



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 ten measures and six components.

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

52.0%

Indicators Met

0.0%



Component
Grade

Progress

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

Value-Added

Overall

Gifted

**Lowest 20% in Achievement
Students with Disabilities**



Component
Grade

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Annual Measurable Objectives
0.0%



Component
Grade

F
NR
D
F

F

Graduation Rate

The Graduation Rate component looks at 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



Component
Grade

D

F

NR
NR

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Improving At-Risk K-3 Readers
-6.2%



Component
Grade

F

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



Component
Grade



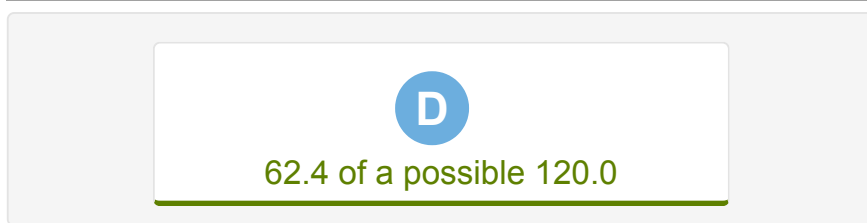
Component
Grade

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

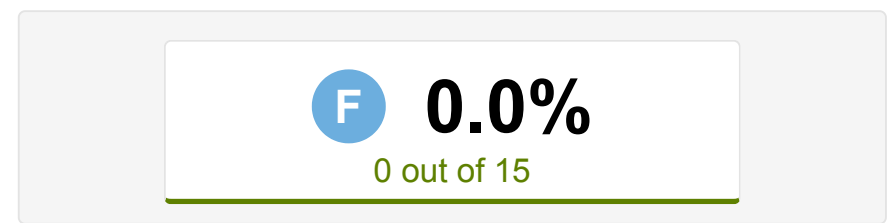
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the schools's index. This rewards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



Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	4.9	X	1.2	=	5.8
Accelerated	10.5	X	1.1	=	11.5
Proficient	17.5	X	1.0	=	17.5
Basic	25	X	0.6	=	15

Indicators Met

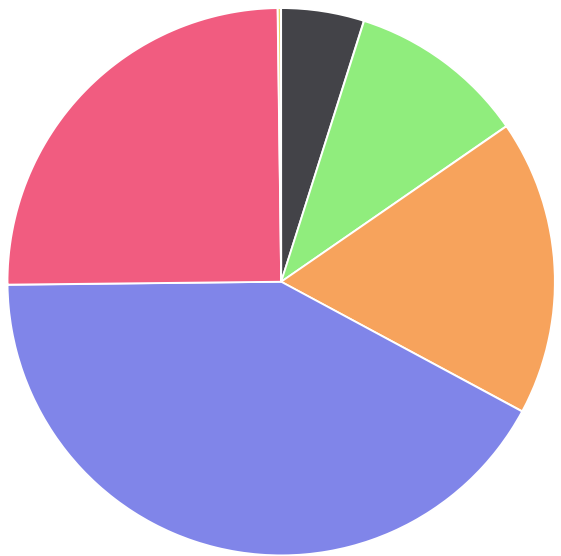
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement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



Third Grade		
English Language Arts	28.6%	<input type="checkbox"/>
Mathematics	32.5%	<input type="checkbox"/>
Fourth Grade		
English Language Arts	23.6%	<input type="checkbox"/>
Mathematics	30.2%	<input type="checkbox"/>
Fifth Grade		

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Limited	42	X	0.3	=	12.6
Untested	0.2	X	0.0	=	0.0

