



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



School Report Cards



Meets state standards

2023 - 2024 Report Card for

Charles School at Ohio Dominican University

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

61.0%

Graduation

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



Needs significant support to meet state standards in graduation rates.

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.



Gap Closing

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



Needs support to meet state standards in closing educational gaps.

Annual Performance Goals

24.2%

College, Career, Workforce and Military Readiness

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

Graduation Rates

65.2% of students graduated in 4 years

88.5% of students graduated in 5 years

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

NC
NC

opportunities, whether training in a technical field or preparing for work or college.

Students who are Ready

30.3%



School Report Cards

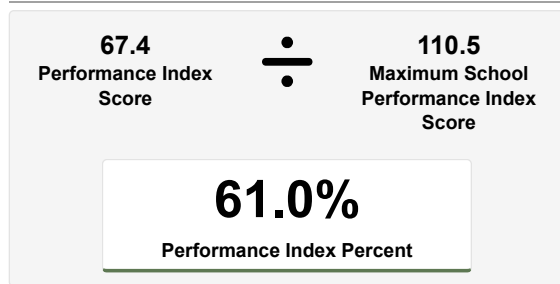
★★★☆☆
Needs support to meet
state standards in
academic
achievement.

Achievement

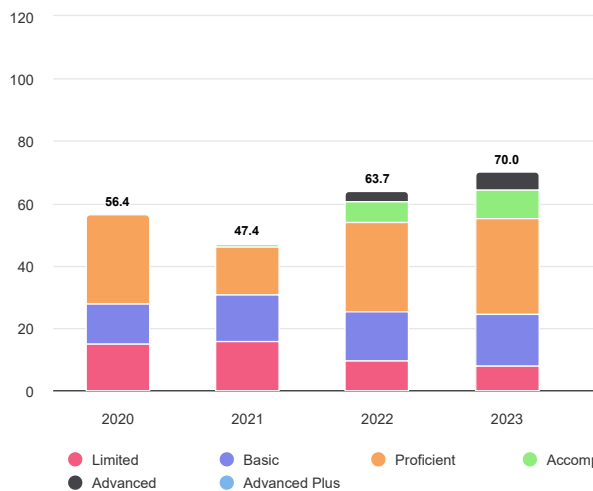
The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

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.



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.

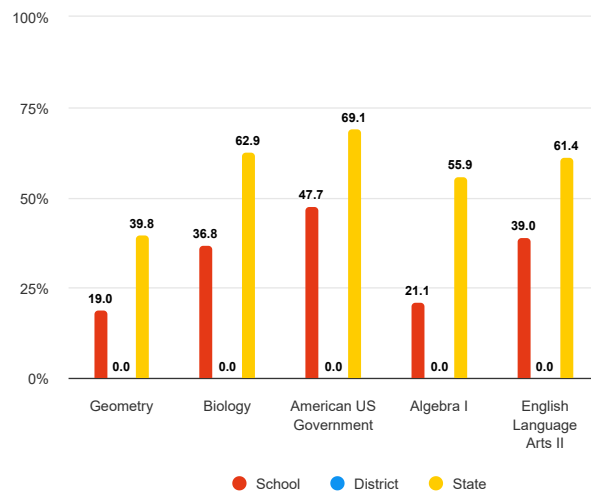
Proficiency trends show the percentage of tested students in each performance level over time.

Performance Indicators (Report Only)

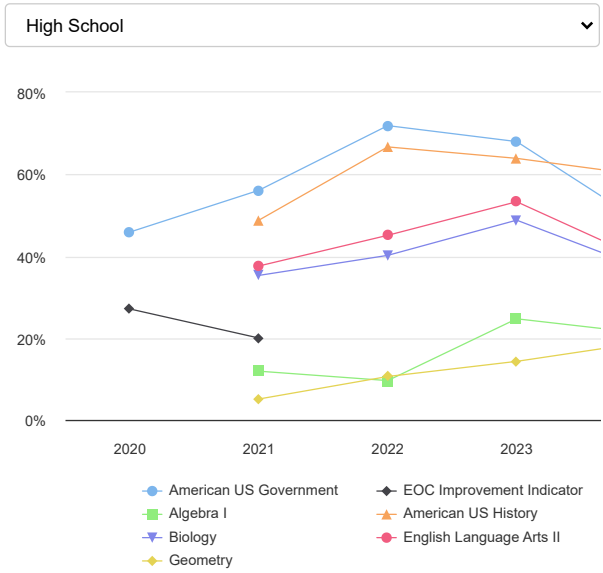
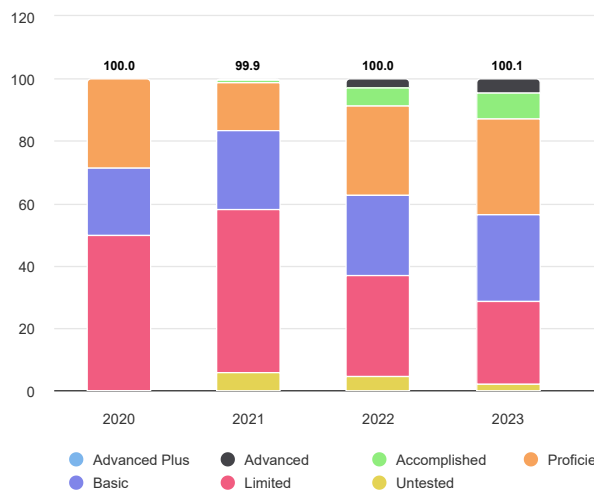
The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

