



## 2022 - 2023 Report Card for

# Graham Elementary and Middle School

Needs support to meet state standards

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 2023 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.



Needs significant support to meet state standards in academic achievement.

**Performance Index**

**44.2%**

### 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.*

### Progress

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



Evidence that the school met student growth expectations.

#### Overall

### Early Literacy

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



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

#### Improving K-3 Literacy

**Third Grade Reading Proficiency**  
**Promotion to Fourth Grade**

**22.0%**  
**36.4%**  
**100.0%**

### Gap Closing

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



Needs support to meet state standards in closing educational gaps.

**Annual Performance Goals**

**17.2%**

### 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**



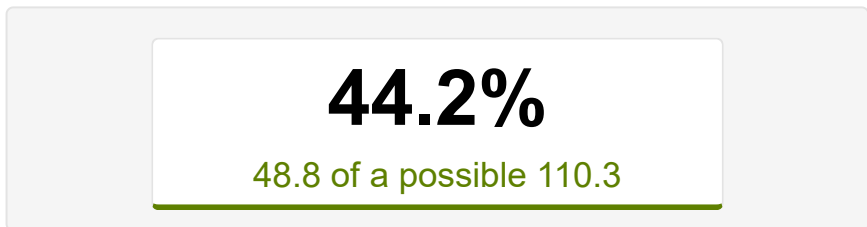
Needs significant support to meet state standards in academic achievement.

## 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.



Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	1.5	X	1.2	=	1.8
Accomplished	4.8	X	1.1	=	5.3

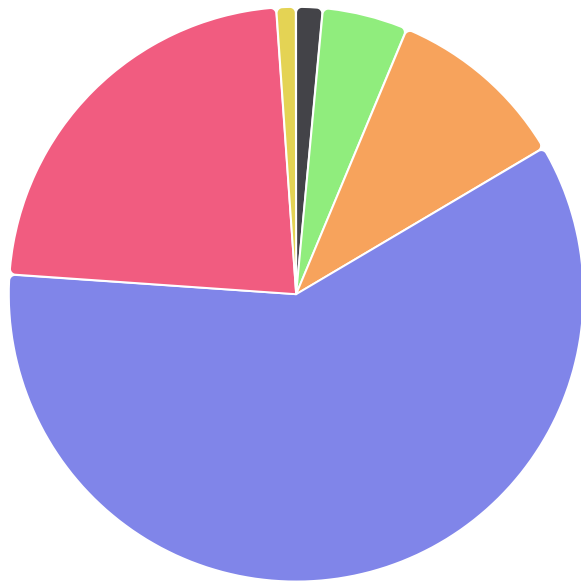
### Performance Indicators (Report Only)

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	32.4%
Mathematics	20.6%
Fourth Grade	
English Language Arts	14.3%
Mathematics	11.4%
Fifth Grade	
English Language Arts	13.5%
Mathematics	2.7%
Science	21.6%
Sixth Grade	
English Language Arts	15.6%
Mathematics	6.7%

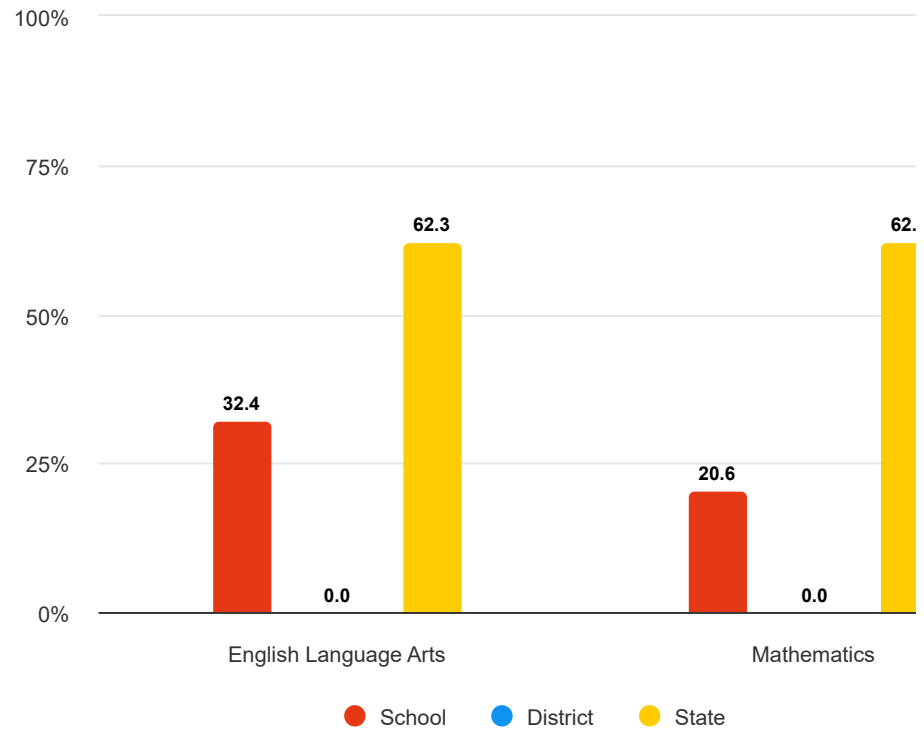
Achievement Level	Pct of Students		Points for this Level	=	Points Received
Proficient	10.2	X	1.0	=	10.2
Basic	22.8	X	0.6	=	13.7
Limited	59.6	X	0.3	=	17.9
Untested	1.1	X	0.0	=	0.0

