THE GRAHAM FAMILY OF SCHOOLS

The Graham School
The Charles School at Ohio Dominican University
Graham Elementary and Middle School

**School Report Card (2024-2025 school year)**
**Celebrating Our Growth and Dedication to Excellence**

We are excited to share that the Ohio Department of Education has recently released the 2024-25 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 from this year's report card:

- **TCS** achieved a performance index of achievement that meets or exceeds the requirements that Ohio considers when determining high quality schools. **TGS** achieved a performance index of achievement that was greater than CCS and **GEMS** was just below it by 2.7 points.
- **GEMS & TCS** achieved an Overall Rating of 3 stars out of 5 stars and they both achieved 4 stars out of 5 stars in Progress.
- **TCS** was able to meet the High Quality Charter School funding requirements for the third consecutive year.
- **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".
- **TCS** more than doubled their Prepared for Success percentage for the 3rd year in a row
- **GEMS** continues to close the gap for Early Literacy and work with students to provide support towards proficient reading levels on the state tests

Note: The report card measures 4 and 5 year graduation rates that skew results for **TCS**, a five year high school. Additionally the state and the federal governments have different graduation rate requirements that affect report card graduation rates at both **TGS** and **TCS**.

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.

While we celebrate progress, we also recognize there is continued work ahead. We have implemented strategic hiring and practical strategies to our work to support these improvements. Our focus areas for the coming year include:

1. **Closing Achievement Gaps**
2. **Increasing Proficiency in Core Subjects**
3. **Continued Improvement in Student Attendance & Engagement**
4. **Supporting Post-Secondary Transitions & Readiness**

These results represent collective effort and shared commitment. Our students showed resilience, our educators showed persistence, and our families supported their learners every step of the way. Thank you for being partners in this work. As we move forward together, we remain deeply committed to ensuring every student succeeds, every day.

Ed Ingman & James Kutnow
Co-Superintendents

# School Report Cards

3

Meets state standards

## 2024 - 2025 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 up to six rated components.

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### Achievement

★★☆☆☆

Needs support to meet state standards in academic achievement.

The Achievement Component is a measure of how well students performed on state tests.

**Performance Index** 52.1%

### Progress

★★★★☆

Significant evidence that the school exceeded student growth expectations.

The Progress Component is a measure of the growth students are making based on their past performance.

**Overall**

### Gap Closing

★★☆☆☆

Needs support to meet state standards in closing educational gaps.

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

**Annual Performance Goals** 25.9%

### 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*

### Early Literacy

★☆☆☆☆

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

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

| | |
|---|---|
| **Improving K-3 Literacy** | **21.1%** |
| **Third Grade Reading Proficiency** | **35.0%** |
| **Promotion to Fourth Grade** | **80.0%** |

### College, Career, Workforce, and Military Readiness

☆☆☆☆☆

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether

# School Report Cards

★★☆☆☆
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.

Please see the **Achievement Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Achievement-Component-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

### 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.

**58.0**
Performance Index Score

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**111.3**
Maximum School Performance Index Score

### Performance Indicators (Report Only)

The Performance Indicators are reported for informational purposes only and do not contribute to the Achievement Component Rating. They report the percent of students who have scored proficient or higher on each state test. Previously, indicators have displayed proficiency among all students taking a grade and subject test. This year, indicators can also be viewed for just students taking a grade and subject test that are enrolled in a specific grade.

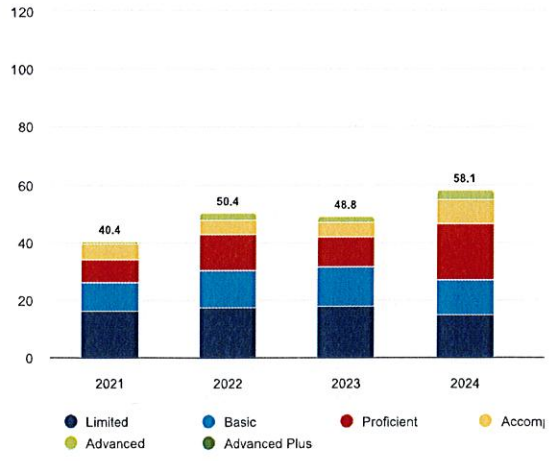
| | Tests Proficient | Tests Taken | Percent Proficient |
|---|---|---|---|
| **Third Grade** | | | |