	Tests Taken	Tests Proficient	Percent Proficient
High School			

Algebra I	76	16	21.1%
American US Government	65	31	47.7%
American US History	77	46	59.7%
Biology	76	28	36.8%
English Language Arts II	82	32	39.0%
Geometry	63	12	19.0%
High School			



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

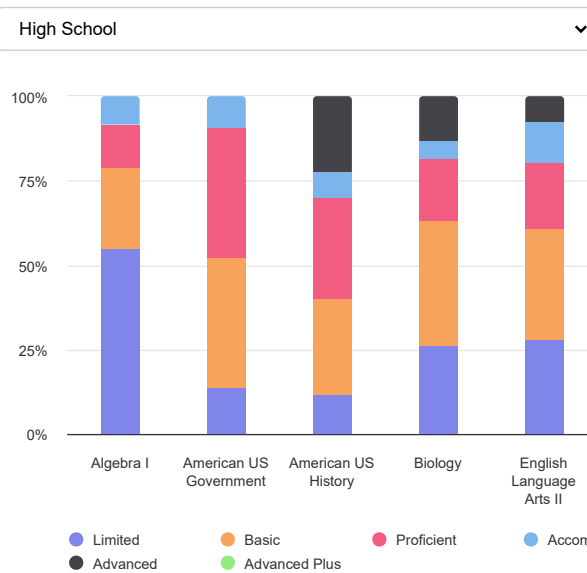


Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	7.4	X	1.2	=	8.9
Accomplished	8.4	X	1.1	=	9.2
Proficient	21.4	X	1.0	=	21.4
Basic	30.9	X	0.6	=	18.6
Limited	30.9	X	0.3	=	9.3
Untested	0.9	X	0.0	=	0.0

Achievement Level	Pct of Students		Points for this Level		Points Received
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67.4





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. \(https://ohiova.sas.com/fw.html?yU=007999&yV=007999\)](https://ohiova.sas.com/fw.html?yU=007999&yV=007999)

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



School Report Cards



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 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.

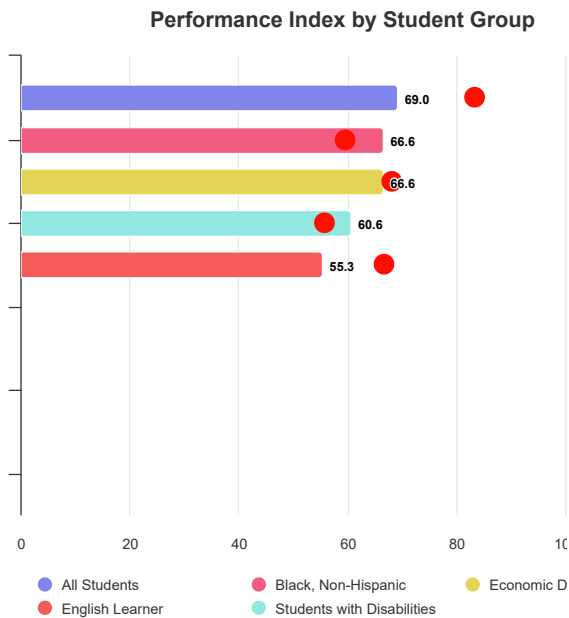
24.2%

8 of a possible 33

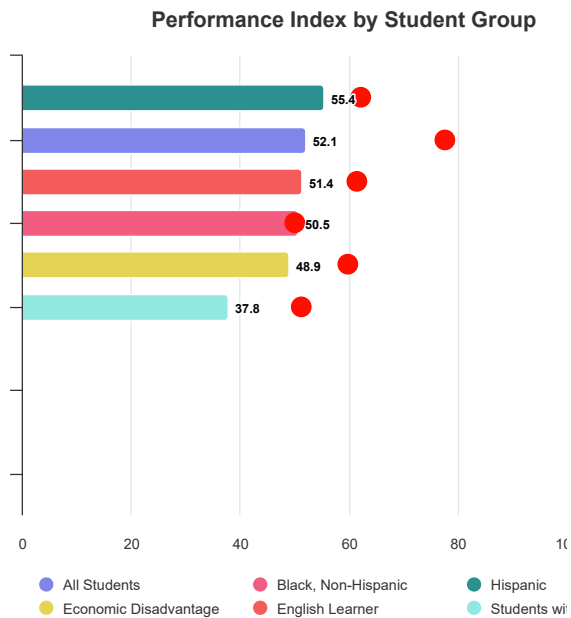
Testing Participation Rate **98.3%**

Measure/Indicator	Detail	Possible Points	Points Earned
English Language Arts Achievement	Met annual goal/individual student group level	5	2
Math Achievement	Met annual goal/individual student group level	6	1
English Language Arts Growth	Met annual goal/individual student group level	4	0
Math Growth	Met annual goal/individual student group level	4	0
Graduation	Met annual goal/individual student group level	4	0
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	5	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			8
Demotion Required			No
Final Points		33	8

