



2022 - 2023 Report Card for Graham School, The

Needs support to meet state standards

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2023 Ohio School Report Cards.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



Needs support to meet state standards in academic achievement.

Performance Index

54.1%

Graduation

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



Needs support to meet state standards in graduation rates.

Graduation Rates

85.2% of students graduated in 4 years

94.6% of students graduated in 5 years

Progress

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



Significant evidence that the school fell short of 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.



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

Gap Closing

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



Needs support to meet state standards in closing educational gaps.

Annual Performance Goals

15.0%

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

NC
NC
NC

Students who are Ready

14.8%



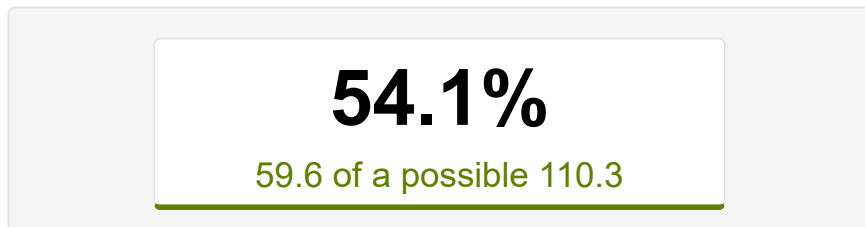
Needs support to meet state standards in academic achievement.

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.



Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	1.6	X	1.2	=	1.9
Accomplished	3.1	X	1.1	=	3.4

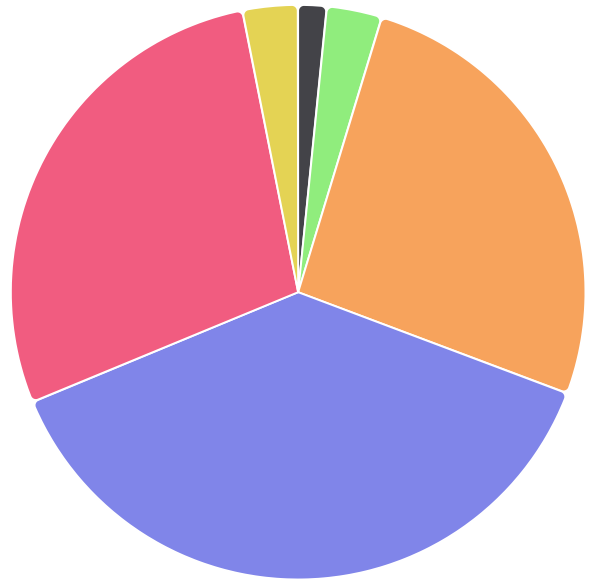
Performance Indicators (Report Only)

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.

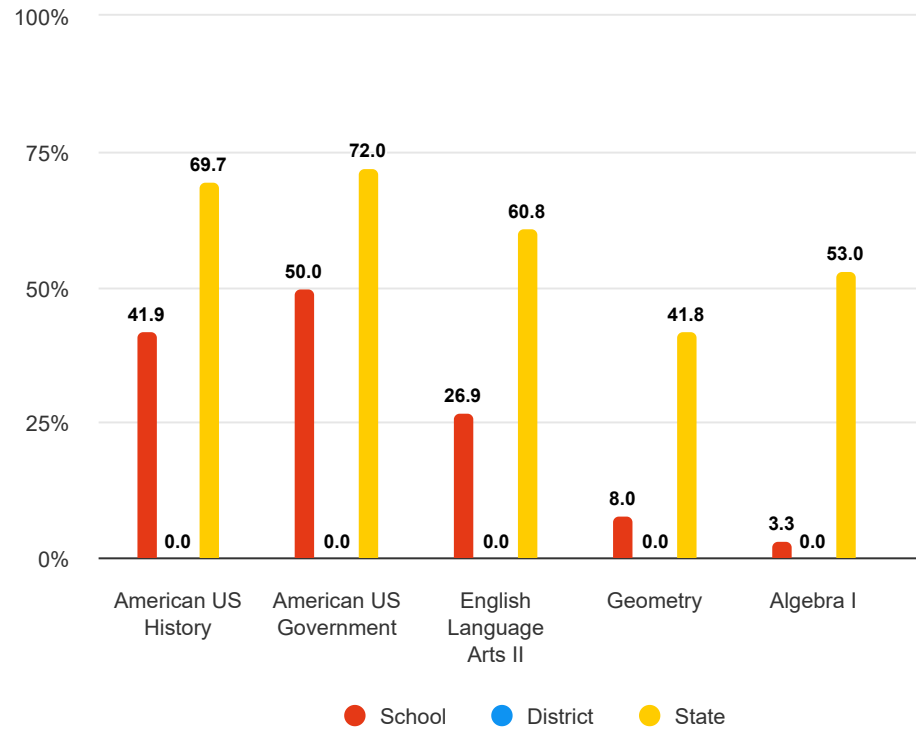
High School	
Algebra I	3.3%
American US Government	50.0%
American US History	41.9%
Biology	45.8%
English Language Arts II	26.9%
Geometry	8.0%
High School ▼	

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Proficient	26	X	1.0	=	26
Basic	28.1	X	0.6	=	16.9
Limited	38	X	0.3	=	11.4
Untested	3.1	X	0.0	=	0.0

59.6

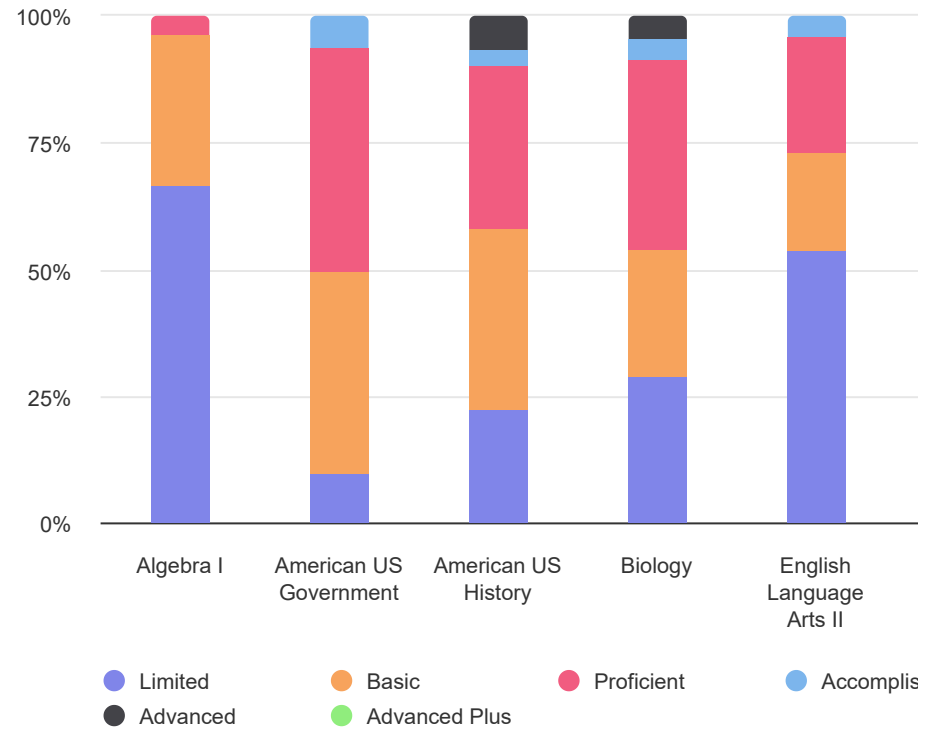
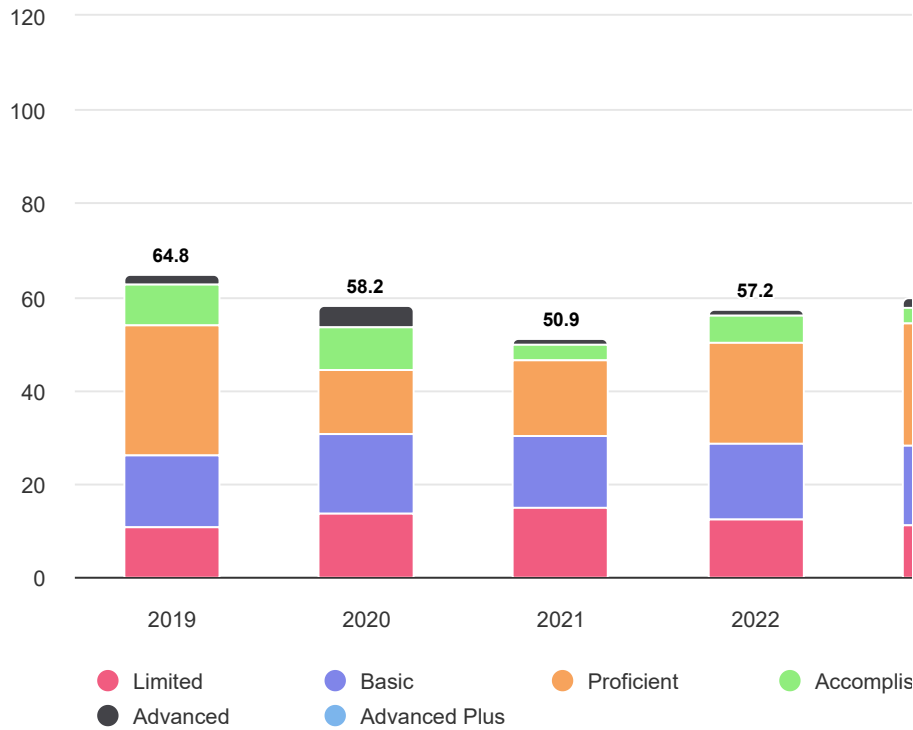