48.8



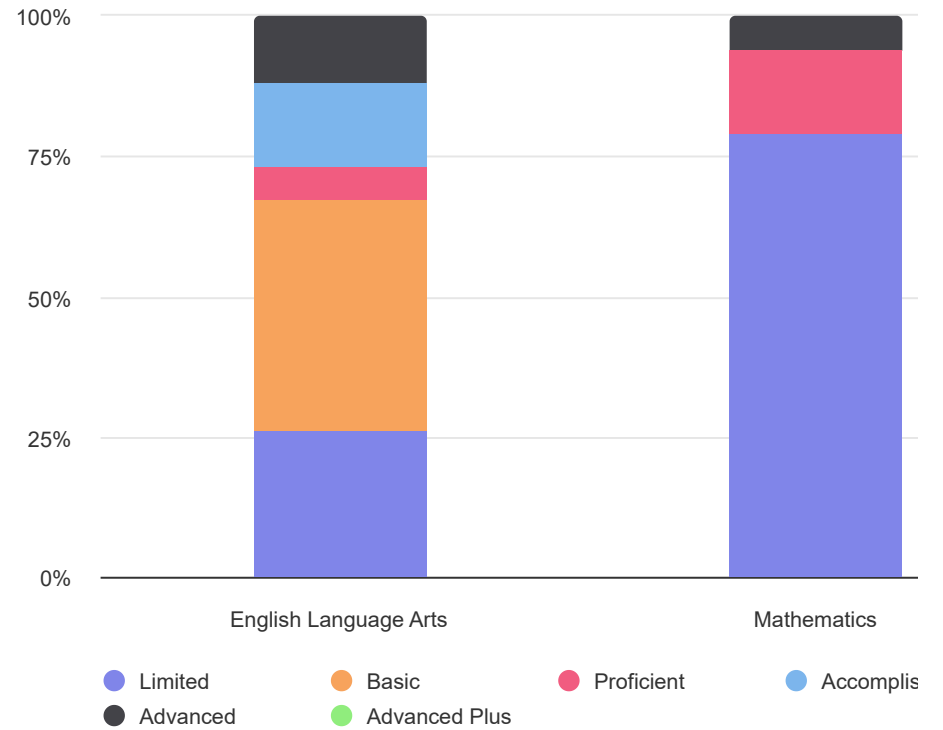
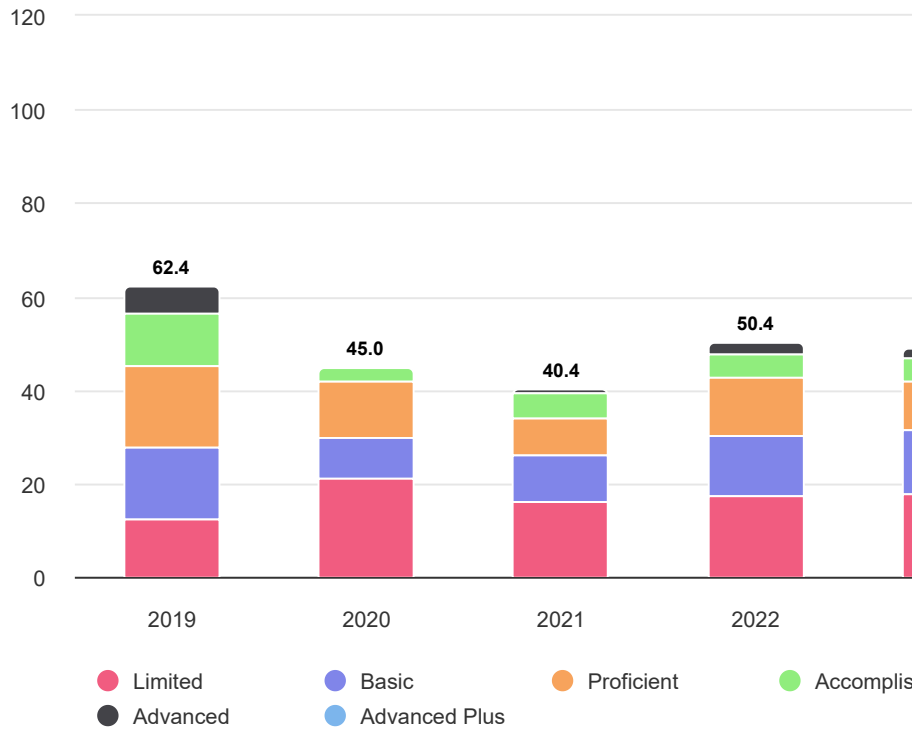
- Advanced Plus
- Advanced
- Accomplished
- Proficient
- Limited
- Basic
- Untested

Seventh Grade	
English Language Arts	31.6%
Mathematics	13.5%
Eighth Grade	
English Language Arts	17.5%
Mathematics	12.5%
Science	22.5%
Third Grade <span style="float: right;">▼</span>	



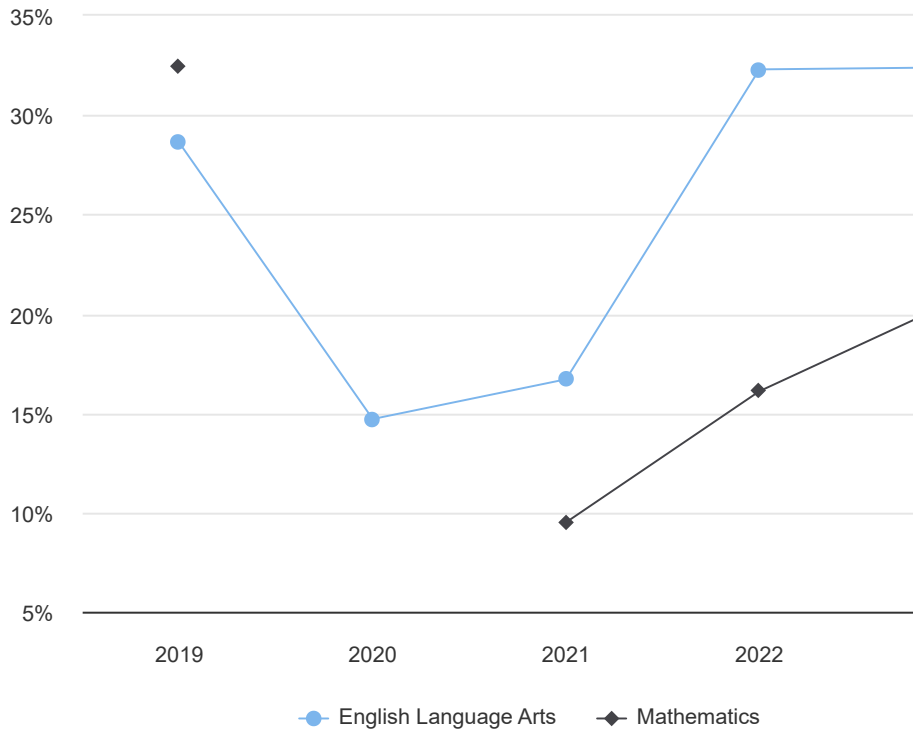
This chart compares the school to its district and to the state as a whole for each test.

Third Grade <span style="float: right;">▼</span>
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Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

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.



Evidence that the school 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. \(https://ohiova.sas.com/fw.html?yU=011972&yV=011972\)](https://ohiova.sas.com/fw.html?yU=011972&yV=011972)

### 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

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



Needs 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. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