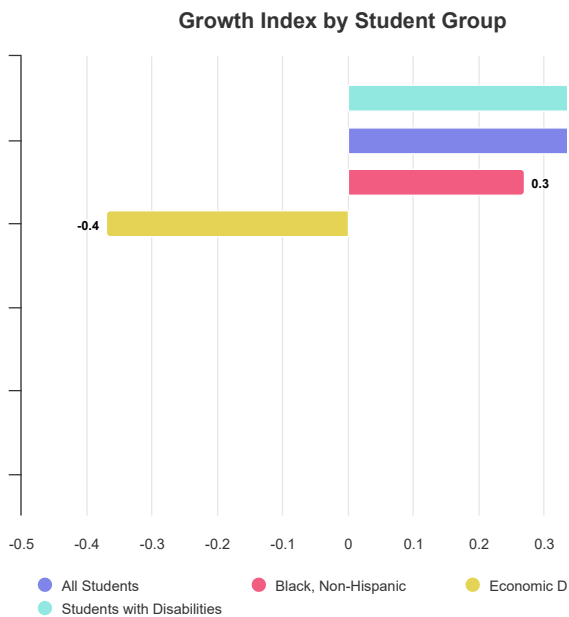
English Language Arts Achievement



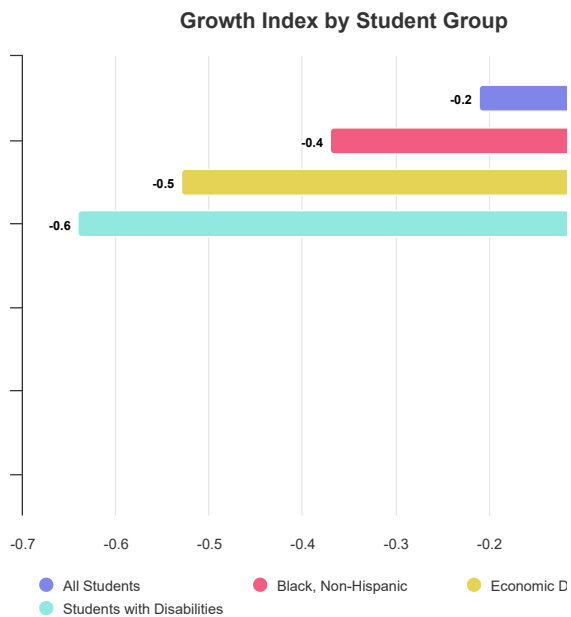
Math Achievement



English Language Arts Growth

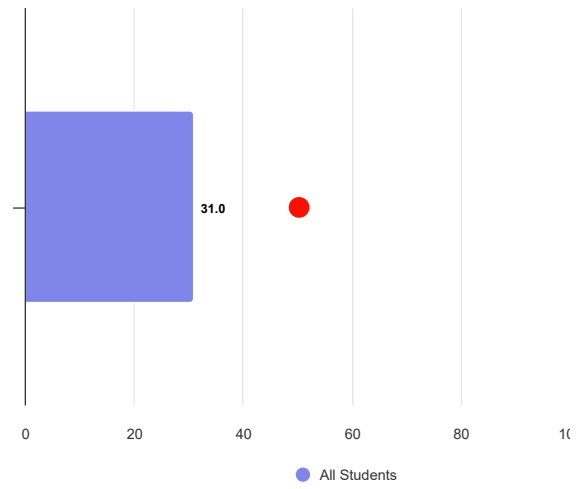
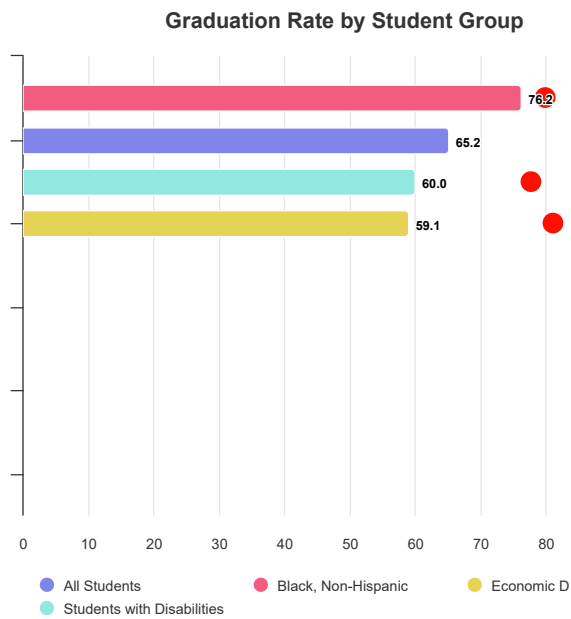


Math Growth

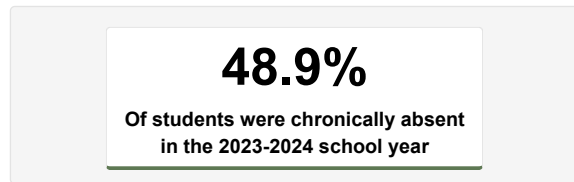


Graduation

English Learners



Chronic Absenteeism



Gifted

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

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%.



Needs significant support to meet state standards in graduation rates.

Graduation

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

Graduation Component

The Graduation Component Rating is assigned based on the weighted graduation rate. The weighted graduation rate combines the four- and five-year graduation rates into a single rate. When a school or district has both a four- and five-year rate, the four-year rate is weighted at 60% and the five-year rate is weighted at 40%.

74.5%

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	65.2%	X	60%	=	39.1%
5-Year Graduation Rate	88.5%	X	40%	=	35.4%

Measure	Measure Percentage	Weight of Measure	Weighted Percentage
Weighted Graduation Rate			74.5%

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2023 who graduated within four years. These are the students who entered ninth grade in the fall of 2019 and graduated by the summer of 2023.