- Advanced Plus
- Advanced
- Accomplished
- Proficient
- Limited
- Basic
- Untested



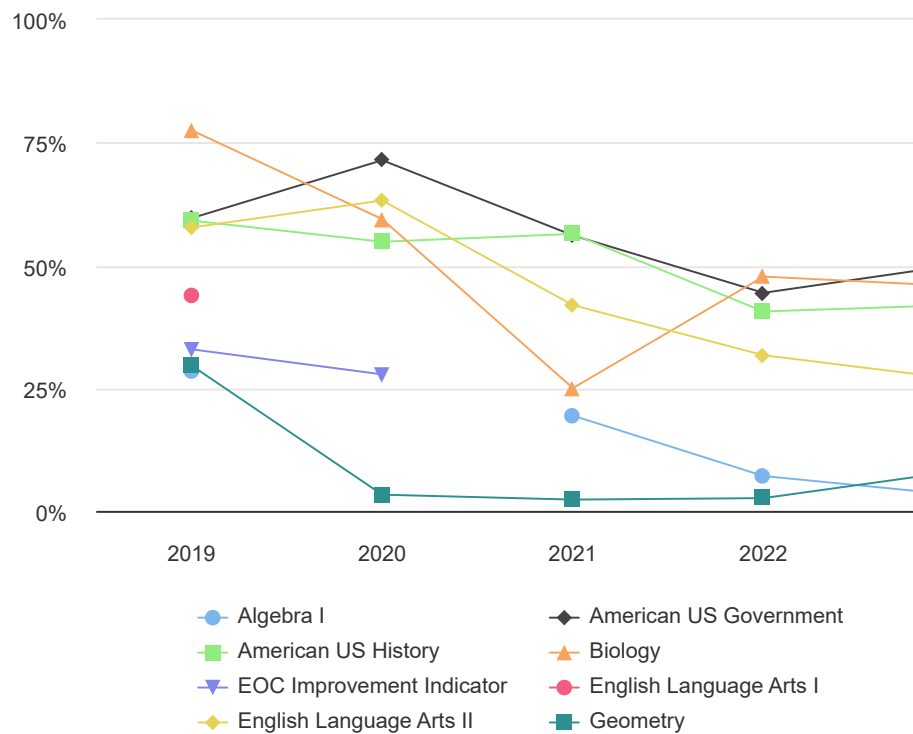
This chart compares the school to its district and to the state as a whole for each test.

High School
▼



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

High School ▼



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



Significant evidence that the school fell short of 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. \(https://ohiova.sas.com/fw.html?yU=133421&yV=133421\)](https://ohiova.sas.com/fw.html?yU=133421&yV=133421)

Progress Details







These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

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

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

What do the colors mean?

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

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



Needs support to meet state standards in closing educational gaps.

Gap Closing

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

Annual Performance Goals

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

15.0%

3.0 of a possible 20.0

Participation Rate **100.0%**

English Language Arts Achievement
(/school/gap/133421#ela)

Math Achievement
(/school/gap/133421#ma)

English Language Arts Growth
(/school/gap/133421#elag)

Math Growth (/school/gap/133421#mg)
Graduation (/school/gap/133421#g)

English Learners
(/school/gap/133421#el)

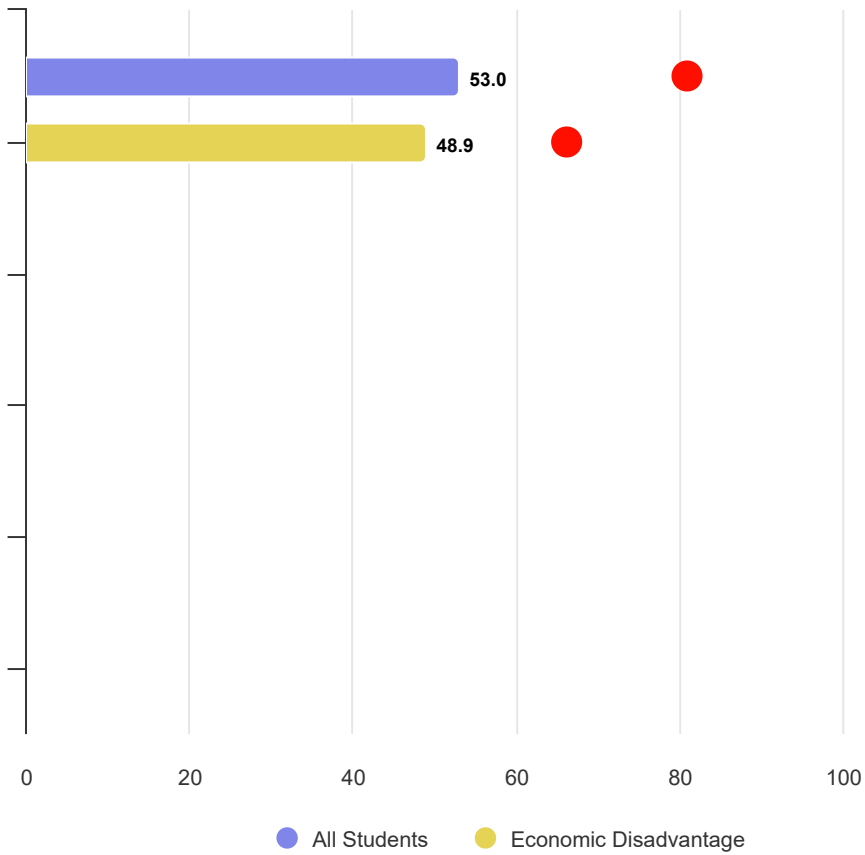
Chronic Absence
(/school/gap/133421#ca)

Gifted (/school/gap/133421#gft)

Each student subgroup has its own interim and long-term goals in English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

