

Valley View Local
Schools
2024 Report Card
Summary



The overall rating represents the outcomes of all components to determine whether a district or school meets state standards by achieving an overall rating of at least 3 stars.

Component	Weight Toward Overall Rating
Achievement	28.601%
Progress	28.601%
Graduation Rate	14.266%
Gap Closing	14.266%
Early Literacy	14.266%

OVERALL RATING SCALE AND DESCRIPTIONS		
Points Earned	Rating	Rating Description
Greater than or equal to 4.125	5 Stars	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	4.5 Stars	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Stars	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Stars	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Stars	Meets state standards
Greater than or equal to 1.625 but less than 2.125	2.5 Stars	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Stars	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Stars	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

QUESTIONS TO CONSIDER

- What components showed improvement from the previous academic year to this year?
- What components should the school or district focus on this academic year?

Report Card Data

- 90% of districts earned overall ratings of three stars or higher-met state expectations
- VV dropped from 4 to 3.5 stars due to a decrease of 0.161 on the overall rating
- VV continues to increase in four-year graduation rate and CCWM Readiness component



Meets state standards

Overall Rating

Print

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2024 Ohio School Report Cards.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



Meets state standards in academic achievement.

[View More Data](#)

Progress

This component looks closely at the growth all students are making based on their past performances.



Evidence that the district met student growth expectations.

[View More Data](#)

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Meets state standards in closing educational gaps.

[View More Data](#)

[Gifted Data](#)

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



Exceeds state standards in graduation rates

[View More Data](#)

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Needs support to meet state standards in early literacy (K-3).

[View More Data](#)

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

[View More Data](#)

Your District's Schools

Schools	Overall Rating	Achievement	Progress	Gap Closing	Graduation Rate	Early Literacy
Valley View High School	★ 4	★ 4	★ 4	★ 3	★ 4	★
Valley View Intermediate School	★ 3.5	★ 3	★ 3	★ 3	★	★
Valley View Junior High School	★ 3	★ 3	★ 2	★ 3	★	★
Valley View Primary School	★ 4	★ 4	★	★ 4	★	★ 2



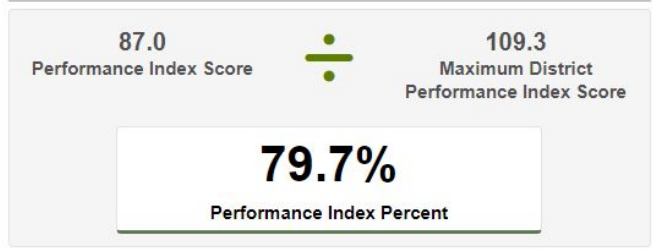
Meets state standards in
academic achievement.

Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



PI Trend Proficiency Trends Calculation **Achievement**

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	1.5	X	1.3	=	2
Advanced	19.8	X	1.2	=	23.8
Accomplished	18.9	X	1.1	=	20.8
Proficient	24.5	X	1.0	=	24.5
Basic	18.2	X	0.6	=	10.9
Limited	16.9	X	0.3	=	5.1
Untested	0.2	X	0.0	=	0.0

