



**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



## 2023 - 2024 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 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

53.2%

### 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

### Gap Closing

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



Needs significant support to meet state standards in closing educational gaps.

Annual Performance Goals

9.1%

### 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

85.4% of students graduated in 4 years

90.0% of students graduated in 5 years

### 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

NC

Promotion to Fourth Grade

NC

### 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.

Students who are Ready

31.7%



# School Report Cards



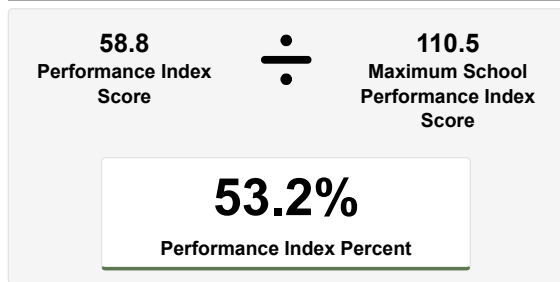
Needs support to meet state standards in academic achievement.

## Achievement

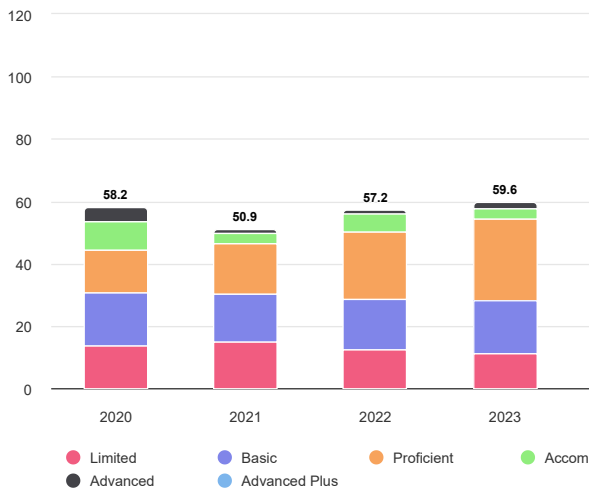
The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

### 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.

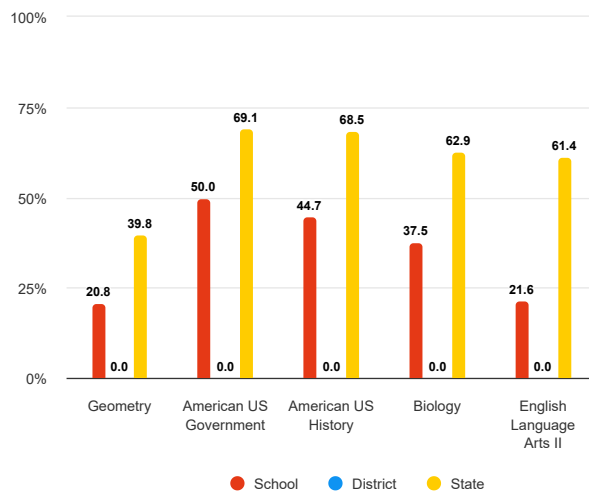
Proficiency trends show the percentage of tested students in each performance level over time.

### Performance Indicators (Report Only)

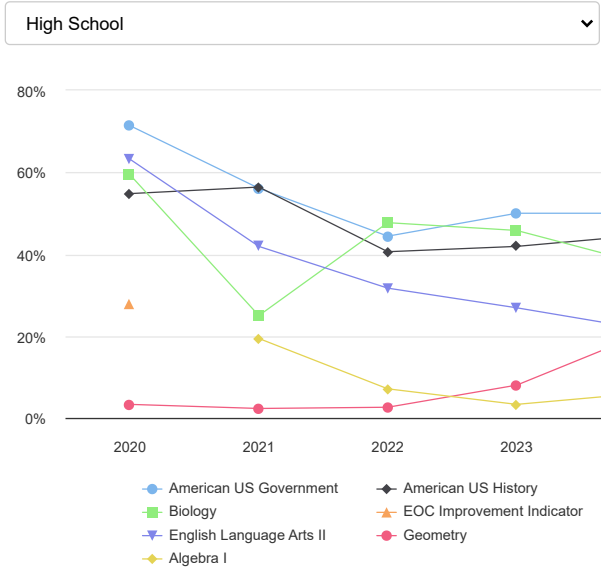
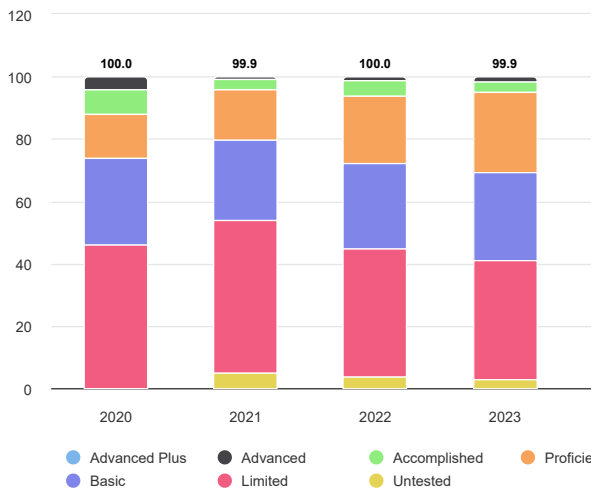
The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