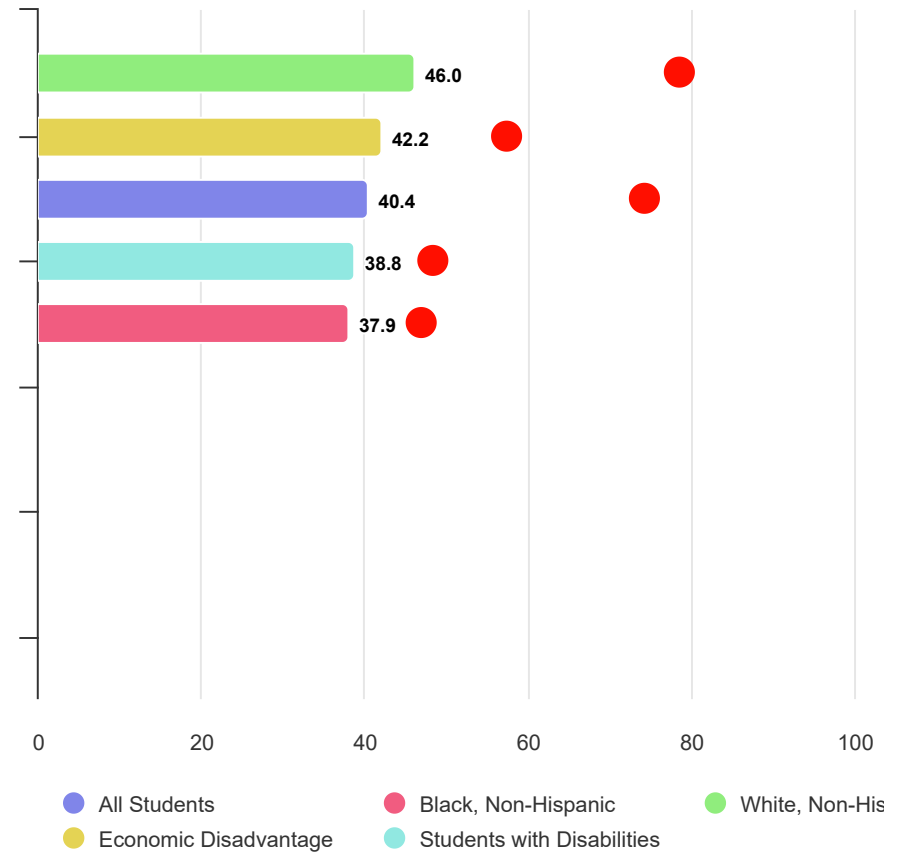
English Language Arts Achievement

Performance Index by Subgroup



Math Achievement

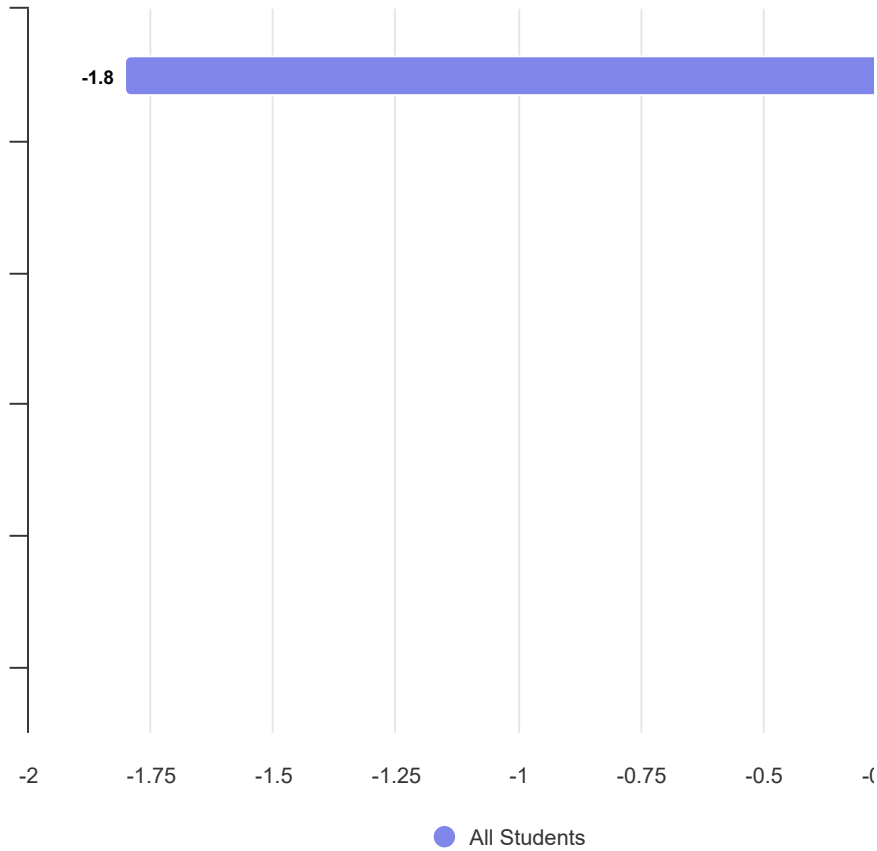
Performance Index by Subgroup



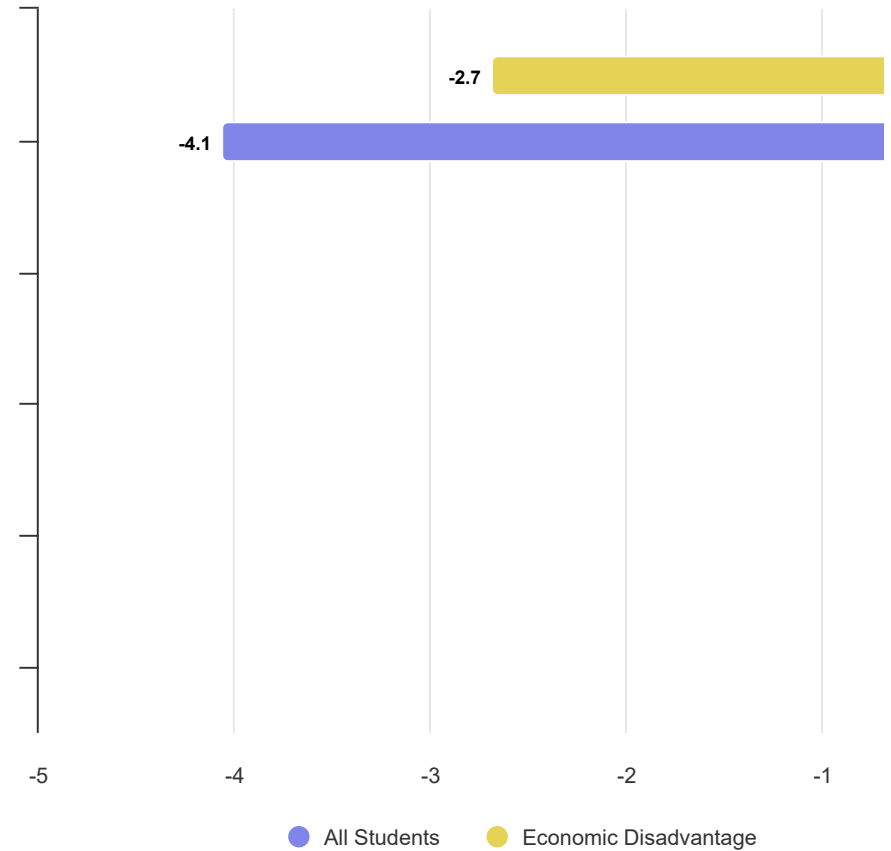
English Language Arts Growth

Math Growth

Growth Index by Subgroup



Growth Index by Subgroup

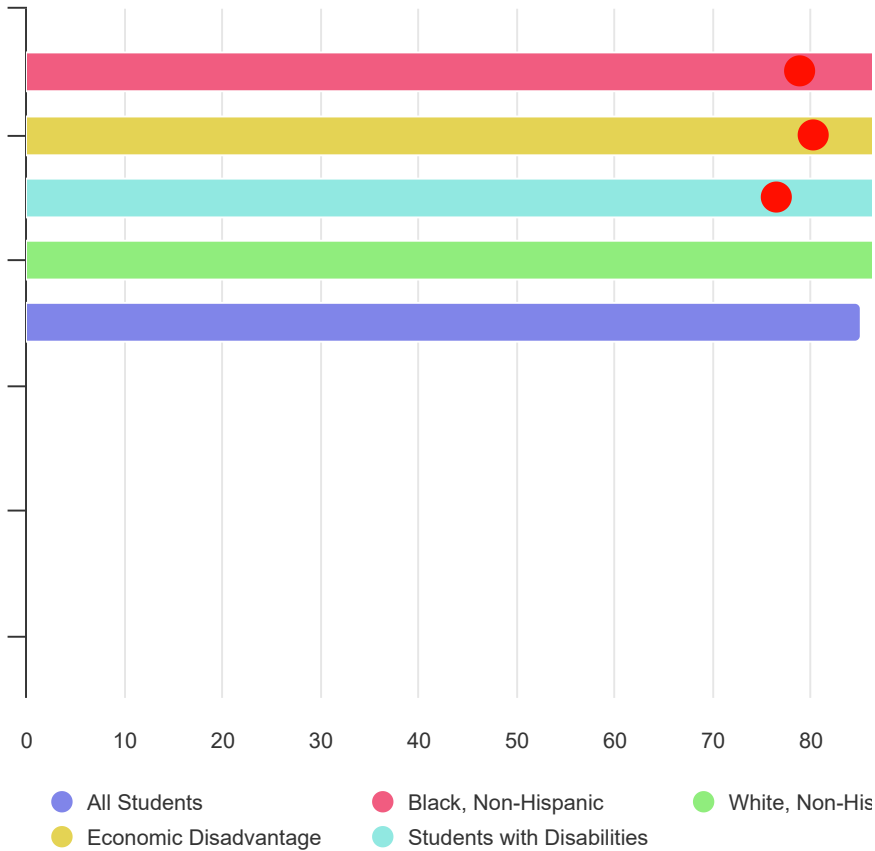


Graduation

English Learners

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

Graduation Rate by Subgroup



Chronic Absence

59.6%

**Of students were chronically absent
in the 2022-2023 school year**

Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or unexcused. The annual

Gifted

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

performance goal for the 2022-2023 school year is 20.2%.



Needs 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.