87.0

2022-2023 Achievement

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



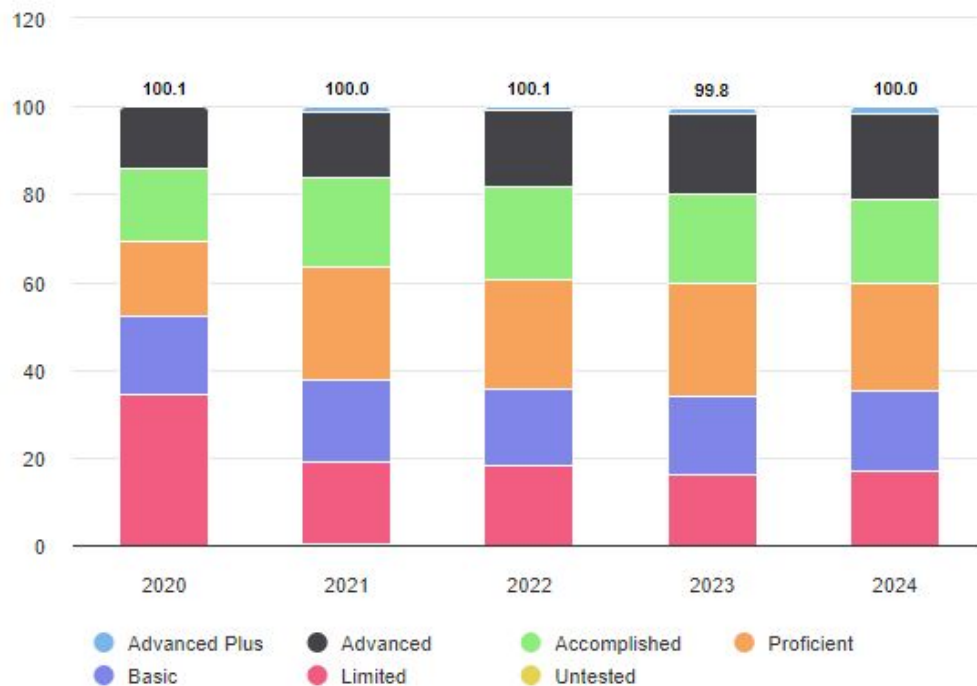
Calculation **Pie Chart** Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	1.2	X	1.3	=	1.6
Advanced	18.4	X	1.2	=	22.1
Accomplished	20.2	X	1.1	=	22.2
Proficient	26	X	1.0	=	26
Basic	17.8	X	0.6	=	10.7
Limited	16.2	X	0.3	=	4.9
Untested	0	X	0.0	=	0.0

87.5

	Tests Taken	Tests Proficient	Percent Proficient
Third Grade			
English Language Arts	123	76	61.8%
Mathematics	122	89	73.0%
Fourth Grade			
English Language Arts	145	101	69.7%
Mathematics	144	107	74.3%
Fifth Grade			
English Language Arts	124	84	67.7%
Mathematics	123	69	56.1%
Science	124	70	56.5%
Sixth Grade			
English Language Arts	123	65	52.8%
Mathematics	119	58	48.7%
Seventh Grade			
English Language Arts	123	85	69.1%
Mathematics	124	77	62.1%
Eighth Grade			
English Language Arts	124	69	55.6%
Mathematics	79	23	29.1%
Science	121	88	72.7%
High School			
Algebra I	147	86	58.5%
American US Government	133	114	85.7%
American US History	127	110	86.6%
Biology	149	129	86.6%
English Language Arts II	134	102	76.1%
Geometry	107	30	28.0%

Proficiency trends show the percentage of tested students in each performance level over time.





Needs support to meet state standards in early literacy (K-3).

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Early Literacy Component

Early Literacy Component Details

Fall Reading Diagnostics

Improving K-3 Literacy Measure Details

Early Literacy Component

Ohio's Plan to Raise Literacy Achievement provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

66.8%

Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	62.8%	40%	25.1%
Promotion to Fourth Grade	99.1%	35%	34.7%
Improving K-3 Literacy	28.0%	25%	7.0%

Early Literacy Component

66.8%



Evidence that the district met student growth expectations.

Progress

The Progress Component measures the academic performance of students compared to expected growth on Ohio's State Tests.

For more detailed data on Progress and Value-Added, [click here](#).

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Green	Dark Red	Light Blue	Green
4th Grade	Green	Dark Red	Grey	Yellow
5th Grade	Green	Dark Blue	Green	Green
6th Grade	Green	Dark Red	Grey	Green
7th Grade	Dark Red	Green	Grey	Dark Red
8th Grade	Green	Dark Red	Dark Red	Yellow

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	Dark Blue	Dark Red	Dark Red	Grey	Grey	Dark Blue	Dark Blue	Dark Red

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Significant evidence that the district exceeded student growth expectations by a larger magnitude.
- Significant evidence that the district exceeded student growth expectations.
- Evidence that the district met student growth expectations.
- Significant evidence that the district fell short of student growth expectations.
- Significant evidence that the district fell short of student growth expectations by a larger magnitude.
- Value Added data is not available.