43

Number of students in the 4-year graduation cohort graduating within four years



66

Number of students in the 4-year graduation cohort

65.2%

Percentage of students who completed grades 9-12 in the school: 83.3%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2022 who graduated within five years. These are the students who entered ninth grade in the fall of 2018 and graduated by the summer of 2023.

46

Number of students in the 5-year graduation cohort graduating within five years



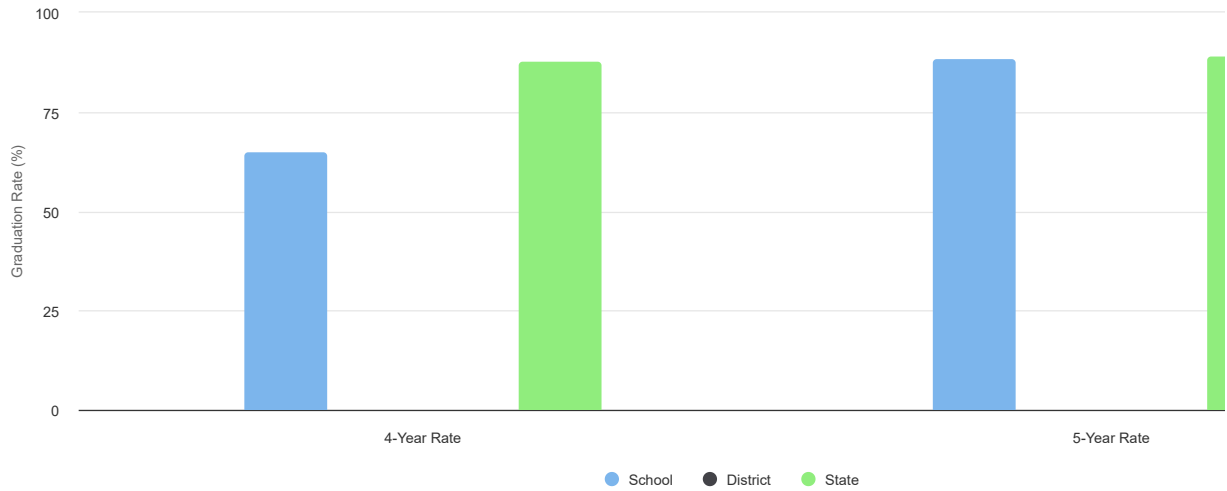
52

Number of students in the 5-year graduation cohort

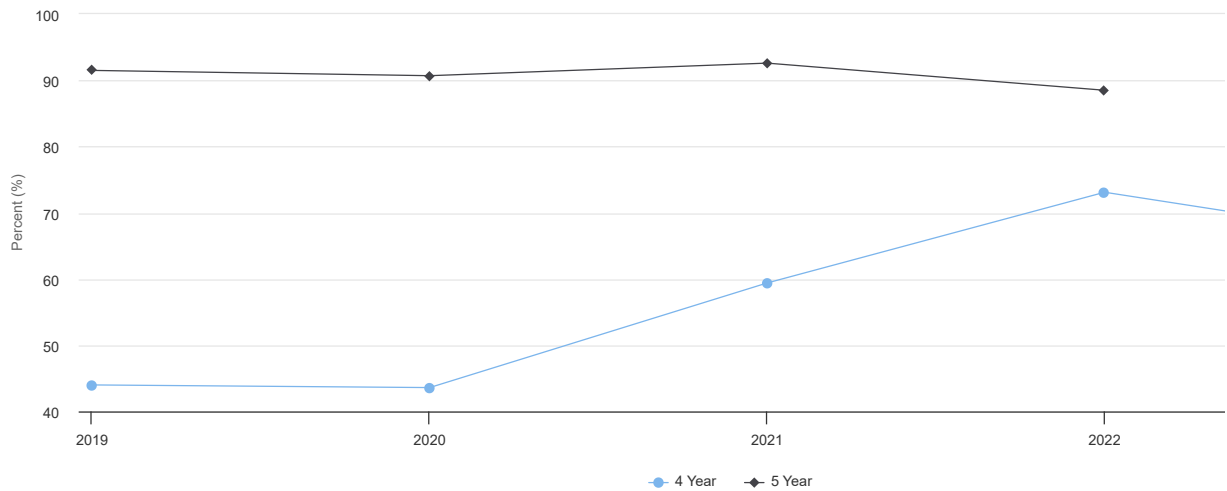
88.5%

Percentage of students who completed grades 9-12 in the school: 82.7%

Comparison data shows the 4- and 5-year graduation rates in comparison to the similar school averages and state averages.



Trend data shows the 4- and 5-year graduation rates over the past 5 years.



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

24.6%

Percentage of students in the four- and five-year graduation cohorts who did not graduate in their fourth or fifth year of high school

Non-Graduate Data

Non-Graduates completing fewer units of high school instruction than peers	96.6%
Regular education students still enrolled in high school	48.3%
Students with disabilities still enrolled in high school	20.7%

Non-Graduate Data	
Students with disabilities who met graduation requirements, but deferred their diploma	0.0%
Students no longer enrolled in high school	31.0%



College, Career, Workforce and Military Readiness

The College, Career, Workforce, and Military Readiness Component measures how well-prepared Ohio's students are for all future opportunities.

Note: The information on this page is provided for informational purposes. This component will not be rated and will not factor into the overall rating until the 2024-2025 school year at the earliest.

College, Career, Workforce and Military Readiness

Districts and schools have long-term impacts on student outcomes. The College, Career, Workforce and Military Readiness Component provides information on how schools and districts prepare students for different pathways of college and career success. These data are based on the 2023 4-year graduation cohort.