**52.1%**
Performance Index Percent

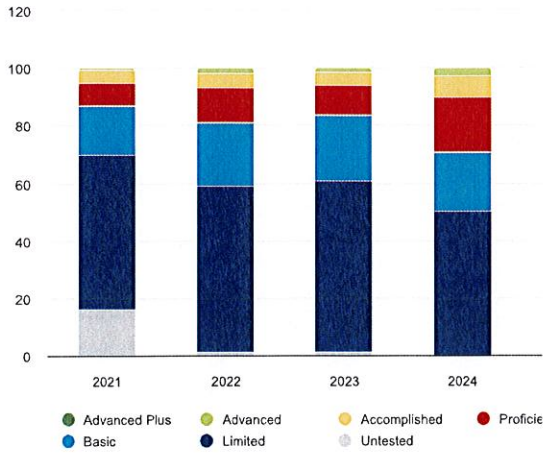
Performance Index trend data shows the points received for each performance level over time.

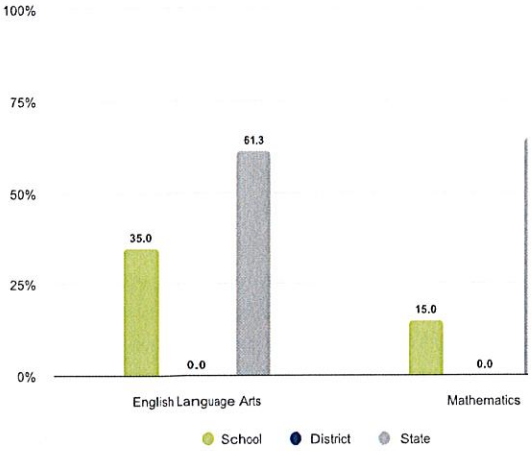



Proficiency trends show the percentage of tested students in each performance level over time.

| | | | |
|---|---|---|---|
| Third Grade English Language Arts | 7 | 20 | 35.0% |
| Third Grade Mathematics | 3 | 20 | 15.0% |
| **Fourth Grade** | | | |
| Fourth Grade English Language Arts | 8 | 25 | 32.0% |
| Fourth Grade Mathematics | 6 | 25 | 24.0% |
| **Fifth Grade** | | | |
| Fifth Grade English Language Arts | 17 | 42 | 40.5% |
| Fifth Grade Mathematics | 4 | 42 | 9.5% |
| Fifth Grade Science | 10 | 42 | 23.8% |
| **Sixth Grade** | | | |
| Sixth Grade English Language Arts | 13 | 42 | 31.0% |
| Sixth Grade Mathematics | 11 | 42 | 26.2% |
| **Seventh Grade** | | | |
| Seventh Grade English Language Arts | 20 | 48 | 41.7% |
| Seventh Grade Mathematics | 7 | 48 | 14.6% |
| **Eighth Grade** | | | |
| Eighth Grade English Language Arts | 17 | 50 | 34.0% |
| Eighth Grade Mathematics | 12 | 50 | 24.0% |
| Eighth Grade Science | 18 | 50 | 36.0% |

Third Grade




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

Third Grade

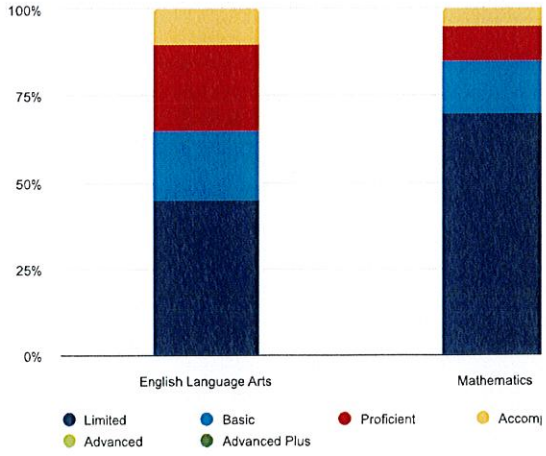
| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| Advanced Plus | 0 | X | 1.3 | = | 0 |
| Advanced | 2.2 | X | 1.2 | = | 2.6 |
| Accomplished | 6 | X | 1.1 | = | 6.6 |
| Proficient | 19.8 | X | 1.0 | = | 19.8 |
| Basic | 24.4 | X | 0.6 | = | 14.6 |
| Limited | 47.6 | X | 0.3 | = | 14.3 |
| Untested | 0 | X | 0.0 | = | 0.0 |

