Ohio School Report Cards

2021 - 2022 Report Card for

Graham Elementary and Middle School

The Ohio School Report Cards include performance information provided by schools and districts including academic, financial, and opportunity to learn data. Some of this data is then combined into six components that receive star ratings to indicate the level of performance for the school and district.

Achievement

★☆☆☆☆

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

Needs significant support to meet state standards in academic achievement.

Performance Index   **46.2%**

Progress

★★★★☆

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

Significant evidence that the school exceeded student growth expectations.

Overall

Gap Closing

★☆☆☆☆

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

Needs significant support to meet state standards in closing educational gaps.

Annual Performance Goals   **0.0%**

Graduation

☆☆☆☆☆

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

Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

Early Literacy

★☆☆☆☆

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

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

Improving K-3 Literacy   **11.9%**
Third Grade Reading Proficiency   **24.1%**
Promotion to Fourth Grade   **100.0%**

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.

Students who are Ready   **NC**

Ohio School Report Cards

★☆☆☆☆

Needs significant support to meet 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.

46.2%
50.4 of a possible 109.1
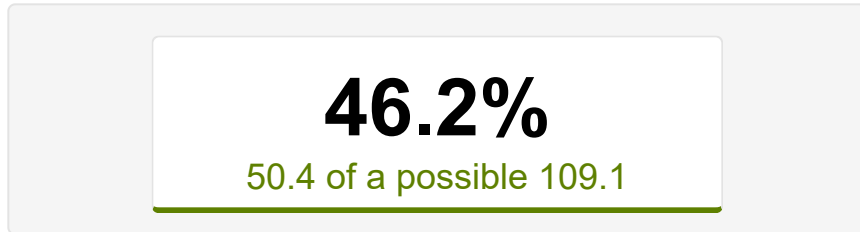
| Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	2.2	X	1.2	=	2.6
Accomplished	4.7	X	1.1	=	5.2

Performance Indicators

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Third Grade	
English Language Arts	32.3%
Mathematics	16.1%
Fourth Grade	
English Language Arts	11.4%
Mathematics	5.7%
Fifth Grade	
English Language Arts	30.0%
Mathematics	0.0%
Science	44.8%
Sixth Grade	

Ohio School Report Cards

Achievement Level	Pct of Students		Points for this Level		Points Received
Proficient	12.3	X	1.0	=	12.3
Basic	21.7	X	0.6	=	13
Limited	57.7	X	0.3	=	17.3
Untested	1.4	X	0.0	=	0.0

50.4
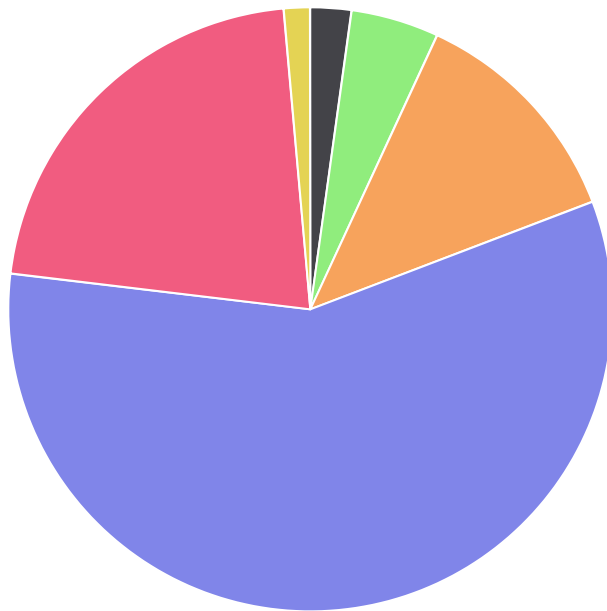
|	
English Language Arts	23.1%
Mathematics	10.3%
Seventh Grade	
English Language Arts	17.9%
Mathematics	2.6%
Eighth Grade	
English Language Arts	29.3%
Mathematics	20.0%
Science	30.0%
High School	
Algebra I	NC

Third Grade ⌄
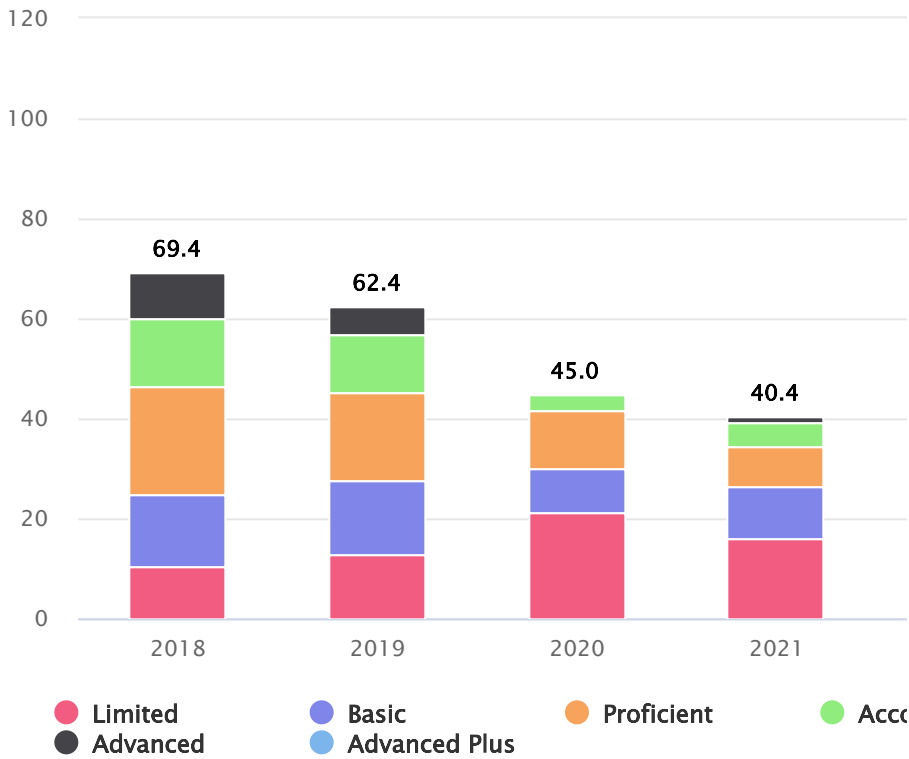
Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.
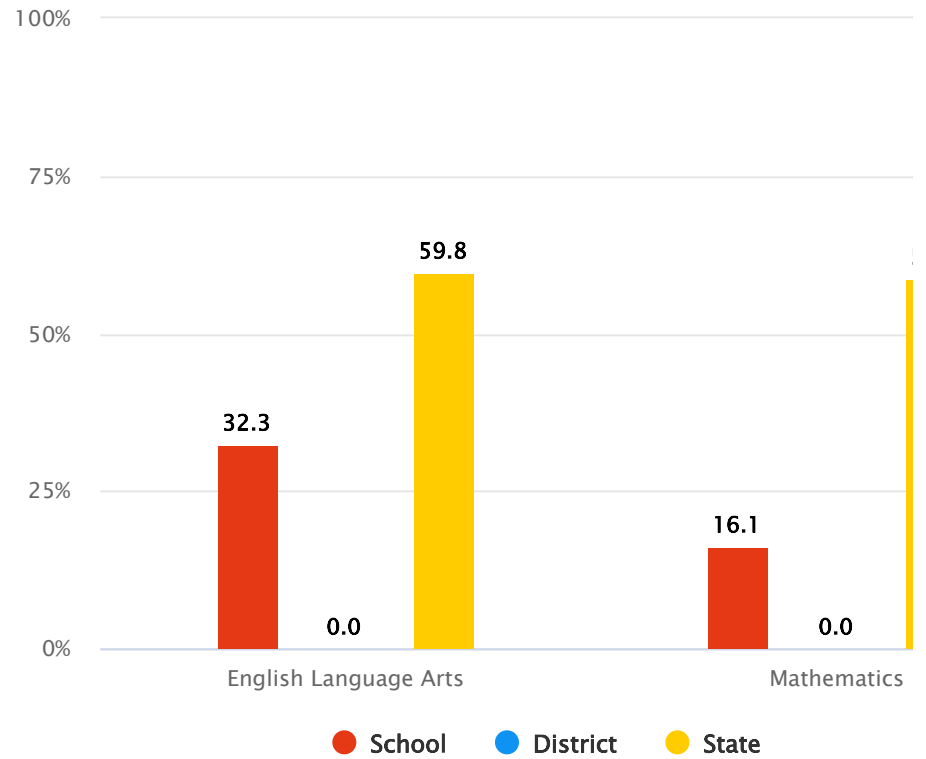
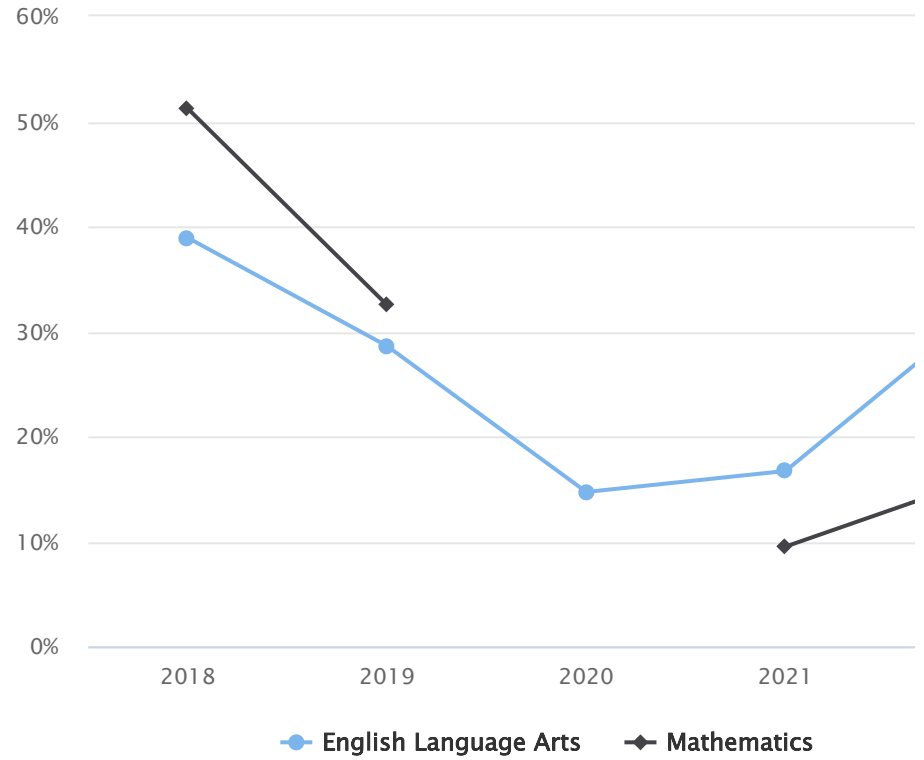This chart compares the school to its district and to the state as a whole for each test.

