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:

### Kettering K-12 Students

- **African American female**: 196
- **African American male**: 228
- **White female**: 2946
- **White male**: 3168
- **Other females**: 470
- **Other males**: 539

**Children Living in Dire Poverty or a Financially Stressed Family**

- **Children living in dire poverty (below 100% of the FPL)**: 15%
- **Children living in a financially stressed family (100% to 199% of the FPL)**: 64%
- **Children living in families above 200% of the FPL**: 21%

Source: American Community Survey 2017 5 year Table B05010
Every child matters: Each child’s success contributes to the success of others.

17% of African-American children demonstrated readiness for Kindergarten on the KRA compared with 39% of white children.

If we help an additional 5 African-American students demonstrate readiness, we close the racial gap and overall proficiency in Kettering increases from 37% to 38%.

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

Boys: 29% of African-American boys are proficient in 3rd grade reading compared with 79% of white males. If we can help 6 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 58% of African-American girls are proficient in 3rd grade reading compared with 80% of white females. If we can help 4 African-American girls reach proficiency, we can close the gap between African-American girls and white girls.

If we help an additional 12 African-American 3rd grade students, we close the racial gap and overall 3rd grade reading proficiency increases from 77% to 79%.
% of Kettering 3rd-graders who are proficient in reading

- Not Disadvantaged Female
- Not Disadvantaged Male
- Economic Disadvantaged Female
- Economic Disadvantaged Male

2012-2013: 96%, 89%, 81%
2013-2014: 95%, 91%, 86%
2014-2015: 97%, 88%, 85%
2015-2016: 97%, 80%, 78%
2016-2017: 92%, 86%, 73%
2017-2018: 84%, 82%, 73%
Every child matters: Each child's success contributes to the success of others.

Boys: 38% of African-American males are proficient in 8th grade mathematics/Algebra 1 compared with 76% of white boys. If we can help 8 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 59% of African-American girls are proficient in 8th grade mathematics/Algebra 1 compared with 81% of white girls. If we can help 4 African-American girls reach proficiency, we can close the gap between African-American girls and white girls.

If we help an additional 12 African-American 8th grade students be proficient in math, we close the racial gap and overall proficiency increases from 75.6% to 77.8%.
% of Kettering 8th-graders who are proficient in mathematics

- Not Disadvantaged Female
- Not Disadvantaged Male
- Economic Disadvantaged Female
- Economic Disadvantaged Male
% of Kettering students who graduate from high school

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

Boys: 92% of white males and 77% of African-American males graduate from high school compared with 96% of white females and 100% of African-American females.

If we can help 15 additional males graduate from high school, we close the gender gap and the overall graduation rate increases from 94% to 96%.
% of Kettering students who graduate from high school

- Not Disadvantaged Female
- Not Disadvantaged Male
- Economic Disadvantaged Female
- Economic Disadvantaged Male

2011-2012 School Year: 98%
2012-2013 School Year: 98%
2013-2014 School Year: 96%
2014-2015 School Year: 96%
2015-2016 School Year: 96%
2016-2017: 98%

87% for Economic Disadvantaged Female
93% for Not Disadvantaged Male
91% for Economic Disadvantaged Male
90% for Not Disadvantaged Female
% of Kettering high-school grads enrolling in college the 1st year after graduation

- African American
- White
- Female
- Male


Values:
- 2011: 54%
- 2012: 54%
- 2013: 61%
- 2014: 91%
- 2015: 83%
- 2016: 78%
- 2017: 71%

Note: The percentages for White, Female, and Male are consistent with the African American trend but are not explicitly stated in the image.
% of Kettering high-schools grads returning to college a 2nd year

- African American
- White
- Female
- Male

2011: 50%
2012: 56%
2013: 55%
2014: 67%
2015: 67%
2016: 67%
Kettering High School Graduates Graduating College within 6 years by Race & Gender

- White: 36% (2011), 37% (2012)
- Female: 29% (2011), 33% (2012)
Percent of Kettering Students, K-12 Chronically Absent, 2017-2018

**“Chronically absent” is defined as missing 15 or more days of school.**
Out-of-school suspensions per 100 Kettering students* by race and gender

- African American Female
- African American Male
- White Female
- White Male

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