**Overview data:**

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?

---

**Valley View K-12 Students**

<table>
<thead>
<tr>
<th>Gender/Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>White males</td>
<td>896</td>
</tr>
<tr>
<td>White females</td>
<td>819</td>
</tr>
<tr>
<td>African-American males</td>
<td>14</td>
</tr>
<tr>
<td>African-American females</td>
<td>12</td>
</tr>
<tr>
<td>Other males</td>
<td>38</td>
</tr>
<tr>
<td>Other females</td>
<td>50</td>
</tr>
</tbody>
</table>

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

- 14% Children living in dire poverty (below 100% of the FPL)
- 18% Children living in a financially stressed family (100% to 199% of the FPL)
- 68% 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.

Gender: 27% of boys demonstrated readiness for Kindergarten on the KRA compared with 43% of girls. If we help 11 additional boys demonstrate readiness we close the gender gap and the overall percent demonstrating readiness increases from 35% to 43%
Every child matters: Each child’s success contributes to the success of others.

Economic Disadvantaged: 55% of economically disadvantaged students are proficient on 3rd grade reading compared with 82% of those not disadvantaged. If we can help 11 disadvantaged students reach proficiency, we can close the opportunity gap and the overall proficiency rate would rise from the current 70% to 82%.

Gender: 61% of boys are proficient on 3rd grade reading compared with 80% of girls. If we can help 12 additional boys reach proficiency, we can close the gap between boys and girls and overall 3rd grade reading proficiency increases from 70% to 80%.
% of Valley View 8th-graders who are proficient in mathematics

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

Economic Disadvantaged: 45% of economically disadvantaged students are proficient in 8th grade math or Algebra 1 compared with 83% of those not disadvantaged.

If we can help 16 disadvantaged students reach proficiency, we can close the opportunity gap and the overall proficiency rate would rise from the current 71% to 83%.

Gender: 62% of boys are proficient in 8th grade math or Algebra 1 compared with 82% of girls.

If we can help 15 additional boys reach proficiency, we can close the gap between boys and girls and overall 8th grade math proficiency increases from 71% to 82%.
No significant difference occurs in high school graduation rate by economic opportunity or gender in 2016-2017 graduation rates.
% of Valley View high-school grads enrolling in college the 1st year after graduation

- Economically Disadvantaged
- Not Economically Disadvantaged
- Female
- Male


- 2012: 66%, 55%, 37%
- 2013: 67%, 52%, 41%
- 2014: 70%, 59%, 42%
- 2015: 73%, 59%, 45%
- 2016: 74%, 55%, 55%
- 2017: 74%, 69%, 58%
% of Valley View high-schools grads returning to college a 2nd year

- Economically Disadvantaged
- Not Economically Disadvantaged
- Female
- Male
Valley View High School Graduates Graduating College within 6 years by Gender

- Economically Disadvantaged
- Not Economically Disadvantaged
- Female
- Male

2011:
- Economically Disadvantaged: 50%
- Not Economically Disadvantaged: 46%
- Female: 38%
- Male: 10%

2012:
- Economically Disadvantaged: 50%
- Not Economically Disadvantaged: 40%
- Female: 40%
- Male: 27%
Percent of Valley View Students, K-12 Chronically Absent, 2017-2018

- Economic Disadvantaged Female: 14%
- Non Economic Disadvantaged Female: 8%
- Economic Disadvantaged Male: 15%
- Non Economic Disadvantaged Male: 5%

**"Chronically absent" is defined as missing 15 or more days of school.**
Out-of-school suspensions per 100 Valley View students* by economic disadvantage and gender

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