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:

West Carrollton K-12 Students

- White males: 1172
- White females: 1148
- African-American males: 334
- African-American females: 330
- Other males: 322
- Other females: 313

Children Living in Dire Poverty or a Financially Stressed Family

- 44%: Children living in dire poverty (below 100% of the FPL)
- 30%: Children living in a financially stressed family (100% to 199% of the FPL)
- 26%: Children living in families above 200% of the FPL

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

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

Gender: 16% of boys demonstrated readiness for Kindergarten on the KRA compared with 33% of girls.

If we help 24 additional boys demonstrate readiness we close the gender gap and the overall percent demonstrating readiness increases from 25% to 33%.

**“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.**
### % West Carrollton kindergartners who begin school ‘ready to learn’, Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Female</td>
<td>33%</td>
</tr>
<tr>
<td>African American Male</td>
<td>13%</td>
</tr>
<tr>
<td>White Female</td>
<td>35%</td>
</tr>
<tr>
<td>White Male</td>
<td>22%</td>
</tr>
</tbody>
</table>
Every child matters: Each child's success contributes to the success of others.

Boys: 51% of African-American boys are proficient on 3rd grade reading compared with 54% of white males. If we can help 1 additional African-American boy reach proficiency, we can close the gap between African-American boys and white males.

Girls: 47% of African-American girls are proficient on 3rd grade reading compared with 66% of white females. If we can help 8 additional 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 3rd grade students, we close the racial gap and overall 3rd grade reading proficiency increases from 56% to 60%.
% of West Carrollton 8th-graders who are proficient in mathematics*

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

Gender: 27% of boys are proficient in 8th grade math compared with 46% of girls.

If we can help 23 additional boys reach proficiency, we close the gender gap and overall 8th grade math proficiency increases from 36% to 46%.

*This data excludes those students taking Algebra 1 or Geometry who are exempt from the 8th grade math test
% of West Carrollton students who graduate from high school

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

Year: 2011-2012 to 2016-2017
% of West Carrollton high-school grads enrolling in college the 1st year after graduation

- African American
- White
- Female
- Male

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>White</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>60%</td>
<td>65%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>2013</td>
<td>61%</td>
<td>65%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>2014</td>
<td>71%</td>
<td>69%</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>2015</td>
<td>77%</td>
<td>74%</td>
<td>74%</td>
<td>70%</td>
</tr>
<tr>
<td>2016</td>
<td>74%</td>
<td>70%</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>2017</td>
<td>64%</td>
<td>63%</td>
<td>64%</td>
<td>63%</td>
</tr>
</tbody>
</table>
% of West Carrollton high-schools grads returning to college a 2nd year

- African American
- White
- Female
- Male

- 2012: 41%
- 2013: 44%
- 2014: 52%
- 2015: 51%
- 2016: 52%

Legend:
- Blue: African American
- Red: White
- Grey: Female
- Orange: Male
West Carrollton High School Graduates Graduating College within 6 years by Race & Gender

- African American
- White
- Female
- Male

2011:
- African American: 26%
- White: 24%
- Female: 18%
- Male: 5%

2012:
- African American: 21%
- White: 21%
- Female: 19%
- Male: 11%
Percent of West Carrollton 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 West Carrollton students* by race and gender

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