



**School Report Card (2023-2024 school year)
Celebrating Our Growth and Dedication to Excellence**

We are excited to share that the Ohio Department of Education has recently released the 2023-24 Ohio School Report Cards, and our three schools - [The Graham School](#), [The Charles School at Ohio Dominican University](#), and [Graham Elementary and Middle School](#) - have much to be proud of! While we recognize that there is work to be done, these results reflect the tremendous progress we've made as a community.

Highlights:

- **All 3 schools** achieved a performance index of achievement that meets or exceeds the requirements that Ohio considers when determining high quality schools.
- **TCS** was able to meet the High Quality Charter School funding requirements for the second year in a row and **GEMS** was able to meet these requirements for the first of two years for qualification.
- **TGS** has met one requirement (performance index) and aims to continue working towards the progress score needed to meet the first year of qualification for High Quality funding.
- **GEMS & TCS** achieved an Overall Rating of 3 stars out of 5 stars. They achieved 4 stars out of 5 stars in Progress.
- **TGS** maintained steady scores with overall improvements to the Performance Index and more than doubled their percentages for helping students to be “Prepared for Success” as determined by the state report card.
- **TGS** achieved a 4-year graduation rate of 85.4% and a 5-year graduation rate of 90%.
- **TCS** more than doubled their Prepared for Success percentage and scored over 60% in their Performance Index for the 2nd year in a row
- **GEMS** received an improved Early Literacy rating that almost tripled their improvement rate from last year while continuing to Close the Gap, a 3-year track of progress in this area.

We know that growth is key to student success, and we are proud that all our schools are making strides toward ensuring every student reaches their potential. The Progress Component in our report cards highlights our students' academic growth year after year and our continued commitment to that work.

At the same time, we understand that there are areas where we need to focus our attention, particularly around closing achievement gaps, improving proficiency levels in core academic areas, and improving attendance rates. We remain dedicated to identifying and addressing these needs, with targeted support and interventions to help every student succeed.

These achievements are a testament to the hard work, resilience, and commitment of our teachers, staff, and students. We are incredibly proud of the progress our students have made, and we celebrate their growth as they continue to learn and thrive.

Thank you for your continued support and partnership in making our schools a place of growth, opportunity, and success. We are excited to continue this journey together, building on our progress and striving for excellence in everything we do.

Together, we are preparing every student for a bright and successful future!

Ed Ingman & James Kutnow
Co-Superintendents
The Graham Family of Schools



Meets state standards

2023 - 2024 Report Card for

Graham Elementary and Middle School

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.



Needs support to meet state standards in academic achievement.

Performance Index

52.6%

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.



Significant evidence that the school exceeded 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 support to meet state standards in early literacy (K-3).

Improving K-3 Literacy
Third Grade Reading Proficiency
Promotion to Fourth Grade

29.3%
48.3%
100.0%

training in a technical field or preparing for work or college.

Students who are Ready

NC

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.

Annual Performance Goals

37.9%

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether



Needs 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.

58.1
Performance Index
Score

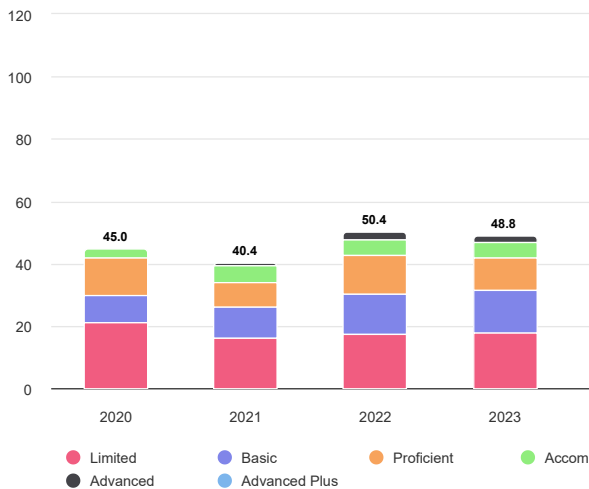
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110.5
Maximum School
Performance Index
Score

52.6%

Performance Index Percent

Performance Index trend data shows the points received for each performance level over time.



