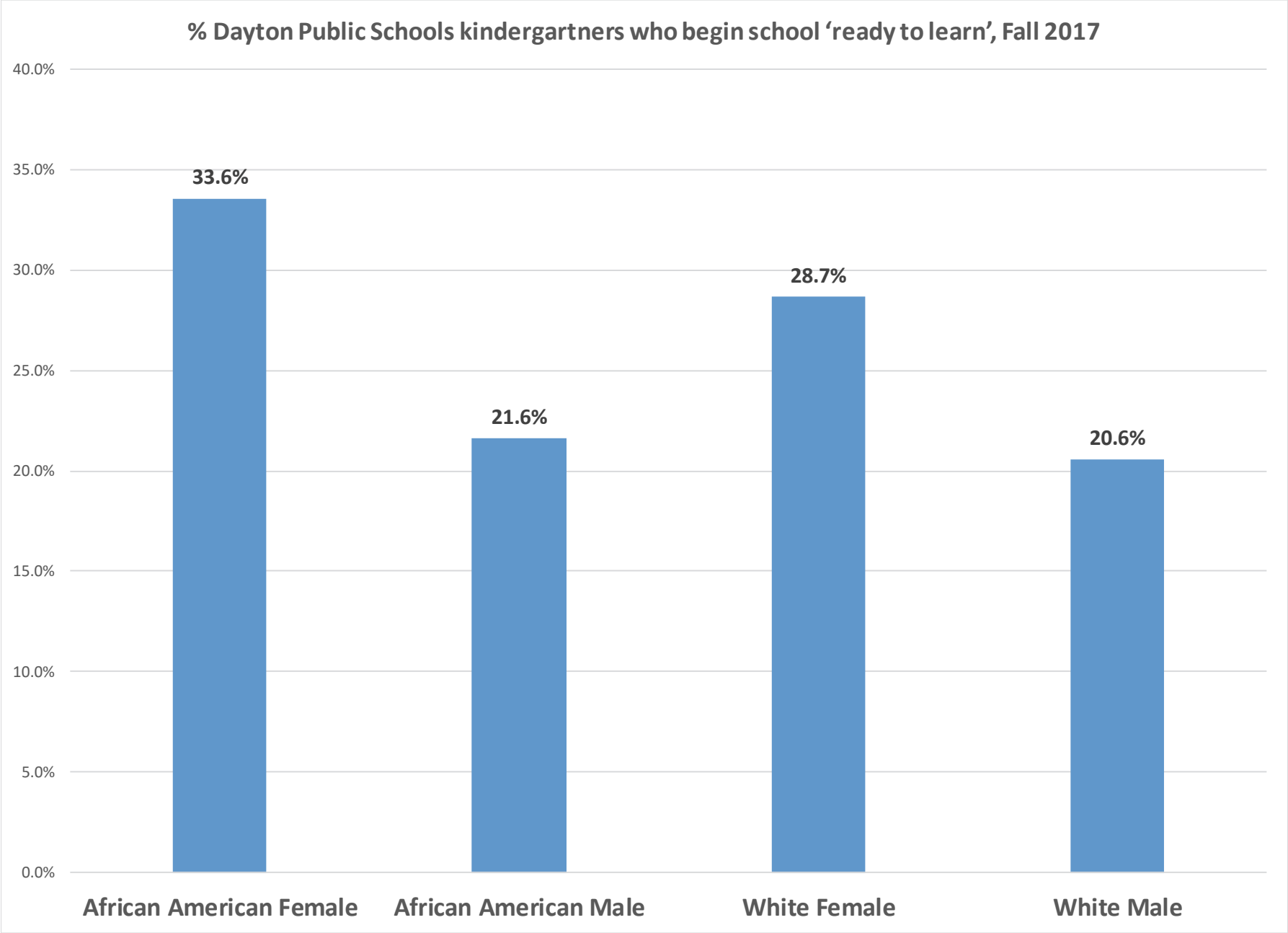

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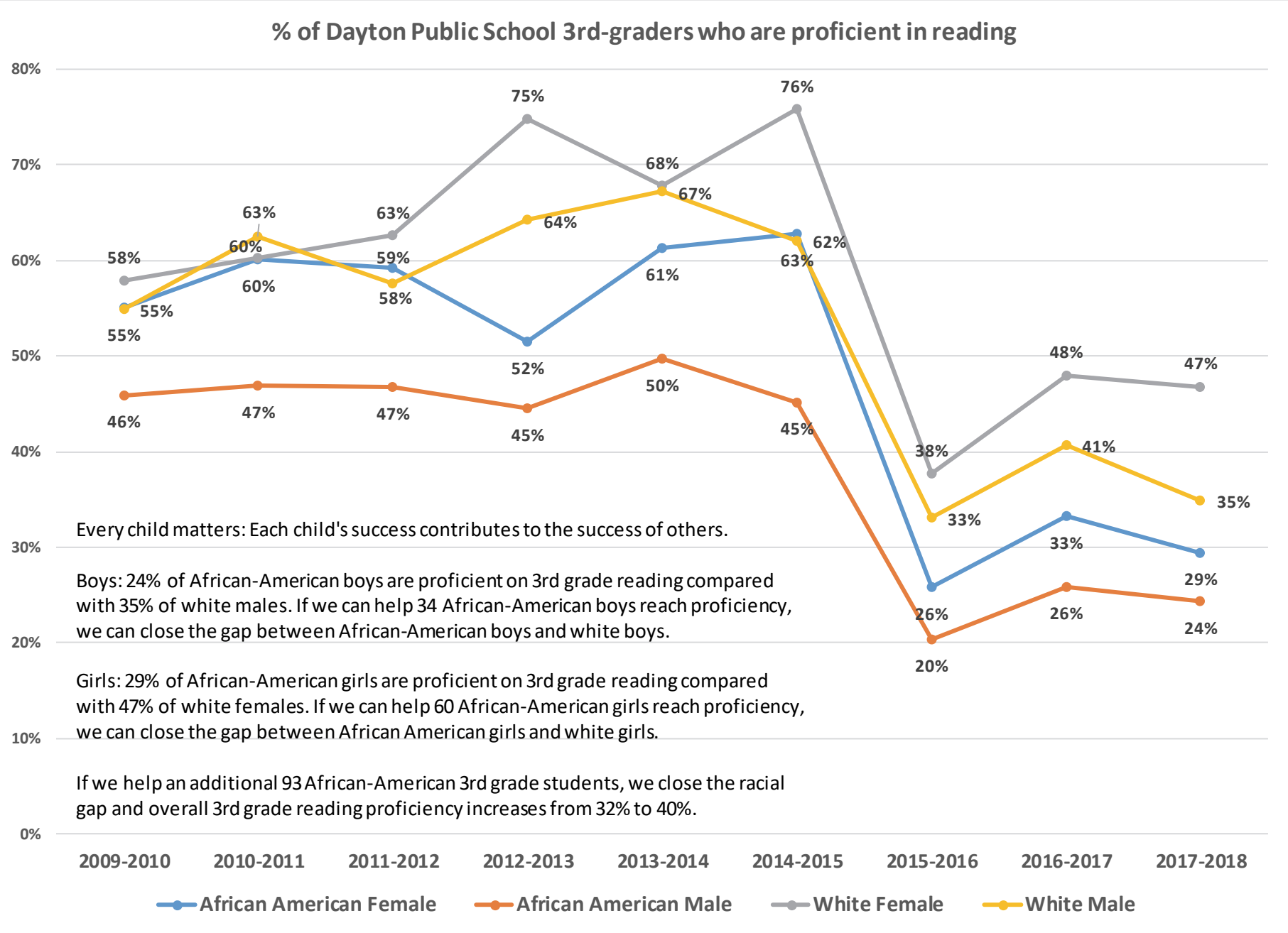

Every child matters: Each child's success contributes to the success of others.

Boys: 24% of African-American boys are proficient on 3rd grade reading compared with 35% of white males. If we can help 34 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 29% of African-American girls are proficient on 3rd grade reading compared with 47% of white females. If we can help 60 African-American girls reach proficiency, we can close the gap between African American girls and white girls.

If we help an additional 93 African-American 3rd grade students, we close the racial gap and overall 3rd grade reading proficiency increases from 32% to 40%.