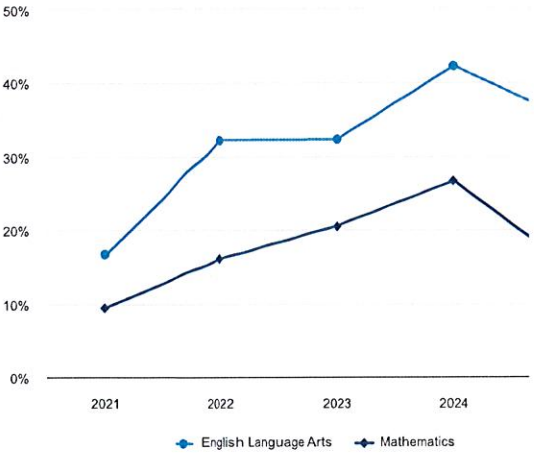




| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| | | | | | 58.0 |

Third Grade




| Test | Tests Proficient | Tests Taken | Percent Proficient |
|---|---|---|---|
| **Third Grade** | | | |
| Third Grade English Language Arts | 7 | 20 | 35.0% |
| Third Grade Mathematics | 3 | 20 | 15.0% |
| **Fourth Grade** | | | |
| Fourth Grade English Language Arts | 8 | 25 | 32.0% |
| Fourth Grade Mathematics | 6 | 25 | 24.0% |
| **Fifth Grade** | | | |

| | | | |
|---|---|---|---|
| Fifth Grade English Language Arts | 17 | 42 | 40.5% |
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| Eighth Grade English Language Arts | 17 | 50 | 34.0% |
| Eighth Grade Mathematics | 12 | 50 | 24.0% |
| Eighth Grade Science | 18 | 50 | 36.0% |

# School Report Cards

★★★★½
Significant evidence that the school exceeded student growth expectations.

## Progress

The ***Progress Component*** measures the amount of growth made by groups of students compared to students like them across the state. The overall value-added composite combines growth across all subjects and grades at the school or district for the past three years.

For additional information on subject and grade-level growth please see the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=011972)**. Please note that the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=011972)** will not align with the Ohio School Report Cards between the 2024-2025 Report Card release in September 2025, through mid-October 2025.

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The **Progress Component Rating** is assigned using the ***growth index*** and ***effect size*** of the three-year **Overall Value-Added Composite**. The ***growth index*** evaluates if there is statistical evidence that growth occurred, and the ***effect size*** determines if the magnitude of that growth was meaningful.

Please see the **Progress Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Progress-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

| | Growth Index | Effect Size | Rating |
|---|---|---|---|
| Overall Value-Added Composite | 2.38 | 0.07 | ★★★★½ |





- 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

Grade and subject-specific Value-Added growth and effect sizes are not used to assign the **Progress Component Rating** or to assign individual measure ratings.

The tables below show the derived value-added rating based on the three-year composite growth index and effect size for each individual tested subject. They provide a helpful visual of how a district or school is performing across grades and subjects.

Please see the **Progress Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Progress-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

| | Progress | | | |
|---|---|---|---|---|
| Test Grade | English Language Arts | Mathematics | Science | All Tests |
| All Grades | | | | |
| 4th Grade | | | | |
| 5th Grade | | | | |
| 6th Grade | | | | |
| 7th Grade | | | | |
| 8th Grade | | | | |

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

- 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 Report Cards

★★☆☆☆
Needs support to meet state standards in closing educational gaps.

# Gap Closing

The Gap Closing component shows how well schools and districts are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how well schools and districts are reducing chronic absenteeism, supporting English learners to increase language proficiency, identifying gifted students, and providing gifted services to those gifted students.

Please see the **Gap Closing Component Technical Document (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-Gap-Closing-Technical-Document.pdf.aspx?lang=en-US)** for additional details on the calculation.

## Annual Performance Goals

The annual performance goals are established in six areas, with the performance of specific student groups 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.

