**Overview data:**

### Mad River K-12 Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>White males</td>
<td>1484</td>
</tr>
<tr>
<td>White females</td>
<td>1460</td>
</tr>
<tr>
<td>African-American males</td>
<td>167</td>
</tr>
<tr>
<td>African-American females</td>
<td>174</td>
</tr>
<tr>
<td>Other males</td>
<td>294</td>
</tr>
<tr>
<td>Other females</td>
<td>306</td>
</tr>
</tbody>
</table>

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

- **Children living in dire poverty (below 100% of the FPL)**: 41%
- **Children living in a financially stressed family (100% to 199% of the FPL)**: 23%
- **Children living in families above 200% of the FPL**: 37%

Source: American Community Survey 2017 5 Year Table B05010

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**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.

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

25% of African-American children demonstrated readiness for Kindergarten on the KRA compared with 36% of white children.

If we help 3 additional African-American student demonstrate readiness, we close the racial gap and overall proficiency in Mad River increases from 31% to 32%

**“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.**
% Mad River kindergartners who begin school ‘ready to learn’, Fall 2017

- African American Female: 23.5%
- African American Male: 27.3%
- White Female: 41%
- White Male: 31%
Boys: 56% of Economically Disadvantaged boys are proficient in 3rd grade reading compared with 69% of Not Disadvantaged males. If we can help 13 Economically Disadvantaged boys reach proficiency, we can close the gap between Economically Disadvantaged boys and Not Disadvantaged boys.

Girls: 59% of Economically Disadvantaged girls are proficient in 3rd grade reading compared with 82% of Not Disadvantaged females. If we can help 22 Economically Disadvantaged girls reach proficiency, we can close the gap between Economically Disadvantaged girls and Not Disadvantaged girls.

If we help an additional 35 Economically Disadvantaged 3rd grade students, we close the economic opportunity gap and overall 3rd grade reading proficiency increases from 64% to 76%.
% of Mad River 3rd-graders who are proficient in reading

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


Values:
- 2012-2013: 82% (Female), 73% (Male)
- 2013-2014: 85% (Female), 84% (Male)
- 2014-2015: 89% (Female), 83% (Male)
- 2015-2016: 73% (Female), 70% (Male)
- 2016-2017: 73% (Female), 66% (Male)
- 2017-2018: 60% (Female), 54% (Male)

- 30% to 100% range
Every child matters: Each child’s success contributes to the success of others.

Boys: 40% of Economically Disadvantaged males are proficient in 8th grade mathematics compared with 47% of Not Disadvantaged boys. If we can help 5 Economically Disadvantaged boys reach proficiency, we can close the gap between Economically Disadvantaged boys and Not Disadvantaged boys.

Girls: 44% of Economically Disadvantaged girls and 66% of Not Disadvantaged girls are proficient in 8th grade math. If we help 13 economically disadvantaged girls reach proficiency, we can close the disadvantage gap.

If we help an additional 18 Economically Disadvantaged students be proficient in math we close the economic opportunity gap and overall proficiency increases from 47% to 56%.
Every child matters: Each child's success contributes to the success of others.

Boys: 72% of Economically Disadvantaged males graduate from high school compared with 84% of Not Disadvantaged males. If we can help 6 additional Economically Disadvantaged males graduate, we can close the economic opportunity gap for boys.

Girls: 77% of Economically Disadvantaged females graduate from high school compared with 93% of Not Disadvantaged females. If we can help 9 additional Economically Disadvantaged females graduate, we can close the economic opportunity gap for girls.

If we help 15 additional economically disadvantaged students to graduate from high school, we close the economic opportunity gap and the overall graduation rate increases from 82% to 88%.
% of Mad River high-school grads enrolling in college the 1st year after graduation

- African American
- White
- Female
- Male


- 2011: 55%, 56%, 55%, 56%, 52%, 57%, 50%
- 2012: 62%, 57%, 58%, 53%, 57%, 44%, 57%
- 2013: 66%, 61%, 68%, 63%, 65%, 63%, 50%
- 2014: 67%, 67%, 63%, 63%, 65%, 63%, 50%
- 2015: 68%, 68%, 63%, 63%, 65%, 63%, 50%
- 2016: 69%, 69%, 65%, 65%, 65%, 63%, 50%
- 2017: 69%, 69%, 63%, 63%, 63%, 63%, 50%
% of Mad River high-schools grads returning to college a 2nd year

- African American
- White
- Female
- Male
Mad River High School Graduates Graduating College within 6 years by Race & Gender

- **African American**: 39% in 2011, 30% in 2012
- **White**: 29% in 2011, 28% in 2012
- **Female**: 24% in 2011, 28% in 2012
- **Male**: 21% in 2011, 20% in 2012

The graph shows a declining trend in graduation rates for all races and genders from 2011 to 2012.
Percent of Mad River Students, K-12 Chronically Absent, 2017-2018

- African American Female: 17%
- African American Male: 19%
- White Female: 17%
- White Male: 20%

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

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<tbody>
<tr>
<td>African American Female</td>
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<tr>
<td>White Female</td>
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*These lines reflect the number of suspensions per every 100 students. Some students may be suspended multiple times.