Third Grade	⌄
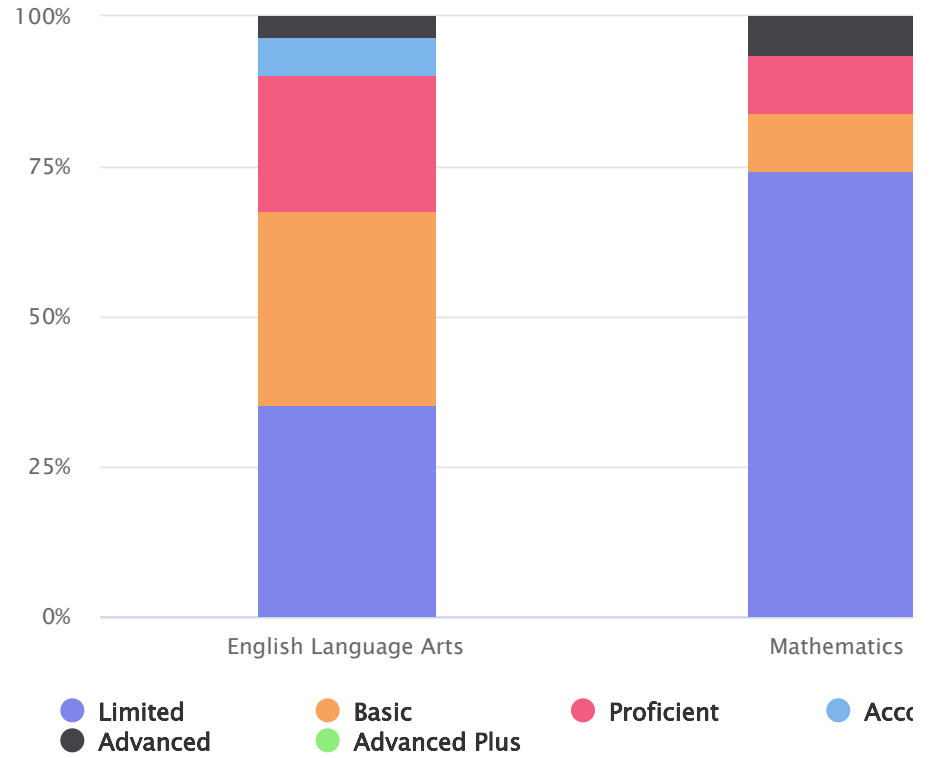
Limited   Basic   Proficient   Acc

Advanced   Advanced Plus

Third Grade

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

★★★★☆
Significant evidence that the school exceeded 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	🟩	🟩	🟦	🟦
4th Grade	🟩	🟥	⬜	🟥
5th Grade	🟩	🟩	🟦	🟩
6th Grade	🟥	🟩	⬜	🟩
7th Grade	🟦	🟦	⬜	🟦
8th Grade	🟦	🟩	🟩	🟦

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
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

Ohio | Department of Education

Graham Elementary and Middle School (11972)

Graham Elementary and Middle School (011972)

What are the trends in growth and achievement?

This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores and does not reflect proficiency level.
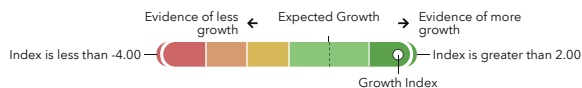
OST Tested reports include all students tested at the School. OST Accountable reports include only those students accountable to that School. Please note that the data on this report is for the 2020-21 school year.

Subject	Year	Grade	Effectiveness Level	Growth Index	Growth Measure	Standard Error	Achievement Enter → Exit	Entering Achievement Percentile	Student Count
OST English Language Arts - Accountable	2021	4	Dark Green	1.80	4.6	2.5	31.1 → 35.6	18	29
		5	Light Green	-0.09	-0.2	2.2	35.0 → 34.8	24	38
		6	Yellow	-1.78	-4.0	2.3	30.2 → 26.2	17	32
		7	Dark Green	1.82	3.3	1.8	33.5 → 36.8	22	45
		8	Light Green	-0.43	-0.8	1.9	38.1 → 37.2	29	40
OST Mathematics - Accountable	2021	5	Yellow	-1.07	-2.0	1.9	32.1 → 30.0	20	40
		6	Orange	-2.03	-3.8	1.9	29.5 → 25.6	16	34
		7	Dark Green	4.09	6.6	1.6	30.6 → 37.3	18	42
		8	Dark Green	2.14	3.6	1.7	31.8 → 35.3	19	43
OST Science - Accountable	2021	8	Light Green	0.88	3.1	3.5	679.6 → 683.4	25	40

Legend and Glossary

Effectiveness Levels

Dark Green   Moderate evidence that the school's students made more growth than expected.

Light Green   Evidence that the school's students made growth as expected.