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

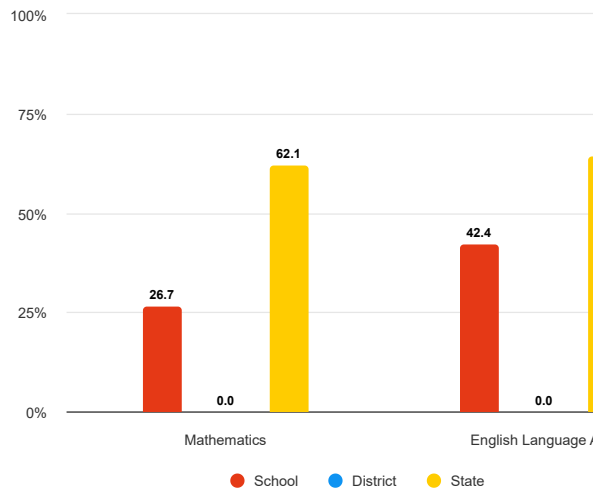
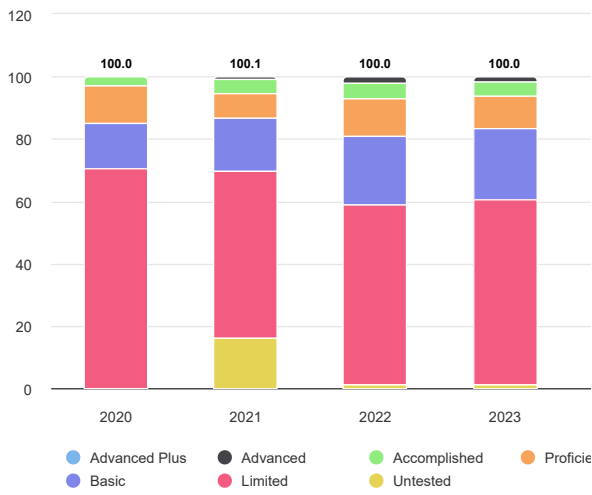
Proficiency trends show the percentage of tested students in each performance level over time.

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.

	Tests Taken	Tests Proficient	Percent Proficient
Third Grade			
English Language Arts	33	14	42.4%
Mathematics	30	8	26.7%
Fourth Grade			
English Language Arts	36	14	38.9%
Mathematics	39	6	15.4%
Fifth Grade			

English Language Arts	29	13	44.8%
Mathematics	29	2	6.9%
Science	29	13	44.8%
Sixth Grade			
English Language Arts	44	14	31.8%
Mathematics	44	3	6.8%
Seventh Grade			
English Language Arts	44	21	47.7%
Mathematics	44	7	15.9%
Eighth Grade			
English Language Arts	41	15	36.6%
Mathematics	41	13	31.7%
Science	41	12	29.3%
Third Grade ▼			



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

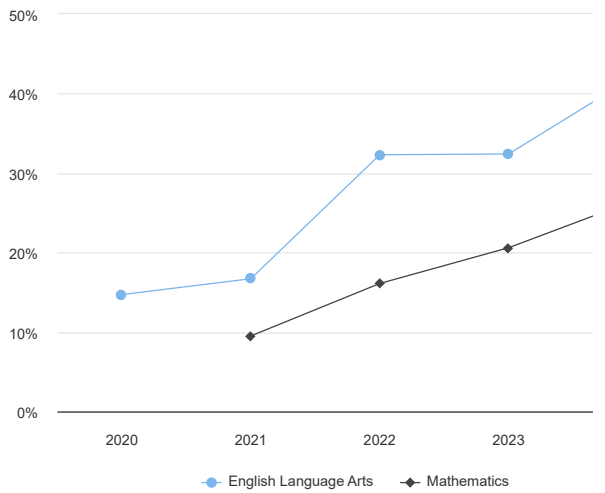
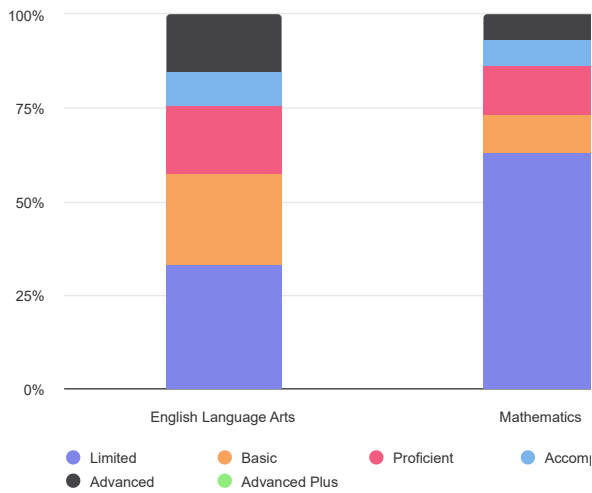
Third Grade ▼