Weighted Graduation Rate

The weighted graduation rate combines the four- and five-year graduation rates into a single rate that is used to assign the Graduation Component rating. The four-year graduation rate is weighted at 60% and the five-year graduation rate is weighted at 40%.

89.0%

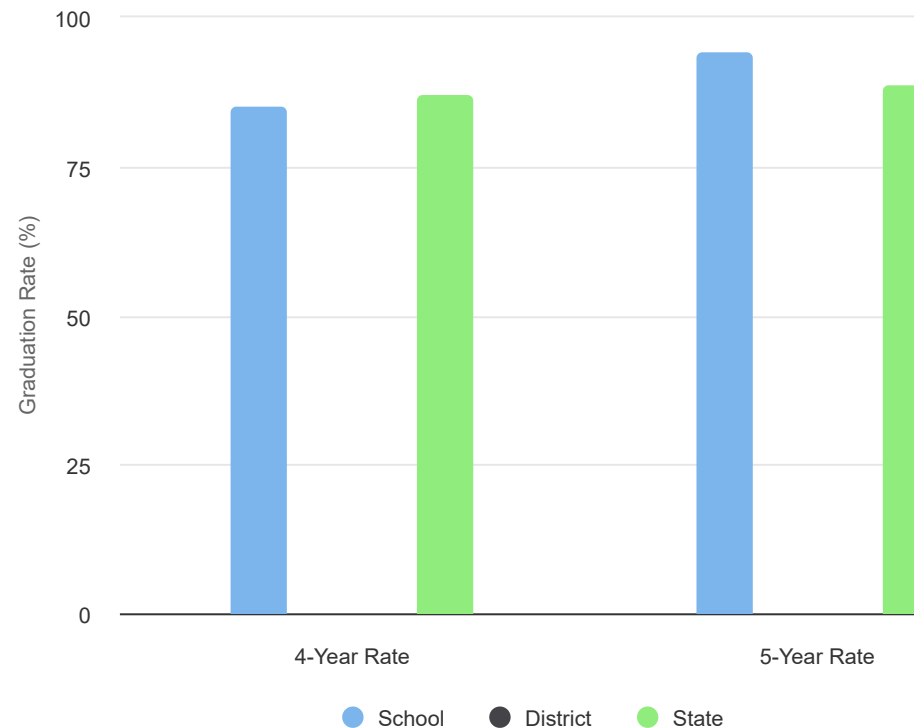
4-Year Graduation Rate

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

85.2%

Percentage of students who completed grades 9-12 in the school: 63.9%

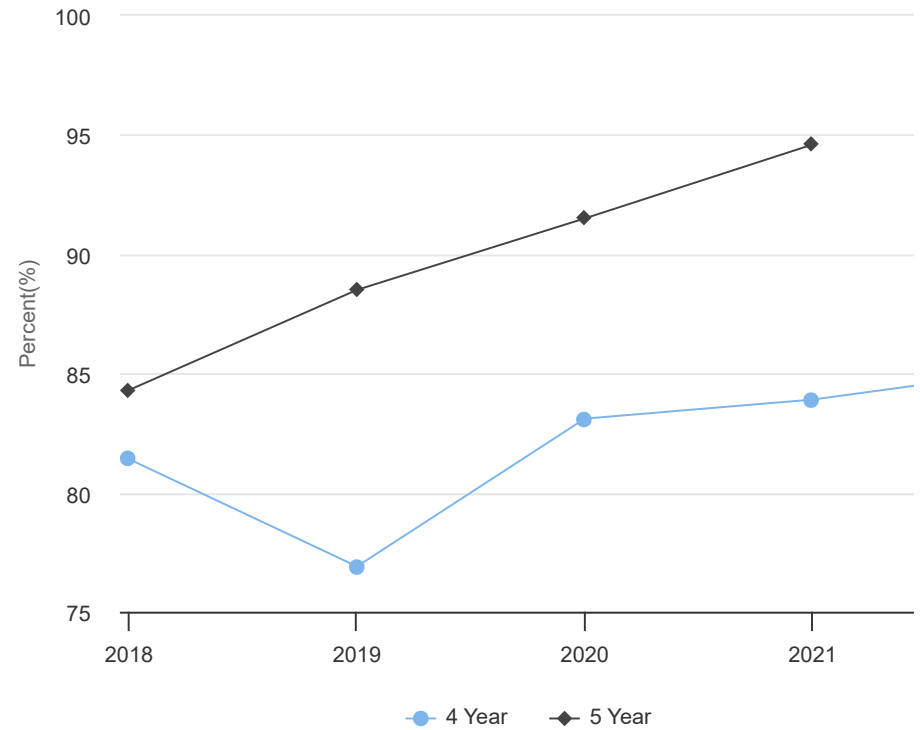
5-Year Graduation Rate



The five-year graduation rate applies to students in the class of 2021 who graduated within five years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2022.

94.6%

Percentage of students who completed grades 9-12 in the school: 58.9%



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.

