New Lebanon Local Schools

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:

New Lebanon K-12 Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White males</td>
<td>519</td>
</tr>
<tr>
<td>White females</td>
<td>511</td>
</tr>
<tr>
<td>Multiracial male</td>
<td>16</td>
</tr>
<tr>
<td>Multiracial female</td>
<td>17</td>
</tr>
<tr>
<td>Other males</td>
<td>6</td>
</tr>
<tr>
<td>Other females</td>
<td>7</td>
</tr>
</tbody>
</table>

Children Living in Dire Poverty or a Financially Stressed Family

- Children living in dire poverty (below 100% of the FPL): 44%
- Children living in a financially stressed family (100% to 199% of the FPL): 30%
- Children living in families above 200% of the FPL: 27%

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

**“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 New Lebanon 3rd-graders who are proficient in reading

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

Economically Disadvantaged: 50% of economically disadvantaged students are proficient in 3rd grade reading compared with 81% of not economically disadvantaged students.

If we can help 14 economically disadvantaged students reach proficiency, we can close the gap between economically disadvantaged students and not economically disadvantaged students and the overall proficiency rate goes from 63% to 81%.
In 2017-2018, there is no significant gap in math proficiency between females and males.
Every child matters: Each child’s success contributes to the success of others.

Boys: 90% of males graduate from high school compared with 100% of females. This gender gap is apparent for most of the last 6 years. If we can help 5 additional males graduate from high school, we close the gender gap and the overall graduation rate increases from 95% to 100%.
% of New Lebanon high-school grads enrolling in college the 1st year after graduation

Economically Disadvantaged
Not Economically Disadvantaged
Female
Male
% of New Lebanon high-schools grads returning to college a 2nd year

- Economically Disadvantaged
- Not Economically Disadvantaged
- Female
- Male

[Graph showing data for 2011 to 2016 for different categories]
New Lebanon High School Graduates Graduating College within 6 years by Economic Disadvantage & Gender
**Percent of Students, K-12 Chronically Absent, 2017-2018**

- Female: 15%
- Male: 15%

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

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