62.4

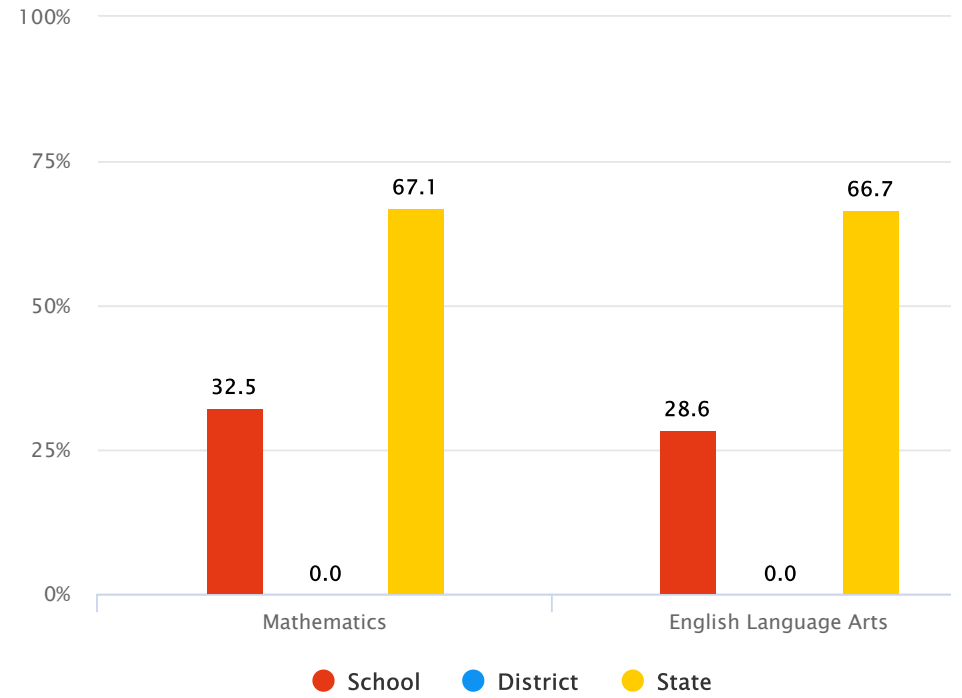
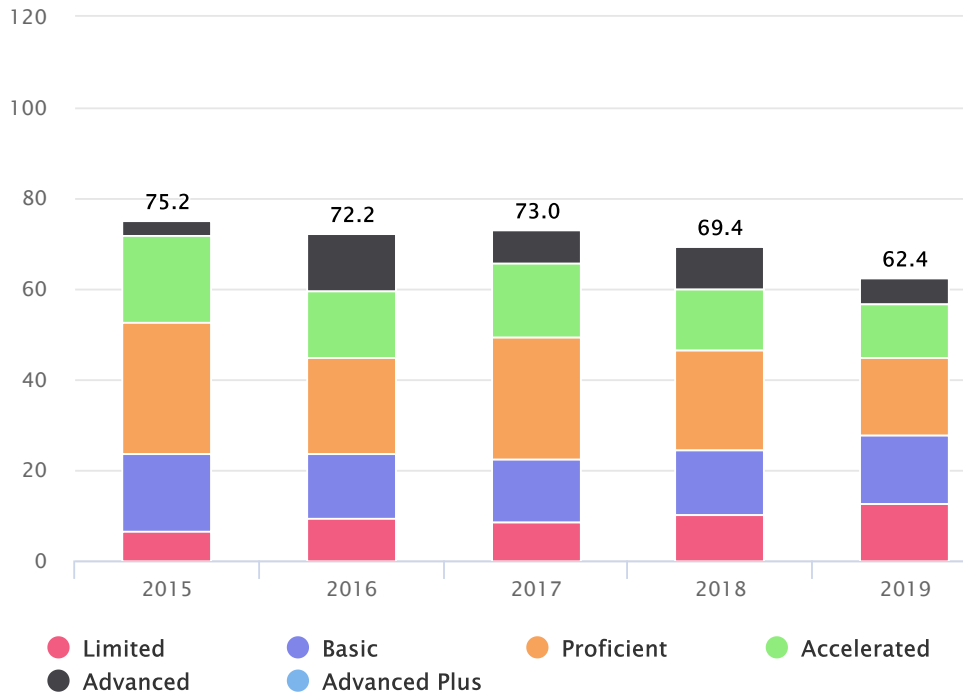


- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Index Pie Chart

English Language Arts	41.0%	<input type="checkbox"/>
Mathematics	23.1%	<input type="checkbox"/>
Science	35.0%	<input type="checkbox"/>
Sixth Grade		
English Language Arts	25.0%	<input type="checkbox"/>
Mathematics	13.2%	<input type="checkbox"/>
Seventh Grade		
English Language Arts	34.7%	<input type="checkbox"/>
Mathematics	38.3%	<input type="checkbox"/>
Eighth Grade		
English Language Arts	49.0%	<input type="checkbox"/>
Mathematics	45.8%	<input type="checkbox"/>
Science	43.8%	<input type="checkbox"/>
Non-Test Indicators		
Gifted Indicator		NC
Chronic Absenteeism	41.7%	<input type="checkbox"/>
Third Grade ▼		

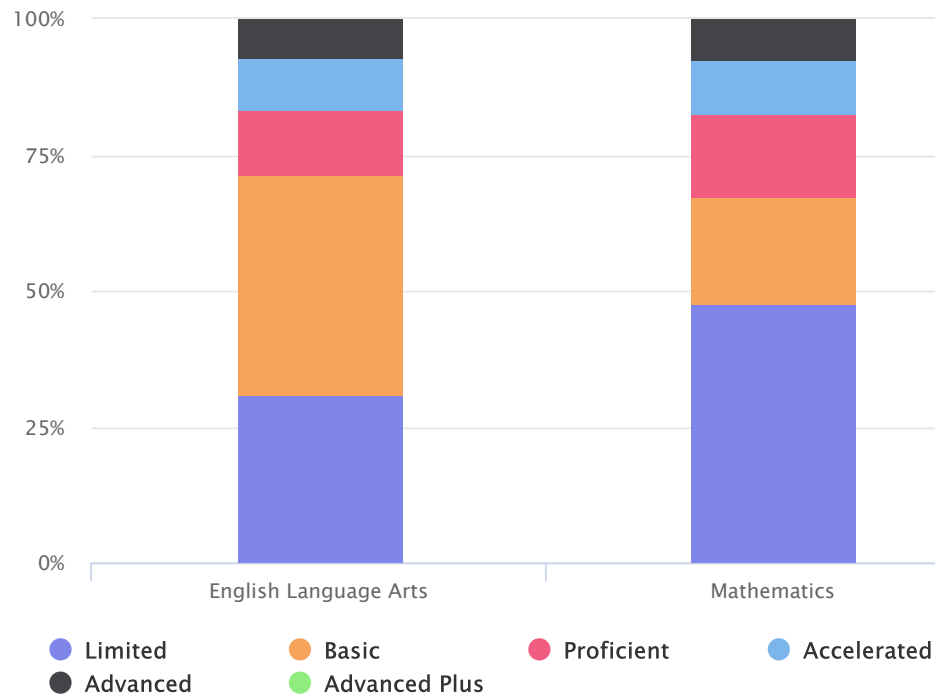
Indicators Met Chart (cont'd)