The measures that are included in the College, Career Workforce and Military Readiness Component Percentage are indicated with a ■ bar and an asterisk. All other measures are reported for informational purposes only.

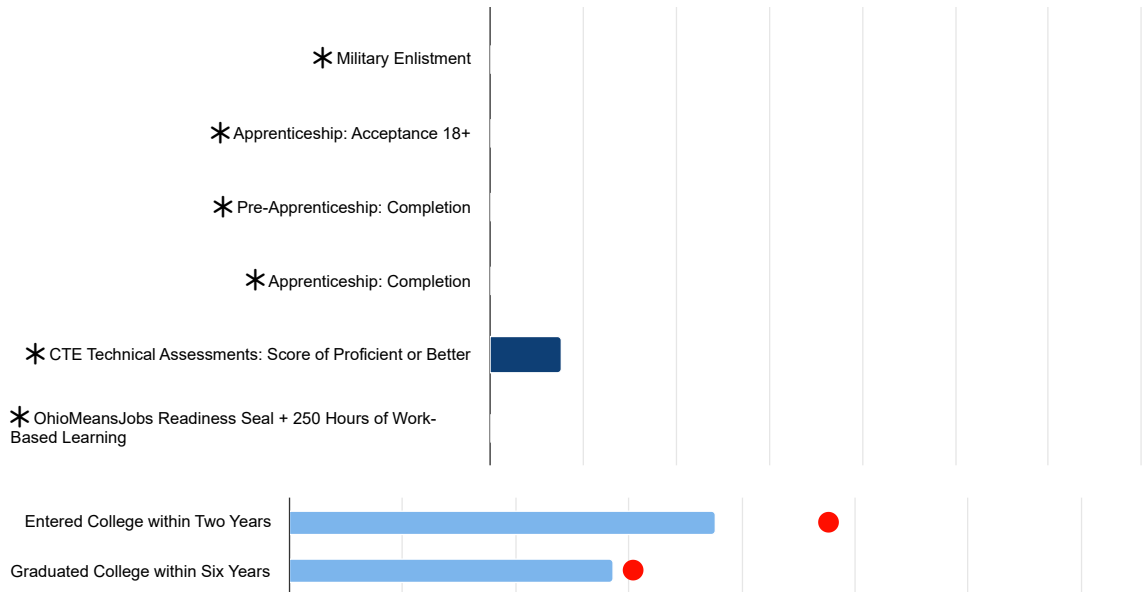
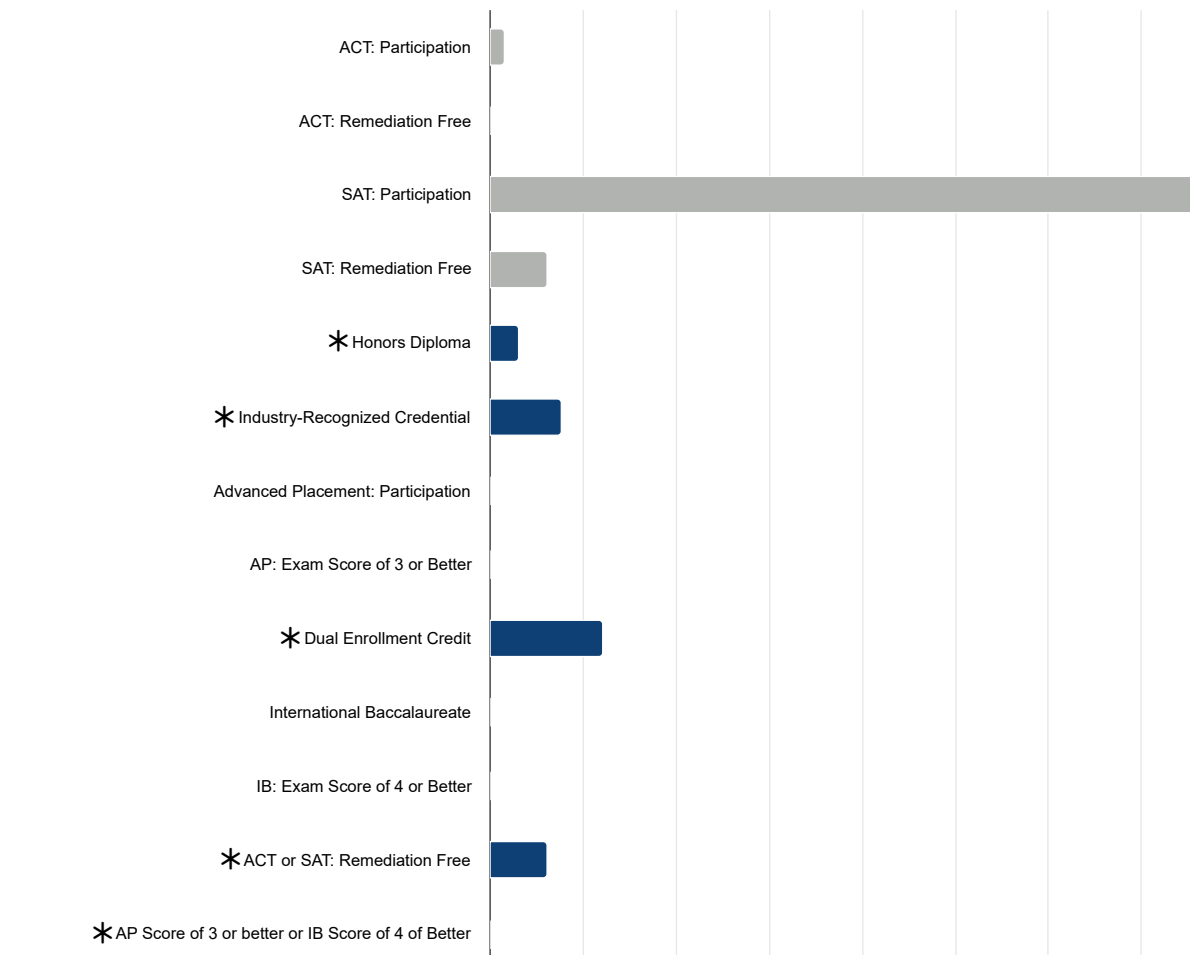
Post-High School Pathways