**25.9%**

7 of a possible 27

Testing Participation Rate **99.6%**

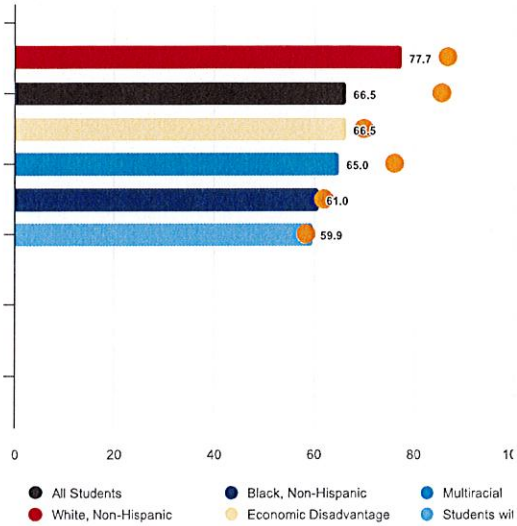




| Measure/Indicator | Detail | Points Earned | Possible Points |
|---|---|---|---|
| English Language Arts Achievement | Met annual goal/individual student group level | 1 | 6 |
| Math Achievement | Met annual goal/individual student group level | 0 | 6 |
| English Language Arts Growth | Met annual goal/individual student group level | 1 | 5 |
| Math Growth | Met annual goal/individual student group level | 0 | 5 |
| 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 | 5 |
| Gifted Performance Indicator | Gifted Progress | 0 | 0 |
| | Gifted Performance Index | 0 | 0 |
| | Gifted Identification and Services | 0 | 0 |
| **Preliminary Points** | | **7** | |
| **Demotion Required** | | **No** | |
| **Final Points** | | **7** | **27** |

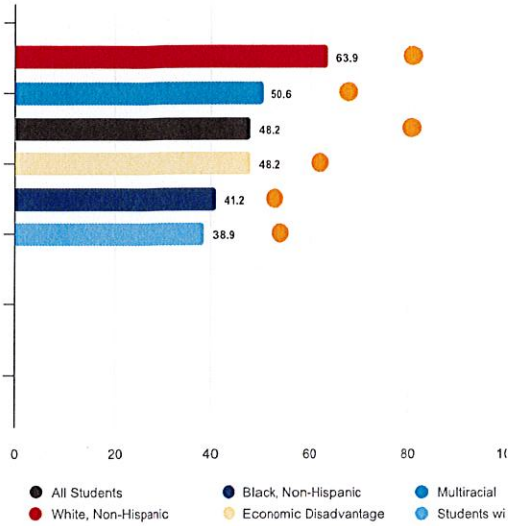
## English Language Arts Achievement

Performance Index by Student Group




## Math Achievement

Performance Index by Student Group



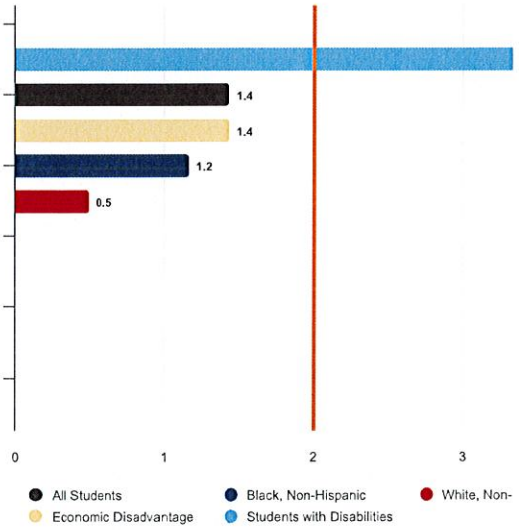

## English Language Arts Growth

## Math Growth

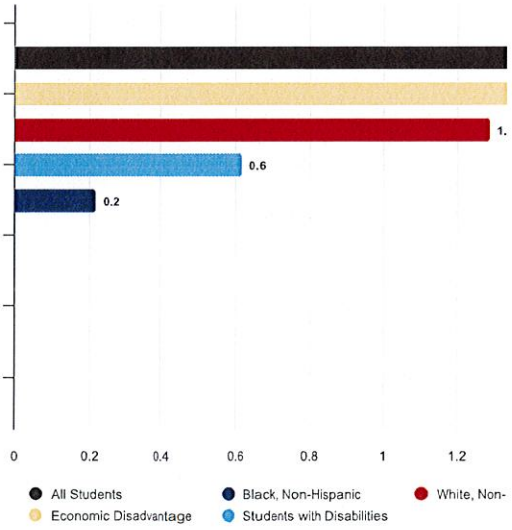




Growth Index by Student Group




Growth Index by Student Group




## Graduation

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

## English Learners

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

## Chronic Absenteeism

**48.9%**

**Of students were chronically absent in the 2024-2025 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 2024-2025 school year is 16.4%.

## Gifted

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

# 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.

### 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.

**47.3%**

| Measure | Unweighted Percent | Weight | Weighted Percent |
|---|---|---|---|
| Proficiency In Third Grade Reading | 35.0% | 40% | 14.0% |
| Promotion to Fourth Grade | 80.0% | 35% | 28.0% |
| Improving K-3 Literacy | 21.1% | 25% | 5.3% |
| **Early Literacy Component** | | | **47.3%** |