**17.2%**

5.0 of a possible 29.0

Participation Rate **99.0%**

**English Language Arts Achievement**  
(/school/gap/011972#ela)

**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)

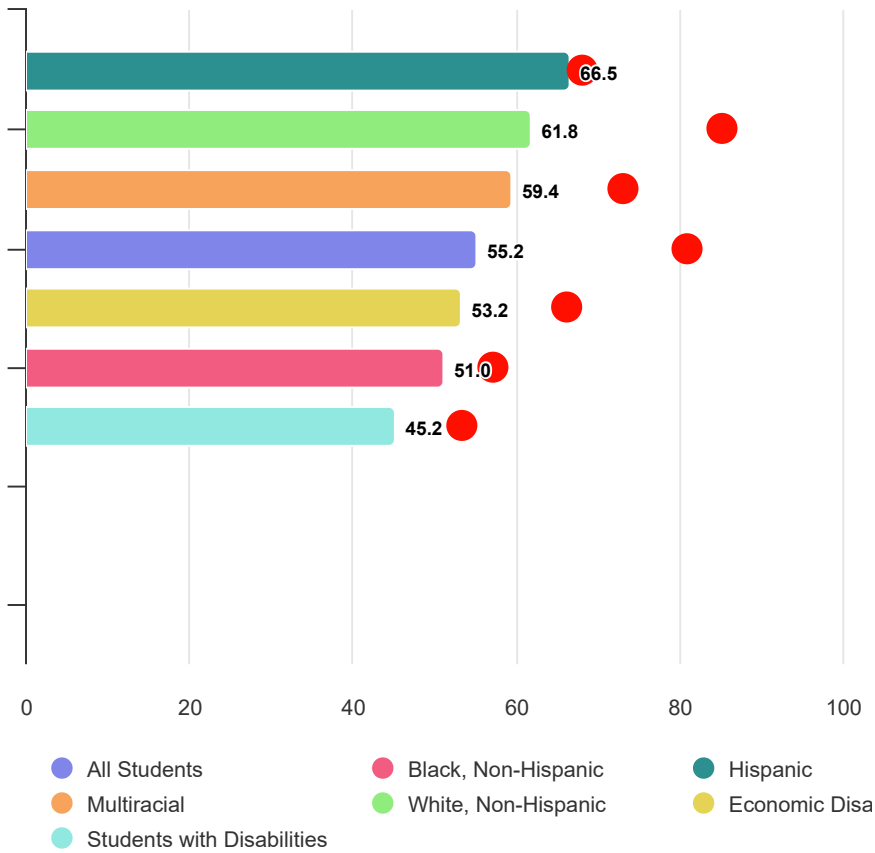
**Gifted** (/school/gap/011972#gft)



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.