Performance Index Trend

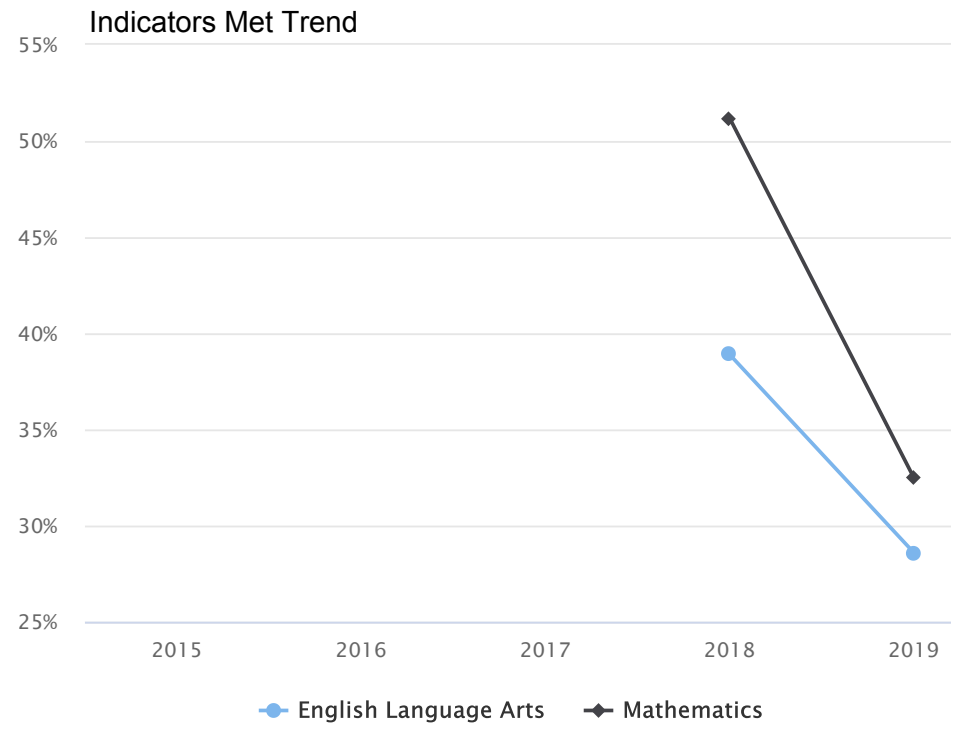
This chart compares the school to its district and to the state as a whole for each test.

Indicators Met Comparision



Third Grade ▼

Indicators Met Achievement Levels



Grade Key

A = 90.0 - 100.0%

B = 80.0 - 89.9%

C = 70.0 - 79.9%

D = 50.0 - 69.9%

F = 0.0 - 49.9%

D

Progress

Component Grade

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

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

F

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.

D

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.

F

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	Orange	Red	Yellow	Red
4th Grade	Red	Red	Grey	Red
5th Grade	Green	Yellow	Dark Green	Green
6th Grade	Orange	Orange	Grey	Red
7th Grade	Green	Dark Green	Grey	Dark Green
8th Grade	Yellow	Red	Orange	Orange

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

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



Component
Grade

Gap Closing

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 average 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.