Yellow   Moderate evidence that the school's students made less growth than expected.

Orange   Significant evidence that the school's students made less growth than expected.

Red   Very significant evidence that the school's students made less growth than expected.

Evidence of less growth ← Expected Growth → Evidence of more growth

Index is less than -4.00 — Growth Index — Index is greater than 2.00

Effectiveness Level
A category that describes the certainty that a group of students met, exceeded, or fell short of expected growth.

Growth Index
An indicator of the certainty that the group of students met, exceeded, or fell short of expected growth.

Growth Measure
A conservative estimate of the growth that students made, on average, in a grade and subject or course.

Standard Error
A measurement that establishes a confidence band around the growth measure and describes the certainty that the group of students met, exceeded, or fell short of expected growth.

Achievement
Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores.

- Entering achievement is either the average of the students' NCEs from the most recent prior year available or the average of the students' expected scale scores.
- Exiting achievement is either the average of the students' current year NCEs or the average of the students' actual scale scores.

Entering Achievement Percentile
The entering achievement for the group of students relative to the overall distribution for this assessment.

Student Count
The number of students included in the analysis.

Ohio law establishes the scale used to assign grades or ratings, and the colors reflect this scale. After the 2019 calculations were completed, the state legislature changed the law to reduce the amount of evidence needed to assign a dark green, light green, or yellow color and increased the amount of evidence needed to assign an orange or red color. The 2019 information on this page has been updated to reflect the new law. Therefore, the colors seen today might not match what was posted when the reports were first released.

Report: Decision Dashboard

School: Graham Elementary and Middle School (11972)

To see additional information on the progress of students in different achievement subgroups, please select "All" from the "Show Reports" drop-down below. This will add data from the diagnostic reports, where 1 represents the lowest-achieving fifth of students across the state, and 5 represents the highest fifth.

	Ohio's State Tests (4-8), Grade 4		Ohio's State Tests (4-8), Grade 5		Ohio's State Tests (4-8), Grade 6		Ohio's State Tests (4-8), Grade 7		Ohio's State Tests (4-8), Grade 8	
English Language Arts										
Value-Added	2021	Multi-Yr Tr	2021	Multi-Yr Tr	2021	Multi-Yr Tr	2021	Multi-Yr Tr	2021	Multi-Yr Tr
Mathematics										
Value-Added			2021	Multi-Yr Tr	2021	Multi-Yr Tr	2021	Multi-Yr Tr	2021	Multi-Yr Tr
Science										
Value-Added									2021	Multi-Yr Tr

Legend Quickview

Group By
Subject

Show Reports
School Value-Added

Table Highlighting
● On   ○ Off

Select items below to see them above.

Subject	Test/Grade	School Value-Added		School Diagnostic - Achievement Groups				
		2021	Multi-Year Trend	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
English Language Arts	Ohio's State Tests (4-8), Grade 4	△		●	○			
	Ohio's State Tests (4-8), Grade 5	▲		○	○	○		
	Ohio's State Tests (4-8), Grade 6	■		○	◆			
	Ohio's State Tests (4-8), Grade 7	△		●	○			
	Ohio's State Tests (4-8), Grade 8	▲		○	◆	○		
Mathematics	Ohio's State Tests (4-8), Grade 5	■		○	○	◆		
	Ohio's State Tests (4-8), Grade 6	▼		◆	◆			
	Ohio's State Tests (4-8), Grade 7	△		●	●			
	Ohio's State Tests (4-8), Grade 8	△		○	●	●		
Science	Ohio's State Tests (4-8), Grade 8	▲		○	○			

School Value-Added

△   Moderate evidence that the school's students made more growth than expected.

▲   Evidence that the school's students made growth as expected.

▧   Moderate evidence that the school's students made less growth than expected.

▽   Significant evidence that the school's students made less growth than expected.

▽   Very significant evidence that the school's students made less growth than expected.

☐   No data currently available

School Diagnostic

●   Moderate evidence that the group made more growth than expected.

○   Evidence that the group made growth as expected.

◆   Moderate evidence that the group made less growth than expected.

☐   Not enough students to generate a growth measure.

Ohio School Report Cards

★☆☆☆☆

Needs significant support to meet 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

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year.

0.0%

English Language Arts Achievement (/school/gap/011972#elaa)

Math Achievement (/school/gap/011972#ma)

English Language Arts Growth (/school/gap/011972#elag)

Math Growth (/school/gap/011972#mg)

Graduation (/school/gap/011972#g)

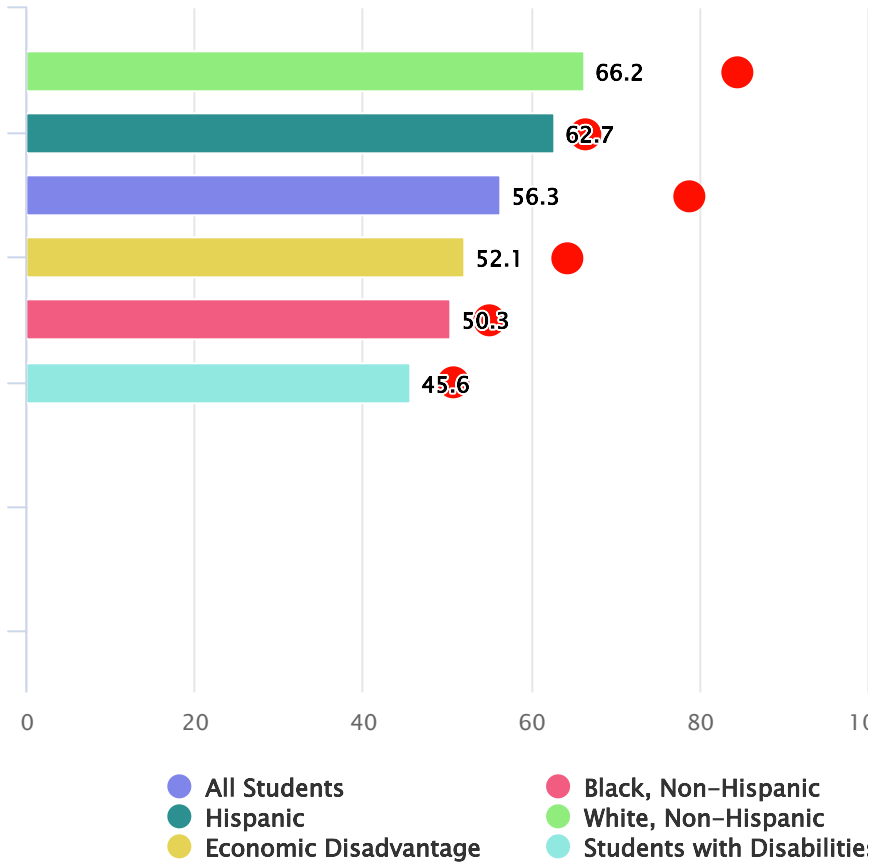**English Learners (/school/gap/011972#el)**

Chronic Absence (/school/gap/011972#ca)

Gifted (/school/gap/011972#gft)

