Ohio School Report Cards

NR
School Grade

Graham School, The

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to 10 measures and six components. *The 2020-2021 report card will not have grades or ratings per Ohio law.*

Achievement
This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.
Performance Index
42.4%
Indicators Met
0.0%

NR Component Grade

Progress
This component looks closely at the growth all students are making based on their past performances.
Value-Added
Overall --
Gifted NR
Lowest 20% in Achievement NR
Students with Disabilities NR

NR Component Grade

Gap Closing
This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency. *The English language proficiency data is not available this year.*
Annual Measurable Objectives
0.0%   NR

NR Component Grade

Graduation Rate
This component shows the percent of students who are successfully finishing high school with a diploma in four or five years.
Graduation Rates
83.1% of students graduated in 4 years   NR
88.5% of students graduated in 5 years   NR

NR Component Grade

Improving At-Risk K-3 Readers
This component looks at how successful schools are at improving reading for at-risk students in grades K-3.
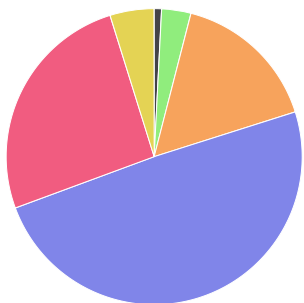**Improving At-Risk K-3 Readers**
0.0%   NR

NR Component Grade

Prepared for Success
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.

NR Component Grade

Achievement Level	Pct of Students		Points for this Level		Points Received
Proficient	16.1	X	1.0	=	16.1
Basic	25.8	X	0.6	=	15.5
Limited	49.2	X	0.3	=	14.8
Untested	4.8	X	0.0	=	0.0
					50.9

Algebra I	19.4%
American US Government	56.1%
American US History	56.4%
Biology	25.0%
English Language Arts II	41.9%
EOC Improvement Indicator	NC
Geometry	2.3%
Non-Test Indicators	
Gifted Indicator	NC
Chronic Absenteeism	60.0%

High School ⌄

- Advanced Plus
- Advanced
- Accelerated
- Prof
- Limited
- Basic
- Untested


Ohio School Report Cards
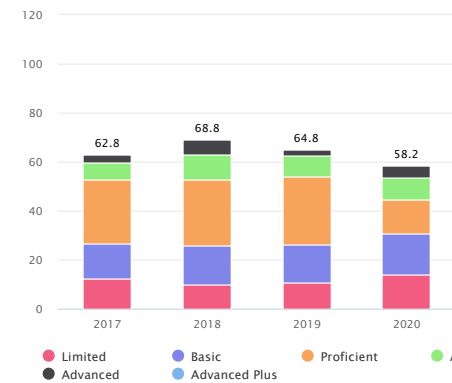
NR
Component Grade

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

-- 42.4%
50.9 of a possible 120.0
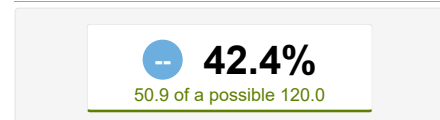
Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	0.8	X	1.2	=	1
Accelerated	3.2	X	1.1	=	3.5

Indicators Met
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

NR 0.0%
0 out of 0

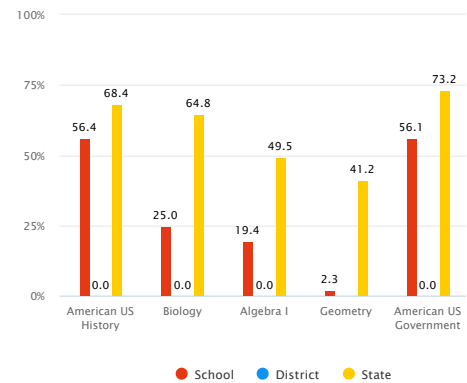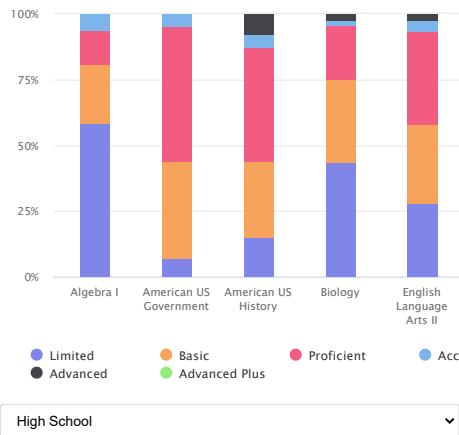High School

- Limited
- Basic
- Proficient
- Acc
- Advanced
- Advanced Plus

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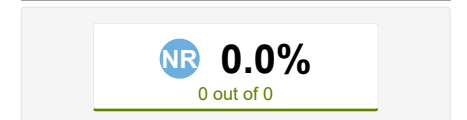
- School
- District
- State

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

High School ⌄

Limited • Basic • Proficient • Acc
Advanced • Advanced Plus •

High School

NR
Component Grade

Progress

This component looks closely at the growth all students are making based on their past performances. The data for this component is not available this year.