F 0.0%

Grade Key

A = 90.0 - 100.0%

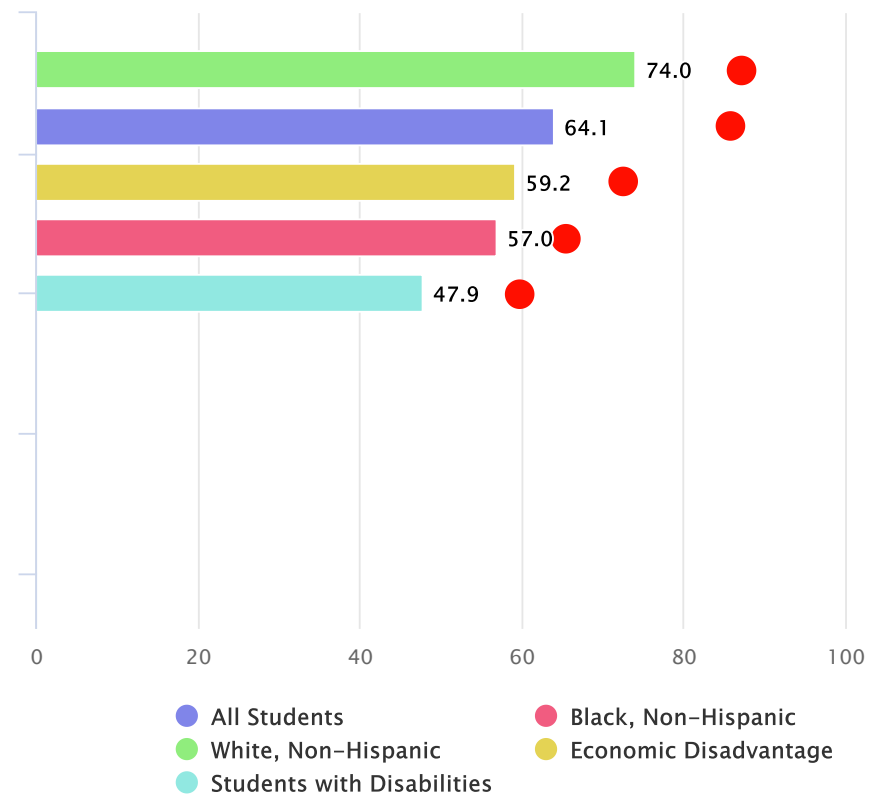
D = 60.0 - 69.9%

B = 80.0 - 89.9%

F = 0.0 - 59.9%

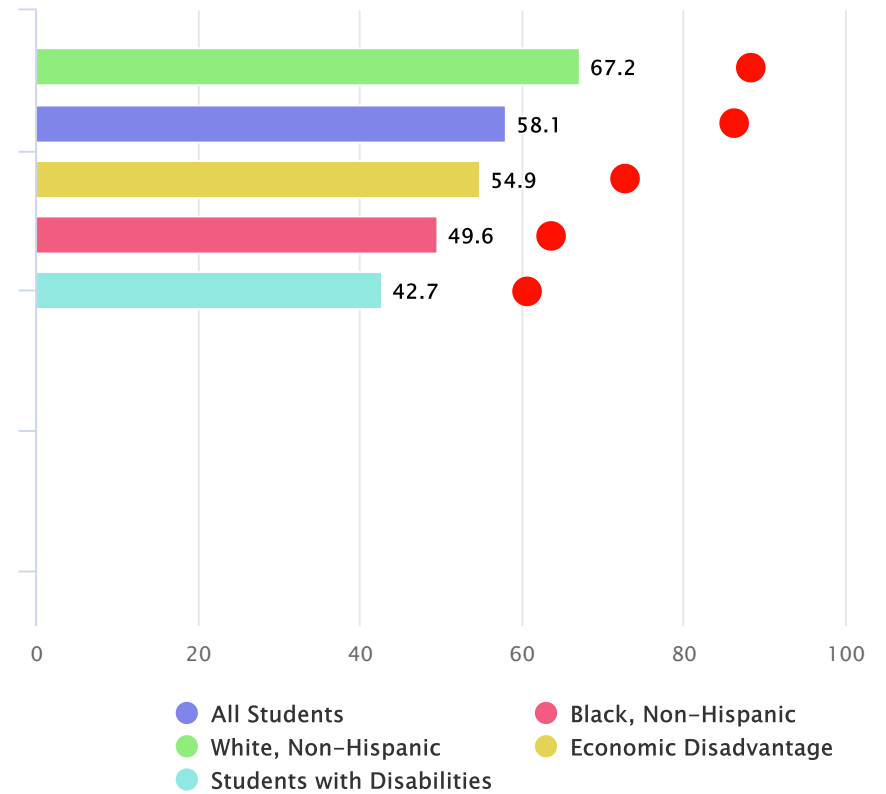
C = 70.0 - 79.9%

Performance Index by Subgroup



English Language Arts

Performance Index by Subgroup



Math

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



Component
Grade

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