	Tests Taken	Tests Proficient	Percent Proficient
High School			

Algebra I	33	2	6.1%
American US Government	18	9	50.0%
American US History	47	21	44.7%
Biology	40	15	37.5%
English Language Arts II	37	8	21.6%
Geometry	24	5	20.8%
High School			



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

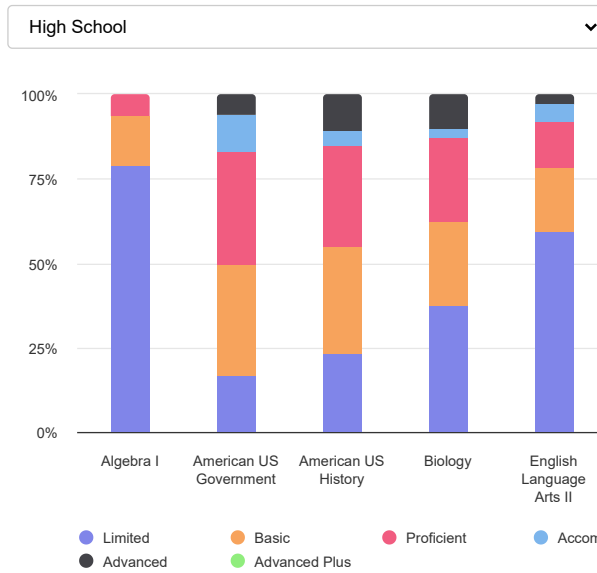


Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	5.9	X	1.2	=	7.1
Accomplished	4.5	X	1.1	=	4.9
Proficient	19.3	X	1.0	=	19.3
Basic	22.8	X	0.6	=	13.7
Limited	46	X	0.3	=	13.8
Untested	1.5	X	0.0	=	0.0

Achievement Level	Pct of Students	Points for this Level	Points Received
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58.8





# School Report Cards

★★☆☆☆  
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	Dark Red	Dark Red	Light Green	Yellow
4th Grade	Grey	Grey	Grey	Grey
5th Grade	Grey	Grey	Grey	Grey
6th Grade	Grey	Grey	Grey	Grey
7th Grade	Grey	Grey	Grey	Grey
8th Grade	Grey	Grey	Grey	Grey

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

### 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 significant support to meet state standards in closing educational gaps.

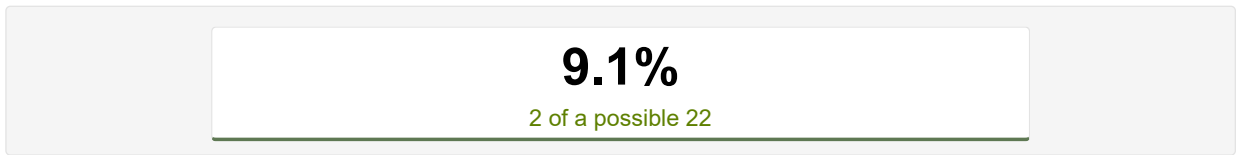
## Gap Closing

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.

