NR
School Grade

Graham Elementary and Middle School

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to 10 measures and six components. *The 2020-2021 report card will not have grades or ratings per Ohio law.*

Achievement
NR Component Grade

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

Performance Index
33.6%
Indicators Met
0.0%

Progress
NR Component Grade

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

Value-Added
Overall --
Gifted NR
Lowest 20% in Achievement NR
Students with Disabilities NR

Gap Closing
NR Component Grade

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency. *The English language proficiency data is not available this year.*

Annual Measurable Objectives
0.0%   NR

Graduation Rate
NR Component Grade

This component shows the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
0.0% of students graduated in 4 years
0.0% of students graduated in 5 years

Improving At-Risk K-3 Readers
NR Component Grade

This component looks at how successful schools are at improving reading for at-risk students in grades K-3.

Improving At-Risk K-3 Readers
28.6%   NR
                               NR

Prepared for Success
NR Component Grade

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.
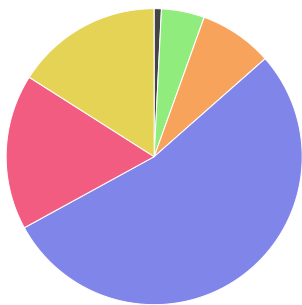
NR

Achievement Level	Pct of Students		Points for this Level		Points Received
Proficient	8	X	1.0	=	8
Basic	17	X	0.6	=	10.2
Limited	53.6	X	0.3	=	16.1
Untested	16	X	0.0	=	0.0
					40.4

English Language Arts	28.9%
Mathematics	0.0%
Science	25.6%
Sixth Grade	
English Language Arts	3.1%
Mathematics	5.9%
Seventh Grade	
English Language Arts	20.0%
Mathematics	11.9%
Eighth Grade	
English Language Arts	16.3%
Mathematics	15.2%
Science	31.8%
Non-Test Indicators	
Gifted Indicator		NC
Chronic Absenteeism	58.0%	

Third Grade ⌄

- Advanced Plus
- Advanced
- Accelerated
- Prof
- Limited
- Basic
- Untested

NR
Component Grade

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

-- 33.6%
40.4 of a possible 120.0
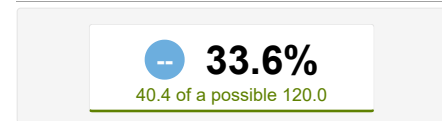
| Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	0.8	X	1.2	=	1
Accelerated	4.7	X	1.1	=	5.1

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

NR 0.0%
0 out of 0
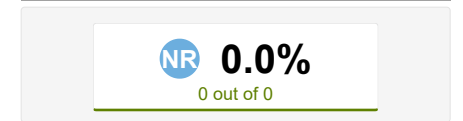
Third Grade	
English Language Arts	16.7%
Mathematics	9.5%
Fourth Grade	
English Language Arts	23.3%
Mathematics	7.4%
Fifth Grade	
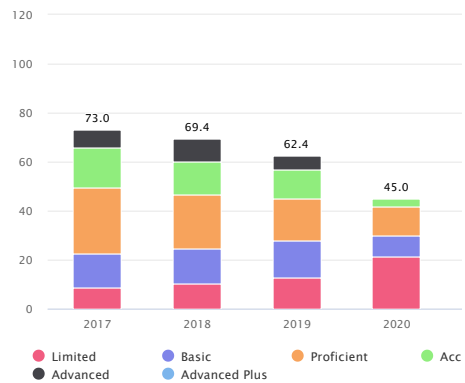
- Limited
- Basic
- Proficient
- Acc
- Advanced
- Advanced Plus

Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

- School
- District
- State
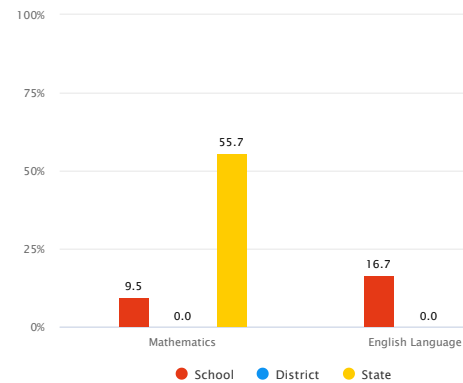
This chart compares the school to its district and to the state as a whole for each test.