Meets state standards in closing educational gaps.

Gap Closing

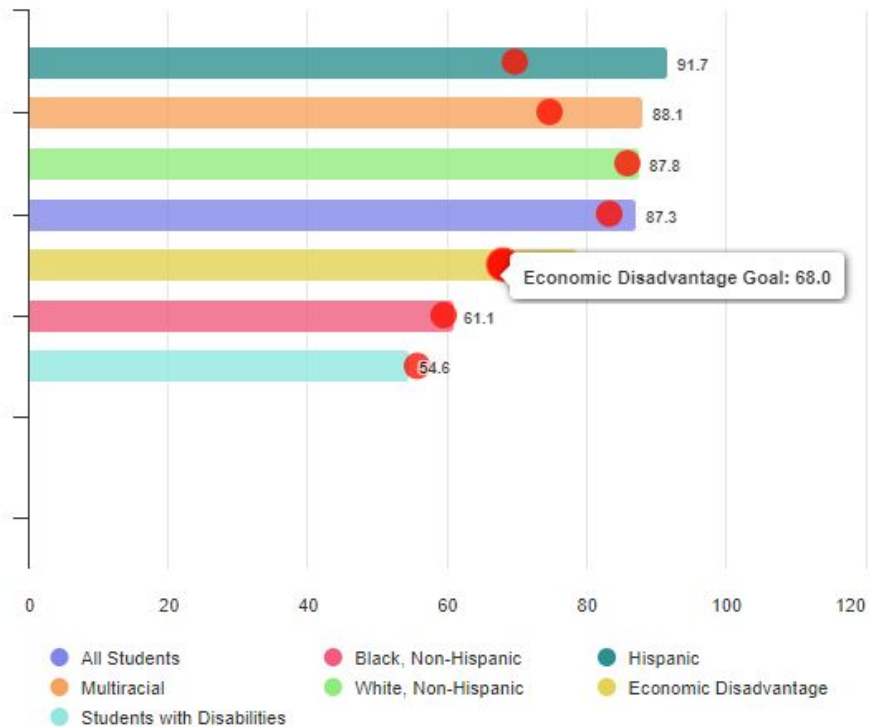
The Gap Closing component shows how well schools are meeting the performance expectations for our students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

Annual Performance Goals

- ELA and Math Achievement
- ELA and Math Growth
- English Learner Proficiency
- Graduation
- Chronic Absenteeism
- Gifted Performance