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	2.7	X	1.2	=	3.2
Accomplished	7.6	X	1.1	=	8.4
Proficient	19.3	X	1.0	=	19.3
Basic	20.2	X	0.6	=	12.1
Limited	50.2	X	0.3	=	15.1
Untested	0	X	0.0	=	0.0

Achievement Level	Pct of Students		Points for this Level	=	Points Received
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58.1

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.



School Report Cards

★★★★★
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. \(https://ohiova.sas.com/fw.html?yU=011972&yV=011972\)](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	Light Blue	Light Blue	Light Green	Light Blue
4th Grade	Dark Red	Dark Red	Grey	Dark Red
5th Grade	Light Green	Dark Red	Dark Blue	Yellow
6th Grade	Dark Blue	Dark Blue	Grey	Dark Blue
7th Grade	Dark Blue	Dark Blue	Grey	Dark Blue
8th Grade	Dark Blue	Light Green	Light Green	Dark Blue

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

- 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

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 (</ctpd/overview/200035>)

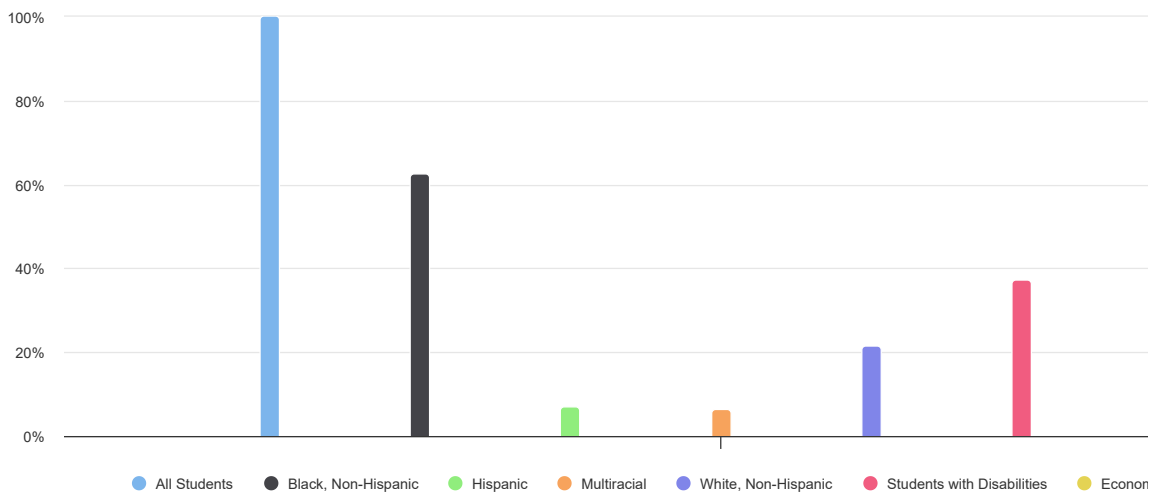
Sponsor

ESC of Central Ohio

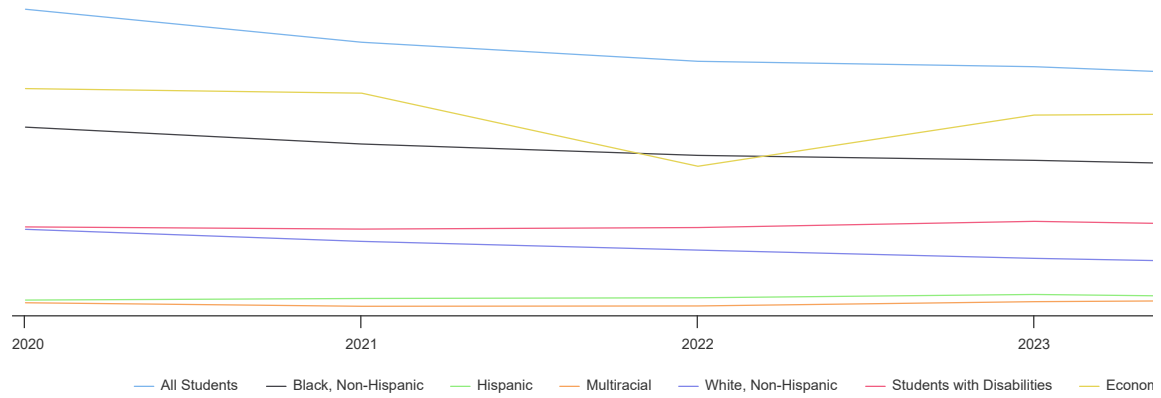
Directory information current as of the 2023-2024 Report Card publication date.