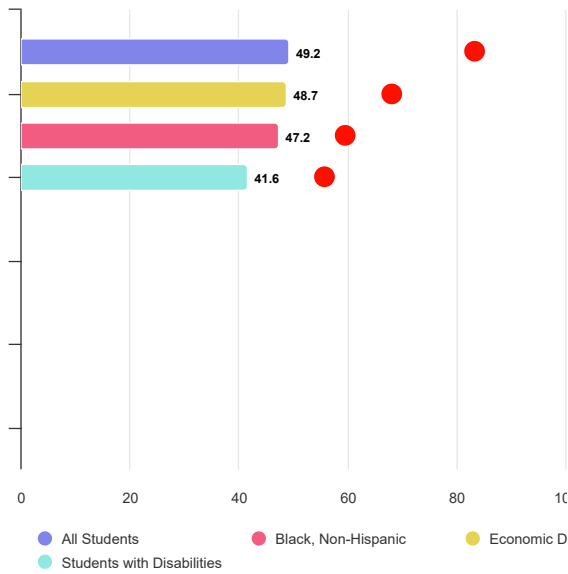


Testing Participation Rate **96.1%**

Measure/Indicator	Detail	Possible Points	Points Earned
English Language Arts Achievement	Met annual goal/individual student group level	4	0
Math Achievement	Met annual goal/individual student group level	5	0
English Language Arts Growth	Met annual goal/individual student group level	3	0
Math Growth	Met annual goal/individual student group level	2	0
Graduation	Met annual goal/individual student group level	3	2
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	0	0
Chronic Absenteeism	Met annual goal or show improvement from prior year	5	0
Gifted Performance Indicator	Gifted Progress	0	0
	Gifted Performance Index	0	0
	Gifted Identification and Services	0	0
<b>Preliminary Points</b>			<b>2</b>
<b>Demotion Required</b>			<b>No</b>
<b>Final Points</b>		<b>22</b>	<b>2</b>