### 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.

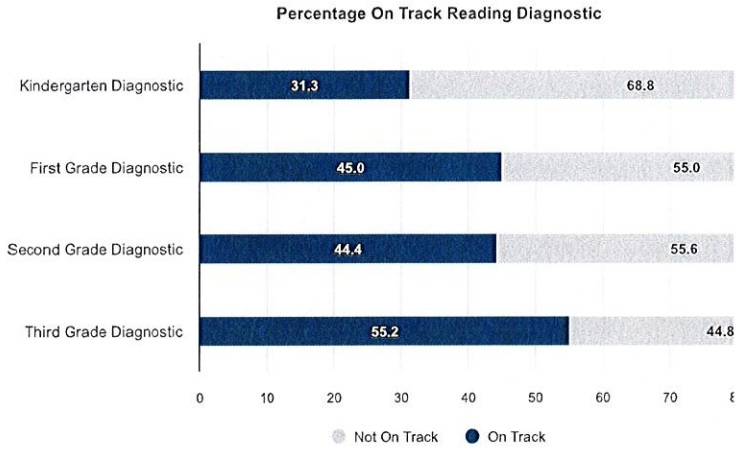
### Improving K-3 Literacy

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 2023 and fall of 2024 as well as results from the 2024-2025 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 2023 Reading Diagnostics

The fall 2023 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2025 Improving K-3 Literacy Measure.

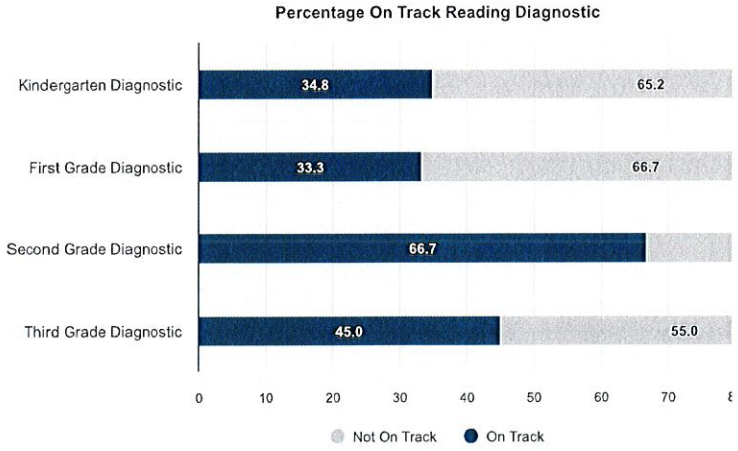



## Fall 2024 Reading Diagnostics





The fall 2024 reading diagnostics in third grade are the baseline for third grade improvement on the 2025 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2024 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 2023 reading diagnostic) to see if they improved to on track on the Fall 2024 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2024 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 2024 Fall Kindergarten Reading Diagnostic.

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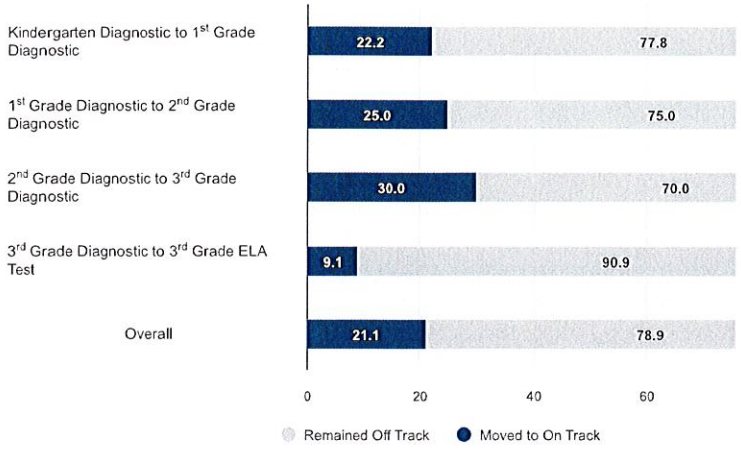
## Percentage of Previously Off Track Students That Moved to On Track


Kindergarten Diagnostic to 1st Grade Diagnostic
22.2
77.8
1st Grade Diagnostic to 2nd Grade Diagnostic
25.0
75.0
2nd Grade Diagnostic to 3rd Grade Diagnostic
30.0
70.0
3rd Grade Diagnostic to 3rd Grade ELA Test
9.1
90.9
Overall
21.1
78.9
0
20
40
60
Remained Off Track
Moved to On Track

Ohio School Report Cards

# School Details

Principal
**ANGELIC N. Dean**

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

Directory information current as of the 2024-2025 Report Card publication date.