For more detailed data on Progress and Value-Added, **click here. (https://ohiova.sas.com/fw.html?yU=133421&yV=133421)**

NR **Overall**
This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

NR **Gifted Students**
This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

NR **Students in the Lowest 20% in Achievement**
This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

NR **Students with Disabilities**
This measures the progress for students with disabilities.

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.

	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 I	English II	Algebra	Geometry	Mathematics I	Mathematics II
High School						

What do the colors mean?
The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Students made more progress than expected - significant evidence

Students made more progress than expected - moderate evidence

Students made progress similar to the statewide expectation - evidence

Students made less progress than expected - moderate evidence

Students made less progress than expected - significant evidence

Value Added data is not available
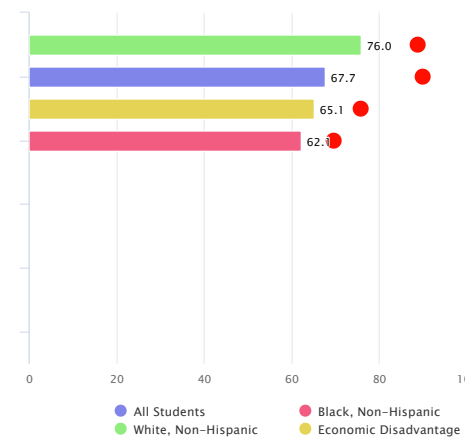
NR
Component Grade

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

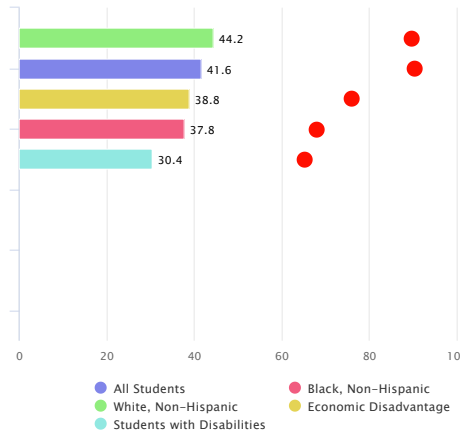## Annual Measurable Objectives
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state expectation in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.
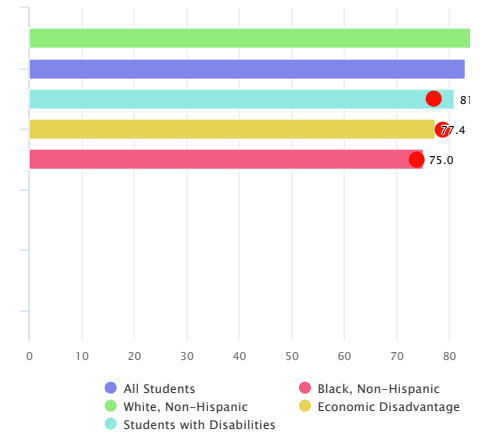
NR 0.0%

Performance Index by Subgroup

All Students   • Black, Non-Hispanic
White, Non-Hispanic   • Economic Disadvantage

Performance Index by Subgroup

Subgroup	Value
White, Non-Hispanic	44.2
All Students	41.6
Economic Disadvantage	38.8
Black, Non-Hispanic	37.8
Students with Disabilities	30.4

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

Graduation Rate by Subgroup

Subgroup	Value
White, Non-Hispanic	
All Students	
Students with Disabilities	81
Economic Disadvantage	77.4
Black, Non-Hispanic	75.0

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

Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

Ohio School Report Cards

NR
Component Grade

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.
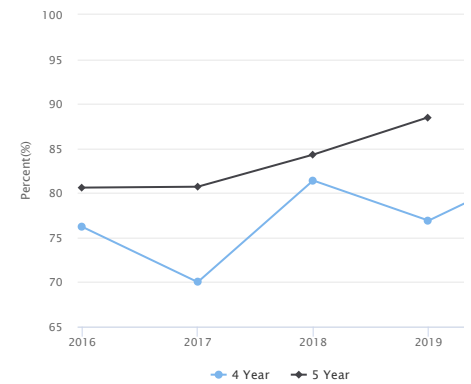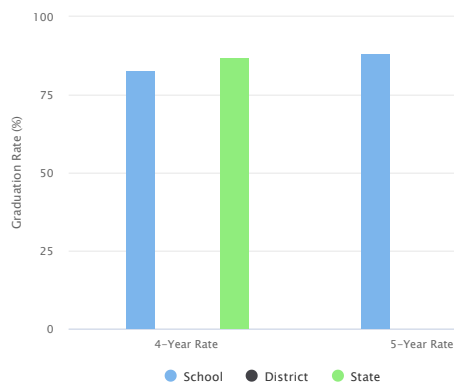
4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2020 who graduated within four years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2020.