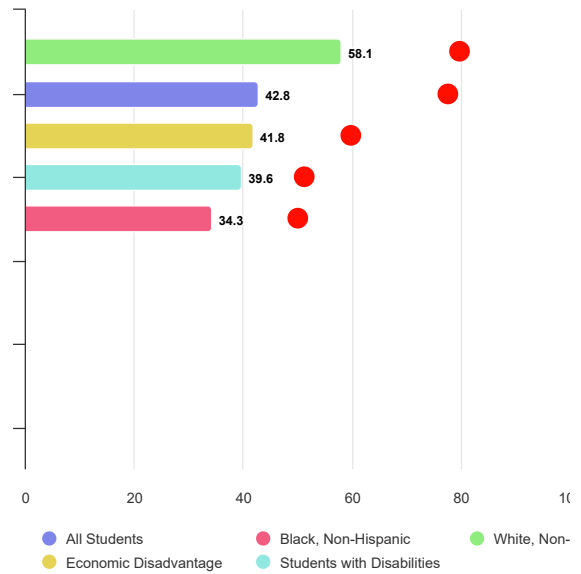
## English Language Arts Achievement

Performance Index by Student Group



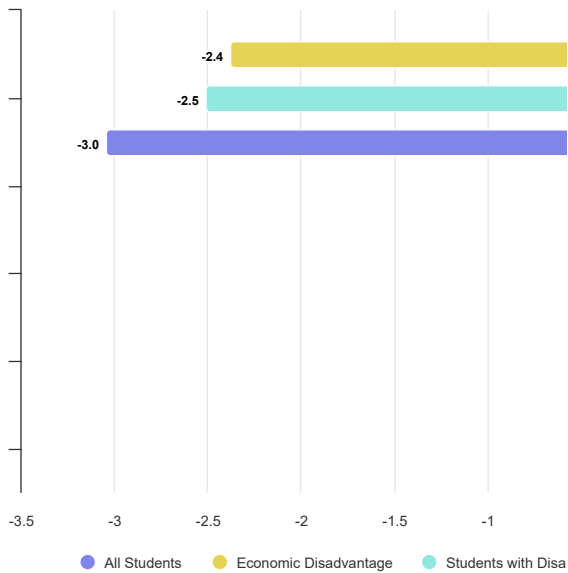
## Math Achievement

Performance Index by Student Group



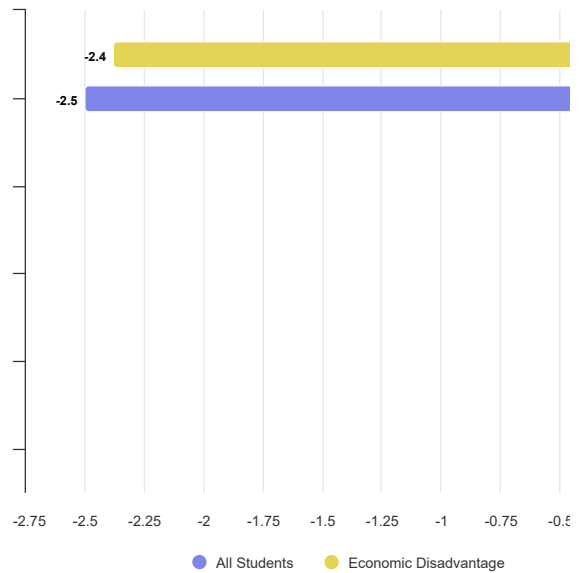
## English Language Arts Growth

Growth Index by Student Group



## Math Growth

Growth Index by Student Group

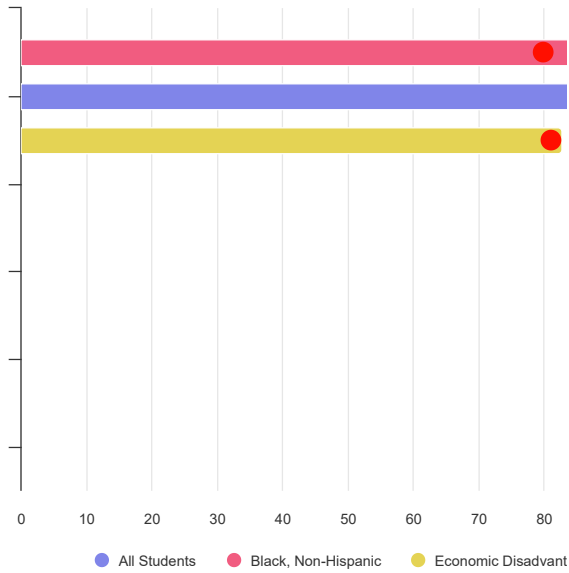


## Graduation

## 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 Student Group



### Chronic Absenteeism

**58.6%**  
Of students were chronically absent  
in the 2023-2024 school year

### 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 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%.

**87.2%**

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	85.4%	X	60%	=	51.2%
5-Year Graduation Rate	90.0%	X	40%	=	36.0%

Measure	Measure Percentage	Weight of Measure	Weighted Percentage
<b>Weighted Graduation Rate</b>			<b>87.2%</b>

### 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.

<b>35</b>	<b>÷</b>	<b>41</b>
Number of students in the 4-year graduation cohort graduating within four years		Number of students in the 4-year graduation cohort
<b>85.4%</b>		

Percentage of students who completed grades 9-12 in the school: 63.4%

### 5-Year Graduation Rate

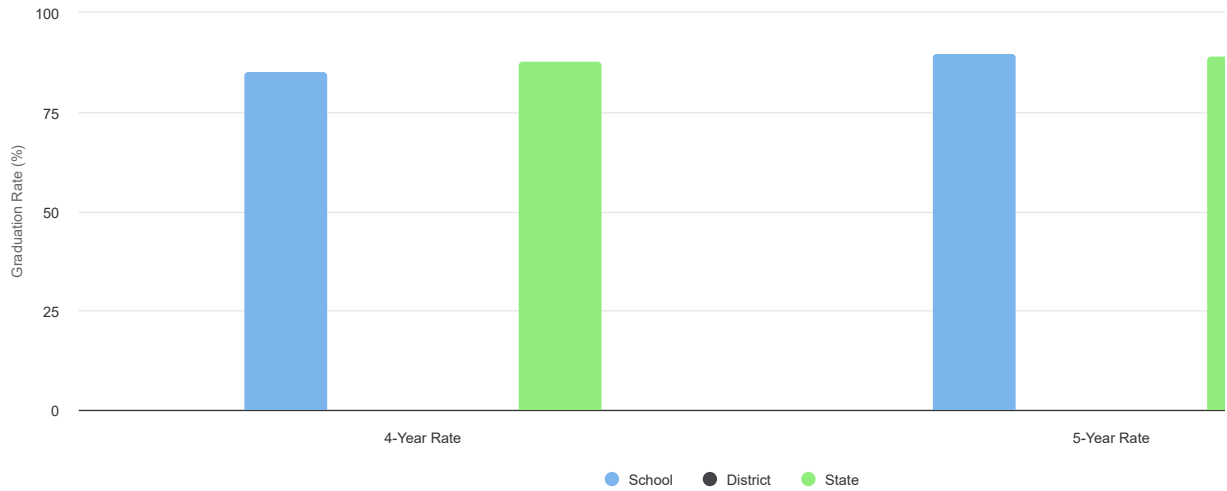
The five-year graduation rate applies to students in the class of 2022 who graduated within five years. These are the students who entered ninth grade in the fall of 2018 and graduated by the summer of 2023.

