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.

**Overview data:**

![Centerville K-12 Students](image)

- **Children Living in Dire Poverty or a Financially Stressed Family**
  - Children living in dire poverty (below 100% of the FPL)
  - Children living in a financially stressed family (100% to 199% of the FPL)
  - Children living in families above 200% of the FPL

Source: American Community Survey 2017 5 Year Table B05010
% of Centerville Public School kindergartners who begin school ‘ready to learn’*

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>White</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>23%</td>
<td>42%</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>42%</td>
<td>42%</td>
<td>34%</td>
<td>26%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>47%</td>
<td>51%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>52%</td>
<td>61%</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

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

49% of African-American children demonstrated readiness for Kindergarten on the KRA compared with 61% of white children.

If we help an additional 5 African-American students demonstrate readiness, we close the racial gap and overall proficiency in Centerville increases from 56% to 57%.

*“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.
% of Centerville Public School kindergartners who begin school ‘ready to learn’, Fall 2017

- African American Female: 63%
- African American Male: 33%
- White Female: 66%
- White Male: 56%
Boys: 38% of African-American boys are proficient in 3rd grade reading compared with 75% of white males. If we can help 8 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 42% of African-American girls are proficient in 3rd grade reading compared with 84% of white females. If we can help 8 African-American girls reach proficiency, we can close the gap between African-American girls and white girls.

If we help an additional 16 African-American 3rd grade students, we close the racial gap and overall 3rd grade reading proficiency increases from 77% to 80%.
% of Centerville 8th-graders who are proficient in mathematics

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

Boys: 57% of African-American males are proficient in 8th grade mathematics compared with 81% of white boys. If we can help 6 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 57% of African-American girls are proficient in 8th grade mathematics compared with 79% of white girls. If we can help 3 African-American girls reach proficiency, we can close the gap between African-American girls and white girls.

If we help an additional 9 African-American 8th grade students be proficient on math, we close the racial gap and overall proficiency increases from 77% to 79%.
Every child matters: Each child's success contributes to the success of others.

There was no significant racial gap for high school graduation in Centerville in 2016-2017.
% of Centerville high-school grads enrolling in college the 1st year after graduation

- African American
- White
- Female
- Male

2011: 89% (Blue)
2012: 91% (Blue)
2013: 89% (Blue)
2014: 88% (Blue)
2015 Interpolated: 88% (Blue)
2016: 88% (Blue)
2017: 88% (Blue)

2011: 86% (Orange)
2012: 86% (Orange)
2013: 88% (Orange)
2014: 85% (Orange)
2015 Interpolated: 86% (Orange)
2016: 86% (Orange)
2017: 83% (Orange)

2011: Female: 82% (Gray)
2012: Female: 85% (Gray)
2013: Female: 85% (Gray)
2014: Female: 85% (Gray)
2015 Interpolated: Female: 85% (Gray)
2016: Female: 86% (Gray)
2017: Female: 86% (Gray)

2011: Male: 82% (Yellow)
2012: Male: 85% (Yellow)
2013: Male: 82% (Yellow)
2014: Male: 82% (Yellow)
2015 Interpolated: Male: 82% (Yellow)
2016: Male: 82% (Yellow)
2017: Male: 83% (Yellow)
% of Centerville high-schools grads returning to college a 2nd year

- 2011: 55%
- 2012: 76%
- 2013: 77%
- 2014: 81%
- 2015: No Data
- 2016: 83%

African American: 77% (2012), 75% (2013), 76% (2014)
White: 80% (2011), 82% (2013), 77% (2014)
Female: 79% (2012), 82% (2013), 81% (2014)
Male: 84% (2011), 81% (2013), 76% (2014)
Percent of Centerville High School Grads who graduate college within 6 years

- **African American**
  - 2011: 18%
  - 2012: 41%

- **White**
  - 2011: 70%
  - 2012: 63%

- **Female**
  - 2011: 65%
  - 2012: 59%

- **Male**
  - 2011: 70%
  - 2012: 55%
<table>
<thead>
<tr>
<th>Year</th>
<th>African American Female</th>
<th>African American Male</th>
<th>White Female</th>
<th>White Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>8.7</td>
<td>19.8</td>
<td>3.4</td>
<td>2.6</td>
</tr>
<tr>
<td>2013-2014</td>
<td>6.9</td>
<td>27</td>
<td>7.6</td>
<td>2.6</td>
</tr>
<tr>
<td>2014-2015</td>
<td>6.7</td>
<td>32.5</td>
<td>6.7</td>
<td>3.4</td>
</tr>
<tr>
<td>2015-2016</td>
<td>10.6</td>
<td>16.9</td>
<td>8.1</td>
<td>3.4</td>
</tr>
<tr>
<td>2016-2017</td>
<td>12.8</td>
<td>7.4</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>16.9</td>
<td>8.2</td>
<td>2.1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

*These lines reflect the number of suspensions per every 100 students. Some students may be suspended multiple times.
Percent of Centerville Students, K-12 Chronically Absent, 2017-2018

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