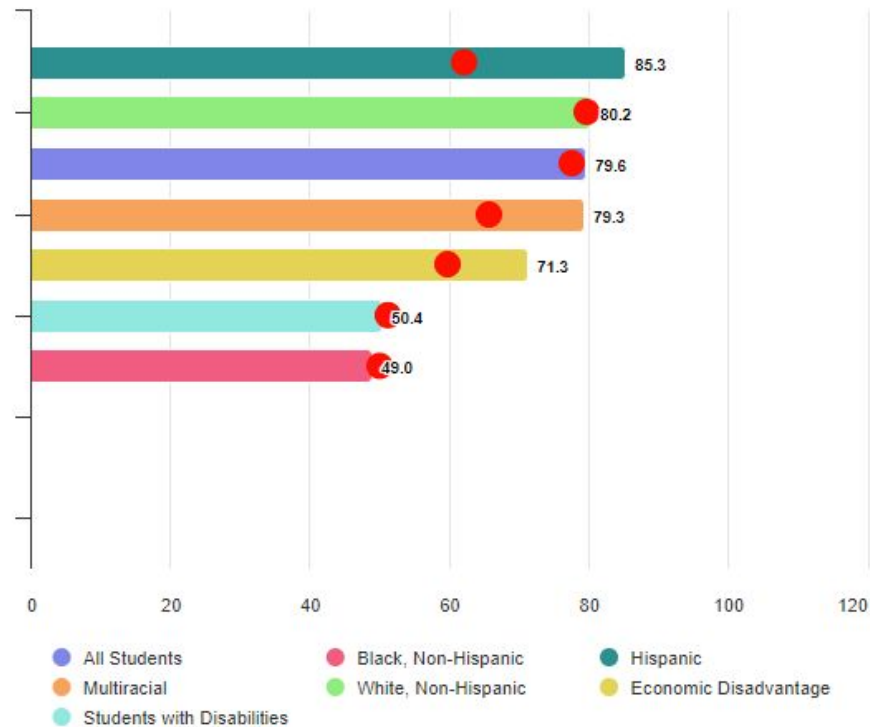
English Language Arts Achievement

Performance Index by Student Group



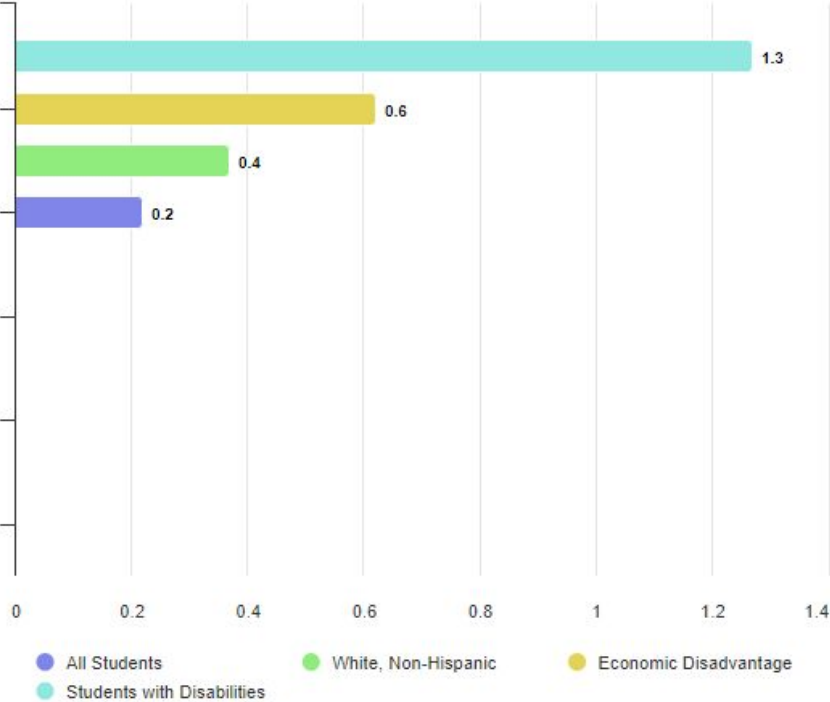
Math Achievement

Performance Index by Student Group



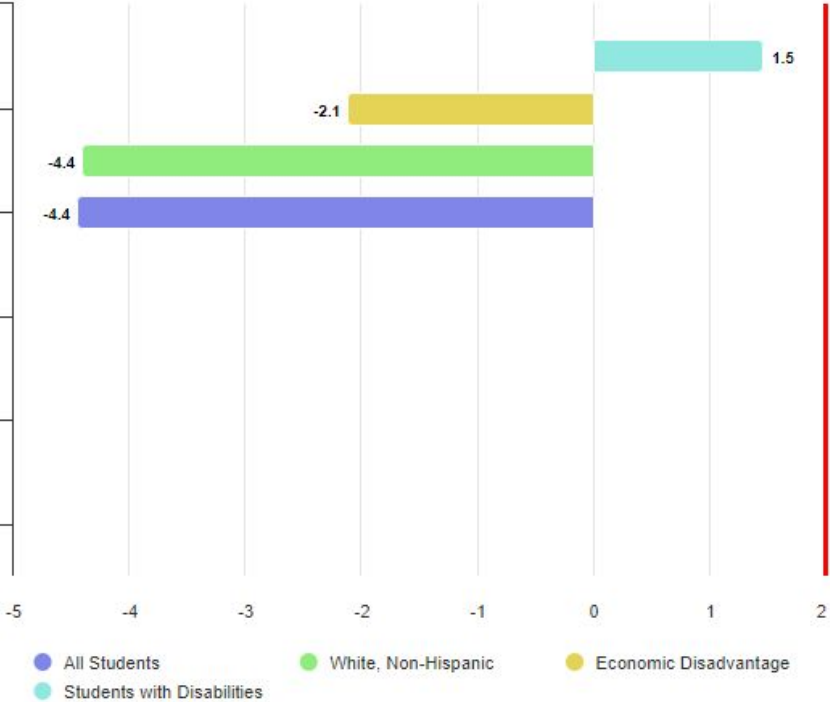
English Language Arts Growth

Growth Index by Student Group