NR 83.1%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2019 who graduated within five years. These are the students who entered ninth grade in the fall of 2015 and graduated by the summer of 2020.

NR 88.5%

Legend:
- School
- District
- State

Legend:
- 4 Year
- 5 Year

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.

![NR Component Grade]

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

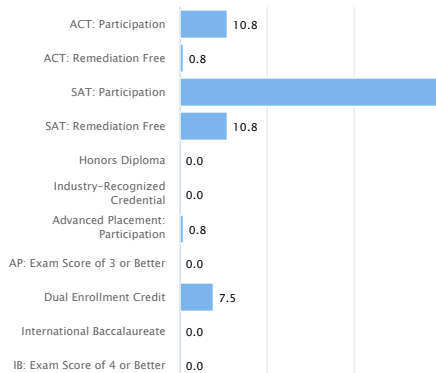|	Number of Students	Point Value	Points Earned
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential.	14	1	14.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	3	0.3	0.9

Total Points	Graduation Cohort
14.9	120

NR 12.4%

How Prepared were Your 2019 and 2020 Graduating Classes?

ACT: Participation	10.8
ACT: Remediation Free	0.8
SAT: Participation	
SAT: Remediation Free	10.8
Honors Diploma	0.0
Industry-Recognized Credential	0.0
Advanced Placement: Participation	0.8
AP: Exam Score of 3 or Better	0.0
Dual Enrollment Credit	7.5
International Baccalaureate	0.0
IB: Exam Score of 4 or Better	0.0

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides **district reports (https://www.ohiohighered.org/data-reports/college-readiness)** on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2018 Graduating Class Entered College within Two Years?	35.7%

What Percentage of the 2014 Graduating Class Graduated from College within Six Years of Leaving High School?	12.7%

Gifted Students

NC

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

Gifted Indicator

The Gifted Indicator is derived from three components: Gifted Value Added, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	NR
Value Added Met?	NC

Gifted Performance Index

Performance Index:	NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0

Additional Information on Identification and Services

All Grades	▾

Performance Index Met?	NR

or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	0.0
Gifted Input Met?	NC

Points are earned based on identification and services provided to gifted students. Schools must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

⊖

NC
Indicator

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot cause a district to fail to meet the Gifted Indicator. If both the Value Added and Performance Index components are NC, then the Gifted Indicator is either met or NC.

Click here (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Achievement-Measure/Gifted-

● Identified   ● Receiving Services

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.

Students/Gifted_Indicator_tech.pdf.aspx) for a complete description of how the Gifted Indicator is determined.

> A performance index cannot be calculated for this school because there are not enough students.

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

- Receiving Gifted Services
- Identified as Gifted, not Receiving Services
- Not Identified as Gifted

Disadvantage Students   Minority Students

- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage

	Enrollment #	Pct
All Students	201	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	88	43.8
Hispanic	13	6.4
Multiracial	NC	NC
White, Non-Hispanic	88	43.8
Students with Disabilities	74	37.1
Economic Disadvantage	125	62.1
English Learner	NC	NC
Migrant	NC	NC

Show all subgroups ▼

School Details

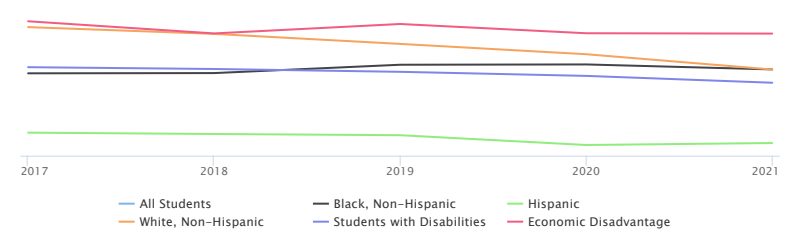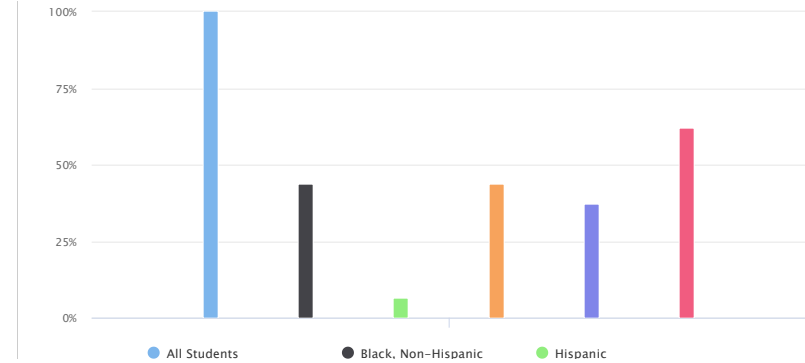**Principal**
Amy Vickroy