10.3%

Of students in the four- and five-year graduation cohorts 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

NC

Non-Graduate Data

Regular education students still enrolled in high school	16.7%
Students with disabilities still enrolled in high school	8.3%
Students with disabilities who met graduation requirements, but deferred their diploma	0.0%
Students no longer enrolled in high school	75.0%

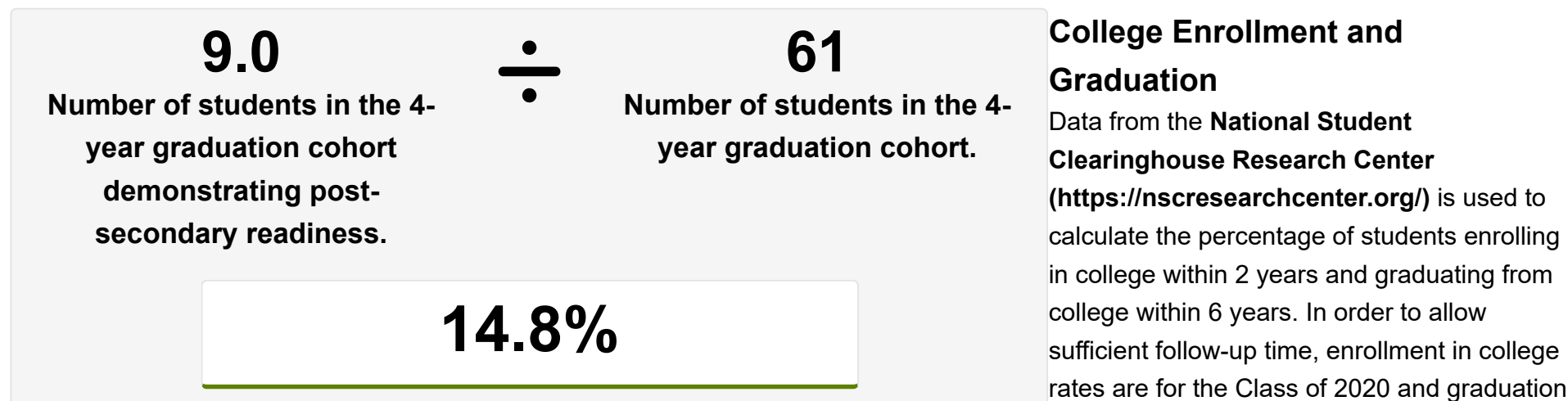
College, Career, Workforce and Military Readiness

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.*

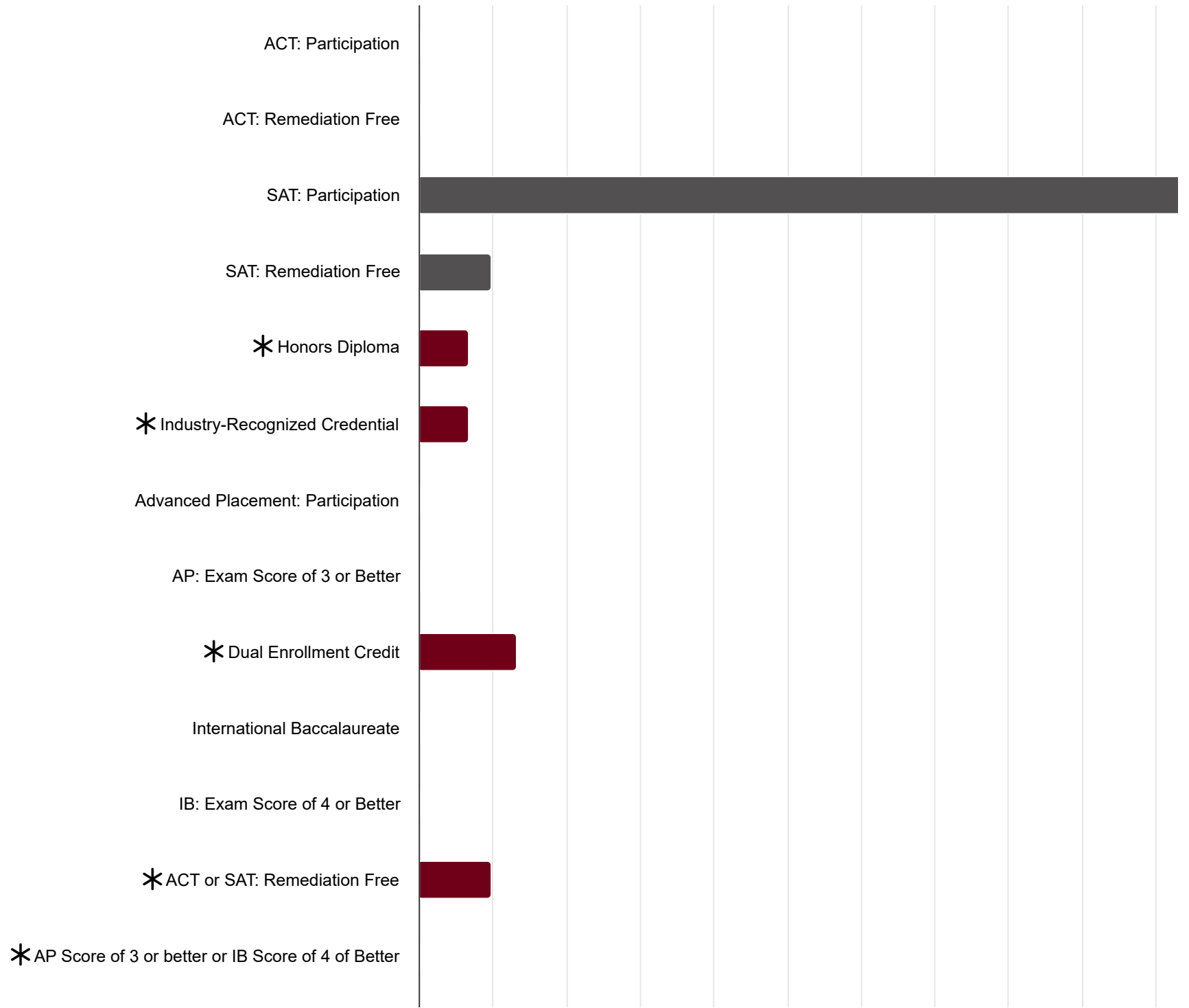
College, Career, Workforce and Military Readiness

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.



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.

from college rates are for the class of 2016.

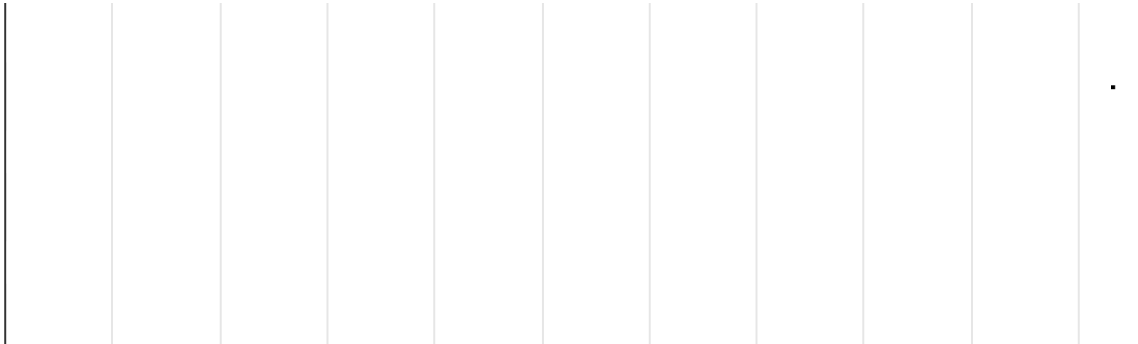


Pr
De
St
Fu
Tr
pl

* Military Enlistment

* Apprenticeship: Acceptance 18+

* Pre-Apprenticeship: Completion



Number of High School Seniors	Not Reported
Percentage of High School Seniors	Not Reported