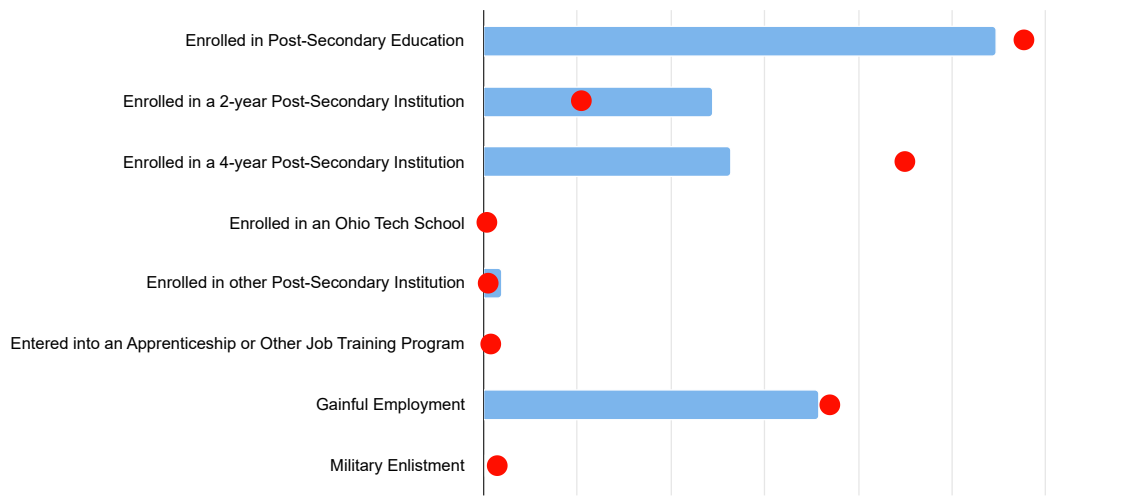
Data from the **Exiting Student Follow-Up Collection** (<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Exiting-Student-Collection>) provides additional information on the various paths students take after leaving high school. These data are based on all students who graduated in 2023.

Federal Student Aid

The **Federal Student Aid Office** (<https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school>) publishes the number of students completing the Free Application for Federal Student Aid (FAFSA).

Number of High School Seniors	Not Reported
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School Details

Principal

Melissa D. Rulong

Address

**1270 Brentnell Ave
Columbus, OH 43219-2017**

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

Phone

(614) 258-8588

Career Technical Planning District

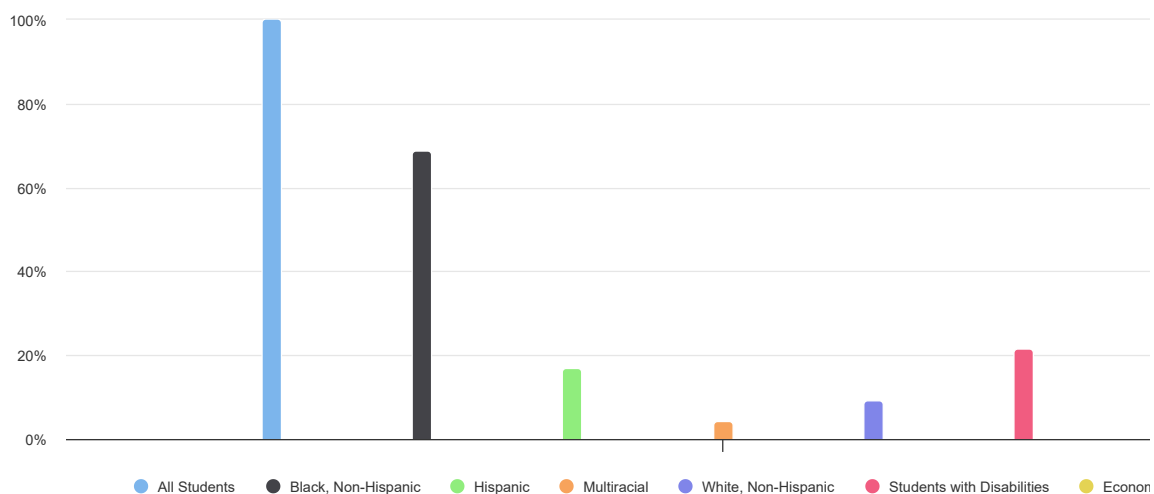
Columbus City CTPD (/ctpd/overview/200035)