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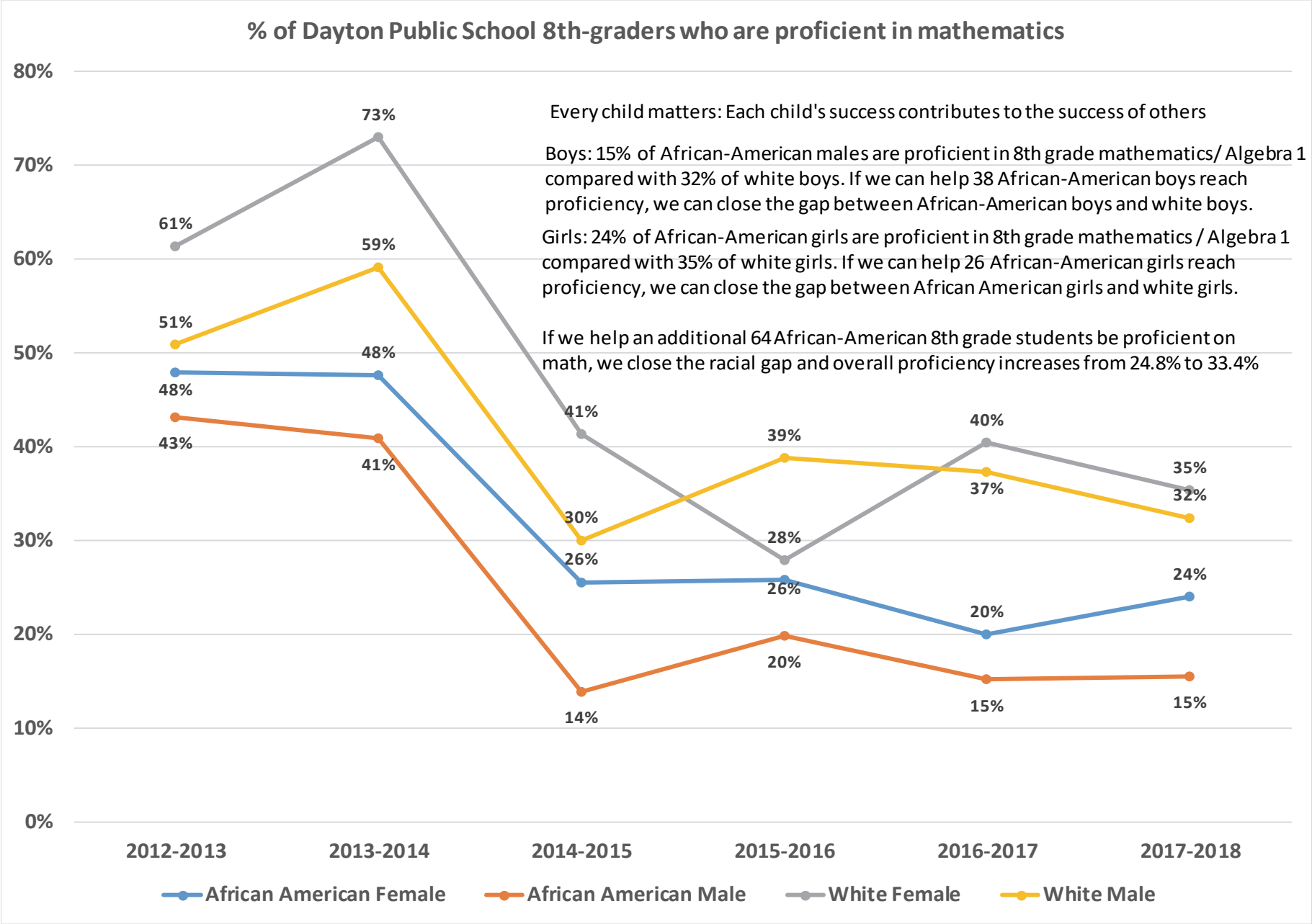

Every child matters: Each child's success contributes to the success of others

Boys: 15% of African-American males are proficient in 8th grade mathematics/ Algebra 1 compared with 32% of white boys. If we can help 38 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 24% of African-American girls are proficient in 8th grade mathematics / Algebra 1 compared with 35% of white girls. If we can help 26 African-American girls reach proficiency, we can close the gap between African American girls and white girls.

If we help an additional 64 African-American 8th grade students be proficient on math, we close the racial gap and overall proficiency increases from 24.8% to 33.4%