Each student subgroup has its own interim and long-term goals in English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.
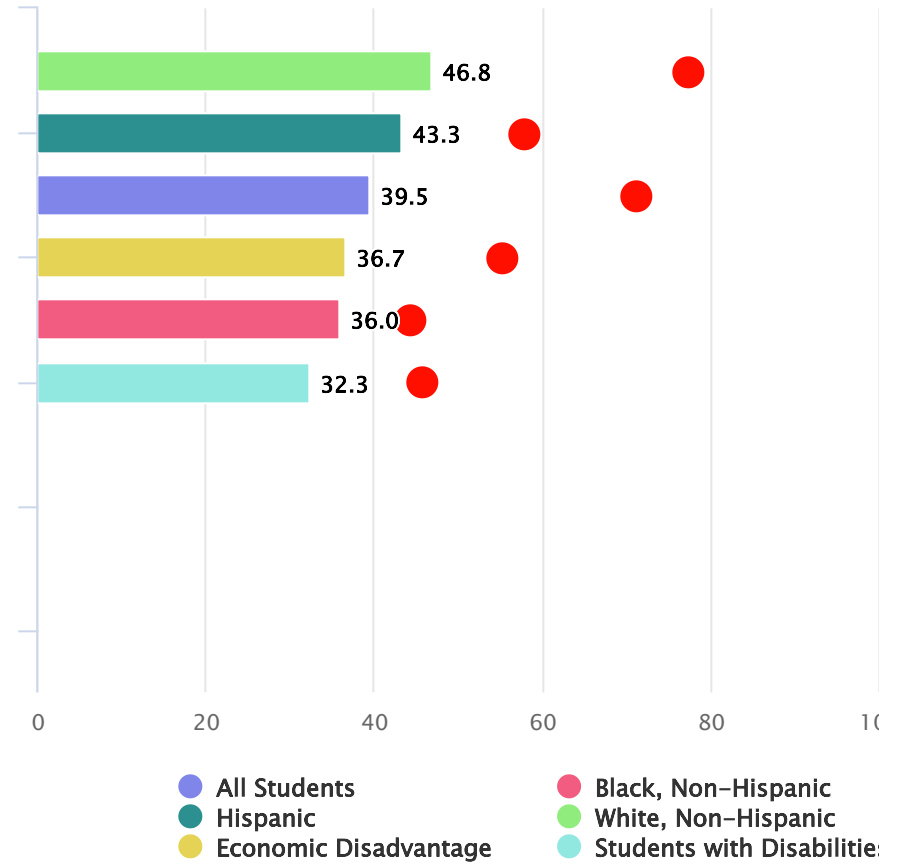
English Language Arts Achievement

Performance Index by Subgroup

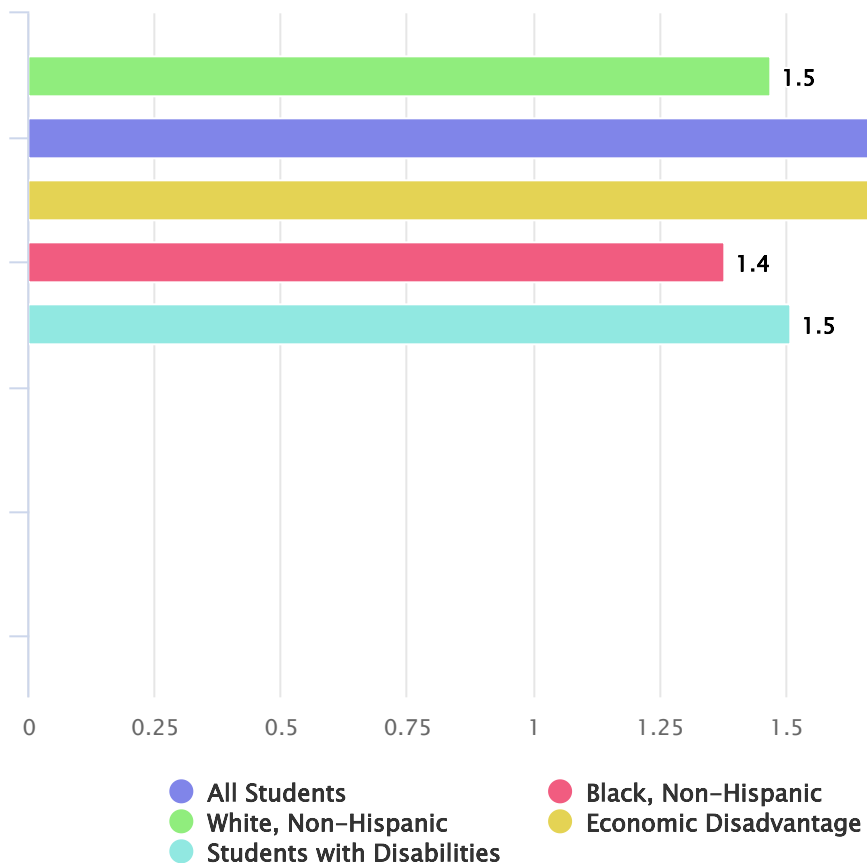- All Students
- Hispanic
- Economic Disadvantage
- Black, Non–Hispanic
- White, Non–Hispanic
- Students with Disabilities

Math Achievement

Performance Index by Subgroup

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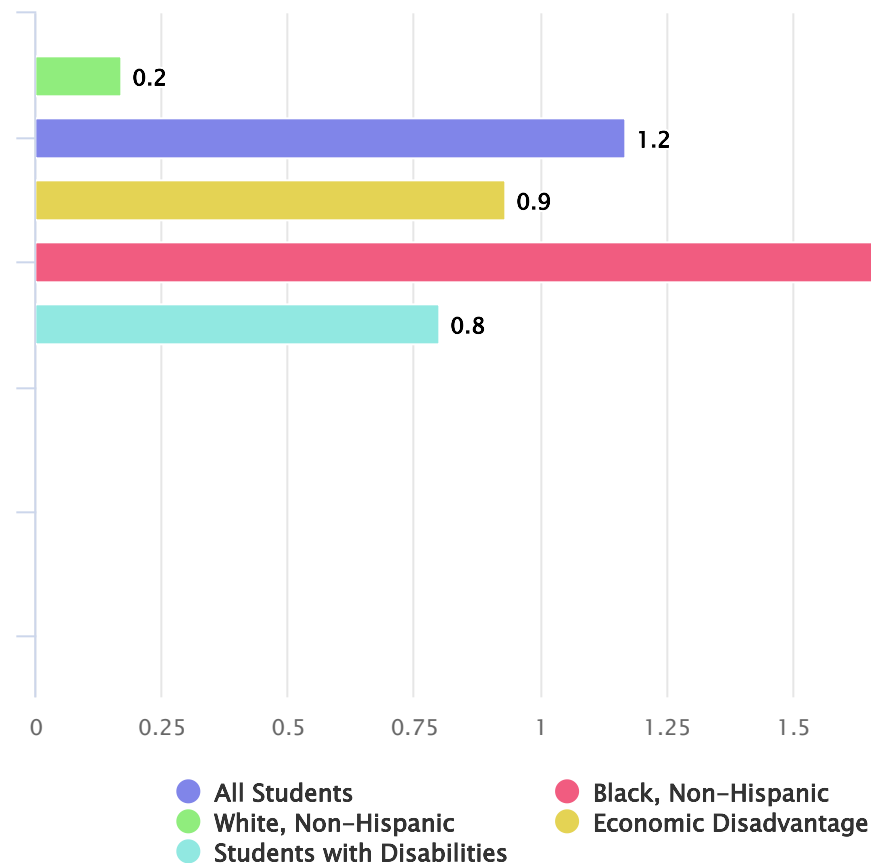- Students with Disabilities

English Language Arts Growth

Math Growth

Growth Index by Subgroup

Growth Index by Subgroup

Graduation

> This school/district is not evaluated for this measure of Gap Closing because there were not enough students to evaluate.

English Learners

> This school/district is not evaluated for this measure of Gap Closing because there were not enough students to evaluate.

Chronic Absence

69.0%

Of students were chronically absent in the 2021-2022 school year

The annual performance goal for the 2021-2022 school year is 22.1%. This data does not factor into the Gap Closing rating for the 2021-2022 school year. Schools and districts will be evaluated on chronic absenteeism starting the 2022-2023 school year.