<b>54</b>	<b>÷</b>	<b>60</b>
Number of students in the 5-year graduation cohort graduating within five years		Number of students in the 5-year graduation cohort

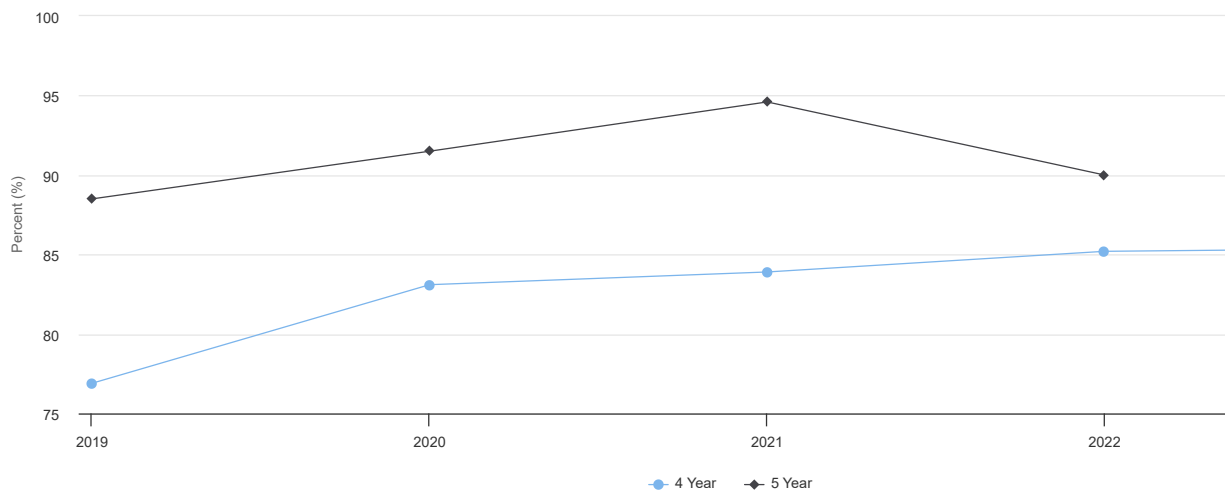
**90.0%**

**Percentage of students who completed grades 9-12 in the school: 65%**

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.

**11.9%**

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	NC
Regular education students still enrolled in high school	0.0%
Students with disabilities still enrolled in high school	8.3%

**Non-Graduate Data**

Students with disabilities who met graduation requirements, but deferred their diploma	0.0%
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Students no longer enrolled in high school	91.7%
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## 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.

<p><b>13</b></p> <p>Number of students in the 4-year graduation cohort demonstrating post-secondary readiness</p>	$\div$	<p><b>41</b></p> <p>Number of students in the 4-year graduation cohort</p>	<p><b>College Enrollment and Graduation</b></p> <p>Data from the <b>National Student Clearinghouse Research Center</b> (<a href="https://nscresearchcenter.org/">https://nscresearchcenter.org/</a>) is used to calculate the percentage of students enrolling in college within 2 years and graduating from college within 6 years. In</p>
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<p><b>31.7%</b></p>	<p>order to allow sufficient follow-up time, enrollment in college rates are for the Class of 2021 and graduation from college rates are for the class of 2017.</p>
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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.