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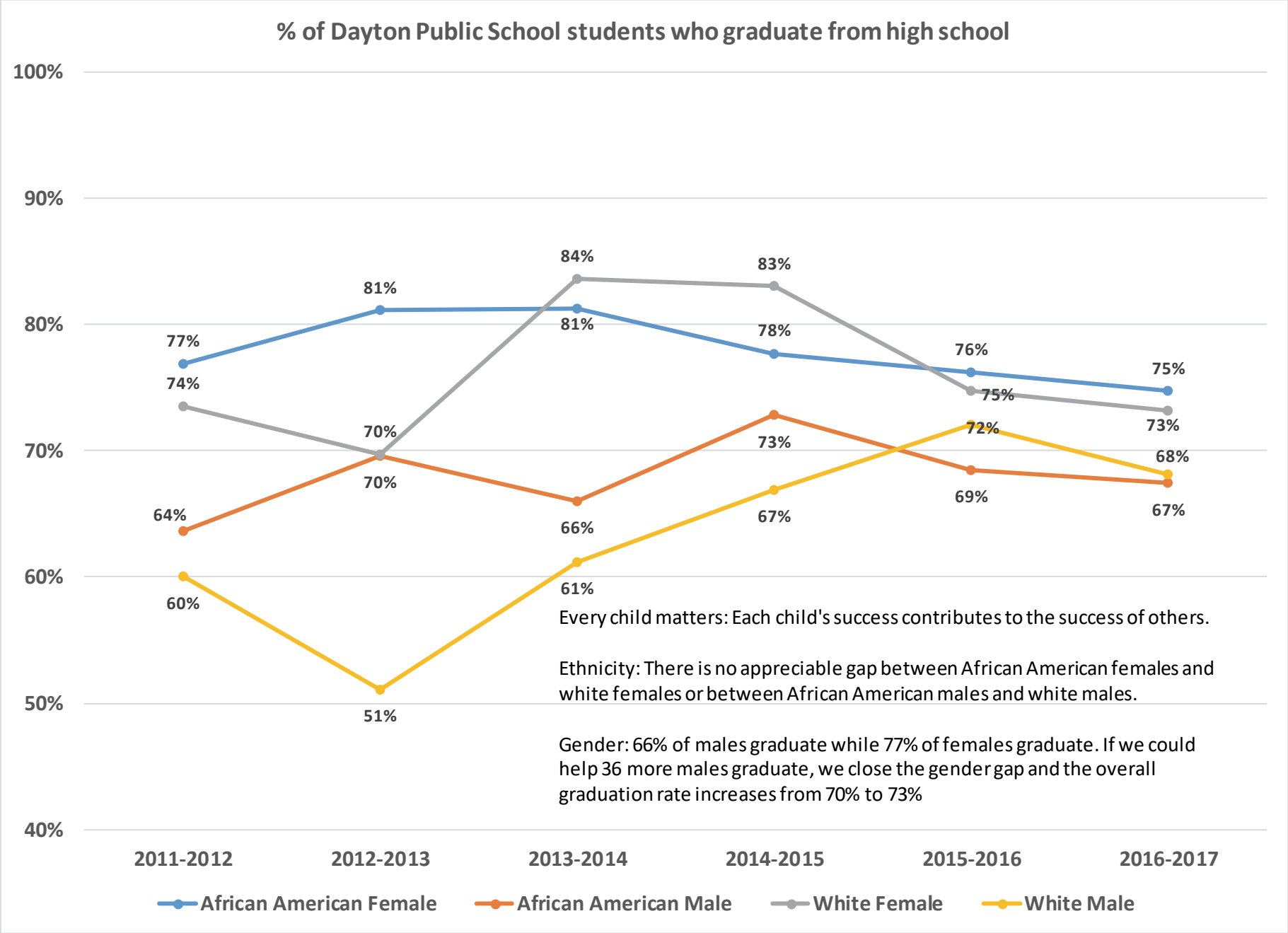

Every child matters: Each child's success contributes to the success of others.

Ethnicity: There is no appreciable gap between African American females and white females or between African American males and white males.

Gender: 66% of males graduate while 77% of females graduate. If we could help 36 more males graduate, we close the gender gap and the overall graduation rate increases from 70% to 73%