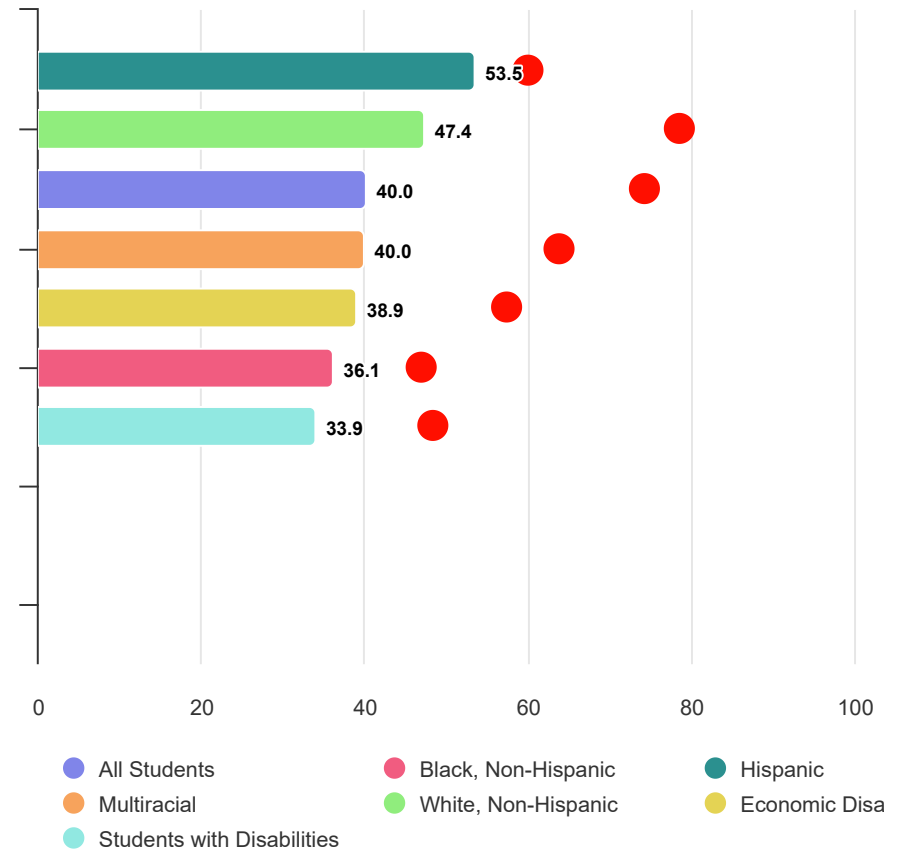
## English Language Arts Achievement

Performance Index by Subgroup



## Math Achievement

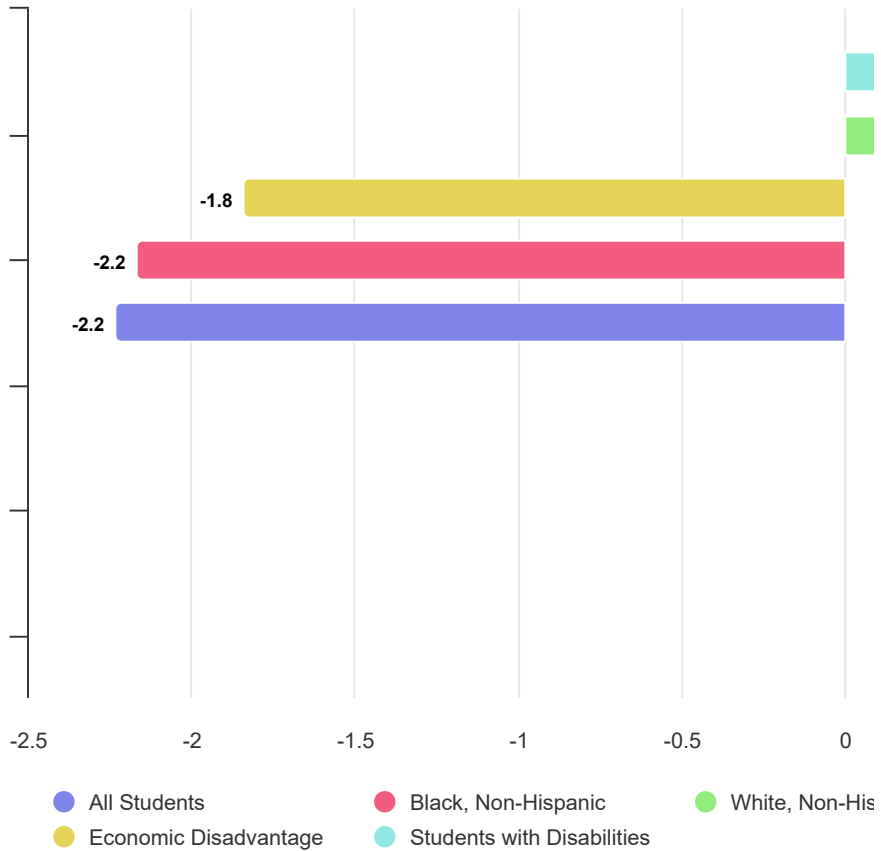
Performance Index by Subgroup



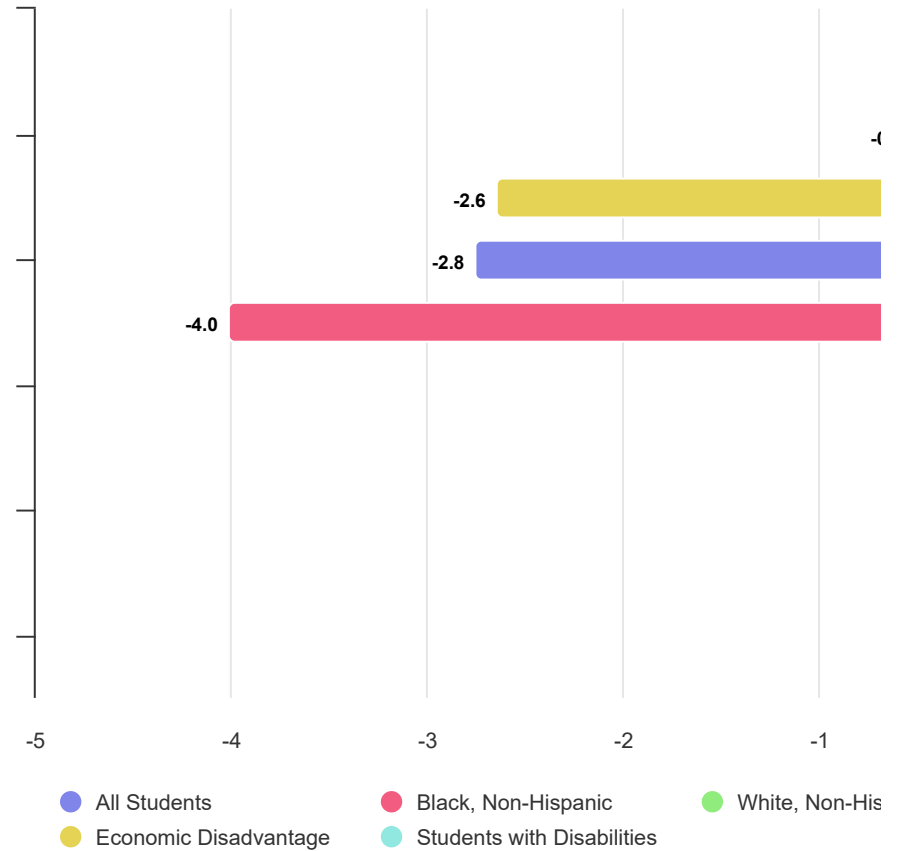
## English Language Arts Growth

## 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

### Gifted

**47.0%**

**Of students were chronically absent  
in the 2022-2023 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 2022-2023 school year is 20.2%.

This Community School did not opt to receive a Gifted Performance Indicator.

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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.

### Early Literacy Component

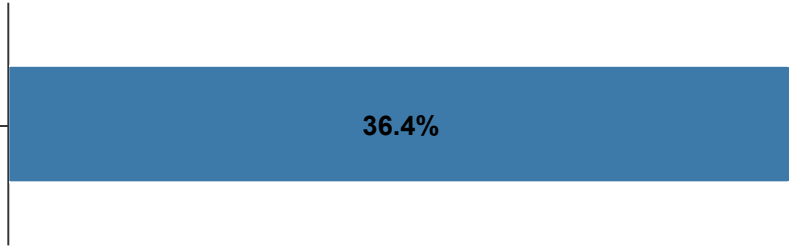
Ohio's Plan to Raise Literacy Achievement (<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy>) provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

**55.1%**

Measure	Measure Percentage
Proficiency In Third Grade Reading	36.4%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	22.0%
<b>Early Literacy Component</b>	<b>55.1%</b>

### Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.



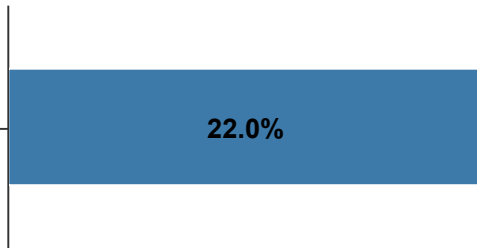
### Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.



### Improving K-3 Literacy

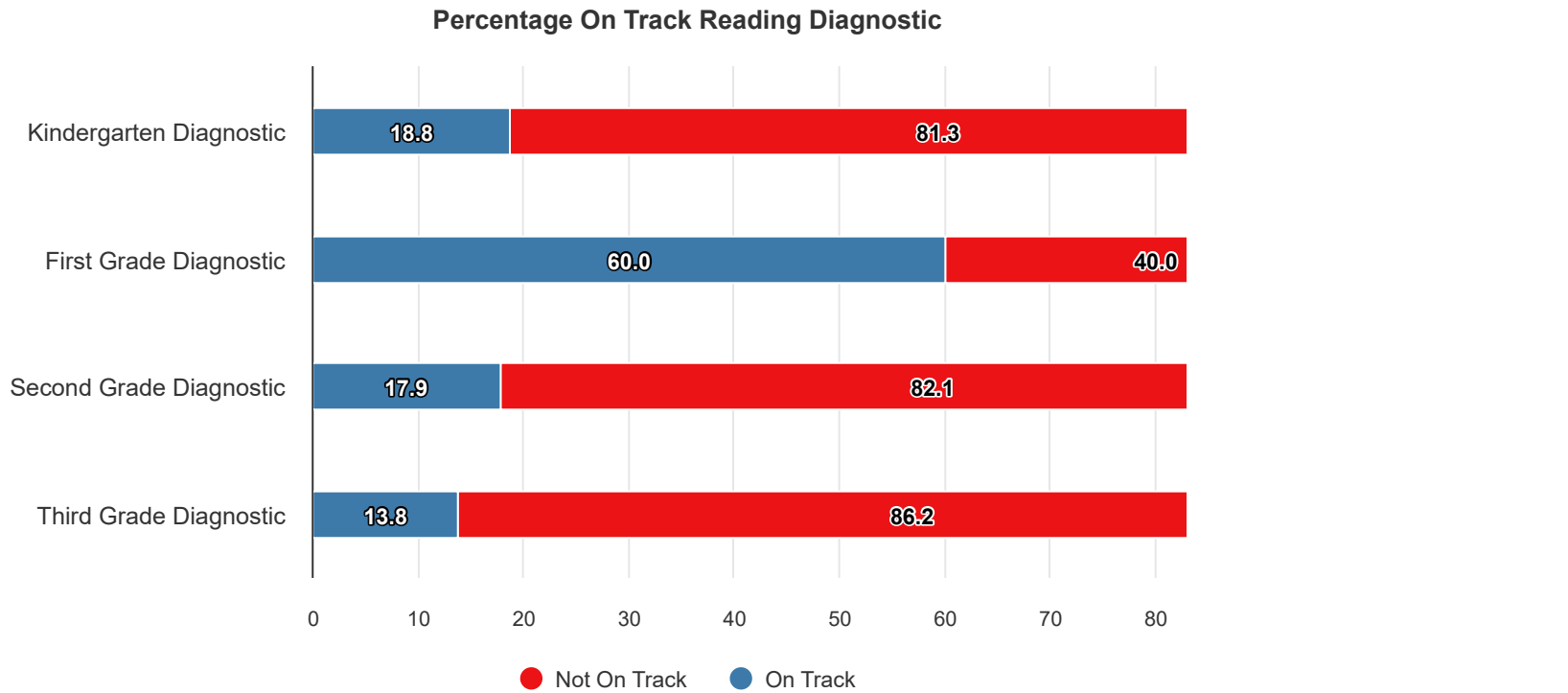
The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2021 and fall of 2022 as well as results from the 2022-2023 state English language arts test.



Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year over year improvement on the Improving K-3 Literacy Measure.

### Fall 2021 Reading Diagnostics

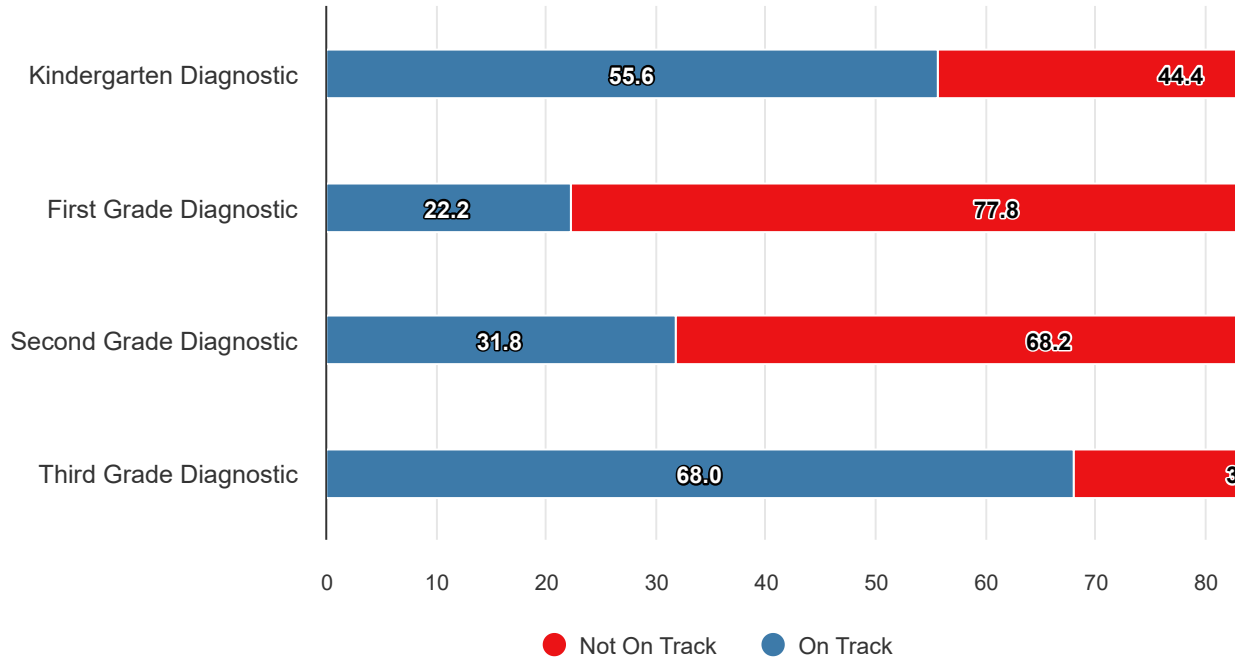
The fall 2021 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2023 Improving K-3 Literacy Measure.



### **Fall 2022 Reading Diagnostics**

The fall 2022 reading diagnostics in third grade are the baseline for third grade improvement on the 2023 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2022 are not on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.

### Percentage On Track Reading Diagnostic

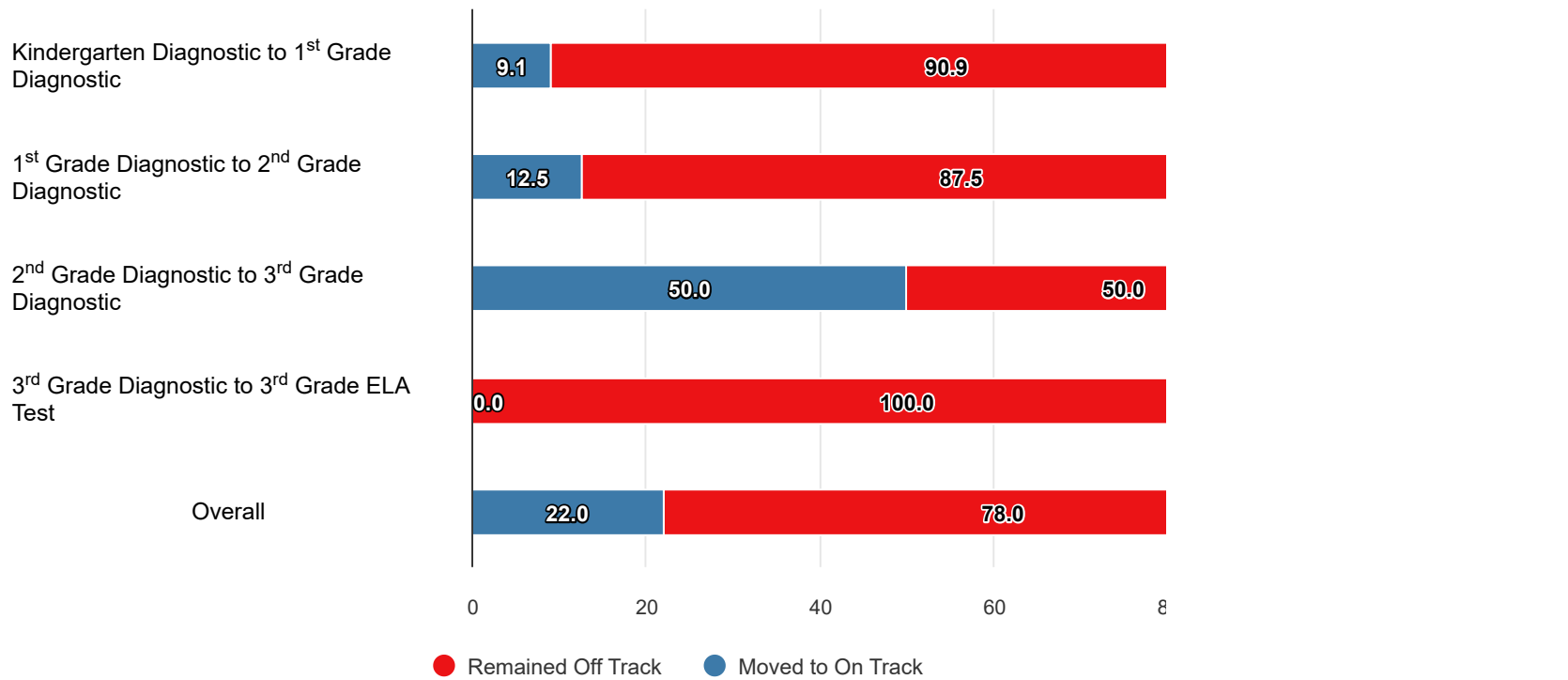


### Additional Details on Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. Kindergarten, first and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2021 reading diagnostic) to see if they improved to on track on the Fall 2022 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2022 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test. The Improving K-3 Literacy Measure is not calculated for schools or districts that have greater than 90% of their kindergarteners reading on track based on the 2022 Fall Kindergarten Reading Diagnostic.