Gifted

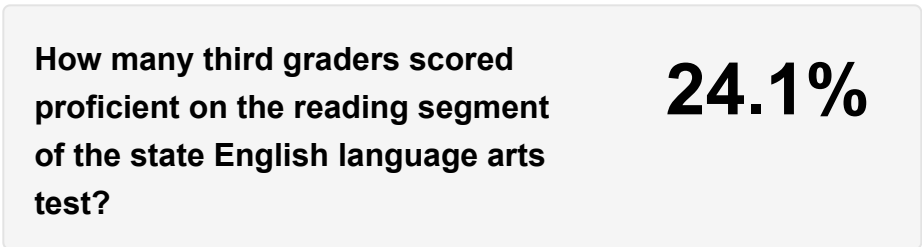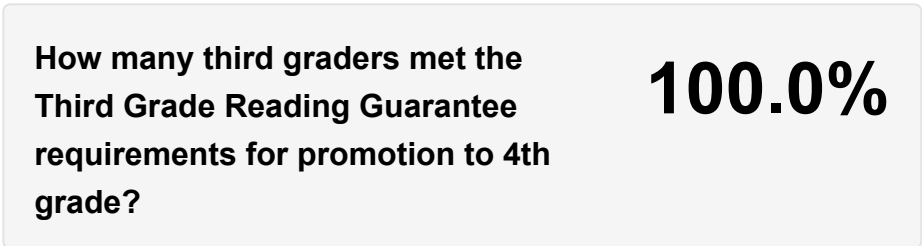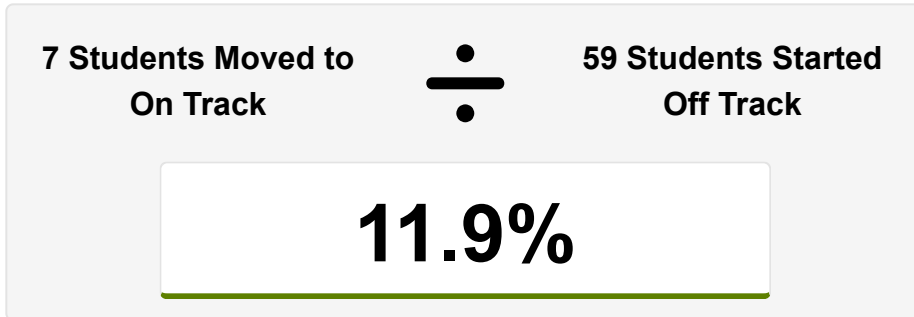|	
Value Added Rating	NR
Value Added Met?	NC
Performance Index	NC
Performance Index Met?	NR
Total Points	0.0
Gifted Identification and Services Met?	NC

Ohio School Report Cards

★☆☆☆☆

Needs significant 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.
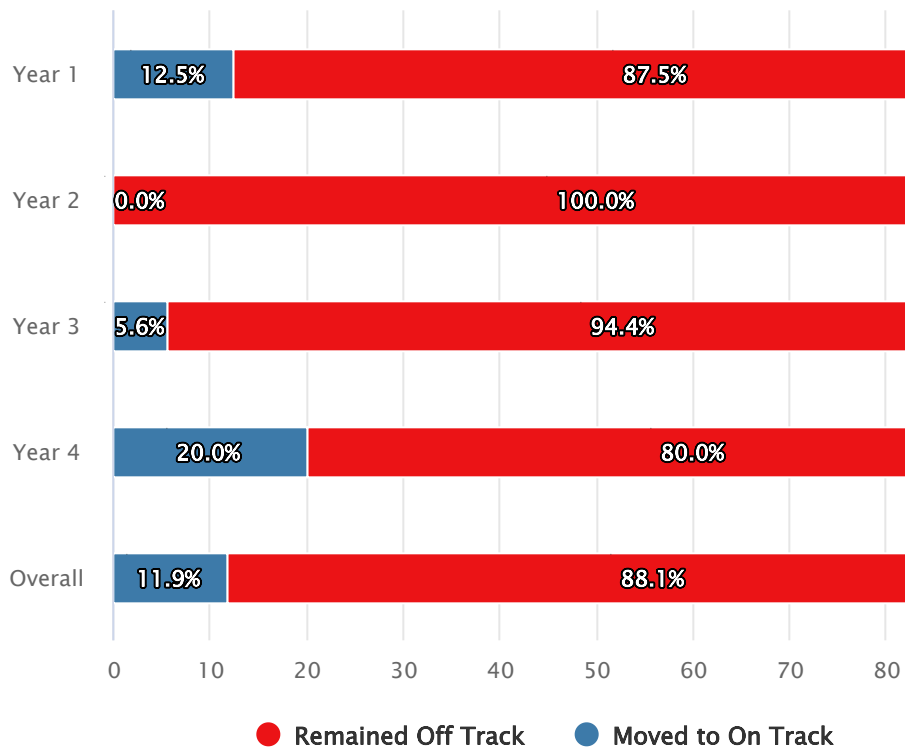
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7 Students Moved to On Track   ÷   **59 Students Started Off Track**

11.9%

88.1

● Moved to On Track   ● Remained Off Track

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 reading segment of the state English language arts test?
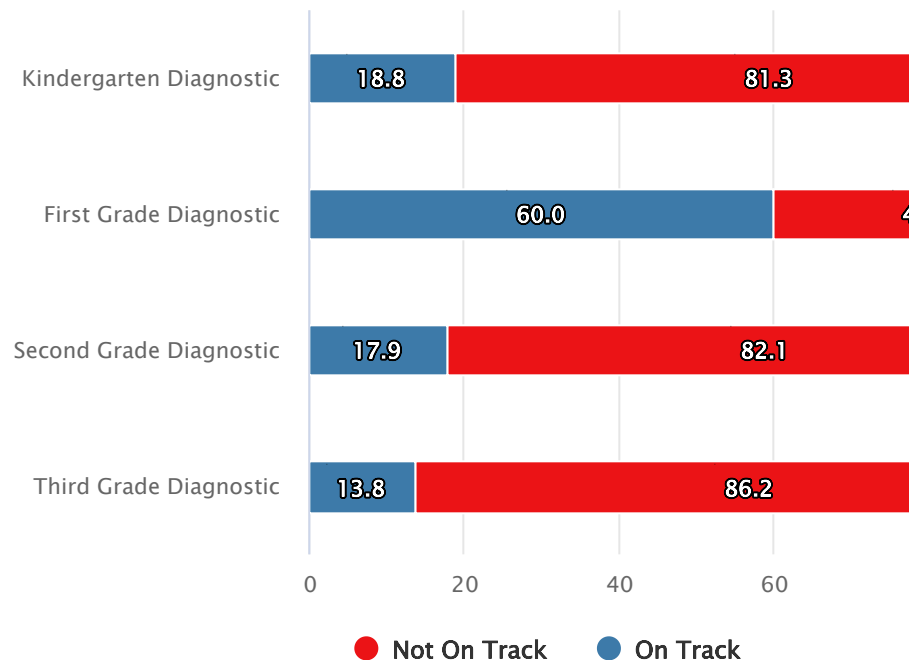
24.1%

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 the promotion score on the state's third grade English language arts test or meeting an alternative promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students will also have opportunities to meet promotion

requirements throughout the school year by meeting the promotion score on a district administered alternative reading assessment. In addition, students may have an additional opportunity to take the state's third grade English language arts test or an alternative reading assessment in the summer.

Year	Moved to On Track	Remained Off Track
Year 1	12.5%	87.5%
Year 2	0.0%	100.0%
Year 3	5.6%	94.4%
Year 4	20.0%	80.0%
Overall	11.9%	88.1%

● Remained Off Track   ● Moved to On Track

Percentage On Track Reading Diagnostic

Diagnostic	On Track	Not On Track
Kindergarten Diagnostic	18.8	81.3
First Grade Diagnostic	60.0	4
Second Grade Diagnostic	17.9	82.1
Third Grade Diagnostic	13.8	86.2

● Not On Track   ● On Track

Measure	Percentage
Proficiency in Third Grade Reading	24.1%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	11.9%
Component Percent	47.6%

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 2021-2022 Report Card publication date.