Dayton Public Schools

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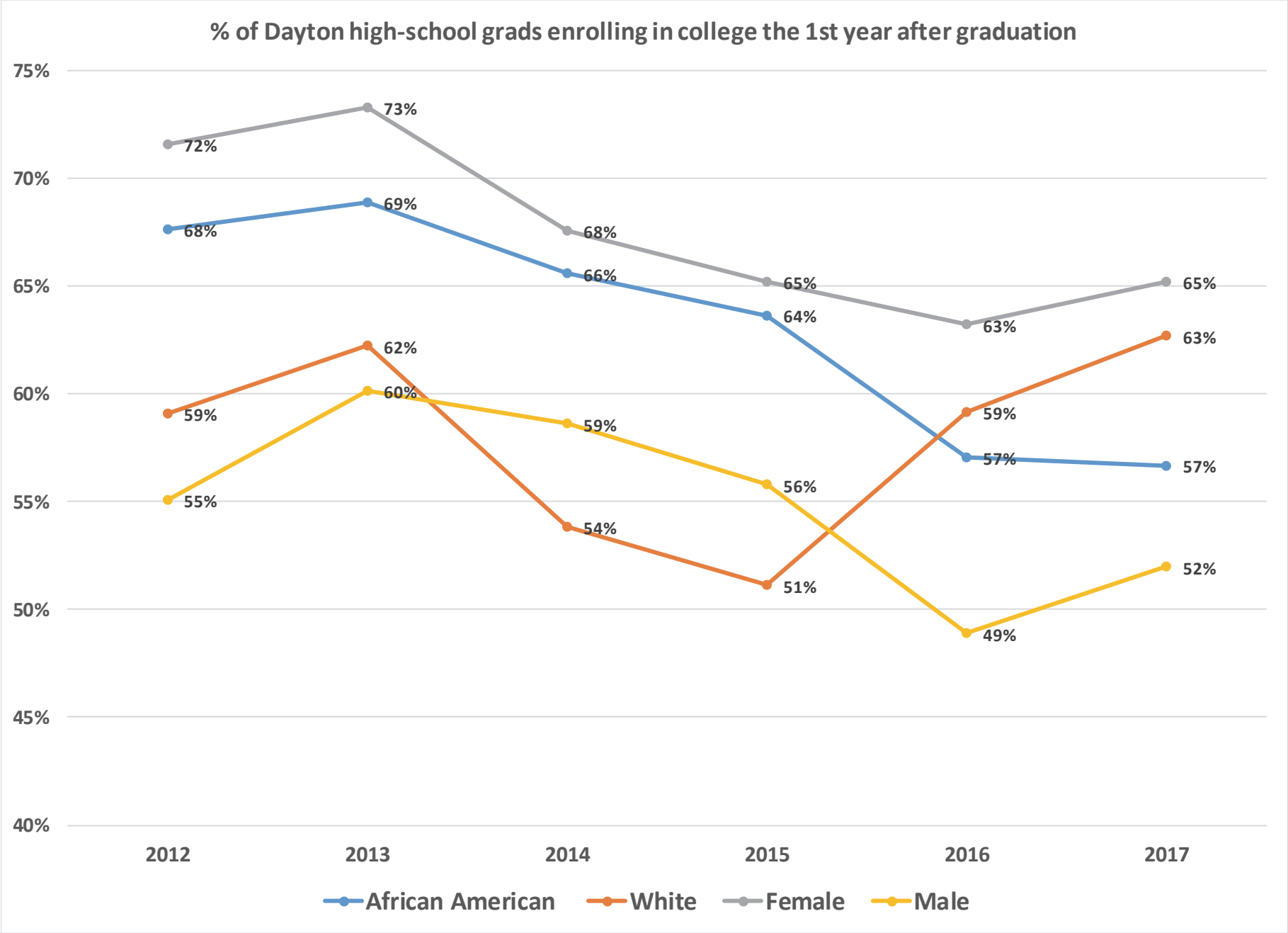

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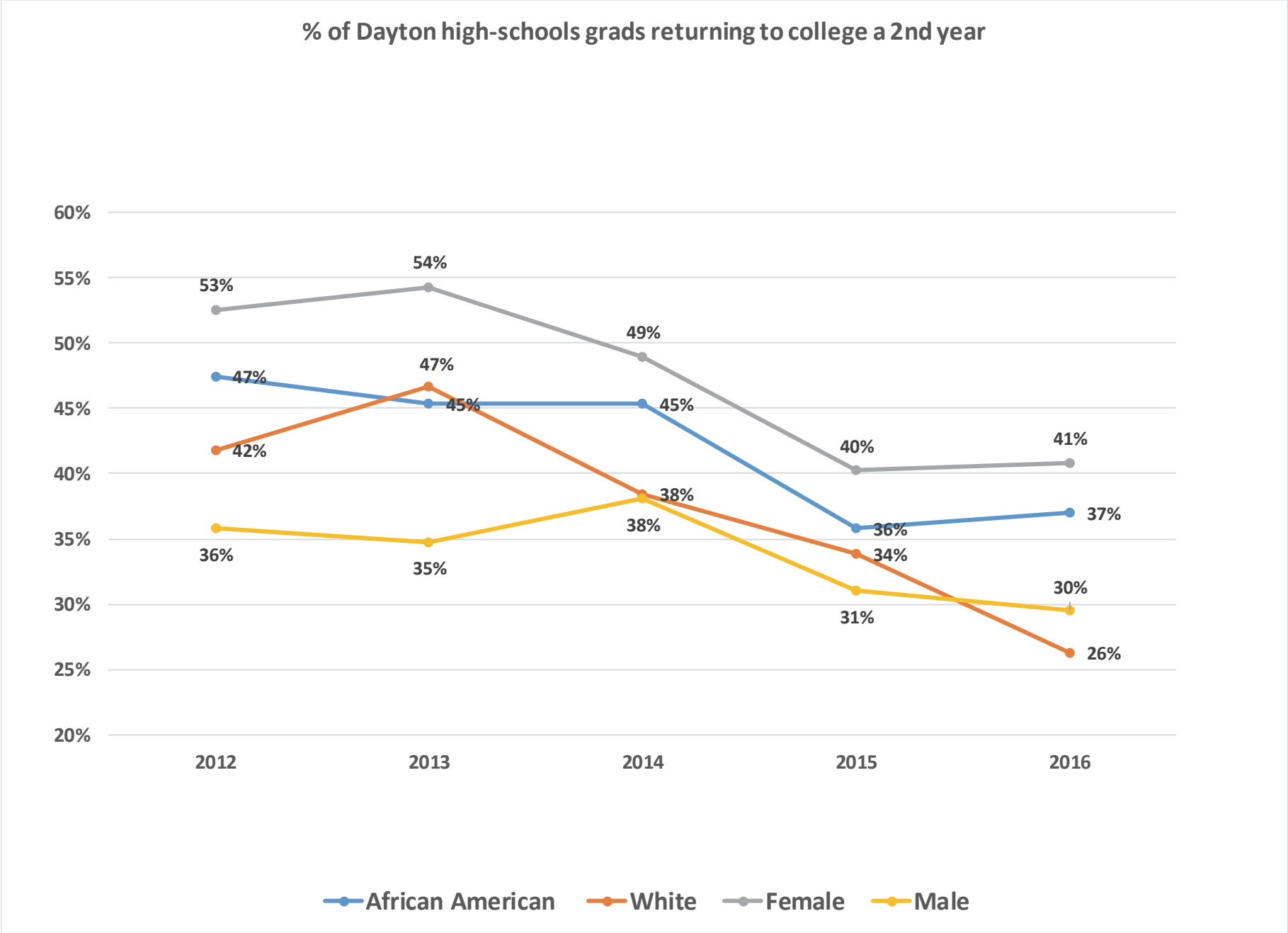