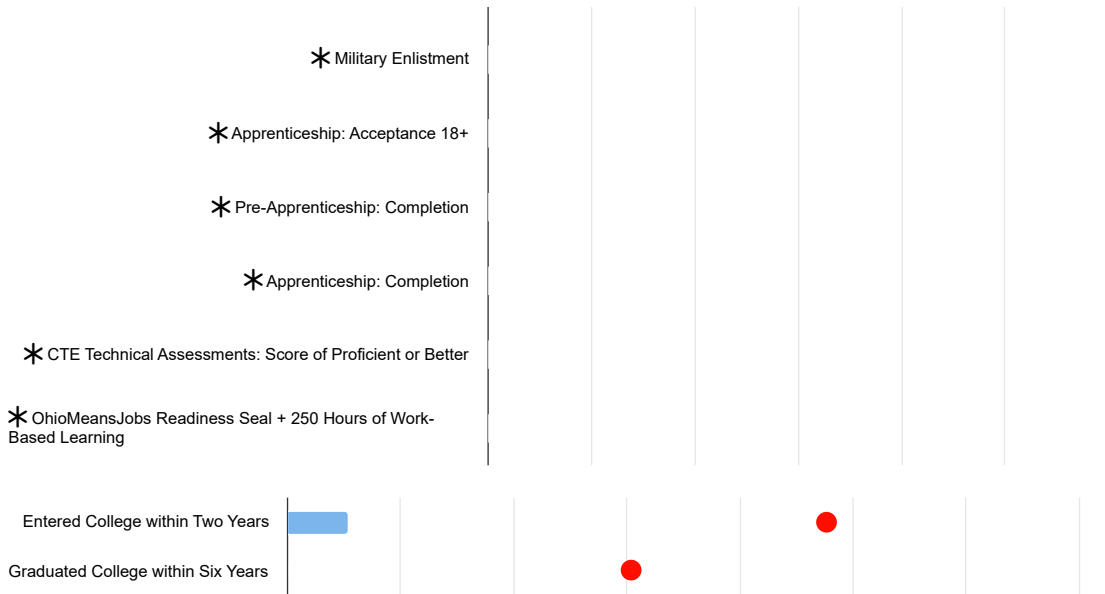
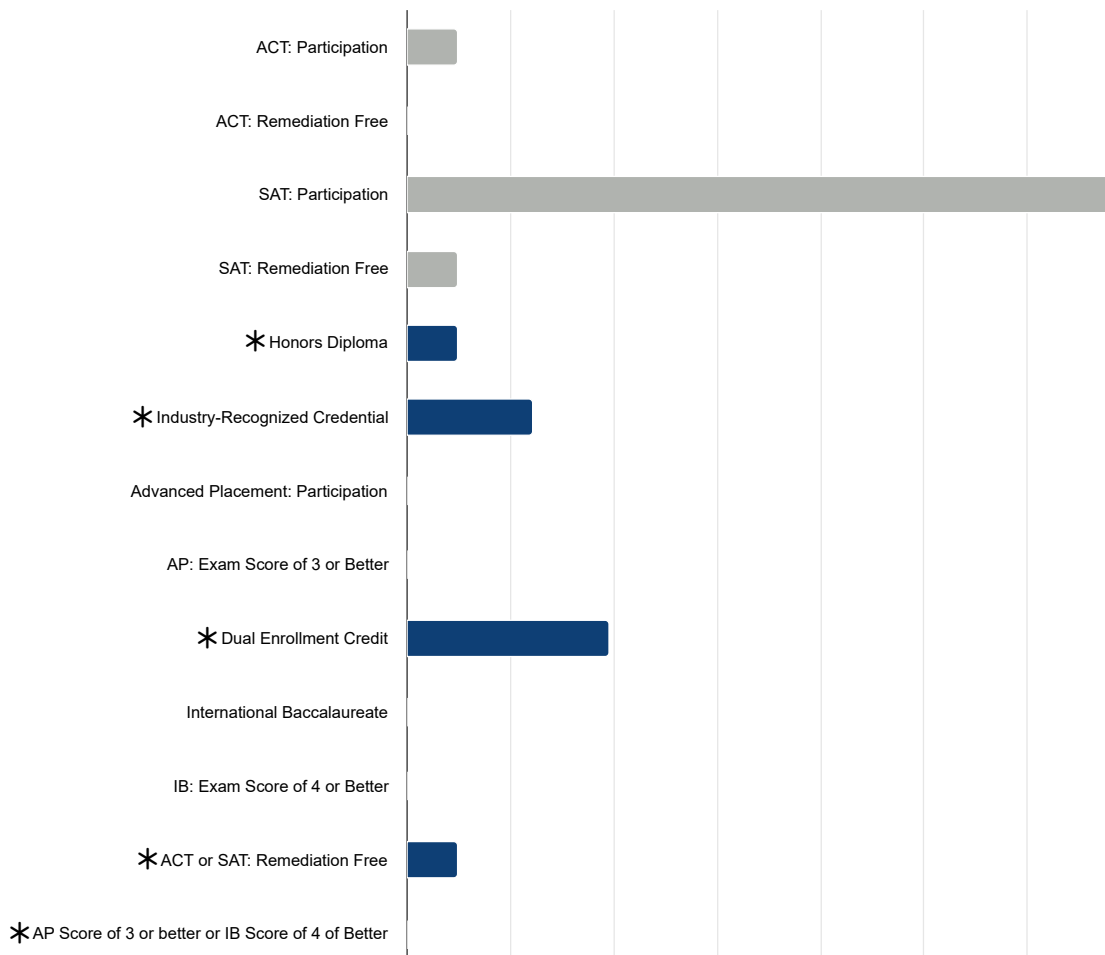
### Post-High School Pathways