Phone

(614) 253-4000

Career Technical Planning District

Columbus City CTPD (/ctpd/overview/200035)

Sponsor

ESC of Central Ohio

- ● All Students
- ● Black, Non–Hispanic
- ● Hispanic
- ● White, Non-Hispanic
- ● Students with Disabilities
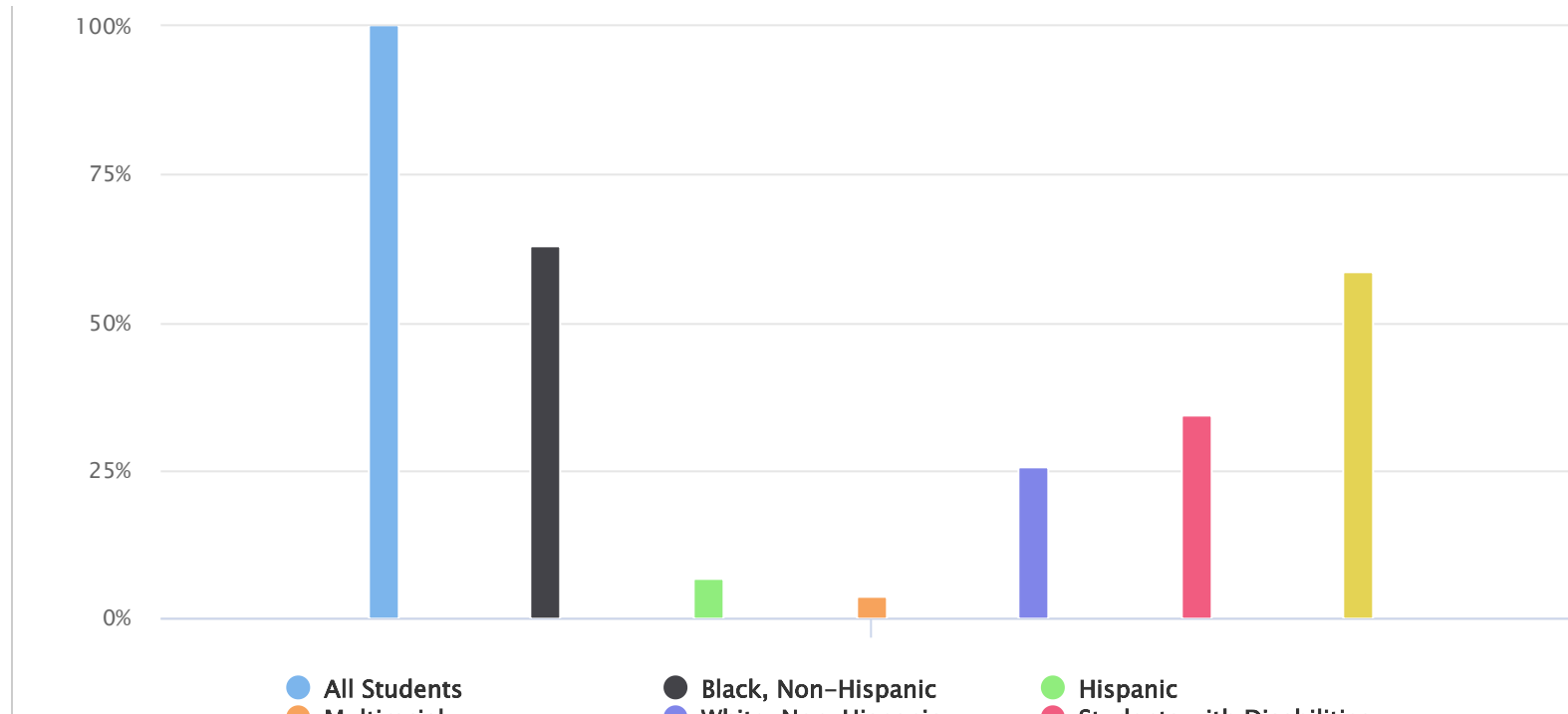
🟠 Multiracial   🔵 White, Non-Hispanic   🔴 Students with Disabilities

🟡 Economic Disadvantage

	Enrollment #	Pct
All Students	319	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	201	62.9
Hispanic	22	6.9
Multiracial	12	3.6
White, Non-Hispanic	82	25.6
Students with Disabilities	110	34.5
Economic Disadvantage	187	58.7
English Learner	NC	NC
Migrant	NC	NC