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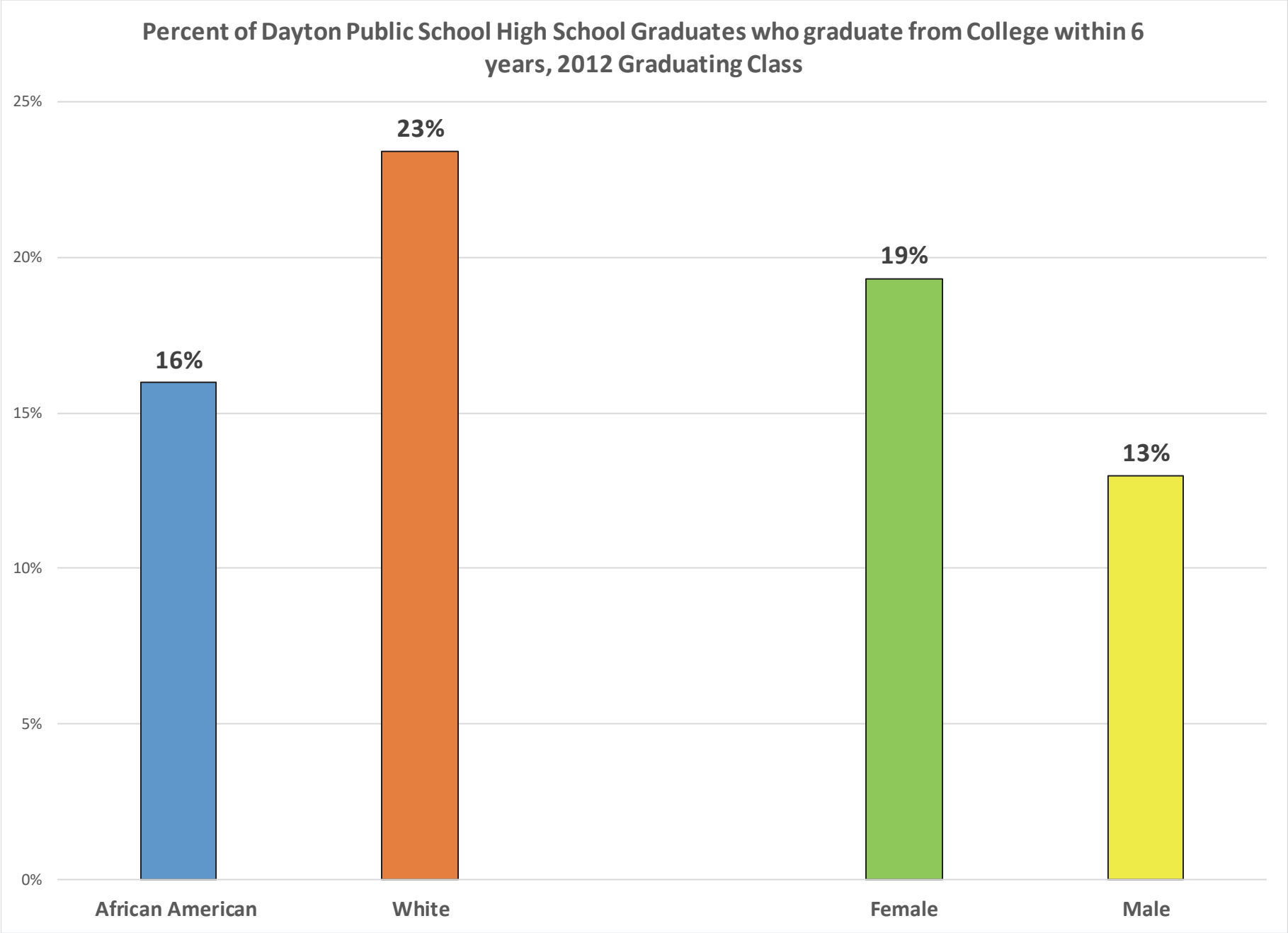