Phone
**(614) 253-4000**

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

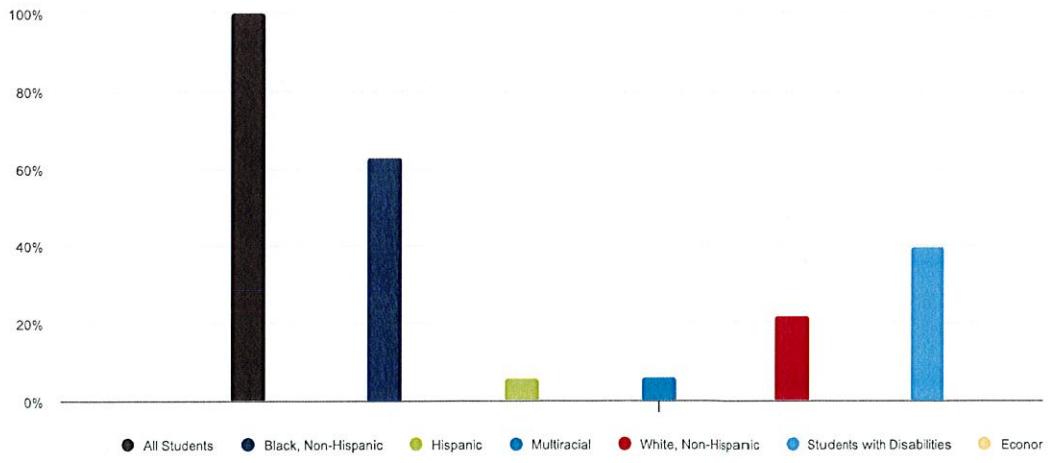
Sponsor
**ESC of Central Ohio**

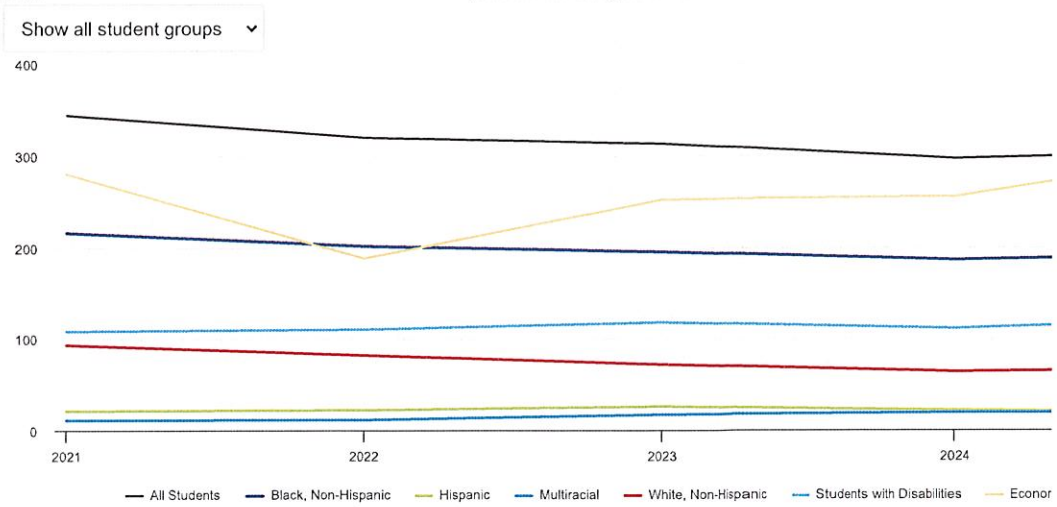
| | Enrollment # | Percent |
|---|---|---|
| All Students | 303 | |
| American Indian or Alaskan Native | NC | NC |
| Asian or Pacific Islander | NC | NC |
| Black, Non-Hispanic | 191 | 63% |
| Hispanic | 18 | 5.9% |





| | Enrollment # | Percent |
|---|---|---|
| Multiracial | 19 | 6.2% |
| White, Non-Hispanic | 66 | 21.9% |
| Students with Disabilities | 121 | 39.9% |
| Economic Disadvantage | 303 | 100% |
| Migrant | NC | NC |