	Enrollment #	Percent
All Students	296	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	186	62.7%
Hispanic	21	7.2%

	Enrollment #	Percent
Multiracial	19	6.6%
White, Non-Hispanic	64	21.5%
Students with Disabilities	111	37.5%
Economic Disadvantage	254	85.9%
Migrant	NC	NC



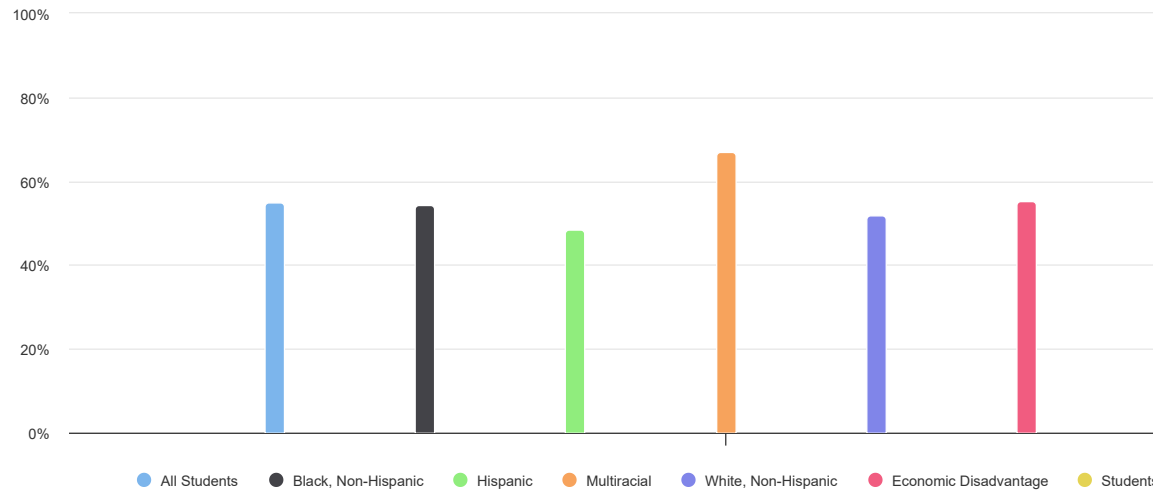
Show all student groups ▾



This graph shows enrollment trends across time.

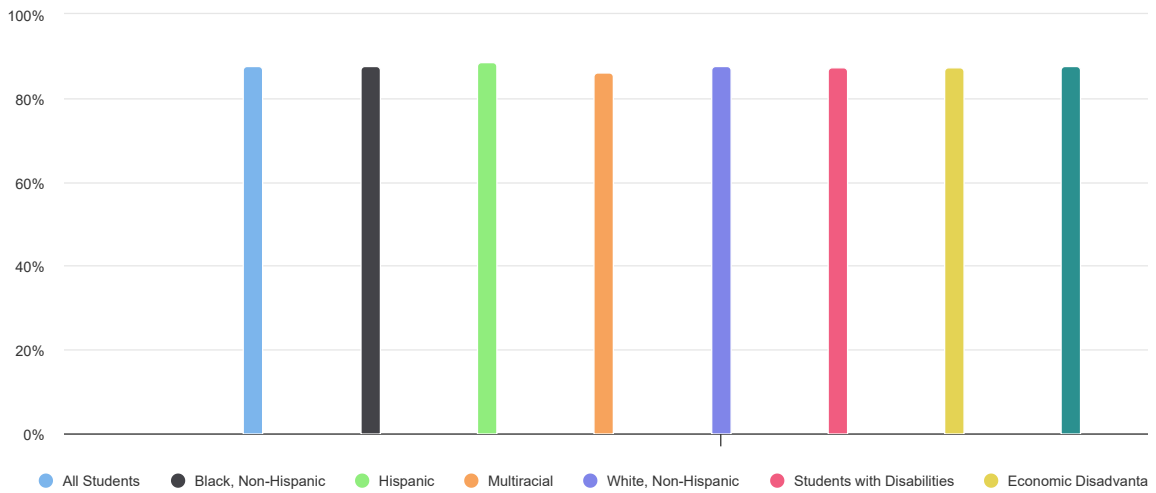
	Chronic Absenteeism Rate
All Students	54.8 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	54.4 %
Hispanic	48.6 %