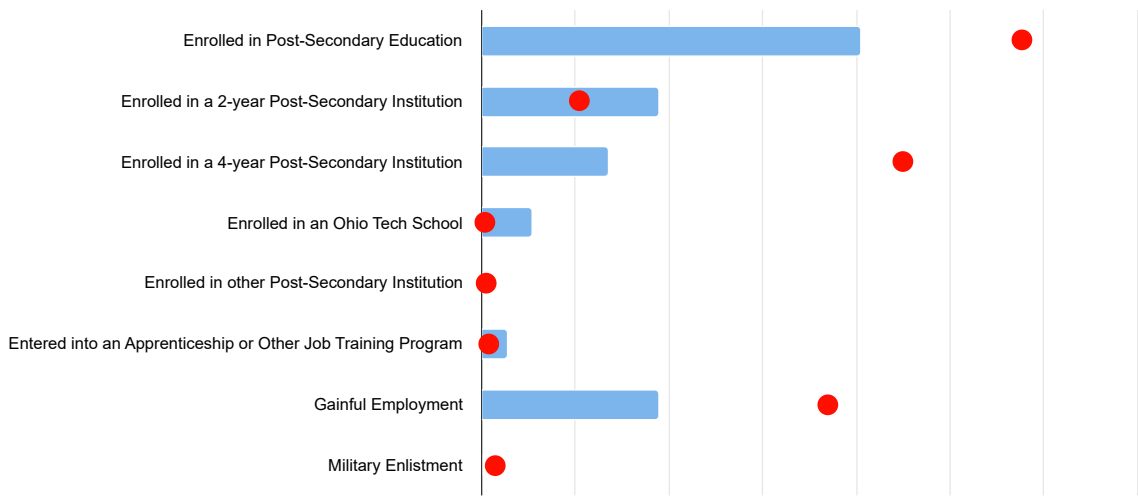
Data from the **Exiting Student Follow-Up Collection** (<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Exiting-Student-Collection>) provides additional information on the various paths students take after leaving high school. These data are based on all students who graduated in 2023.