Show all subgroups ⌄

Ohio School Report Cards
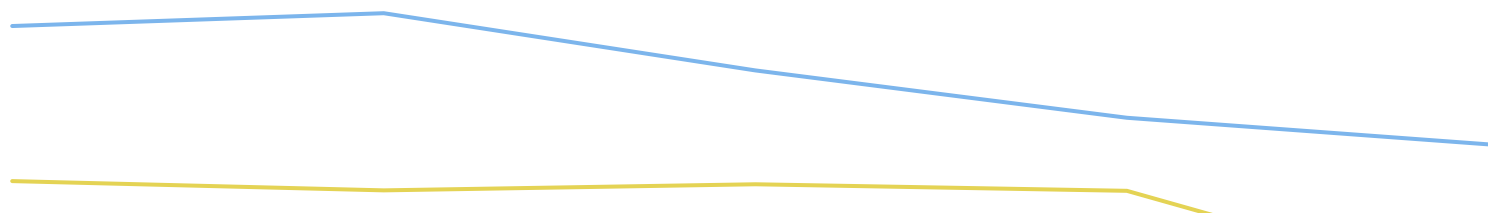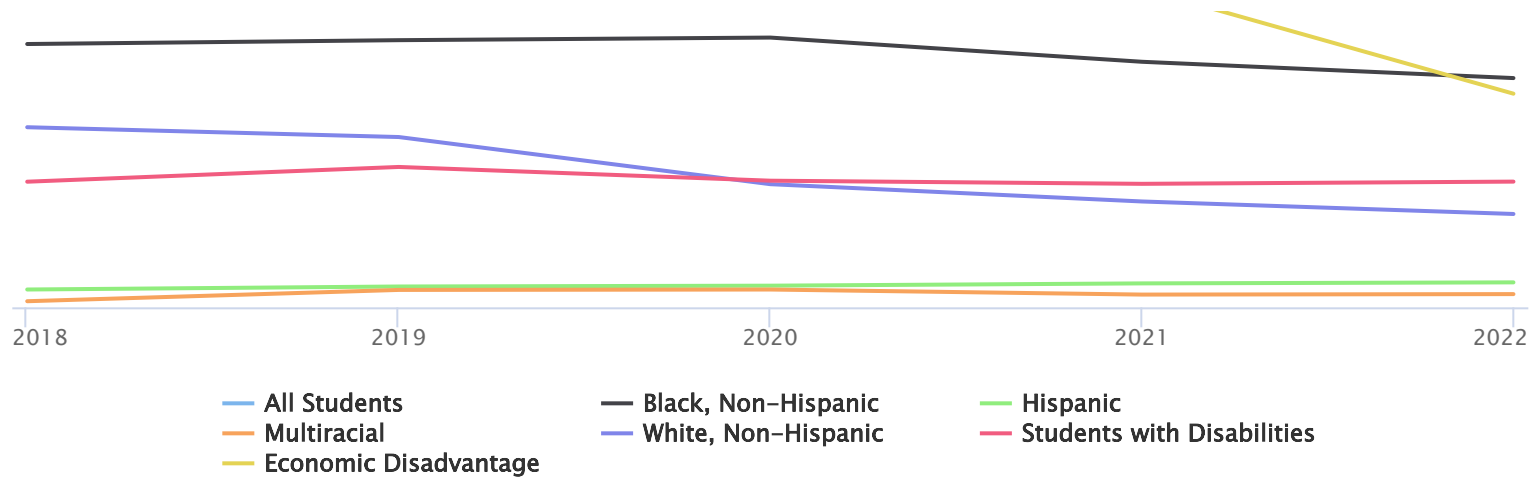
This graph shows enrollment trends across time.
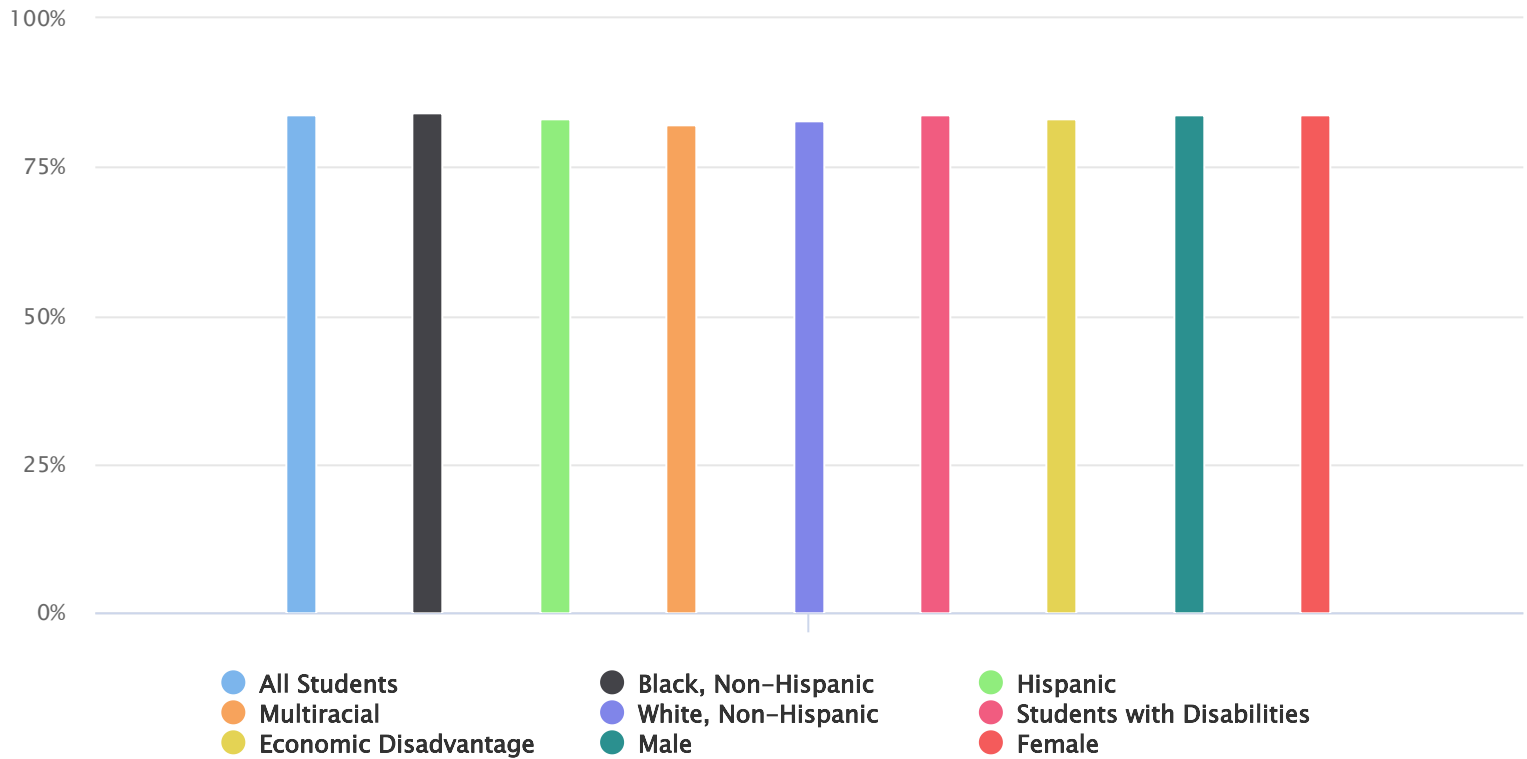
Attendance Rate
Attendance Rate

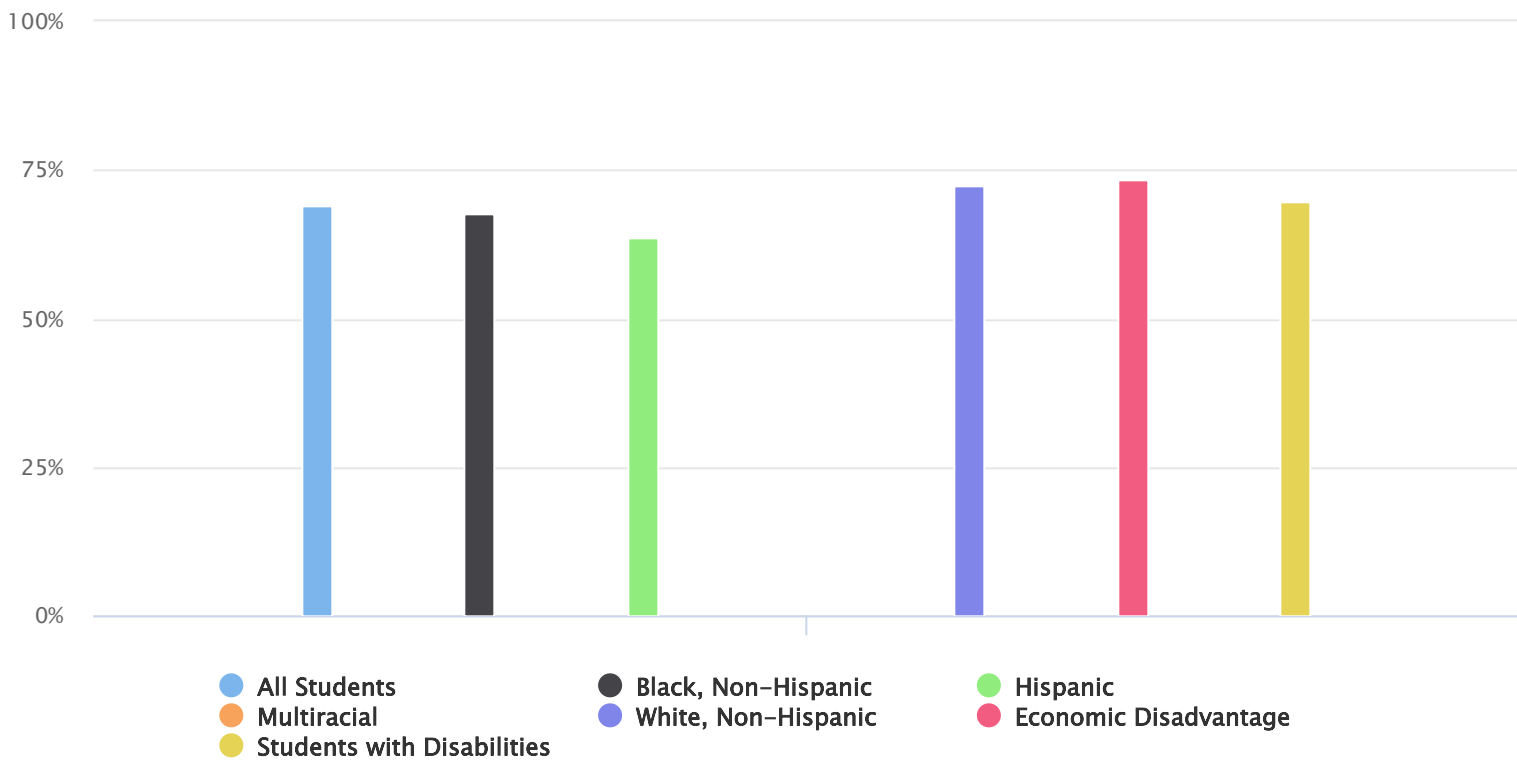|	Attendance Rate
All Students	83.8%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	84.2%
Hispanic	83.1%
Multiracial	82.3%
White, Non-Hispanic	82.9%
Students with Disabilities	83.9%
Economic Disadvantage	83.1%
English Learner	NC
Migrant	NC
Male	83.9%
Female	83.7%