	Chronic Absenteeism Rate
Multiracial	66.9 %
White, Non-Hispanic	51.8 %
Economic Disadvantage	55.3 %
Students with Disabilities	57.6 %



	Attendance Rate
All Students	87.6%

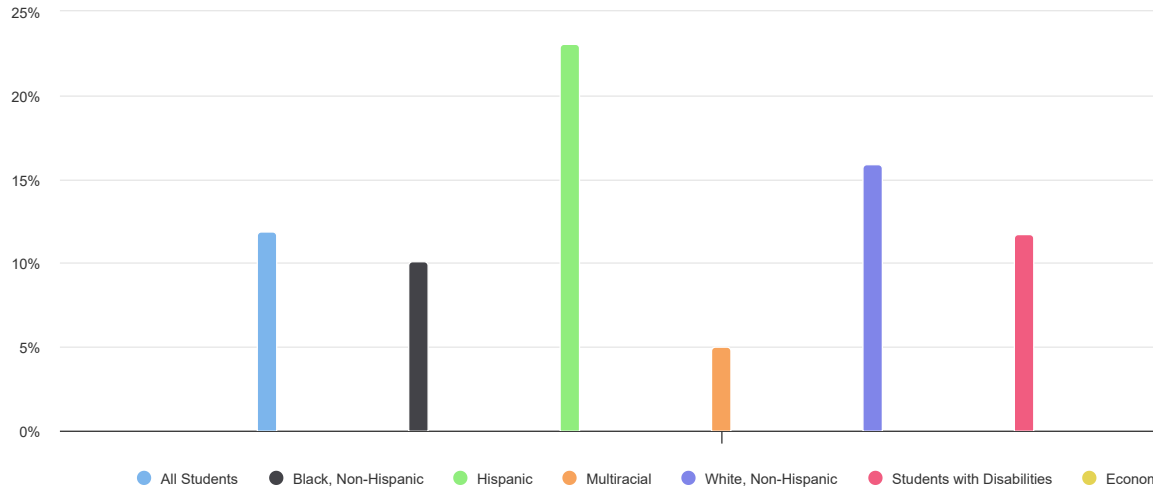
	Attendance Rate
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	87.6%
Hispanic	88.7%
Multiracial	86.2%
White, Non-Hispanic	87.8%
Students with Disabilities	87.2%
Economic Disadvantage	87.2%
Migrant	NC
Male	87.6%
Female	87.7%



This graph shows attendance rates by student group.

	District Mobility
All Students	11.9%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	10.1%
Hispanic	23.1%
Multiracial	5%

	District Mobility
White, Non-Hispanic	15.9%
Students with Disabilities	11.7%
Economic Disadvantage	10.3%
Migrant	NC



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).

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	High 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	19.7	
Percentage of inexperienced teachers (2 Years or less of experience)	23.0	

	Your School	Your District
Percentage of inexperienced principals (2 Years or less of experience)	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	

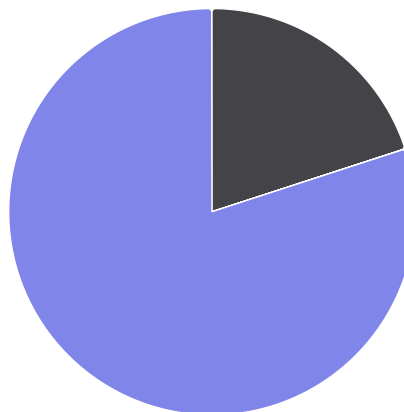
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings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