8 Students Moved to On Track — 12 RIMP Deductions



65 Students Started Off Track

F -6.2%

-6.2

106.2

● 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.

Grade Key

A = 78.0 - 100.0%

D = 11.7 - 33.7%

B = 55.9 - 77.9%

F = <11.7%

C = 33.8 - 55.8%

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

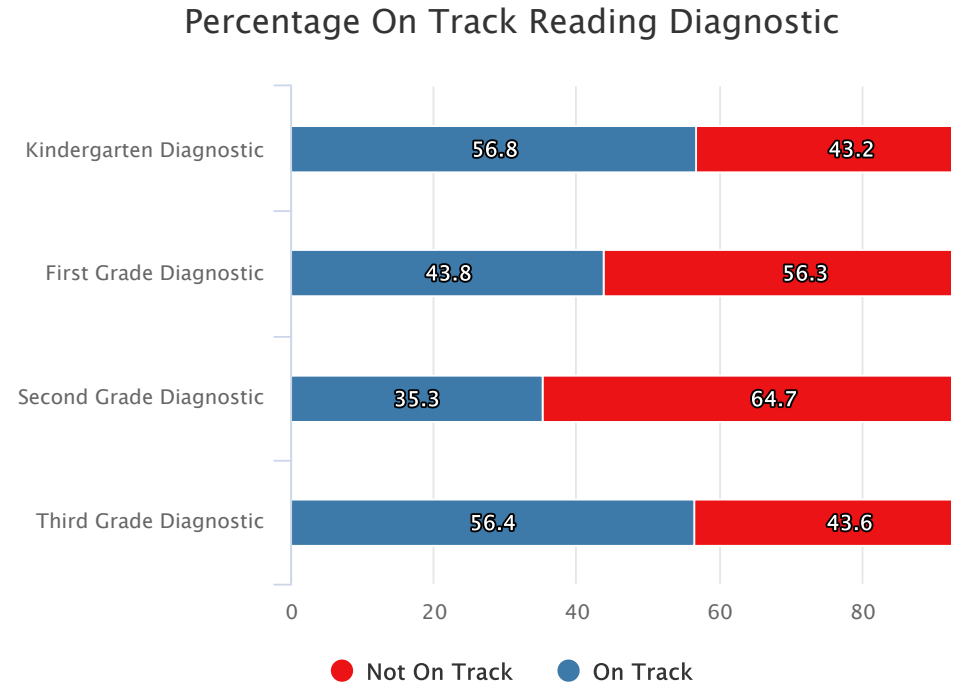
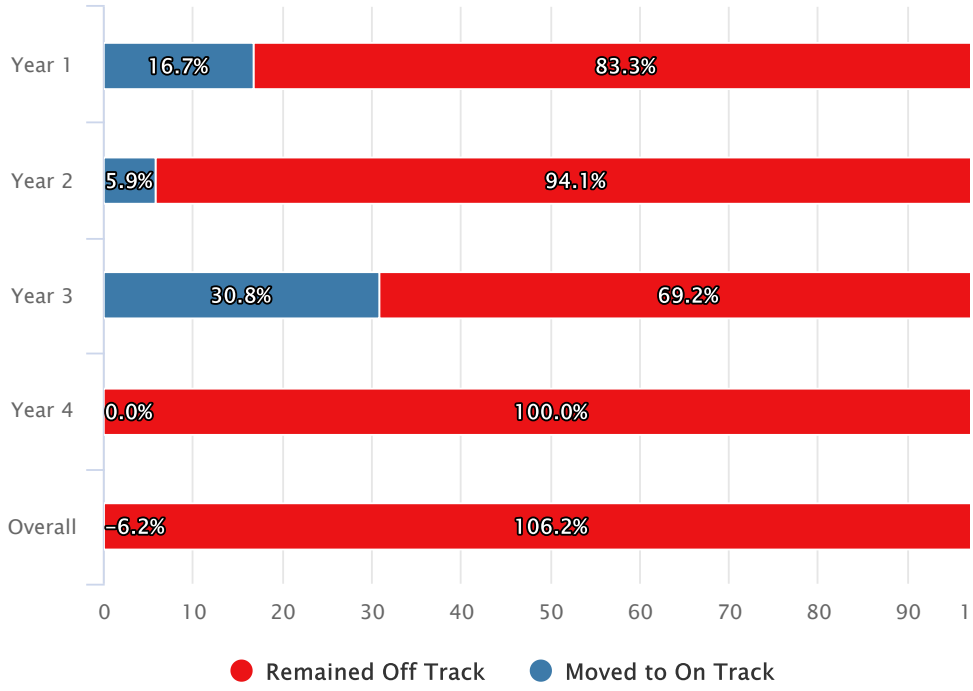
71.8%