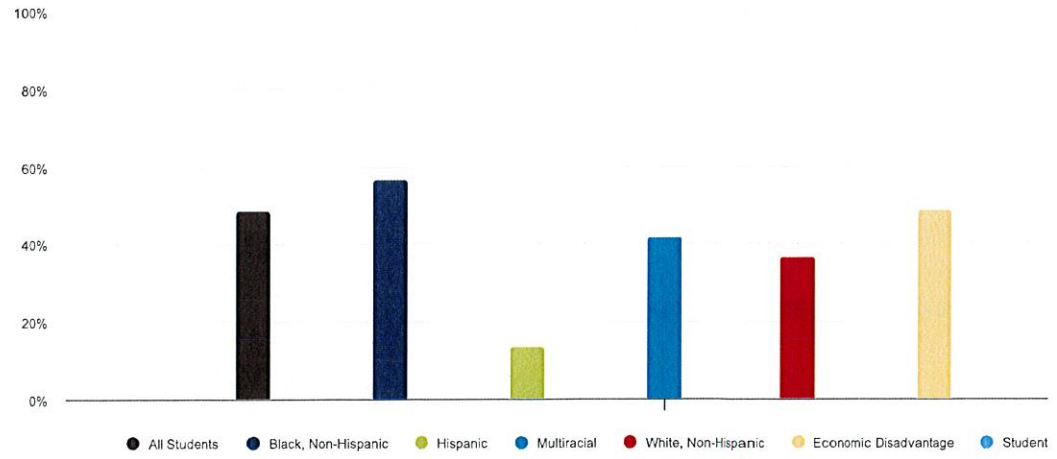

This graph shows enrollment trends across time.

| | Chronic Absenteeism Rate |
|---|---|
| All Students | 48.9 % |
| American Indian or Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 56.8 % |
| Hispanic | 13.7 % |





| | Chronic Absenteeism Rate |
|---|---|
| Multiracial | 41.9 % |
| White, Non-Hispanic | 36.6 % |
| Economic Disadvantage | 48.9 % |
| Students with Disabilities | 50.9 % |

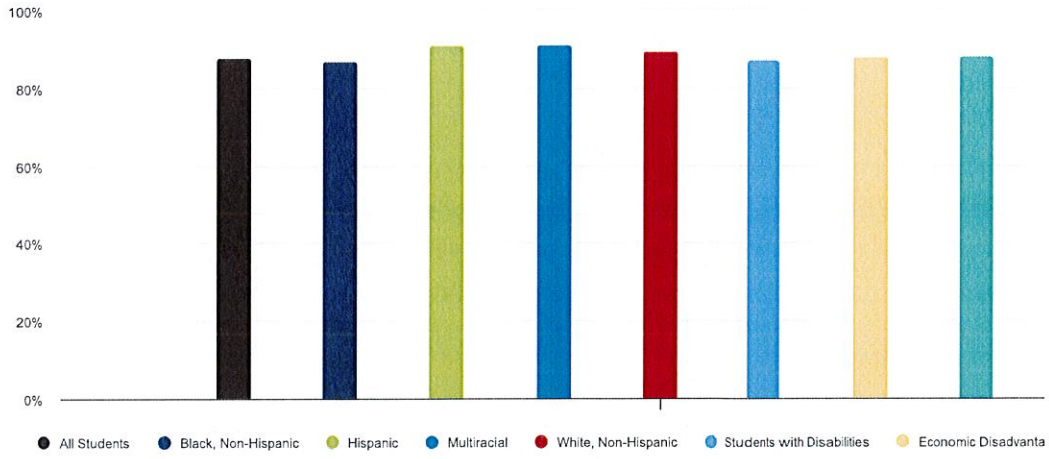



| | Attendance Rate |
|---|---|
| All Students | 88% |

| | Attendance Rate |
|---|---|
| American Indian or Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 87% |
| Hispanic | 90.9% |
| Multiracial | 91.5% |
| White, Non-Hispanic | 89.4% |
| Students with Disabilities | 87.4% |
| Economic Disadvantage | 88% |
| Migrant | NC |
| Male | 88.4% |
| Female | 87.7% |



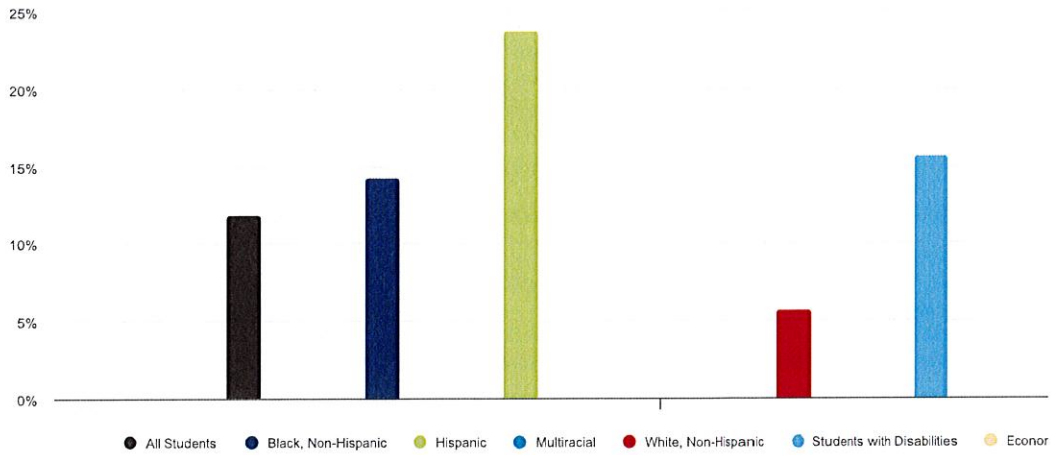





This graph shows attendance rates by student group.