Educators in your School

	Number of Educators	State Avg Students per Educator
General Education Teachers	18.5	21.0
Career-Technical Teachers	0.0	853.0
Special Education Teachers	10.0	73.0
Paraprofessionals	1.0	121.0
Gifted Intervention Specialists	0.0	1,779.0
Fine Arts Teachers	3.0	373.0
Music Teachers	0.0	401.0

	Number of Educators	State Avg Students per Educator
Physical Education Teachers	0.0	378.0
ELL Specialists	0.0	2,056.0

Teacher Evaluations



● Accomplished ● Skilled ● Developing ● Ineffective ● Not Complete

Financial Data

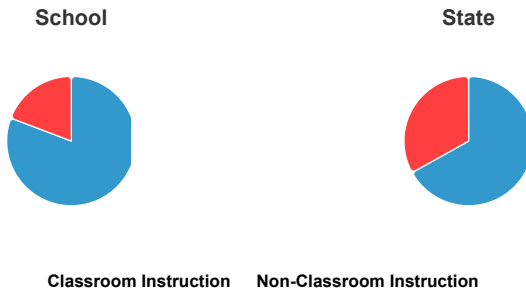
The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

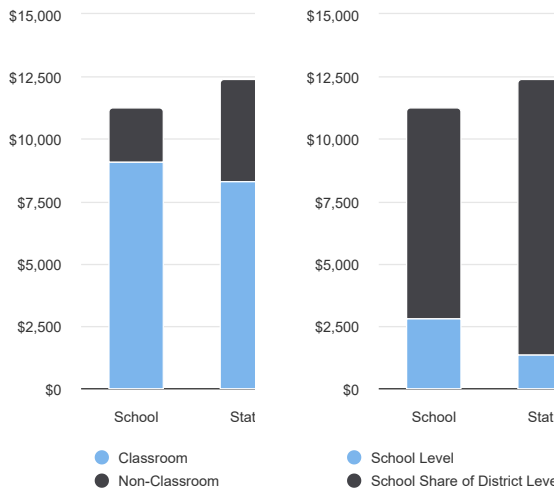
What percent of funds are spent on classroom instruction?

80.8%



Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$11,270	\$12,396
Classroom Instruction	\$9,105	\$8,292
Non-Classroom Spending	\$2,165	\$4,103
Federal Funds	\$2,827	\$1,363
State and Local Funds	\$8,443	\$11,033





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

The annual performance goals are established in six areas, and the performance of specific student groups 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. Each student group has its own interim and long-term goals in English language arts, math and graduation. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

The state expectation for all areas and all student groups are 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.

37.9%

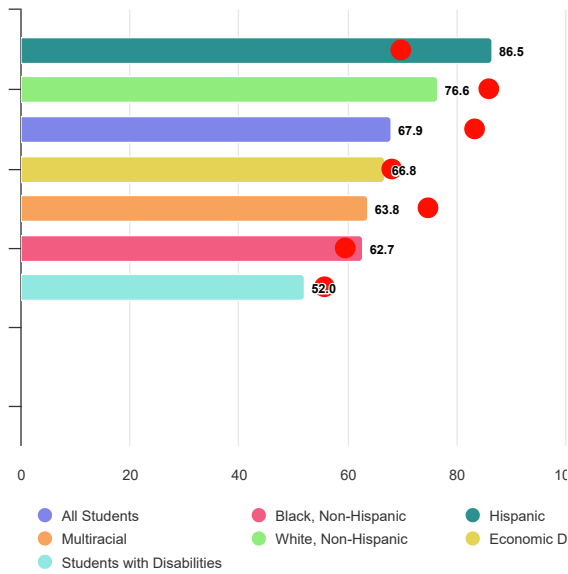
11 of a possible 29

Testing Participation Rate **100.0%**

Measure/Indicator	Detail	Possible Points	Points Earned
English Language Arts Achievement	Met annual goal/individual student group level	7	2
Math Achievement	Met annual goal/individual student group level	7	1
English Language Arts Growth	Met annual goal/individual student group level	5	4
Math Growth	Met annual goal/individual student group level	5	4
Graduation	Met annual goal/individual student group level	0	0
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	0	0
Chronic Absenteeism	Met annual goal or show improvement from prior year	5	0
Gifted Performance Indicator	Gifted Progress	0	0
	Gifted Performance Index	0	0
	Gifted Identification and Services	0	0
Preliminary Points			11
Demotion Required			No
Final Points		29	11