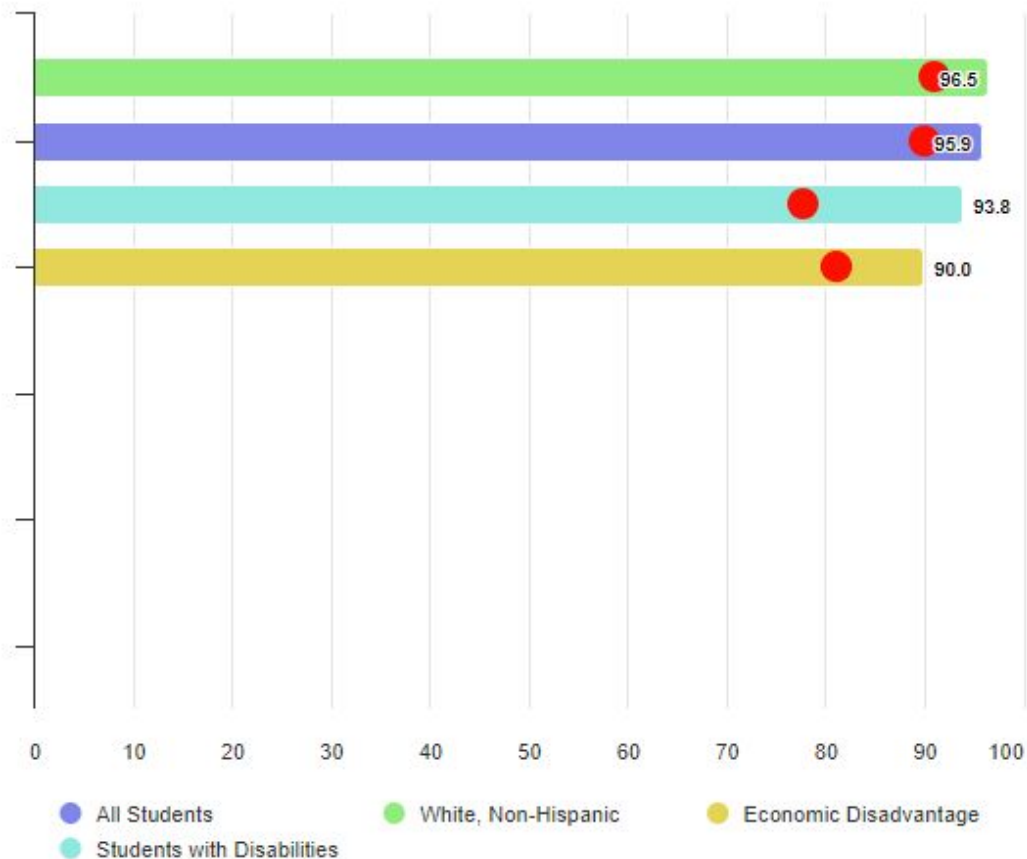
Math Growth

Growth Index by Student Group



Graduation

Graduation Rate by Student Group



Gap Closing Gifted Measure

Gifted

Value Added Rating	2 Stars
Value Added Met?	Not Met
Performance Index	115.4
Performance Index Met?	Not Met
Total Points	75.0
Gifted Identification and Services Met?	Not Met