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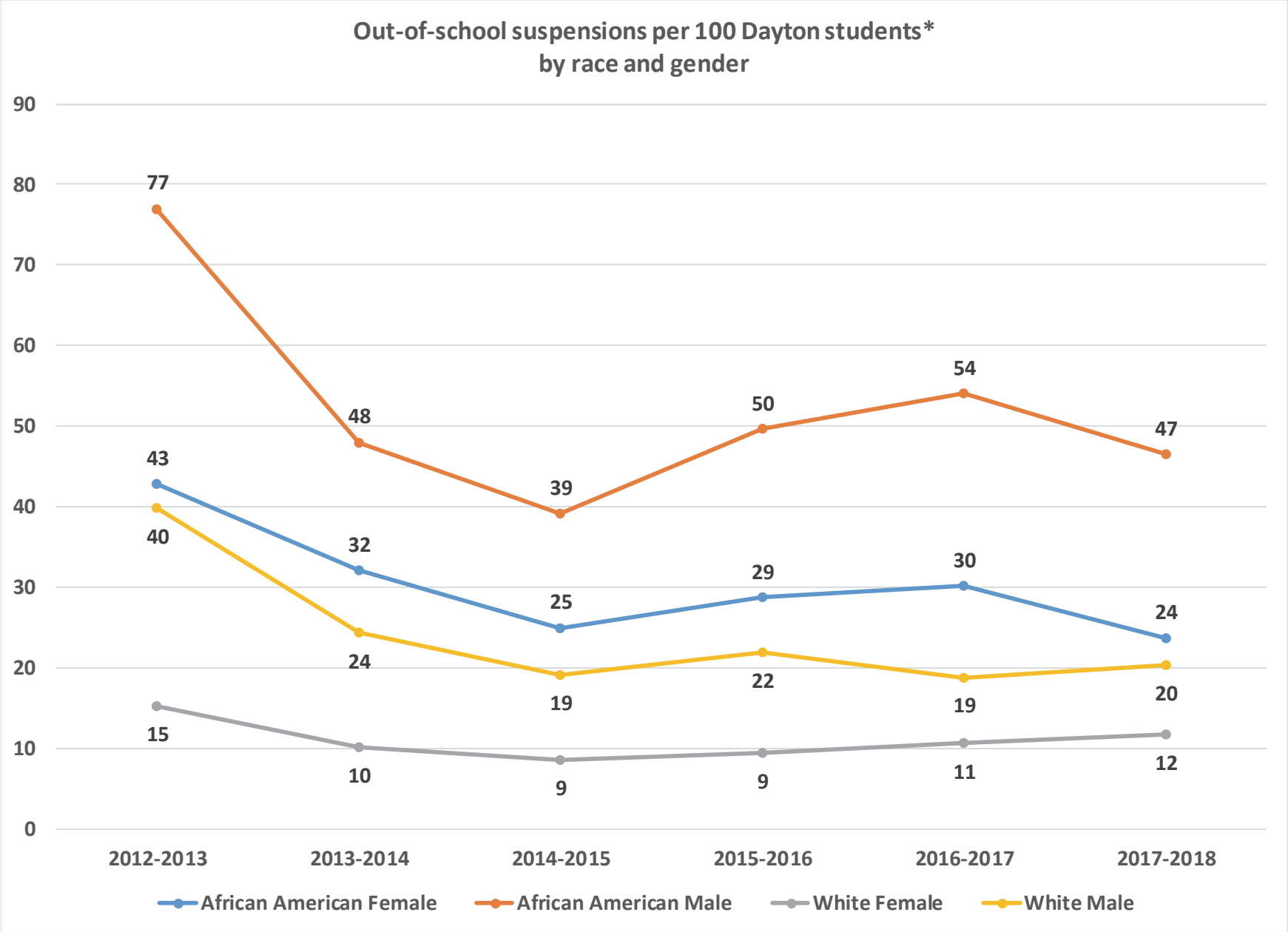

*These lines reflect the number of suspensions per every 100 students.
Some students may be suspended multiple times.