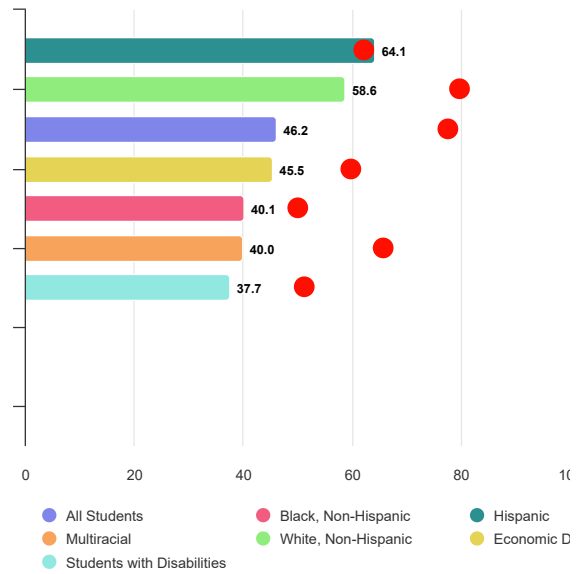
English Language Arts Achievement

Performance Index by Student Group



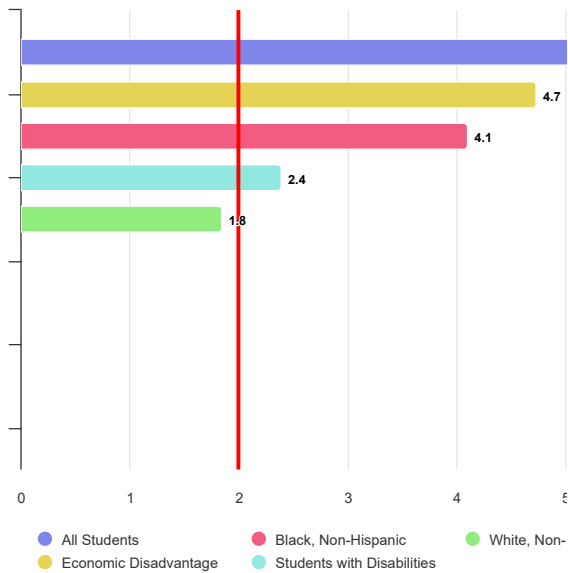
Math Achievement

Performance Index by Student Group



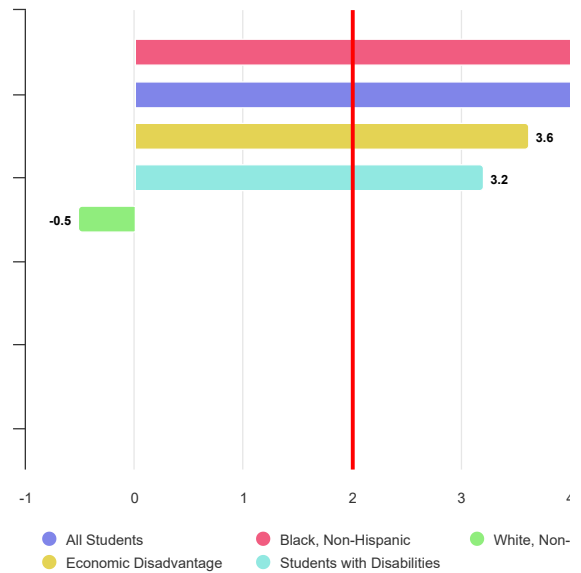
English Language Arts Growth

Growth Index by Student Group



Math Growth

Growth Index by Student Group



Graduation

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 Absenteeism

54.8%

**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%.

Gifted

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



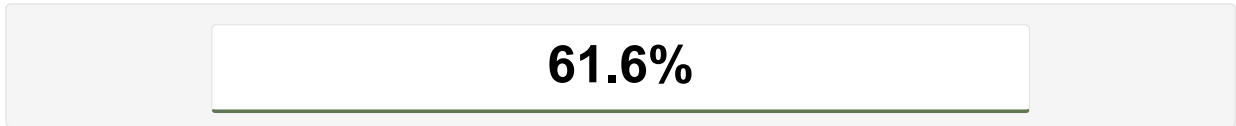
Needs support to meet state standards in early literacy (K-3).