Ohio School Report Cards
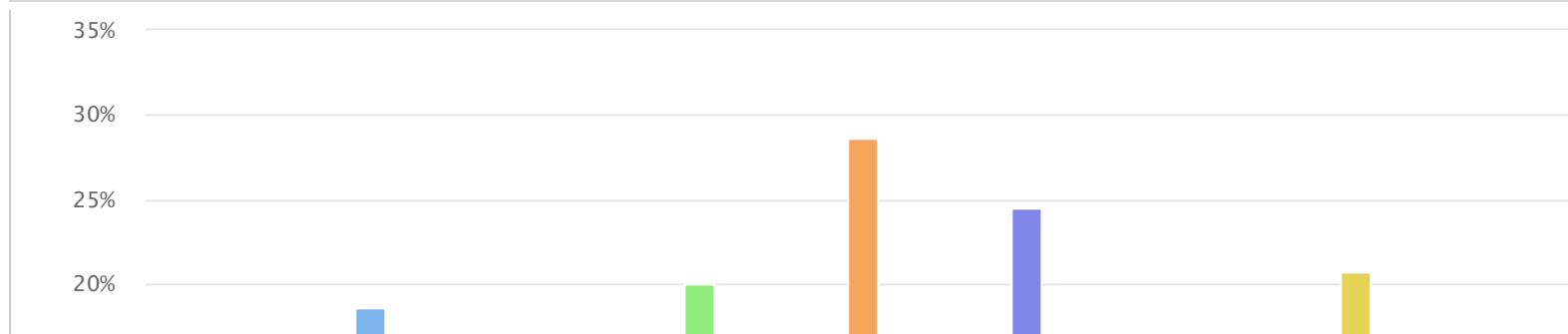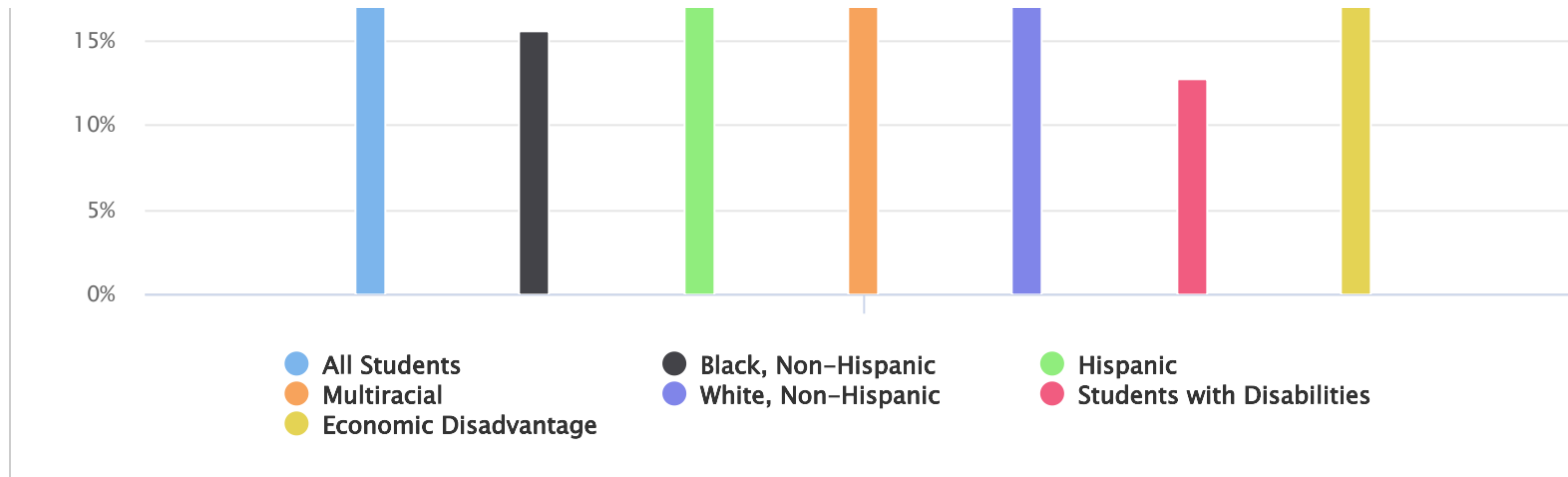
This chart shows the percentage of students, who, because they moved into or out of the district, did not spend a majority of the year within the district.

	District Mobility
All Students	18.6%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	15.6%
Hispanic	20%
Multiracial	28.6%
White, Non-Hispanic	24.5%
Students with Disabilities	12.7%
Economic Disadvantage	20.7%
	District Mobility

Migrant	NC

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

	Chronic Absenteeism Rate
All Students	69%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	67.6%
Hispanic	63.5%
	Chronic Absenteeism Rate

White, Non-Hispanic	72.5%
Economic Disadvantage	73.4%
English Learner	NC
Students with Disabilities	69.6%

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

Number of Recently Arrived English Learner Students (excluded from accountability for two years):**--**

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

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

|	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	22.8	
Percentage of inexperienced teachers	19.0	
Percentage of inexperienced principals	25.0	
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	24.0	46.8
Career-Technical Teachers	0.0	1.1
Special Education Teachers	11.5	13.5

	Number	State Avg per 1000 Students
Teacher Aides	1.0	14.9
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	2.0	3.1
Music Teachers	1.0	2.7
Physical Education Teachers	3.0	3.1
ELL Specialists	0.0	0.4

Teacher Evaluations

Ohio School Report Cards
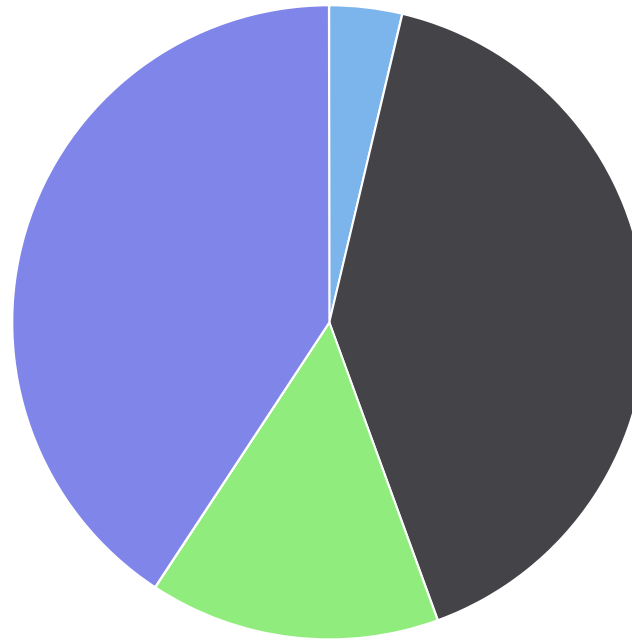
Accomplished   Skilled   Developing   Ineffective   Not Complete

# Ohio School Report Cards

Financial Data

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

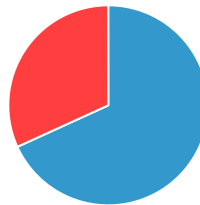**Comparison Group:Community Schools with Enrollment between 150 and 499**

Classroom Spending Data

What percent of funds are spent on classroom instruction?
80.6%
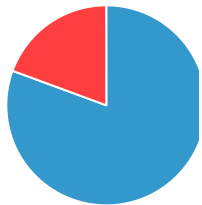
School   State

Classroom Instruction   Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ℹ	$10,408	$11,246
Classroom Instruction	$8,391	$7,664
Non-Classroom Spending	$2,017	$3,582
Federal Funds	$2,197	$1,466
State and Local Funds	$8,211	$9,780

Classroom
Non-Classroom

School Level
School Share of District Le