* OhioMeansJobs Readiness Seal + 250 Hours of Work-Based Learning

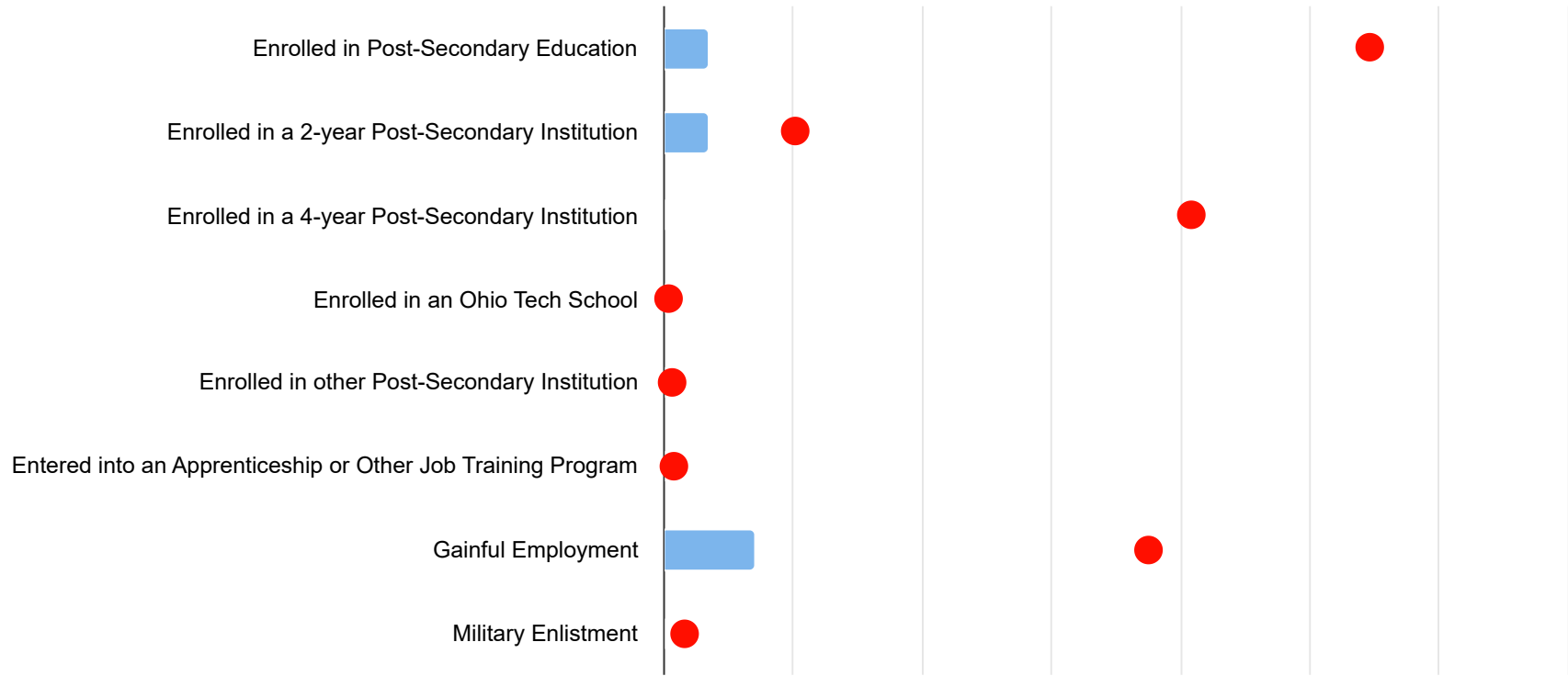


Entered College within Two Years



Graduated College within Six Years







School Details

Principal

KATHRYN S. Livingston

Phone

(614) 262-1111

Address

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

Career Technical Planning District

Columbus City CTPD

Sponsor

ESC of Central Ohio

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

Your School's Students

Your School's Teachers

Enrollment

Attendance

Mobility

Chronic Absenteeism

Data Table

Percentages

Trend

	Enrollment #	Pct
All Students	139	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	61	43.8
Hispanic	19	13.3
Multiracial	NC	NC
White, Non-Hispanic	52	37.2
Students with Disabilities	52	37.3
Economic Disadvantage	95	68.4
English Learner	NC	NC
Migrant	NC	NC