Third Grade ⌄

Limited Basic Proficient Acc
Advanced Advanced Plus

Third Grade

English Language Arts Mathematics
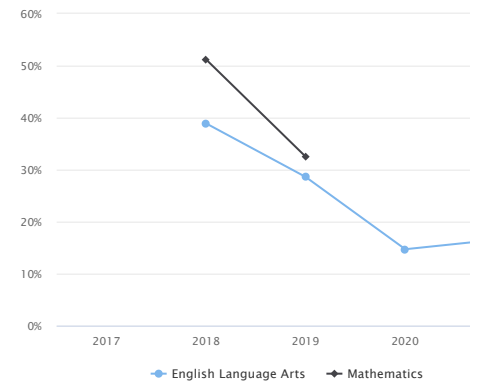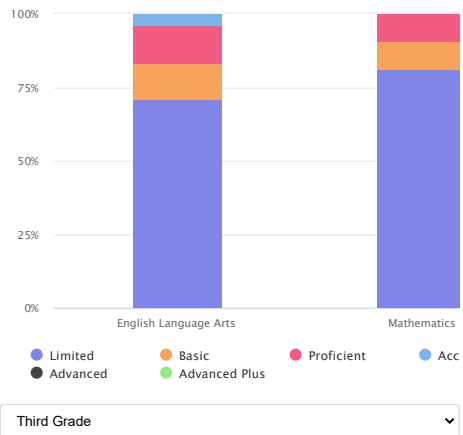
Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Ohio School Report Cards

NR
Component Grade

Progress

This component looks closely at the growth all students are making based on their past performances. The data for this component is not available this year.

For more detailed data on Progress and Value-Added, **click here. (https://ohiova.sas.com/fw.html?yU=011972&yV=011972)**

NR Overall
This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

NR Gifted Students
This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

NR Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

NR Students with Disabilities
This measures the progress for students with disabilities.

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				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	Progress					
	English I	English II	Algebra	Geometry	Mathematics I	Mathematics II
High School						

What do the colors mean?
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.

Students made more progress than expected - significant evidence

Students made more progress than expected - moderate evidence

Students made progress similar to the statewide expectation - evidence

Students made less progress than expected - moderate evidence

Students made less progress than expected - significant evidence
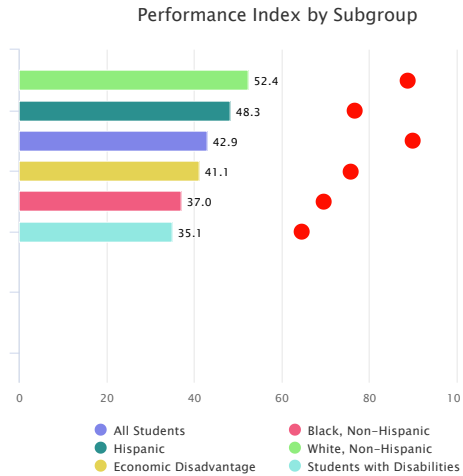
Value Added data is not available
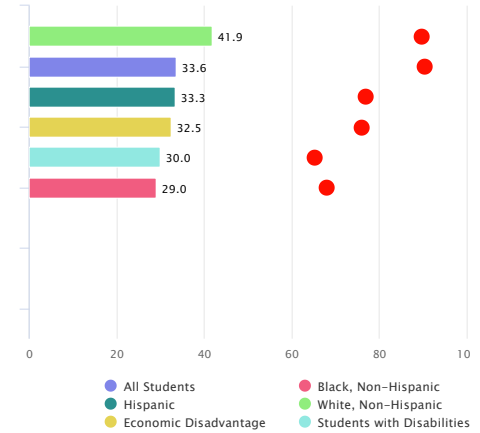
Gap Closing

NR
Component Grade

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state expectation in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