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

28.6%

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader 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.



Details of Measure

School Details

Principal

James M. Kutnow

Phone

(614) 253-4000

Address

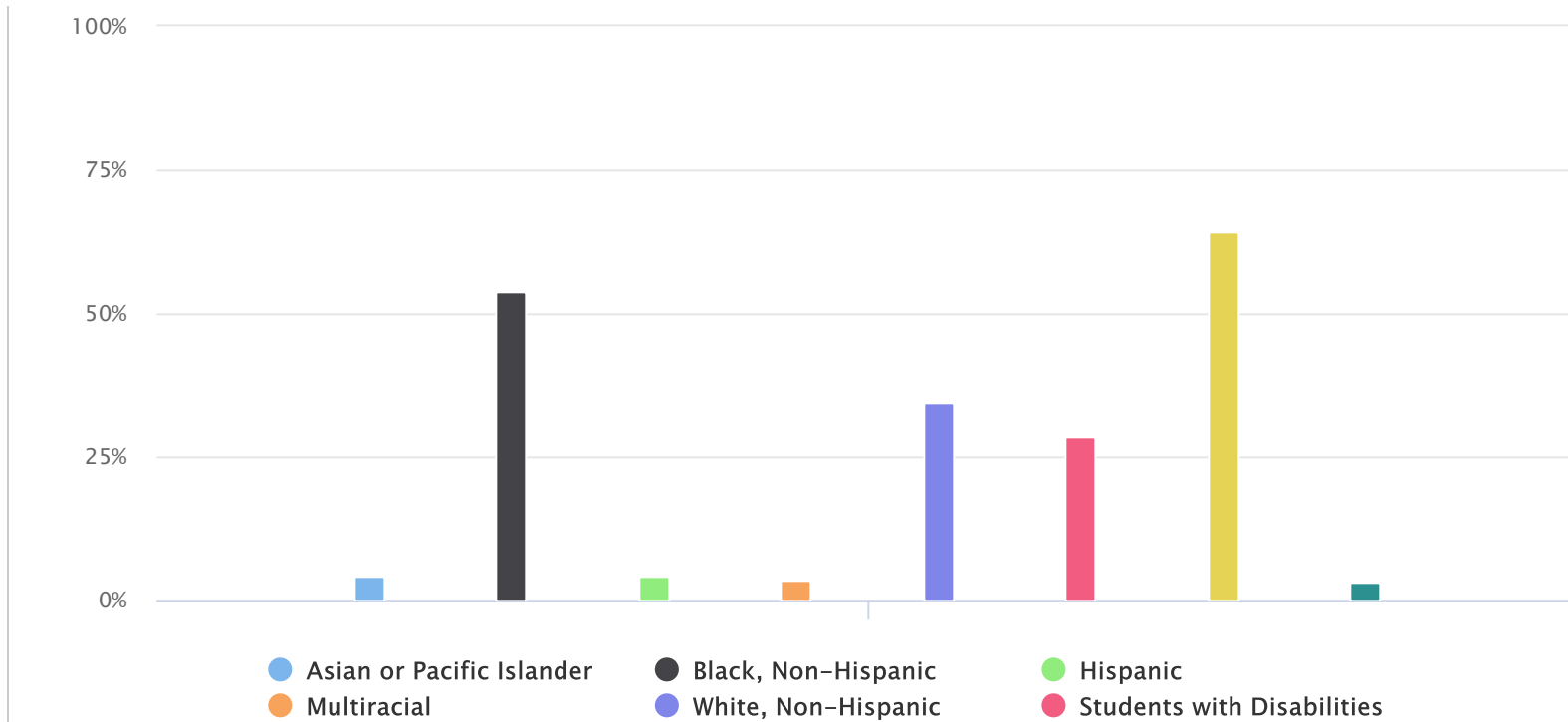
**3950 Indianola Ave
Columbus, OH 43214-3167**

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

Directory information current as of the 2018-2019 Report Card publication date.