Ohio's Chronic Absenteeism is declining-currently 25.6%

Chronic Absenteeism

17.8%

Of students were chronically absent in the
2023-2024 school year

Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or unexcused. The annual performance goal for the 2023-2024 school year is 18.3%.

Chronic Absenteeism Rate for Valley View Local - 048744 (Montgomery)

● Chronic Absenteeism Base FTE ● Chronic Absenteeism Rate



College, Career, Workforce and Military Readiness

The College, Career, Workforce, and Military Readiness Component measures how well-prepared Ohio's students are for all future opportunities.

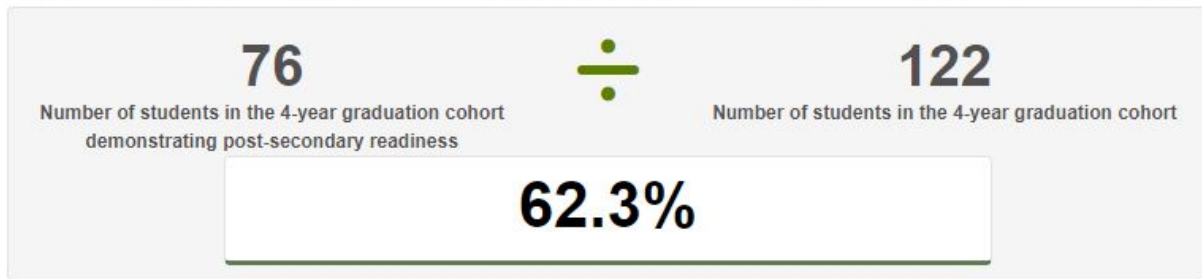
Note: *The information on this page is provided for informational purposes. This component will not be rated and will not factor into the overall rating until the 2024-2025 school year at the earliest.*

Post-Secondary Readiness

Post-Secondary Pathways

College, Career, Workforce and Military Readiness

Districts and schools have long-term impacts on student outcomes. The College, Career, Workforce and Military Readiness Component provides information on how schools and districts prepare students for different pathways of college and career success. These data are based on the 2023 4-year graduation cohort.



The measures that are included in the College, Career Workforce and Military Readiness Component Percentage are indicated with a ■ bar and an asterisk. All other measures are reported for informational purposes only.

Valley View Local Schools Recent Progress

Component	21-22	22-23	23-24
Achievement	80.20%	80.50%	79.70%
Progress	2 stars	3 stars	3 stars
Gap Closing	33.30%	71.70%	43.50%
Graduation	92.90%	93.30%	95.10%
Early Literacy	2 stars	3 stars	2 stars
College, Career, Workforce	43.20%	57%	62.30%

How is VV Addressing Areas for Improvement

- Completion of our Portrait of a Graduate and Strategic Planning to provide focus for our district
- Establishment and analysis of target success plan for improvement
- Implementation of new ELA curriculum based on the science of reading
- Implementation of new math program and targeted instructional coaching to address math scores
- Continuation of 1.25 literacy coaches at primary and intermediate
- Revision of District Multi-Tiered Systems of Support to address academic and behavioral needs
- Expansion of District Career Navigator duties to build upon our coherent college and career programming
- New career-based curricula opportunities (work-based learning, Lean Sigma Six Leadership course, etc.)
- Evidence-based initiatives to increase attendance
- Targeted teacher-based team meetings to ensure common understanding of standards depth of knowledge and assessment alignment
- New building! Will provide many opportunities for students.

**ADVANCE
AS ONE**