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### Percentage of Previously Off Track Students That Moved to On Track







# School Details

Principal

**ANGELIC N. Dean**

Phone

**(614) 253-4000**

Address

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

Career Technical Planning District

**Columbus City CTPD**

Sponsor

**ESC of Central Ohio**

Directory information current as of the 2022-2023 Report Card publication date.

Your School's Students

Your School's Teachers

Enrollment

**Attendance**

**Mobility**

**Chronic Absenteeism**

Data Table

**Percentages**

**Trend**

	Enrollment #	Pct
All Students	313	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	195	62.3
Hispanic	26	8.3
Multiracial	17	5.4
White, Non-Hispanic	72	22.9
Students with Disabilities	118	37.8
Economic Disadvantage	252	80.5
English Learner	NC	NC
Migrant	NC	NC

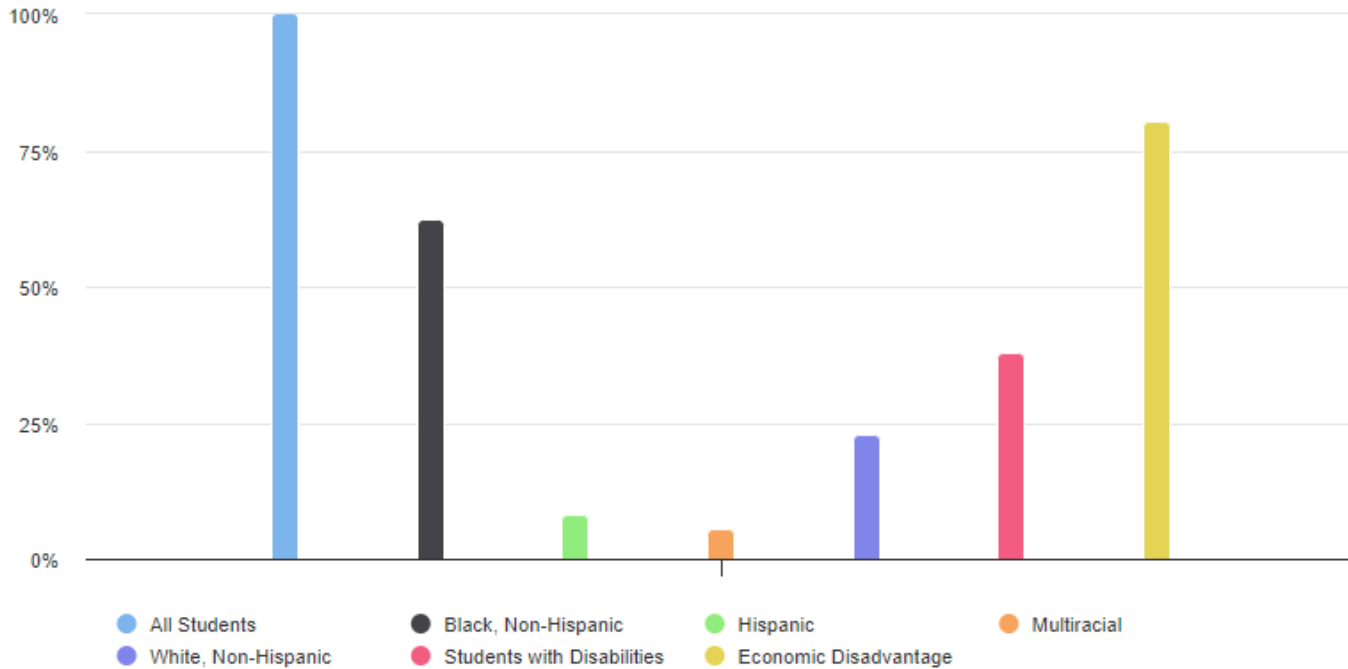
If Enrollment is less than 10, results are Not Calculated (NC).

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

Data Table

Percentages

Trend



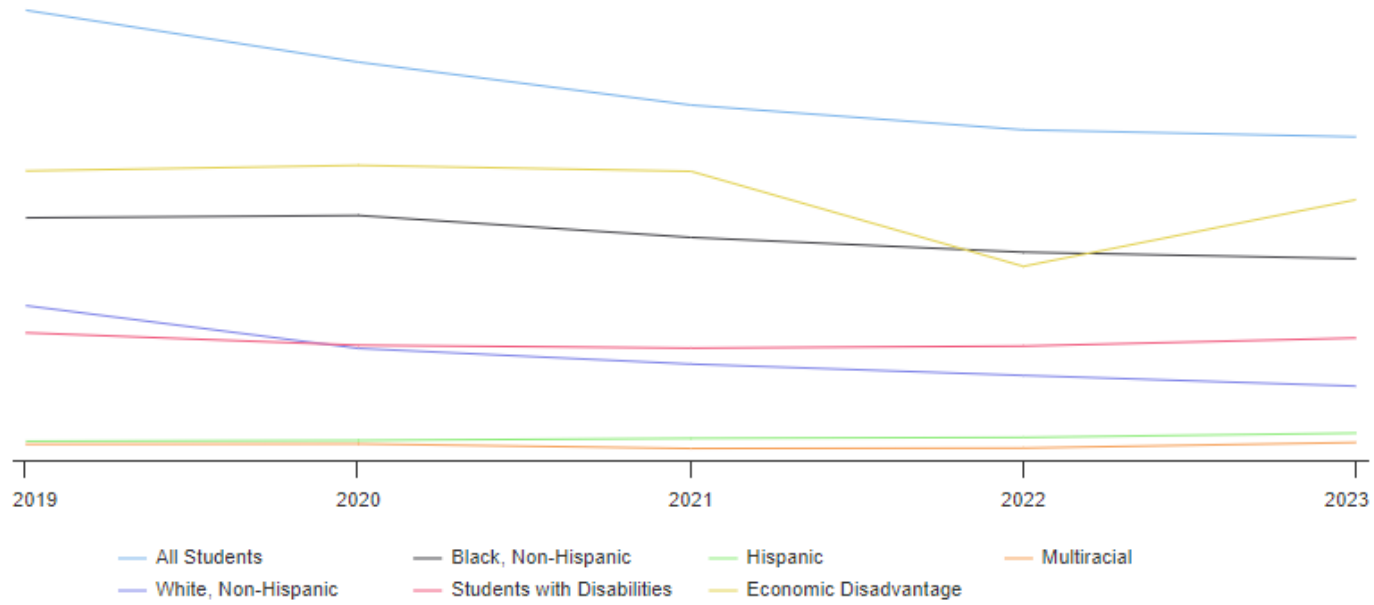
If Enrollment is less than 10, results are Not Calculated (NC).

Data Table

Percentages

Trend

Show all subgroups



This graph shows enrollment trends across time.  
If Enrollment is less than 10, results are Not Calculated (NC).