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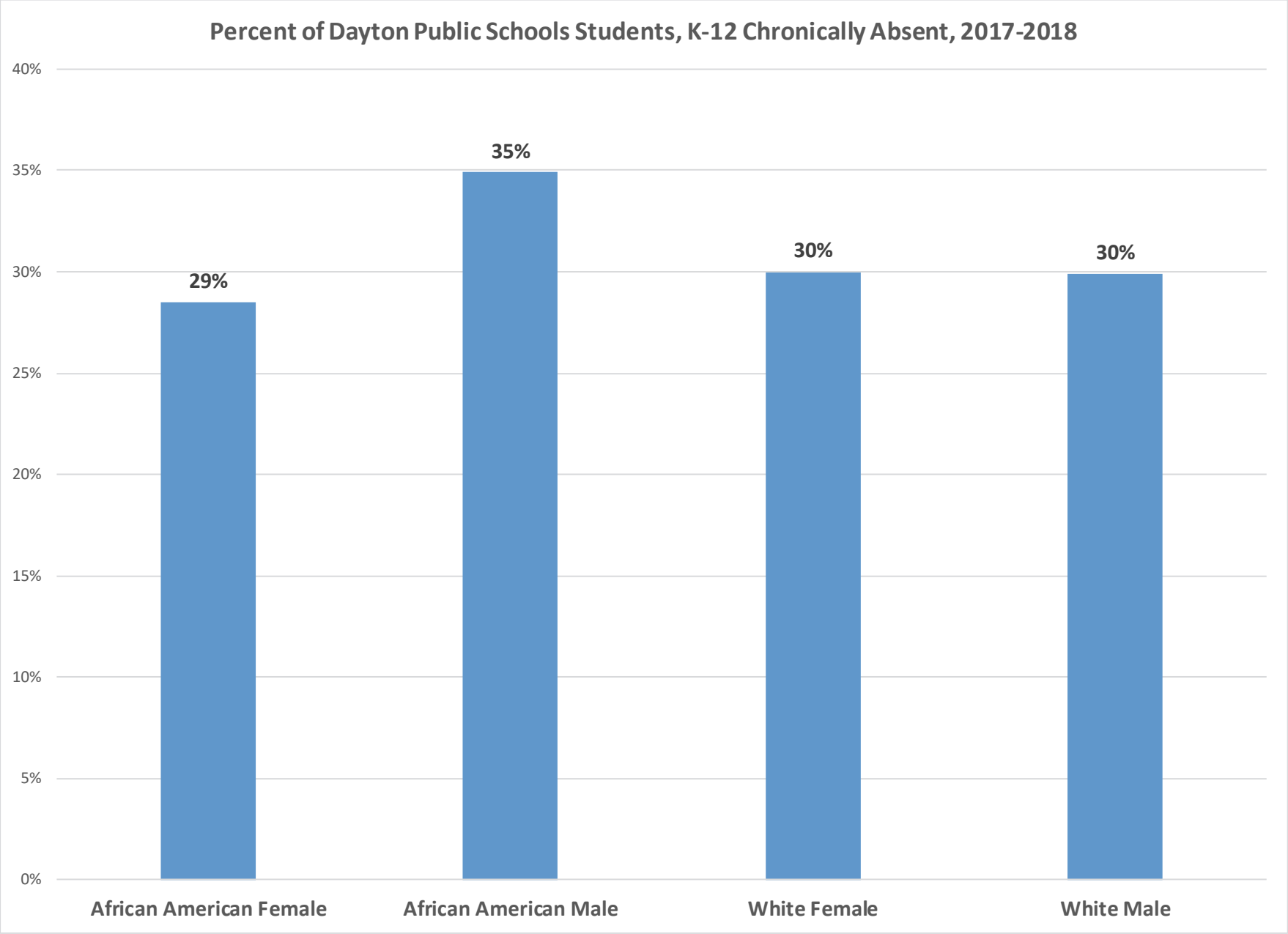

*"Chronically absent" is defined as missing 15 or more days of school.