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

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

Your School's Students

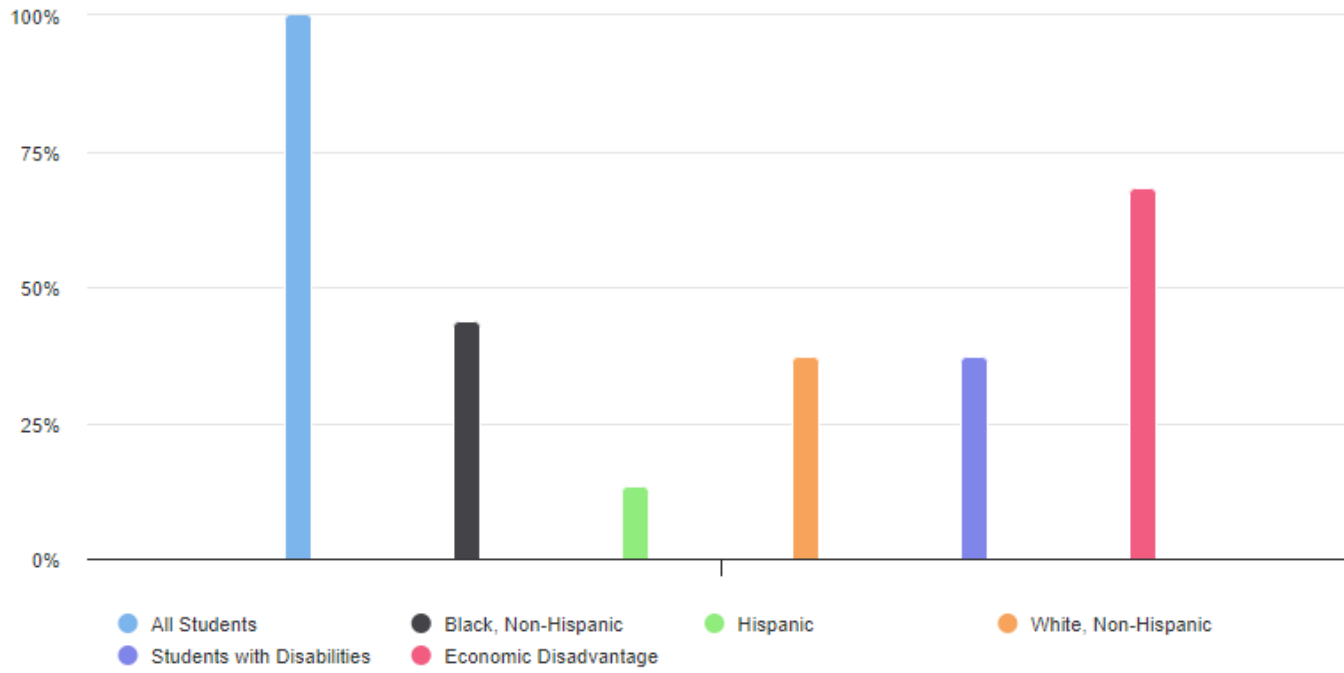
Your School's Teachers

- Enrollment
- Attendance**
- Mobility
- Chronic Absenteeism

Data Table

Percentages

Trend



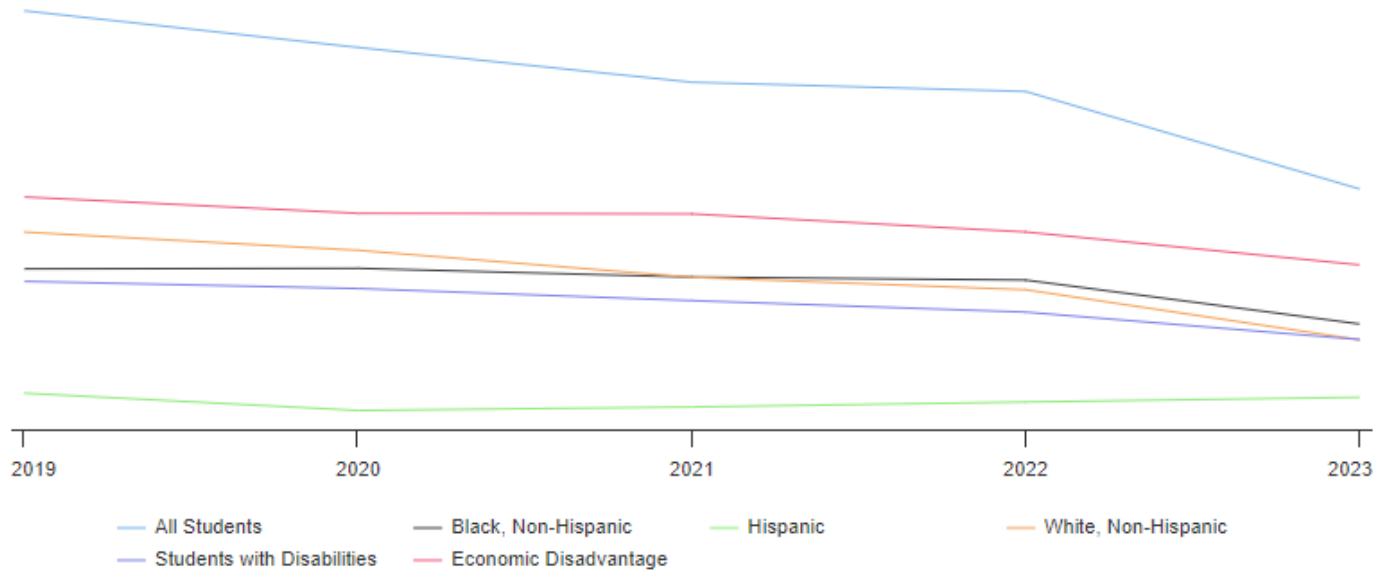
If Enrollment is less than 10, results are Not Calculated (NC).

Data Table

Percentages

Trend

Show all subgroups



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

Data Table

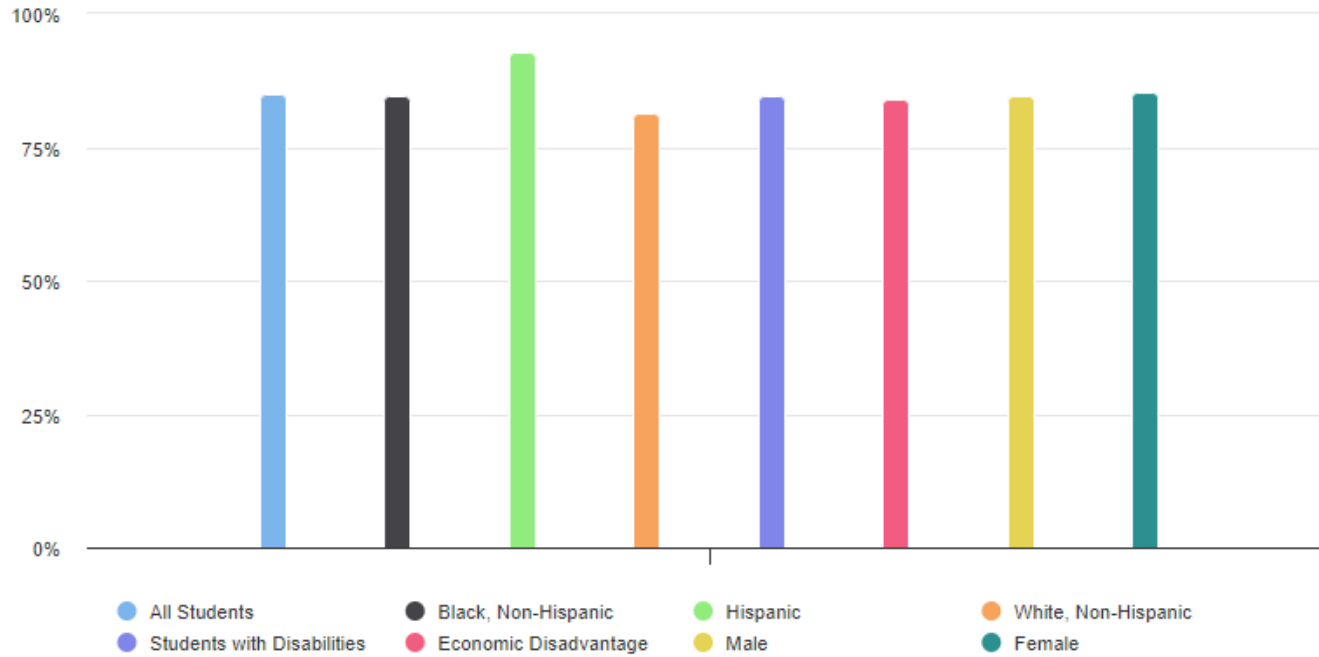
Attend Rates

	Attendance Rate
All Students	85%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	84.8%
Hispanic	92.7%
Multiracial	NC
White, Non-Hispanic	81.5%
Students with Disabilities	84.5%
Economic Disadvantage	83.9%
English Learner	NC
Migrant	NC
Male	84.7%
Female	85.4%

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

Data Table

Attend Rates



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

Data Table

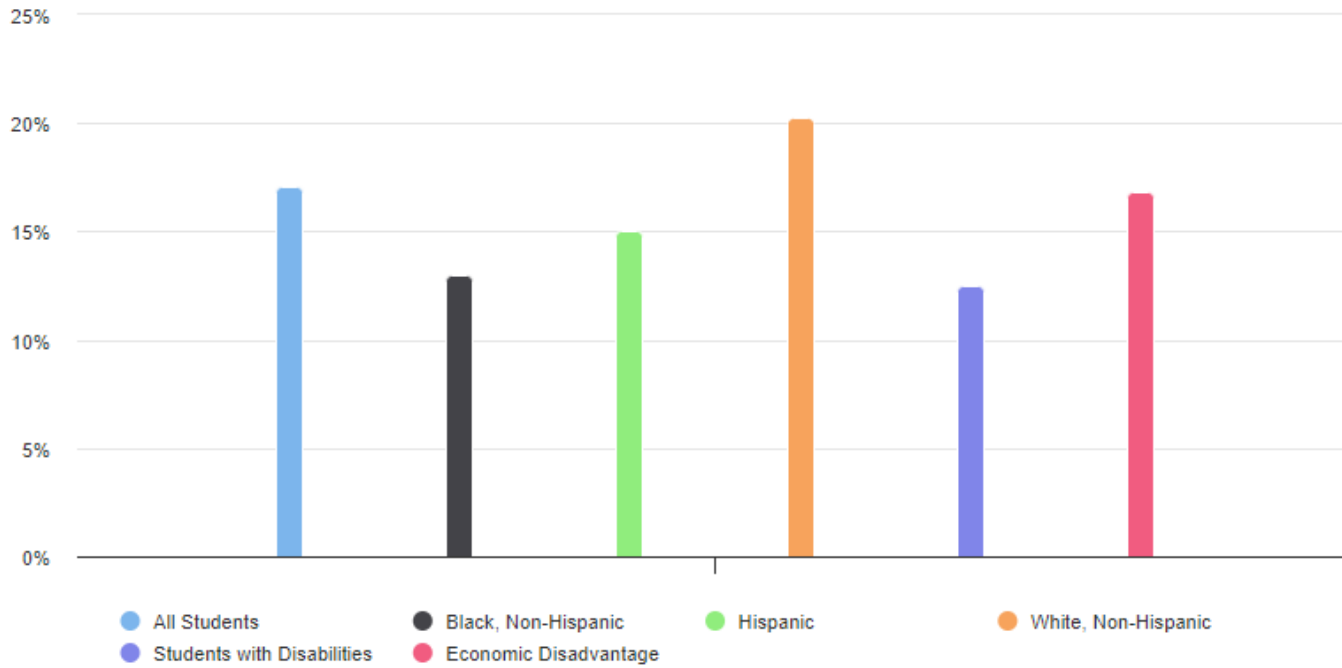
School Mobility

	District Mobility
All Students	17.1%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	13%
Hispanic	15%
Multiracial	NC
White, Non-Hispanic	20.3%
Students with Disabilities	12.5%
Economic Disadvantage	16.8%
English Learner	NC
Migrant	NC

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

Data Table

School Mobility



This chart shows the percentage of students, who, because they moved into or out of the district, did not spend a majority of the year within the district.
If Enrollment is less than 10, results are Not Calculated (NC).