Sponsor

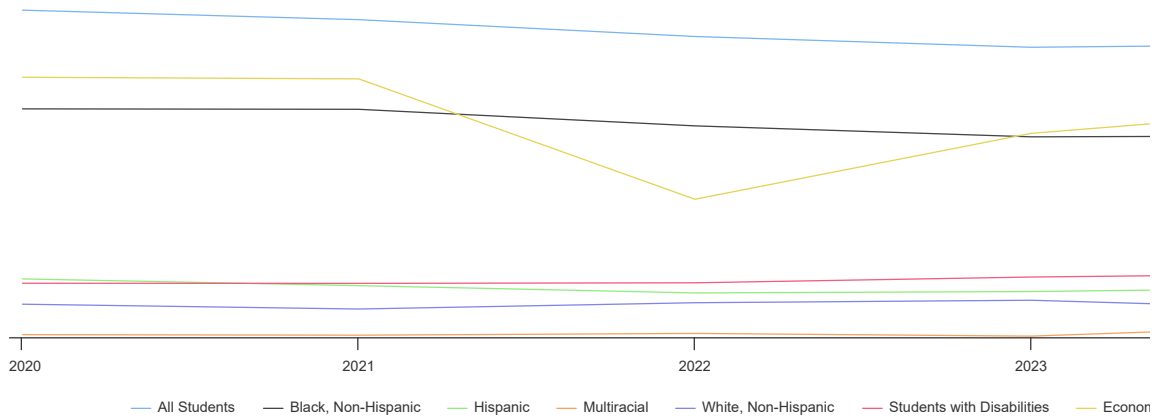
ESC of Central Ohio

	Enrollment #	Percent
All Students	295	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	203	68.7%
Hispanic	50	16.9%

	Enrollment #	Percent
Multiracial	13	4.3%
White, Non-Hispanic	27	9.3%
Students with Disabilities	64	21.7%
Economic Disadvantage	232	78.7%
Migrant	NC	NC



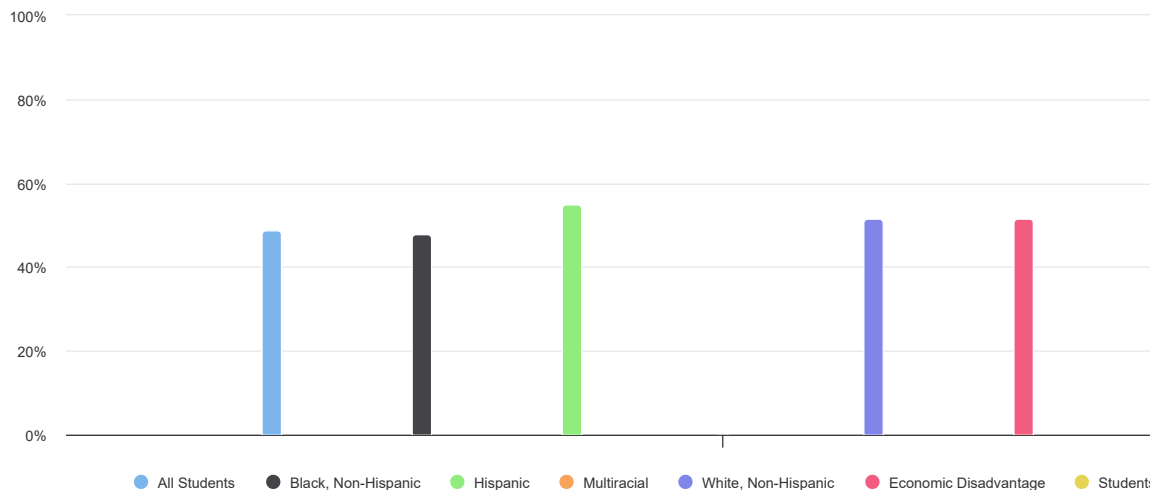
Show all student groups ▾



This graph shows enrollment trends across time.

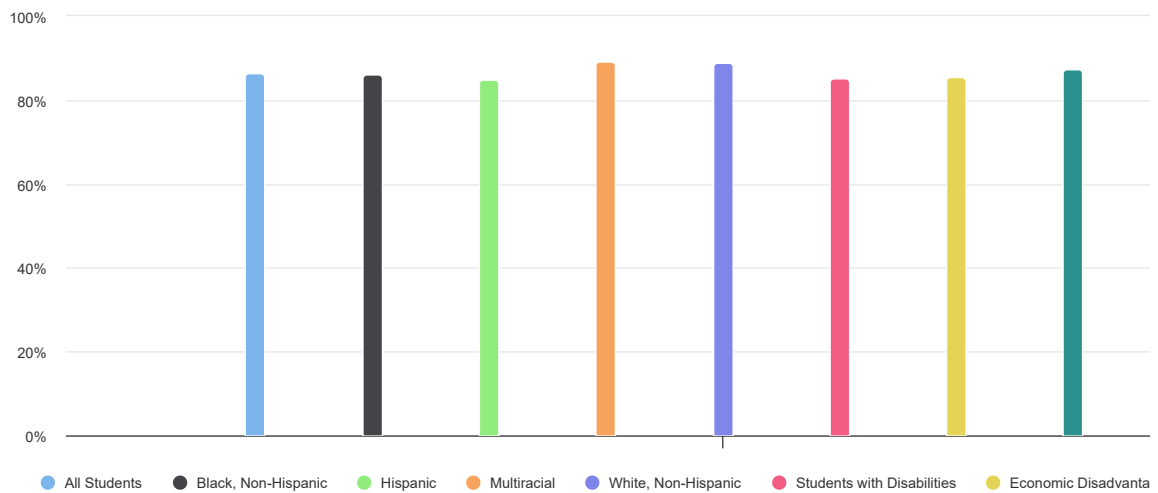
	Chronic Absenteeism Rate
All Students	48.9 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	47.9 %
Hispanic	54.9 %