Phone
(614) 262-1111

Address
3950 Indianola Ave
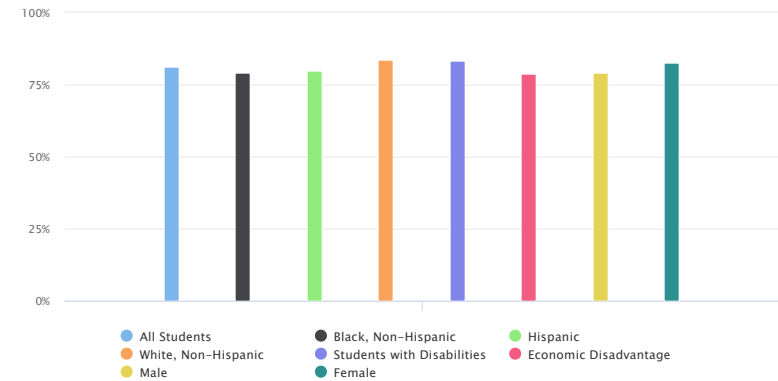**Columbus, OH 43214-3158**

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

Directory information current as of the 2020-2021 Report Card publication date.

Sponsor
ESC of Central Ohio

- All Students
- Black, Non-Hispanic
- Hispanic

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

This graph shows enrollment trends across time.

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

Attendance Rate
Attendance Rate

	Attendance Rate
All Students	81.1%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	79.1%
Hispanic	79.9%
Multiracial	NC
White, Non-Hispanic	83.7%
Students with Disabilities	83.3%
Economic Disadvantage	78.9%
English Learner	NC
Migrant	NC
Male	79.1%
Female	82.8%

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

	District Mobility
All Students	14.1%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	12.8%
Hispanic	28.6%
Multiracial	NC
White, Non-Hispanic	12%
Students with Disabilities	7.9%
Economic Disadvantage	15.2%

	District Mobility

White, Non-Hispanic	54.3%
Economic Disadvantage	66.6%
English Learner	NC
Students with Disabilities	57.6%

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

Number of Limited English Proficiency Students Excluded from Accountability Calculations:--

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

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

Migrant	NC

	Chronic Absenteeism Rate
All Students	60%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	66.7%
Hispanic	47.3%
Multiracial	NC
	Chronic Absenteeism Rate

	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	39.0	
Percentage of inexperienced teachers	15.6	
Percentage of inexperienced principals	45.5	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

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

Educators in your School

	Number	State Avg per 1000 Students
General Education Teachers	12.0	47.3
Career-Technical Teachers	1.0	1.1
Special Education Teachers	5.0	13.7
Teacher Aides	1.0	14.3

	Number	State Avg per 1000 Students
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.6
Music Teachers	0.0	3.0
Physical Education Teachers	0.0	3.6
ELL Specialists	1.0	0.4

District Home

Superintendent

Address
3950 Indianola Ave
Columbus, 43214-3158

Directory information current as of the 2020-2021 Report Card publication date.

Phone
(614) 262-1111

County

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

Click here () to go to the district's profile page.
By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content.

Your District's Students

Enrollment	Attendance Rate	Graduation Rate	Number of Schools
	%	83.1%	

Your District's Teachers

Attendance Rate	Average Salary	Avg. Years of Experience	Lead or Senior Teachers
%	$		

Opportunity to Learn
Technology Access and Learning Model Data
(/district/learn/133421)

Special Education Profiles
Link to Profile Reports on IDEA Indicators
()

Report Card Overview
Ohio School Report Card Results
(/district/overview/133421)

Financial Data
School and District Spending and Source of Funds Data
(/district/finance/133421)

Ohio School Report Cards

Financial Data

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

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

Classroom Spending Data

What percent of funds are spent on classroom instruction?
69.8%

School   State

Classroom Instruction   **Non-Classroom Instruction**

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	$26,400	$10,334
Classroom Instruction	$18,427	$7,194
Non-Classroom Spending	$7,973	$3,141
Federal Funds	$1,599	$1,058
State and Local Funds	$24,801	$9,276

● Classroom
● Non-Classroom

● School Level
● School Share of District Le