Data Table

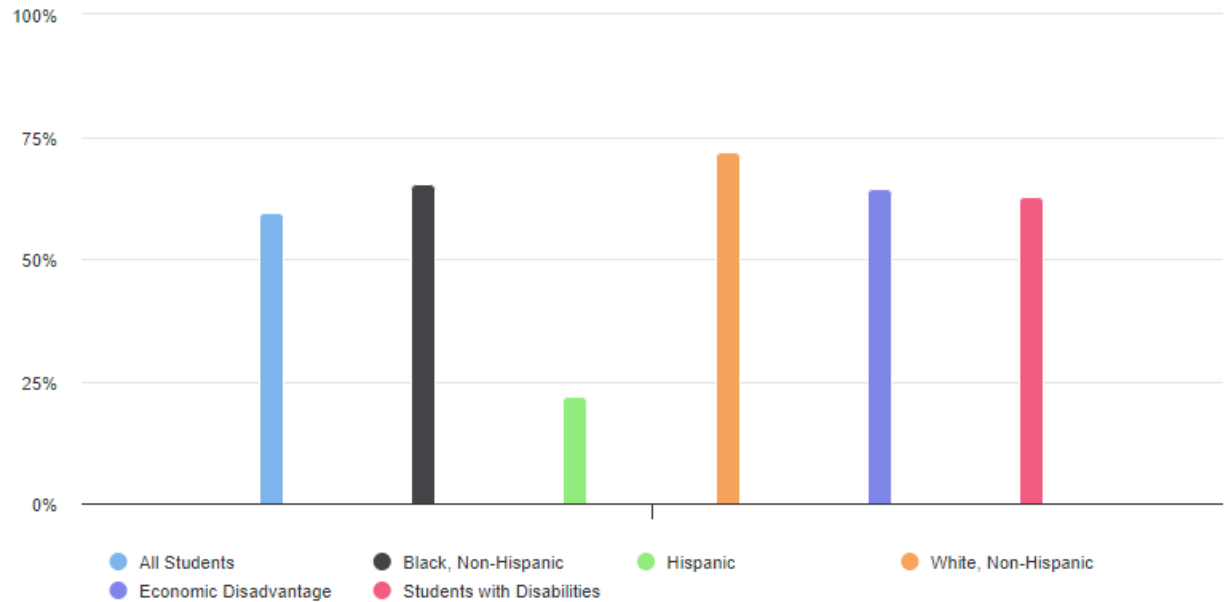
Chronic Absenteeism Rate

	Chronic Absenteeism Rate
All Students	59.6%
Am. Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	65.5%
Hispanic	21.8%
Multiracial	NC
White, Non-Hispanic	71.8%
Economic Disadvantage	64.5%
English Learner	NC
Students with Disabilities	62.8%

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

Data Table

Chronic Absenteeism Rate



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

Positive Behavior Intervention

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

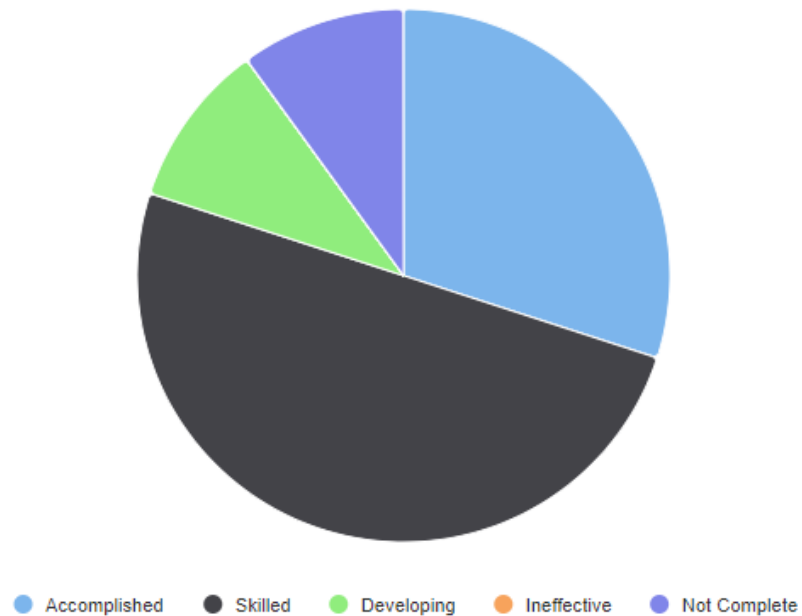
	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	
Percentage of teachers with at least a Master's Degree	34.8	
Percentage of inexperienced teachers (2 Years or less of experience)	19.1	
Percentage of inexperienced principals (2 Years or less of experience)	50.0	
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	14.0	21.0
Career-Technical Teachers	2.0	883.0
Special Education Teachers	15.0	74.0
Paraprofessionals	1.0	132.0
Gifted Intervention Specialists	0.0	1,769.0
Fine Arts Teachers	2.0	335.0
Music Teachers	0.0	378.0
Physical Education Teachers	3.0	336.0
ELL Specialists	2.0	2,264.0

Teacher Evaluations



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 less than 150

Classroom Spending Data

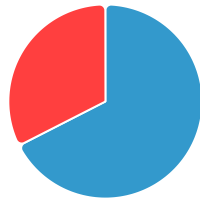
What percent of funds are spent on classroom instruction?

64.8%

School



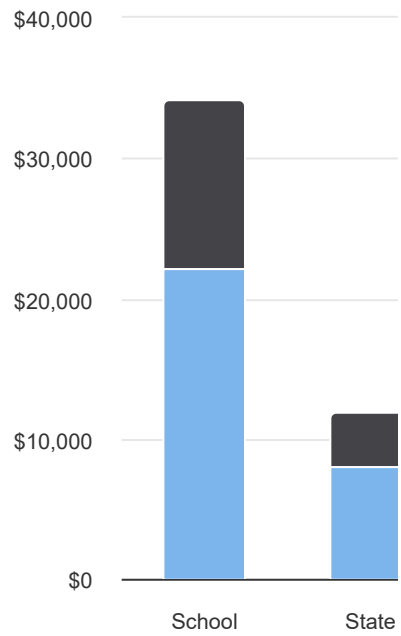
State



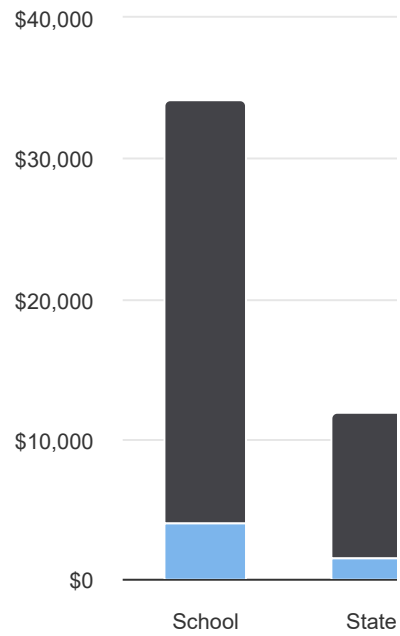
Classroom Instruction Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$34,223	\$11,896
Classroom Instruction	\$22,172	\$8,030
Non-Classroom Spending	\$12,051	\$3,866
Federal Funds	\$4,057	\$1,500
State and Local Funds	\$30,166	\$10,396



- Classroom
- Non-Classroom



- School Level
- School Share of District Level