NR 0.0%

Performance Index by Subgroup

White, Non–Hispanic	52.4
Hispanic	48.3
All Students	42.9
Economic Disadvantage	41.1
Black, Non–Hispanic	37.0
Students with Disabilities	35.1

● All Students   ● Black, Non–Hispanic
● Hispanic   ● White, Non–Hispanic
● Economic Disadvantage   ● Students with Disabilities

Performance Index by Subgroup

White, Non–Hispanic	41.9
All Students	33.6
Hispanic	33.3
Economic Disadvantage	32.5
Students with Disabilities	30.0
Black, Non–Hispanic	29.0

● All Students   ● Black, Non–Hispanic
● Hispanic   ● White, Non–Hispanic
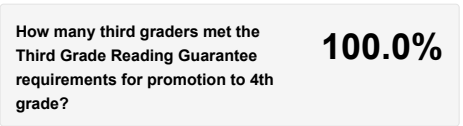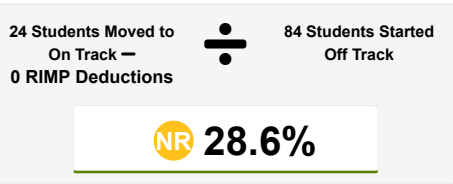● Economic Disadvantage   ● Students with Disabilities

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.
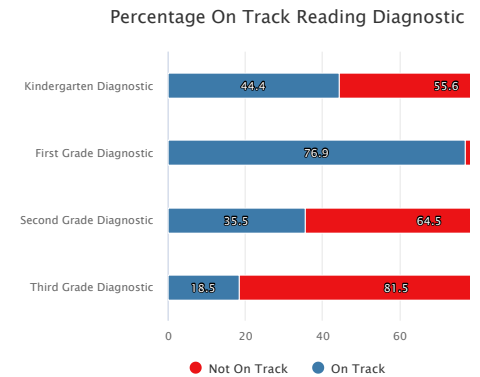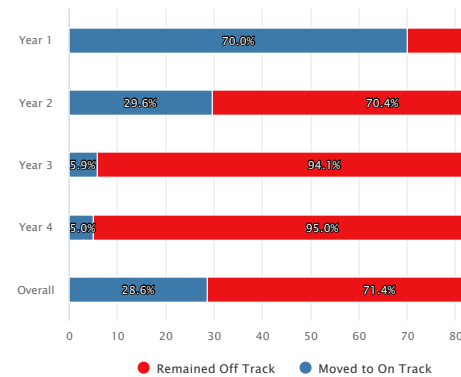

Improving At-Risk K-3 Readers

NR
Component Grade

This component looks at how successful schools are at improving reading for at-risk students in grades K-3.

24 Students Moved to On Track — 0 RIMP Deductions   ÷   **84 Students Started Off Track**

NR 28.6%

71.4	28.6

● Moved to On Track   ● Remained Off Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?   **100.0%**

How many third graders scored proficient on the state English language arts test?   **16.7%**

Ohio's Third Grade Reading Guarantee provides a proactive approach to reading supports beginning in kindergarten. If a child needs additional support to be reading at grade level in any grade from kindergarten through third, the school collaborates with the child's family to develop and provide a Reading Improvement and Monitoring Plan. The goal of this state-wide policy is to ensure every child gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements, including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment. *For the 2020-2021 school year, Ohio law temporarily waived the requirement that a student meet the promotion threshold to advance to fourth grade.*

Year 1	70.0%	
Year 2	29.6%	70.4%
Year 3	5.9%	94.1%
Year 4	5.0%	95.0%
Overall	28.6%	71.4%

● Remained Off Track   ● Moved to On Track

Percentage On Track Reading Diagnostic

Kindergarten Diagnostic	44.4	55.6
First Grade Diagnostic	76.9	
Second Grade Diagnostic	35.5	64.5
Third Grade Diagnostic	18.5	81.5

● Not On Track   ● On Track

Gifted Students

NC

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

Gifted Indicator

The Gifted Indicator is derived from three components: Gifted Value Added, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	NR
Value Added Met?	NC

Gifted Performance Index

Performance Index:	NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0

Additional Information on Identification and Services

All Grades	▼

Students/Gifted_Indicator_tech.pdf.aspx) for a complete description of how the Gifted Indicator is determined.

