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:

Source: American Community Survey 2017 5 year Table B05010
% of Vandalia-Butler Public School kindergartners who begin school ‘ready to learn’*

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

Race: 28% of African Americans demonstrated readiness for Kindergarten on the KRA compared with 53% of whites.

If we help 5 additional African American students demonstrate readiness we close the race gap and the overall percent

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

Economic Disadvantaged: 48% of economically disadvantaged students are proficient on 3rd grade reading compared with 72% of those not disadvantaged. If we can help 19 disadvantaged students reach proficiency, we can close the opportunity gap and the overall proficiency rate would rise from the current 63% to 72%.

Gender: 56% of boys are proficient on 3rd grade reading compared with 69% 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 63% to 69%.
Gender: 52% of girls are proficient in 8th grade math/Algebra or Geometry compared with 56% of boys.

If we can help 4 additional girls reach proficiency, we can close the gap between girls and boys and overall 8th grade math proficiency increases from 54.4% to 56.2%.

Economic Disadvantaged: 40% of economically disadvantaged students are proficient in 8th grade math/Algebra or Geometry compared with 60% of those not disadvantaged.

If we can help 12 disadvantaged students reach proficiency, we can close the opportunity gap and the overall proficiency rate would rise from the current 54.4% to 60.0%.

Every child matters: Each child's success contributes to the success of others.
% of Vandalia Butler students who graduate from high school

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

Gender: 92% of males graduate from high school compared with 97% of females.

If we can help 7 males graduate, we can close the gender gap and the overall graduation rate will rise from 95% to 97%.
% of Vandalia-Butler high-school grads enrolling in college the 1st year after graduation

- Economic Disadvantage
- Not Disadvantaged
- Female
- Male


- 2012: Economic Disadvantage 73%, Not Disadvantaged 83%, Female 76%, Male 66%
- 2013: Economic Disadvantage 79%, Not Disadvantaged 80%, Female 75%, Male 64%
- 2014: Economic Disadvantage 66%, Not Disadvantaged 78%, Female 77%, Male 57%
- 2015: Economic Disadvantage 58%, Not Disadvantaged 80%, Female 79%, Male 57%
- 2016: Economic Disadvantage 57%, Not Disadvantaged 80%, Female 77%, Male 57%
- 2017: Economic Disadvantage 50%, Not Disadvantaged 77%, Female 77%, Male 66%
% of Vandalia-Butler high-schools grads returning to college a 2nd year

- Economic Disadvantage
- Not Disadvantaged
- Female
- Male

2011: 45%, 68%
2012: 56%, 77%
2013: 69%, 71%
2014: 65%, 68%
2015: 82%, 68%
2016: 50%, 68%
Vandalia-Butler High School Graduates Graduating College within 6 years by Economic Disadvantage & Gender

- **2011**
  - Economic Disadvantage: 19%
  - Not Disadvantaged: 50%
  - Female: 49%
  - Male: 40%

- **2012**
  - Economic Disadvantage: 28%
  - Not Disadvantaged: 57%
  - Female: 54%
  - Male: 45%
Percent of Vandalia Butler Students, K-12 Chronically Absent, 2017-2018

- African American Female: 8%
- African American Male: 10%
- White Female: 6%
- White Male: 7%

"Chronically absent" is defined as missing 15 or more days of school.
Out-of-school suspensions per 100 Vandalia Butler students* by race and gender

*African American Female   African American Male   White Female   White Male

- 2012-2013: 11.1, 1.3, 0, 1.3
- 2013-2014: 14.1, 3.5, 4.3, 3.4
- 2014-2015: 6.7, 0, 3.1, 4.3
- 2015-2016: 10.4, 1.1, 5.6, 3.8
- 2016-2017: 10.8, 0.7, 3.8, 3.4
- 2017-2018: 20, 1.5, 1.5, 8.7

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