Sponsor

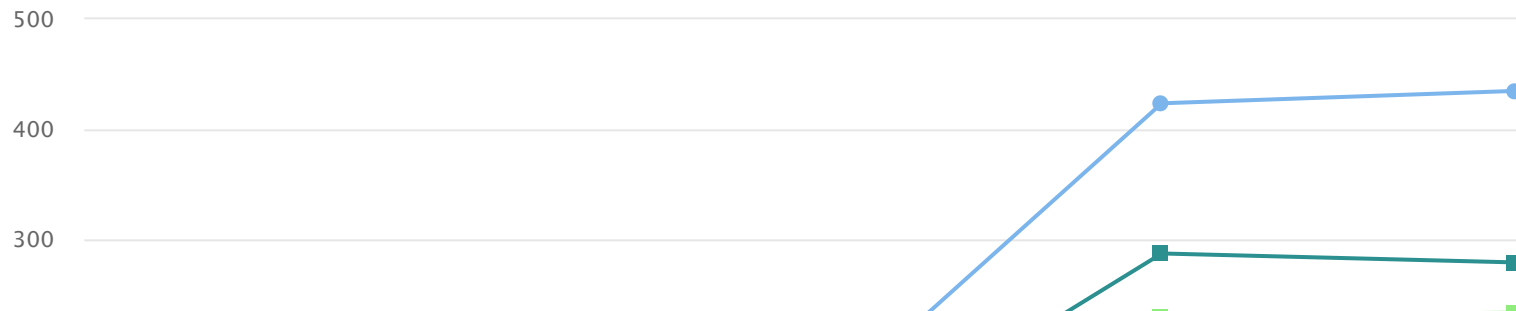
ESC of Central Ohio

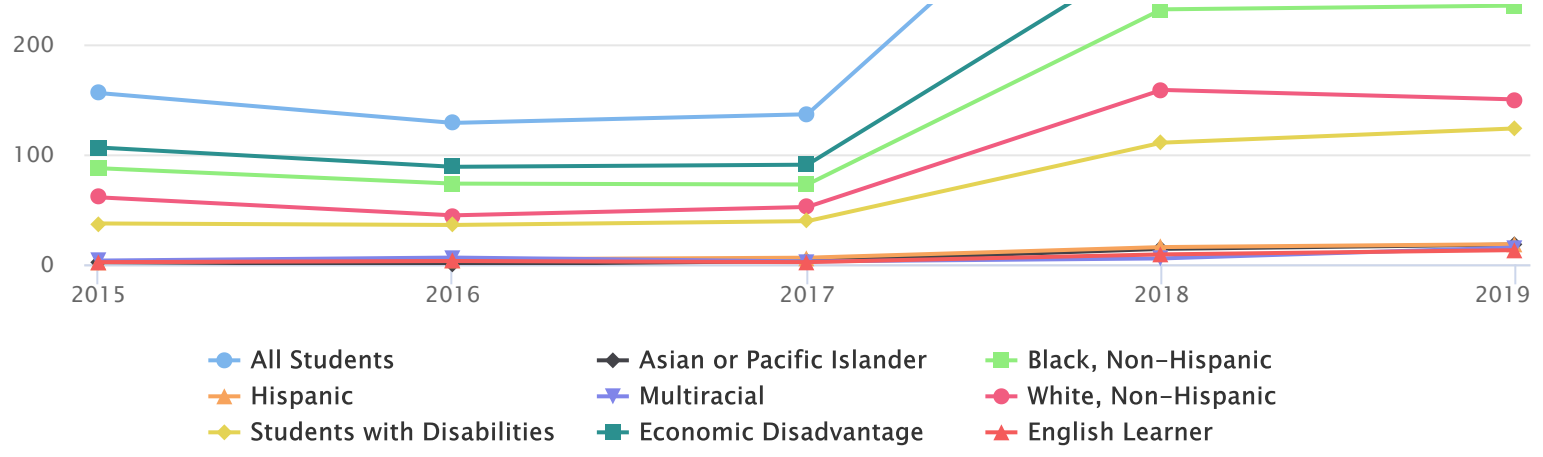


● Economic Disadvantage ● English Learner

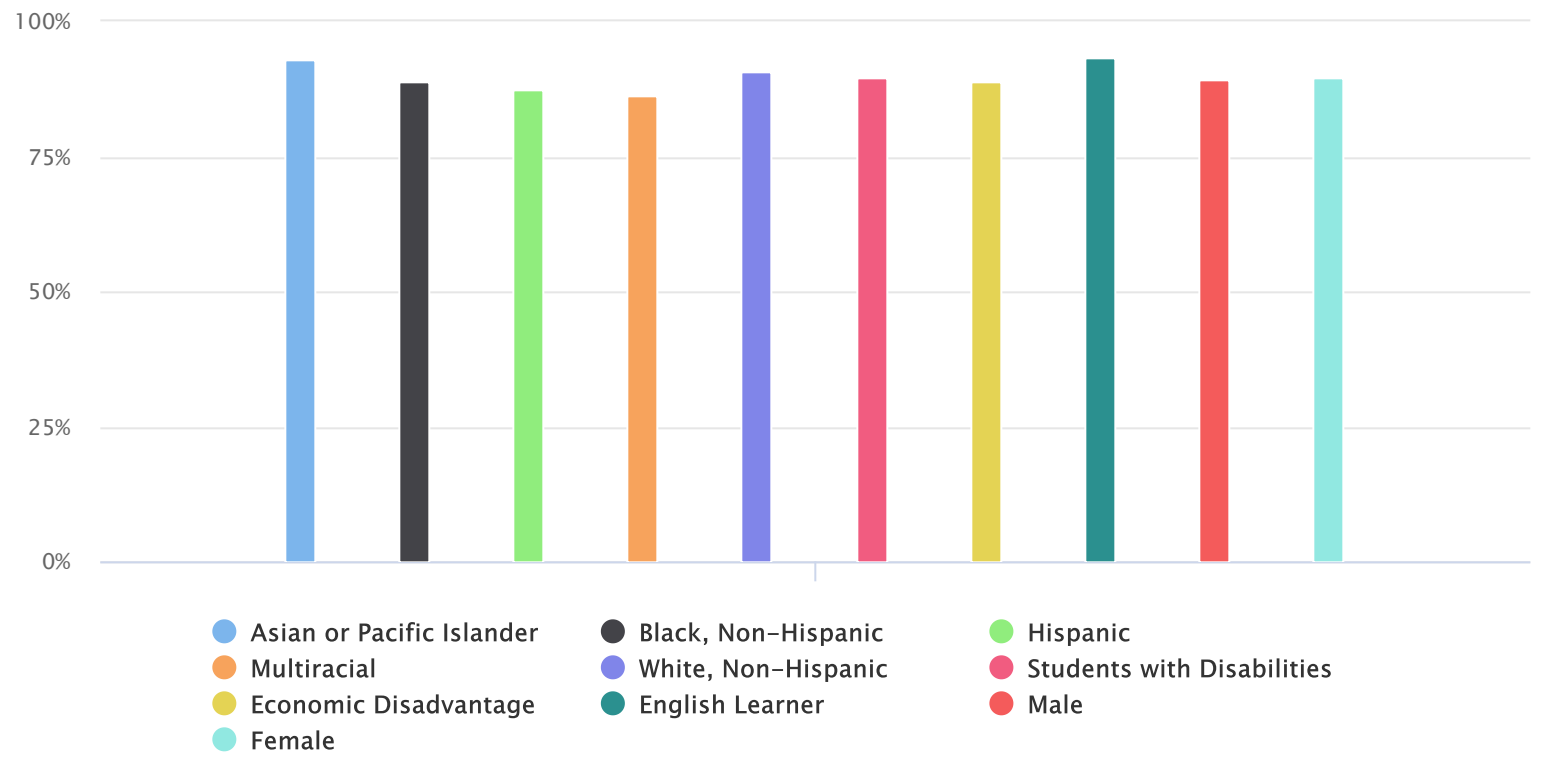
	Enrollment #	Pct
All Students	435	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	18	4.1
Black, Non-Hispanic	234	53.8
Hispanic	18	4.2
Multiracial	15	3.5
White, Non-Hispanic	149	34.3
Students with Disabilities	123	28.3
Economic Disadvantage	280	64.3
English Learner	13	3
Migrant	NC	NC