> A performance index cannot be calculated for this school because there are not enough students.

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

- 🔵 Receiving Gifted Services
- ⚫ Identified as Gifted, not Receiving Services
- 🟢 Not Identified as Gifted

Disadvantage Students   **Minority Students**

Performance Index Met?	NR

or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	0.0
Gifted Input Met?	NC

Points are earned based on identification and services provided to gifted students. Schools must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

➖

NC

Indicator

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot cause a district to fail to meet the Gifted Indicator. If both the Value Added and Performance Index components are NC, then the Gifted Indicator is either met or NC.

Click here (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Achievement-Measure/Gifted-

- 🔴 Identified
- 🔵 Receiving Services

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.

- 🔵 Receiving Gifted Services
- ⚫ Identified as Gifted, not Receiving Services
- 🟢 Not Identified as Gifted

Ohio School Report Cards

School Details

Principal
James M. Kutnow

Address
140 E 16th Ave
Columbus, OH 43201-1617

Directory information current as of the 2020-2021 Report Card publication date.

Phone
(614) 253-4000

Career Technical Planning District
Columbus City CTPD (/ctpd/overview/200035)

Sponsor
ESC of Central Ohio

Legend: All Students, Black, Non-Hispanic, Hispanic, Multiracial, White, Non-Hispanic, Students with Disabilities
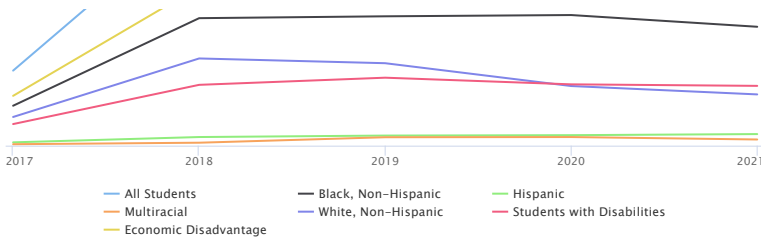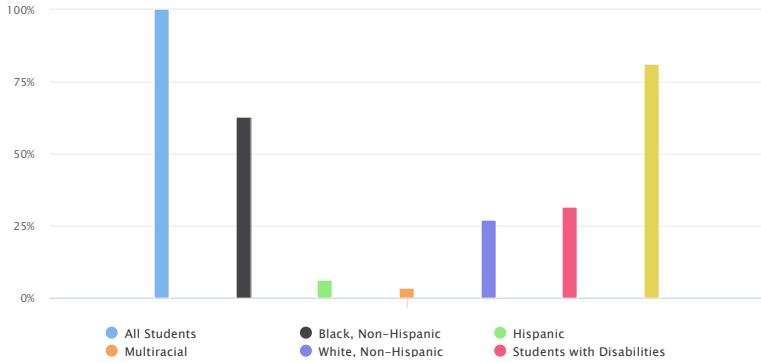
This graph shows enrollment trends across time.

Legend: All Students, Black, Non-Hispanic, Hispanic, Multiracial, White, Non-Hispanic, Students with Disabilities, Economic Disadvantage

Legend: All Students, Black, Non-Hispanic, Hispanic, Multiracial, White, Non-Hispanic, Students with Disabilities, Economic Disadvantage, Male, Female
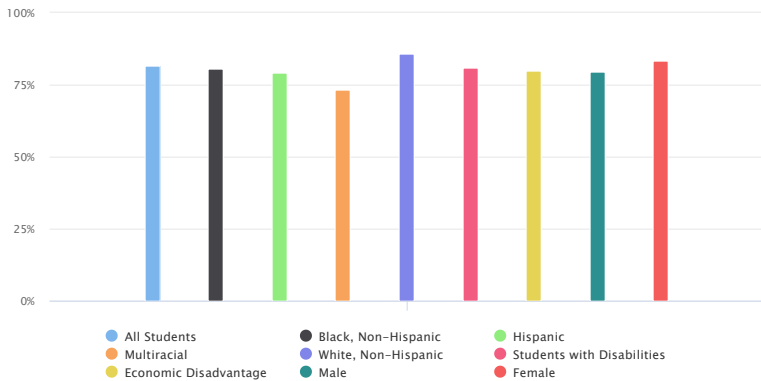
Attendance Rate
Attendance Rate