Early Literacy

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

Early Literacy Component

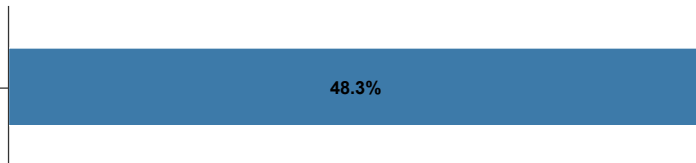
Ohio's Plan to Raise Literacy Achievement (<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy>) provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten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



Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	48.3%	40%	19.3%
Promotion to Fourth Grade	100.0%	35%	35.0%
Improving K-3 Literacy	29.3%	25%	7.3%
Early Literacy Component			61.6%

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.



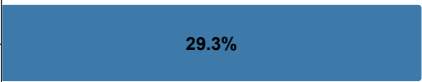
Promotion to Fourth Grade

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



Improving K-3 Literacy

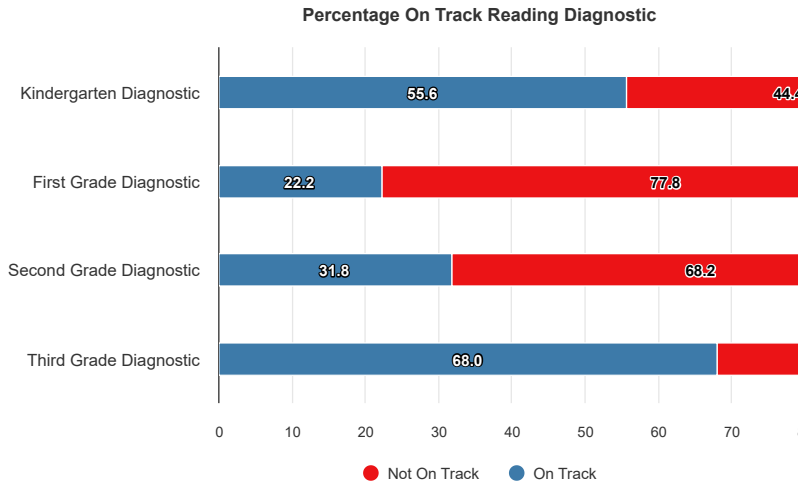
The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2022 and fall of 2023 as well as results from the 2023-2024 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.

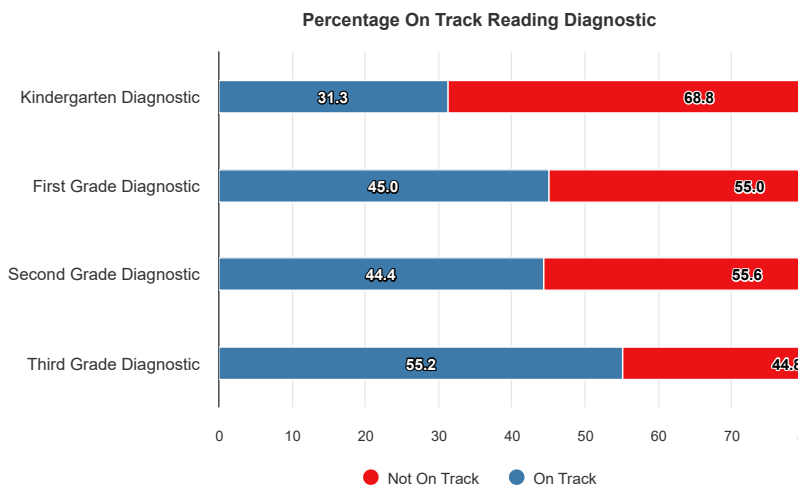
Fall 2022 Reading Diagnostics

The fall 2022 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2024 Improving K-3 Literacy Measure.



Fall 2023 Reading Diagnostics

The fall 2023 reading diagnostics in third grade are the baseline for third grade improvement on the 2024 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2023 are on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.



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 2022 reading diagnostic) to see if they improved to on track on the Fall 2023 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2023 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 2023 Fall Kindergarten Reading Diagnostic.

Percentage of Previously Off Track Students That Moved to On Track

