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:

Huber Heights K-12 Students

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

32% of African-American children demonstrated readiness for Kindergarten on the KRA compared with 50% of white children.

If we help an additional 13 African-American students demonstrate readiness, we close the racial gap and overall proficiency in Huber Heights increases from 46% to 49%.

**“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 Huber Heights Public School kindergartners who begin school ‘ready to learn’, Fall 2017

- African American Female: 31%
- African American Male: 33%
- White Female: 54%
- White Male: 45%
% of Huber Heights 3rd-graders who are proficient in reading

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

Boys: 31% of African-American boys are proficient in 3rd grade reading compared with 66% of white males. If we can help 19 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 43% of African-American girls are proficient in 3rd grade reading compared with 59% of white females. If we can help 7 African-American girls reach proficiency, we can close the gap between African-American girls and white girls.

If we help an additional 26 African-American 3rd grade students, we close the racial gap and overall 3rd grade reading proficiency increases from 55% to 61%.
Every child matters: Each child's success contributes to the success of others.

Boys: 15.8% of African-American males are proficient in 8th grade mathematics or Algebra 1 compared with 48.4% of white boys. If we can help 19 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

Girls: 29.3% of African-American girls are proficient in 8th grade mathematics compared with 47.8% of white girls. 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 27 African-American 8th grade students be proficient in math,
Every child matters: Each child's success contributes to the success of others.

Boys: 81% of African-American males graduate from high school compared with 78% of white males. If we can help 3 additional white boys graduate, we can close the gap between African-American boys and white boys.

Girls: 83% of African-American females graduate from high school compared with 91% of white females. If we can help 3 additional African-American girls graduate, we can close the gap between African-American girls and white girls.

Gender: 79% of males graduate from high school while 91% of females graduate. If we help an additional 25 males graduate from high school, we close the gender gap and the overall graduation rate increases from 85% to 91%.
% of Huber Heights high-school grads enrolling in college the 1st year after graduation

African American
White
Female
Male
% of Huber Heights high-schools grads returning to college a 2nd year


African American
White
Female
Male
% of Huber Heights high-school graduates graduating college within 6 years

- African American
- White
- Female
- Male

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Out-of-school suspensions per 100 Huber Heights students*
by race and gender

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

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