	Chronic Absenteeism Rate
Multiracial	0 %
White, Non-Hispanic	51.5 %
Economic Disadvantage	51.6 %
Students with Disabilities	52.5 %



	Attendance Rate
All Students	86.3%

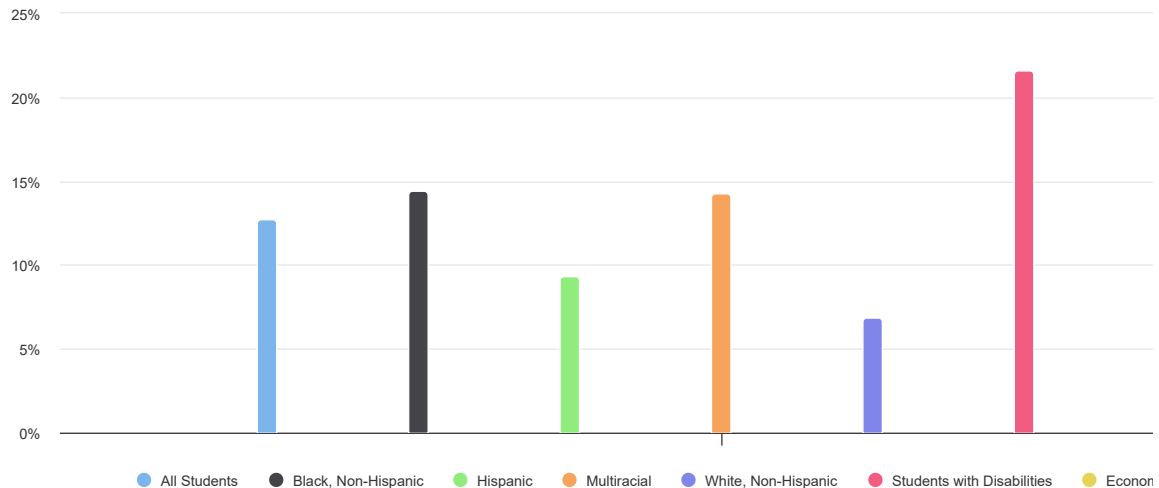
	Attendance Rate
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	86%
Hispanic	85%
Multiracial	89.2%
White, Non-Hispanic	89%
Students with Disabilities	85.2%
Economic Disadvantage	85.6%
Migrant	NC
Male	87.4%
Female	85.3%



This graph shows attendance rates by student group.

	District Mobility
All Students	12.7%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	14.4%
Hispanic	9.3%
Multiracial	14.3%

	District Mobility
White, Non-Hispanic	6.9%
Students with Disabilities	21.6%
Economic Disadvantage	12%
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	Moderate 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	95.8	
Percentage of teachers with at least a Master's Degree	45.8	
Percentage of inexperienced teachers (2 Years or less of experience)	4.2	

	Your School	Your District
Percentage of inexperienced principals (2 Years or less of experience)	50.0	
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	

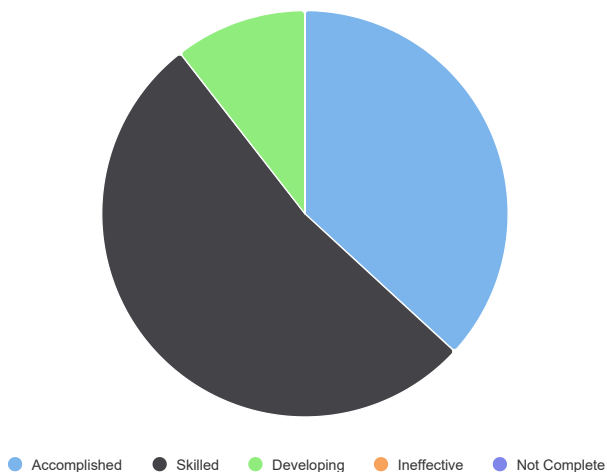
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings 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	19.0	21.0
Career-Technical Teachers	1.0	853.0
Special Education Teachers	4.0	73.0
Paraprofessionals	0.0	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	1.0	378.0
ELL Specialists	0.0	2,056.0

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?

76.4%

School



State

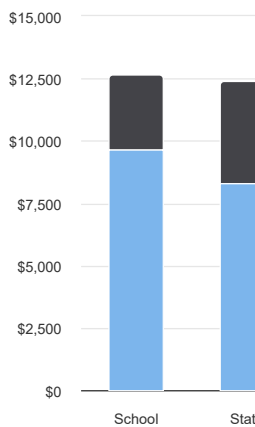


Classroom Instruction

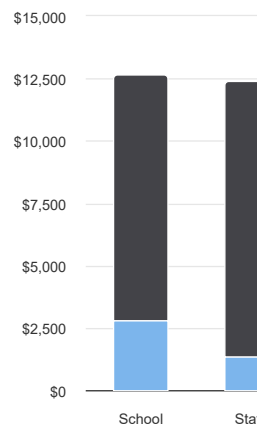
Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$12,664	\$12,396
Classroom Instruction	\$9,674	\$8,292
Non-Classroom Spending	\$2,990	\$4,103
Federal Funds	\$2,816	\$1,363
State and Local Funds	\$9,848	\$11,033



Classroom
Non-Classroom



School Level
School Share of District Level