| | District Mobility |
|---|---|
| All Students | 11.9% |
| American Indian or Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 14.3% |
| Hispanic | 23.8% |
| Multiracial | 0% |

| | District Mobility |
|---|---|
| White, Non-Hispanic | 5.7% |
| Students with Disabilities | 15.7% |
| Economic Disadvantage | 11.9% |
| Migrant | NC |




This chart shows the percentage of students, who, because they moved into or out of the school, did not spend a majority of the year at the school. 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 | 24.2 | |
| Percentage of inexperienced teachers (2 Years or less of experience) | 6.1 | |

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

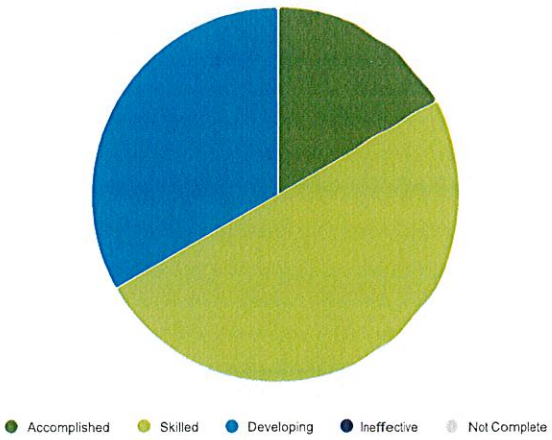
| | Number of Educators | State Avg Students per Educator |
|---|---|---|
| General Education Teachers | 7.0 | 21.0 |
| Career-Technical Teachers | 0.0 | 839.0 |
| Special Education Teachers | 8.5 | 72.0 |
| Paraprofessionals | 0.0 | 114.0 |
| Gifted Intervention Specialists | 0.0 | 1,767.0 |
| Fine Arts Teachers | 1.0 | 372.0 |
| Music Teachers | 0.0 | 402.0 |





| | Number of Educators | State Avg Students per Educator |
|---|---|---|
| Physical Education Teachers | 0.0 | 373.0 |
| ELL Specialists | 0.0 | 1,906.0 |

## Teacher Evaluations



# School Report Cards

## Financial Data

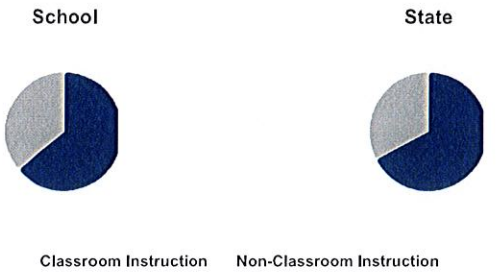
The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

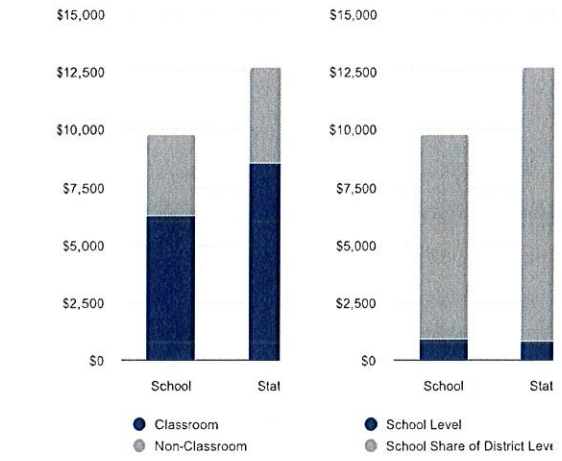
Comparison Group:**Community Schools with Enrollment between 150 and 499**

### Classroom Spending Data

What percent of funds are spent on classroom instruction?

**64.1%**




### Spending Per Pupil Data

| | School | State |
|---|---|---|
| Operating Spending per Pupil | $9,822 | $12,723 |
| Classroom Instruction | $6,295 | $8,564 |
| Non-Classroom Spending | $3,527 | $4,159 |
| Federal Funds | $913 | $825 |
| State and Local Funds | $8,909 | $11,898 |