Data Table 

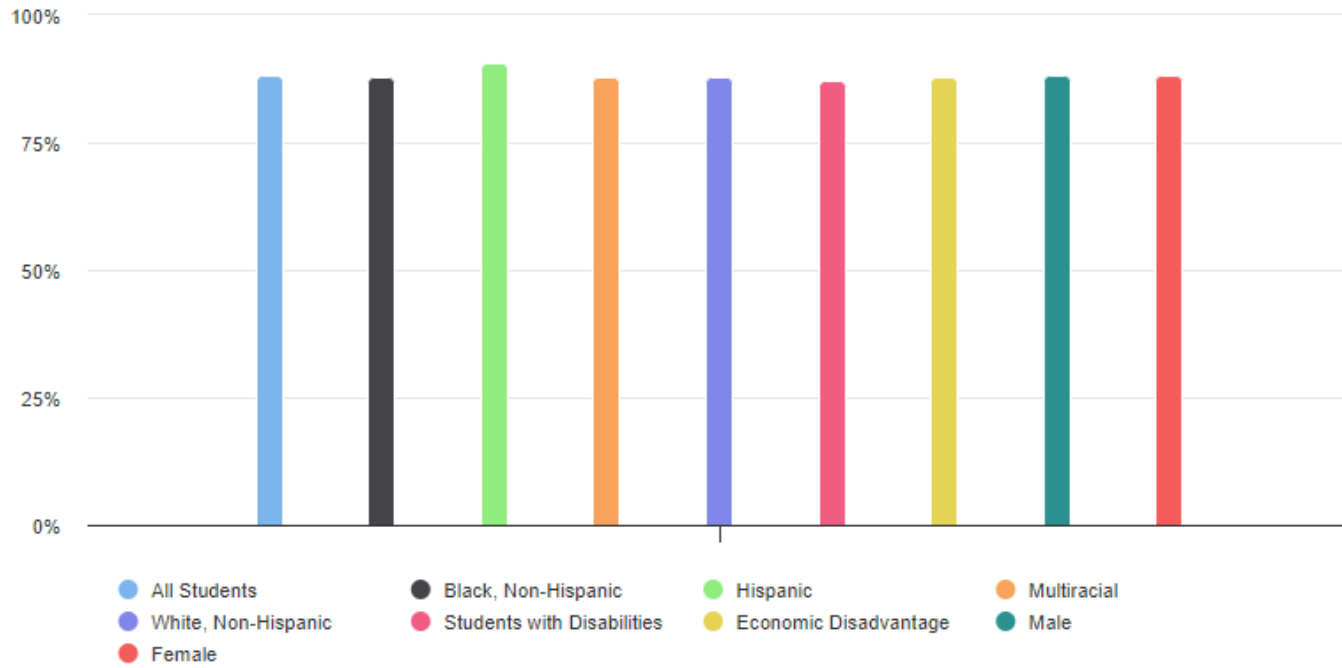
## Attend Rates

	Attendance Rate
All Students	88.2%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	88%
Hispanic	90.7%
Multiracial	88%
White, Non-Hispanic	87.9%
Students with Disabilities	87.3%
Economic Disadvantage	87.8%
English Learner	NC
Migrant	NC
Male	88.1%
Female	88.2%

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

Data Table

Attend Rates



This graph shows attendance rates by subgroup.  
If Enrollment is less than 10, results are Not Calculated (NC).

Data Table 

School Mobility

	District Mobility
All Students	18%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	19.2%
Hispanic	7.1%
Multiracial	0%
White, Non-Hispanic	19.8%
Students with Disabilities	10.7%
Economic Disadvantage	17.6%
English Learner	NC
Migrant	NC

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

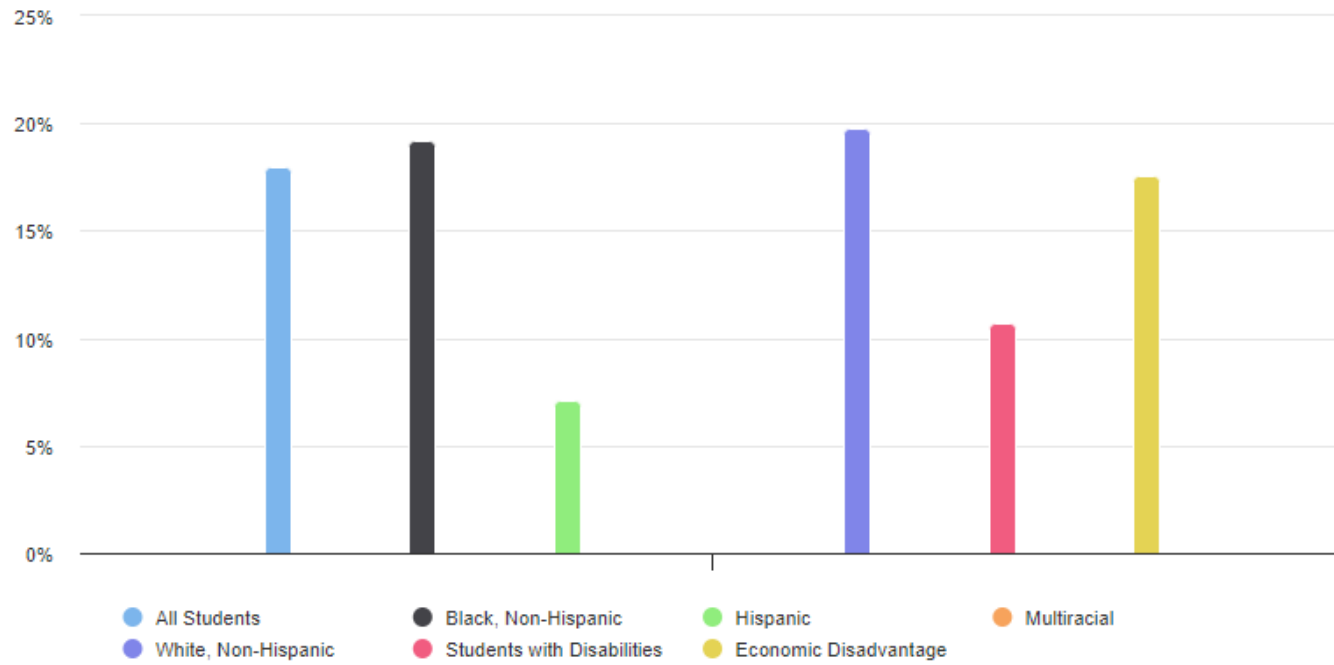
Number of Recently Arrived English Learner Students (excluded from accountability for two years):--

## Positive Behavior Intervention

Has the district implemented a positive behavior intervention and support framework in compliance with **Ohio Revised Code**? **Yes**