● Economic Disadvantage

	Enrollment #	Pct
All Students	343	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	215	62.7
Hispanic	21	6.1
Multiracial	11	3.3
White, Non-Hispanic	93	27
Students with Disabilities	108	31.5
Economic Disadvantage	279	81.3
English Learner	NC	NC
Migrant	NC	NC

Show all subgroups ▼

	Attendance Rate
All Students	81.7%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	80.5%
Hispanic	79%
Multiracial	73.4%
White, Non-Hispanic	85.7%
Students with Disabilities	81%
Economic Disadvantage	80%
English Learner	NC
Migrant	NC
Male	79.6%
Female	83.4%
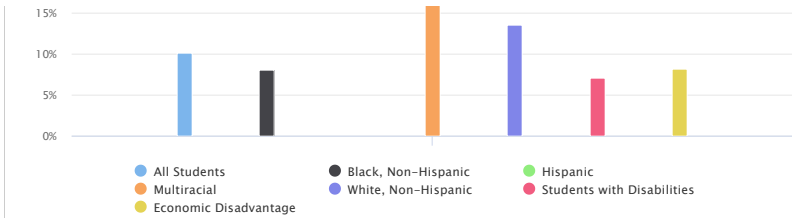
This chart shows the percentage of students, who, because they moved into or out of the district, did not spend a majority of the year within the district.

	District Mobility
All Students	10.1%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	8%
Hispanic	0%
Multiracial	28.6%
White, Non-Hispanic	13.5%
Students with Disabilities	7%
Economic Disadvantage	8.2%
English...	NC

	District Mobility
	NC
White, Non-Hispanic	45.6%
Economic Disadvantage	63.7%
English Learner	NC
Students with Disabilities	68.4%

If Enrollment is less than 10, results are Not Calculated (NC).

Number of Limited English Proficiency Students Excluded from Accountability Calculations:--

Positive Behavior Intervention

Has the district implemented a positive behavior intervention and support framework in compliance with **Ohio Revised Code (http://codes.ohio.gov/orc/3319.46)**? Yes

Wellness and Physical Education

	Moderate Success
The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	
Compliance with the federal requirement for implementing a local wellness policy	⊘
Elected to administer BMI screening	⊗
Participation in Physical Activity Pilot Program	⊗

Your School's Teachers

Migrant	NC

	Chronic Absenteeism Rate
All Students	58%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	62.9%
Hispanic	57.1%
Multiracial	70.0%

	Chronic Absenteeism Rate

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	
Percentage of teachers with at least a Master's Degree	32.8	
Percentage of inexperienced teachers	14.9	
Percentage of inexperienced principals	60.0	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

Educators in your School

	Number	State Avg per 1000 Students
General Education Teachers	21.5	47.3
Career-Technical Teachers	0.0	1.1
Special Education Teachers	8.0	13.7
Teacher Aides	2.0	14.3

	Number	State Avg per 1000 Students
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	3.0	3.6
Music Teachers	1.0	3.0
Physical Education Teachers	1.0	3.6
ELL Specialists	0.0	0.4

Financial Data

The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

Comparison Group: **Community Schools with Enrollment between 150 and 499**

Classroom Spending Data

What percent of funds are spent on classroom instruction?

89.4%

School

State

Classroom Instruction   Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	$7,788	$10,334
Classroom Instruction	$6,961	$7,194
Non-Classroom Spending	$828	$3,141
Federal Funds	$1,233	$1,058
State and Local Funds	$6,556	$9,276

● Classroom
● Non-Classroom

● School Level
● School Share of District Le