Show all subgroups ▼



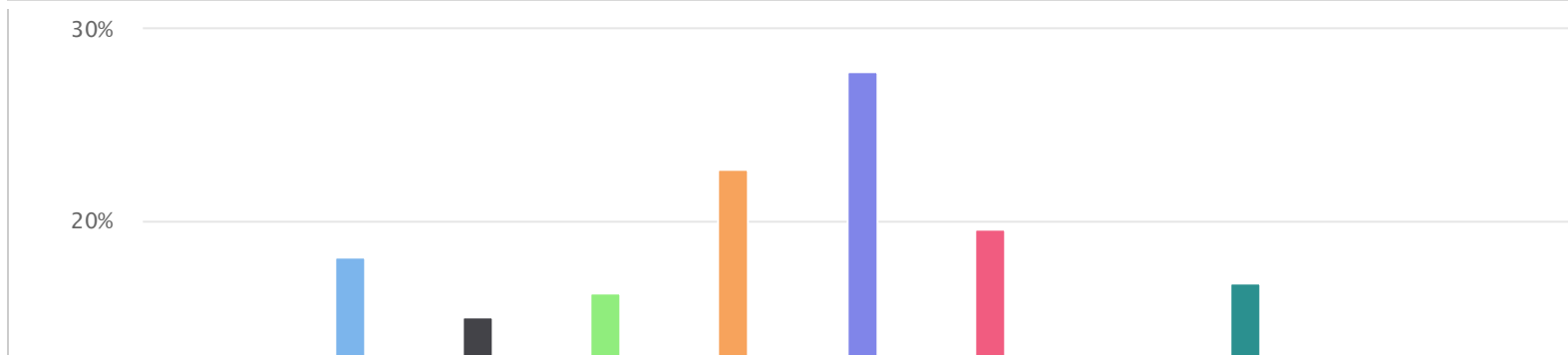


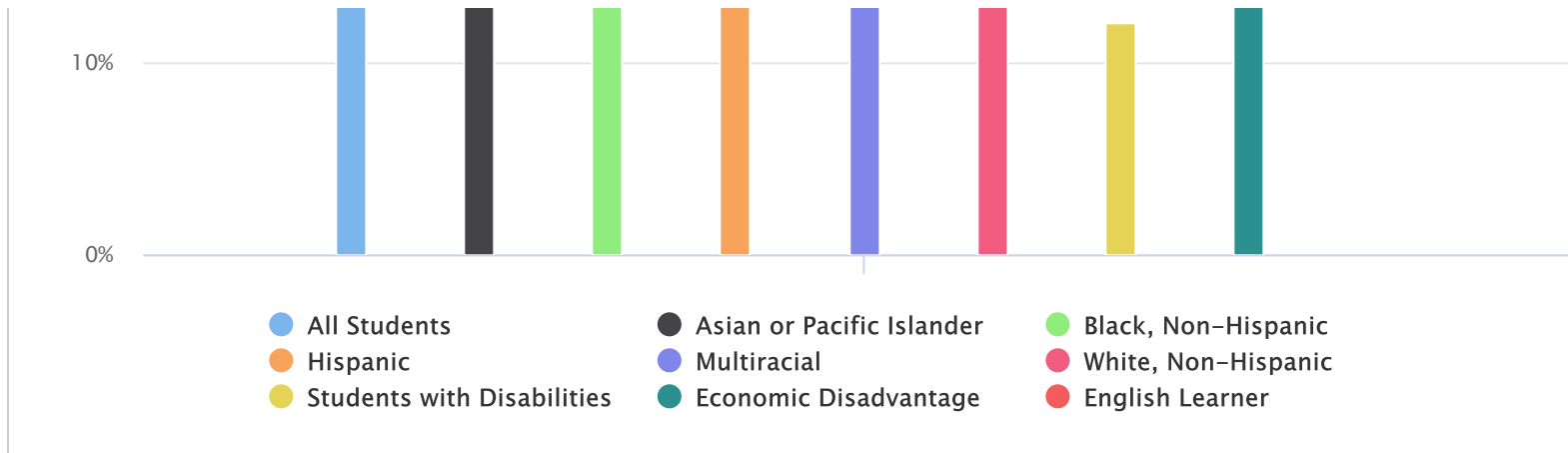
This graph shows enrollment trends across time.



Attendance Rate
Attendance Rate

All Students	89.5%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	92.8%
Black, Non-Hispanic	88.8%
Hispanic	87.5%
Multiracial	86.3%
White, Non-Hispanic	90.6%
Students with Disabilities	89.7%
Economic Disadvantage	88.8%
English Learner	93.5%
Migrant	NC
Male	89.4%
Female	89.5%





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	18.1%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	15%
Black, Non-Hispanic	16.3%
Hispanic	22.7%
Multiracial	27.8%
White, Non-Hispanic	19.6%
Students with Disabilities	12.1%
Economic Disadvantage	16.8%
English Learner	0%
	District Mobility

migrant

NC

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

Your School's Teachers

	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	29.8	
Percentage of inexperienced teachers	21.3	
Percentage of inexperienced principals	0.0	
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	1.0	

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.

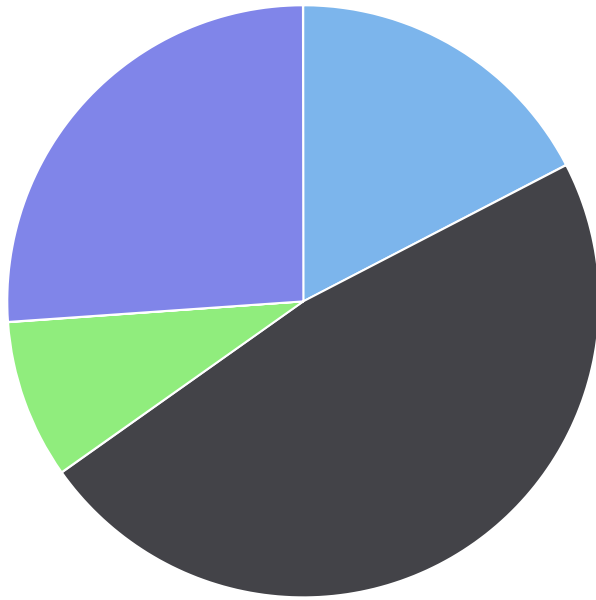
Educators in your School

	Number	State Avg per 1000 Students
General Education Teachers	23	45.7
Career-Technical Teachers	0	1.1
Special Education Teachers	0	13.4
Teacher Aides	0	7.2
Gifted Intervention Specialists	0	0.6
Fine Arts Teachers	1	3.2
Music Teachers	0	2.6
Physical Education Teachers	1	3.1
ELL Specialists	0	0.4

Teacher Evaluations

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Low Success
--	-------------



- Accomplished ● Skilled ● Developing ● Ineffective
- Not Complete

Teacher Evaluations

Compliance with the federal requirement for implementing a local wellness policy	<input type="checkbox"/>
Elected to administer BMI screening	<input type="checkbox"/>
Participation in Physical Activity Pilot Program	<input type="checkbox"/>

Financial Data

These measures answer several questions about spending and performance. How much is spent on classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

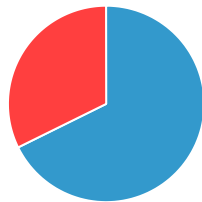
What percent of funds are spent on classroom instruction?

87.0%

School



State



Classroom Instruction Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$7,187	\$9,721
Classroom Instruction	\$6,255	\$6,583
Non-Classroom Spending	\$932	\$3,137
Federal Funds	\$650	\$687
State and Local Funds	\$6,537	\$9,034