Data Table

School Mobility



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

## Data Table □

## Chronic Absenteeism Rate

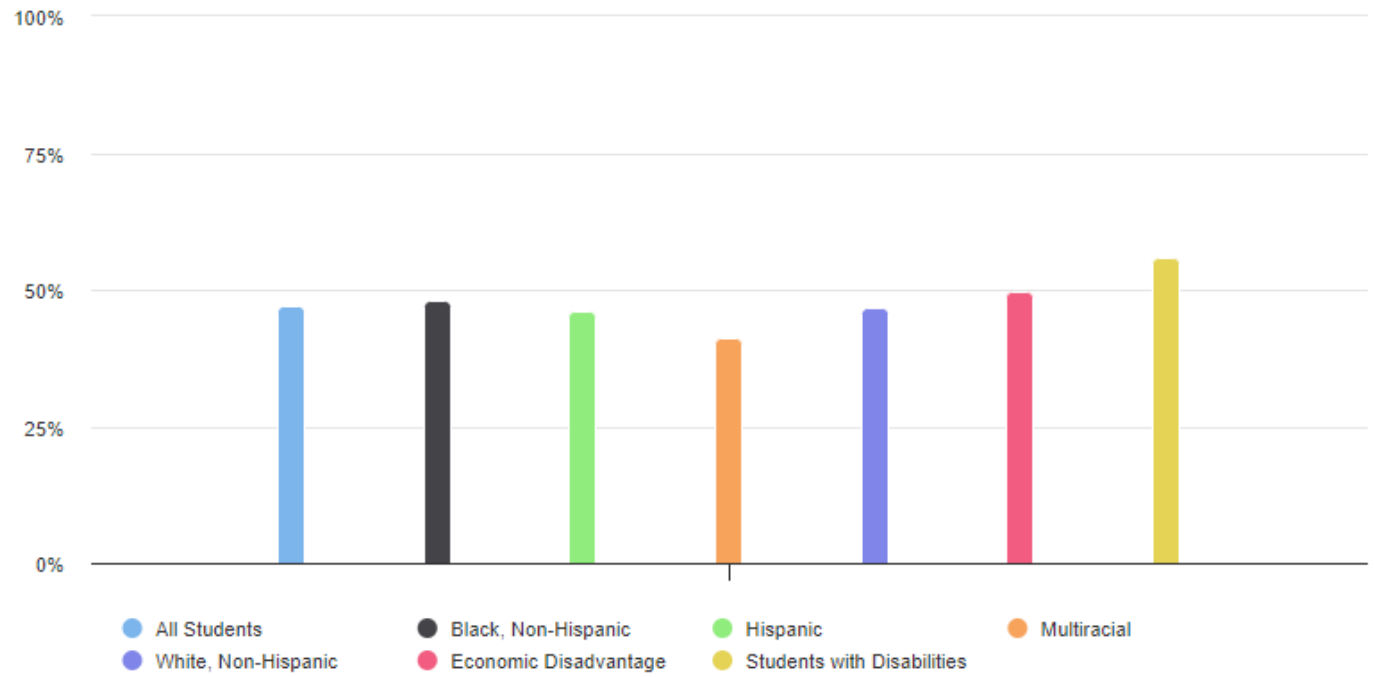
	Chronic Absenteeism Rate
All Students	47%
Am. Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	47.9%
Hispanic	46.2%
Multiracial	41.2%
White, Non-Hispanic	46.6%
Economic Disadvantage	49.6%
English Learner	NC
Students with Disabilities	55.9%

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



Data Table

Chronic Absenteeism Rate



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

## Your School's Teachers

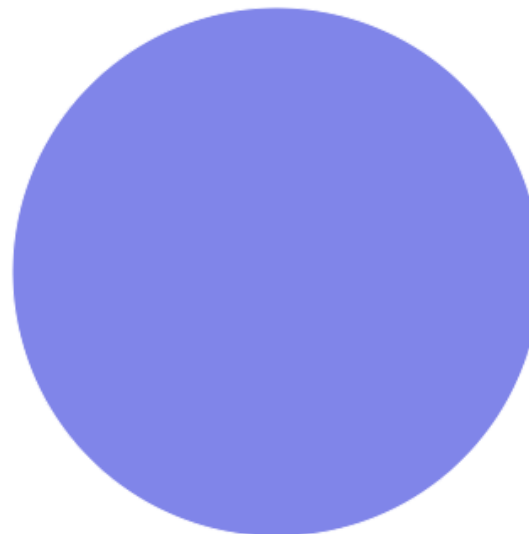
	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	
Percentage of teachers with at least a Master's Degree	20.3	
Percentage of inexperienced teachers (2 Years or less of experience)	29.0	
Percentage of inexperienced principals (2 Years or less of experience)	80.0	
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 of Educators	State Avg Students per Educator
General Education Teachers	17.0	21.0
Career-Technical Teachers	0.0	883.0
Special Education Teachers	12.5	74.0
Paraprofessionals	1.0	132.0
Gifted Intervention Specialists	0.0	1,769.0
Fine Arts Teachers	3.0	335.0
Music Teachers	1.0	378.0
Physical Education Teachers	1.0	336.0
ELL Specialists	0.0	2,264.0

## Teacher Evaluations



● Accomplished ● Skilled ● Developing ● Ineffective ● Not Complete

## Financial Data

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

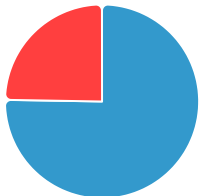
**Comparison Group: Community Schools with Enrollment between 150 and 499**

### Classroom Spending Data

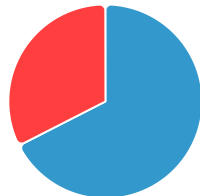
What percent of funds are spent on classroom instruction?

**75.3%**

School



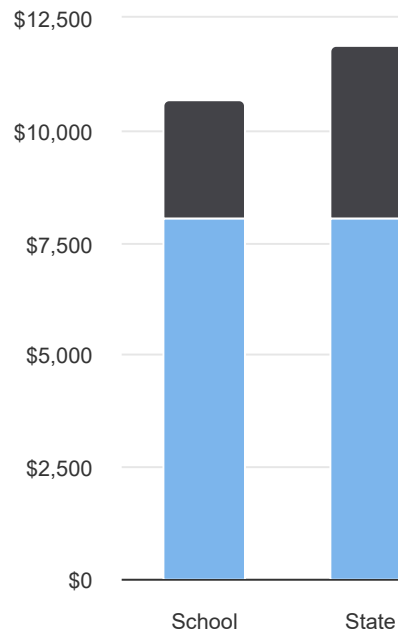
State



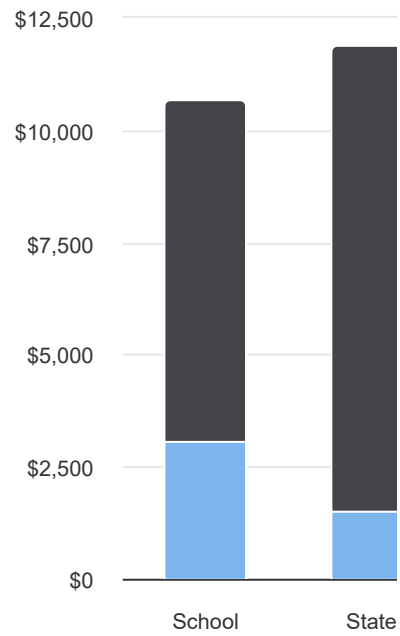
Classroom Instruction    Non-Classroom Instruction

### Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$10,702	\$11,896
Classroom Instruction	\$8,056	\$8,030
Non-Classroom Spending	\$2,645	\$3,866
Federal Funds	\$3,060	\$1,500
State and Local Funds	\$7,642	\$10,396



- Classroom
- Non-Classroom



- School Level
- School Share of District Level