### 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**

**KATHRYN S. Livingston**

**Phone**

**(614) 262-1111**

**Address**

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

**Career Technical Planning District**

**Columbus City CTPD (</ctpd/overview/200035>)**

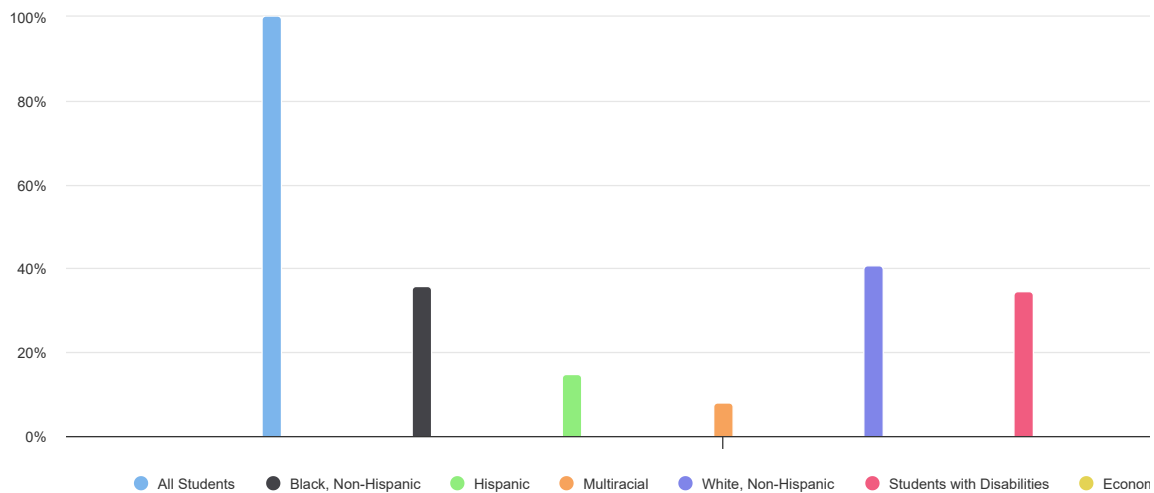
**Sponsor**

**ESC of Central Ohio**

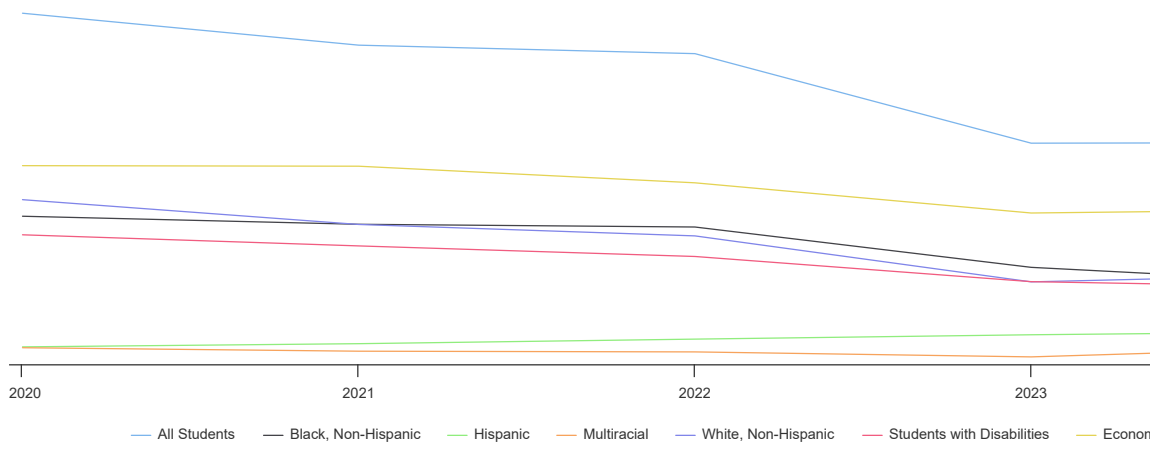
Directory information current as of the 2023-2024 Report Card publication date.

	Enrollment #	Percent
All Students	139	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	50	35.9%
Hispanic	21	14.7%

	Enrollment #	Percent
Multiracial	11	7.9%
White, Non-Hispanic	57	40.8%
Students with Disabilities	48	34.6%
Economic Disadvantage	97	69.9%
Migrant	NC	NC



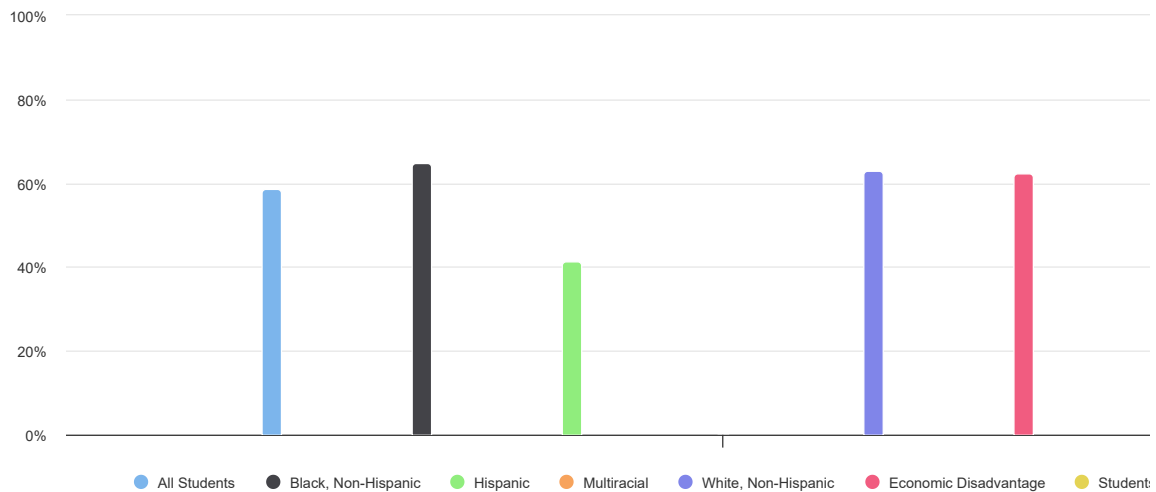
Show all student groups ▼



This graph shows enrollment trends across time.

	Chronic Absenteeism Rate
All Students	58.6 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	64.7 %
Hispanic	41.5 %

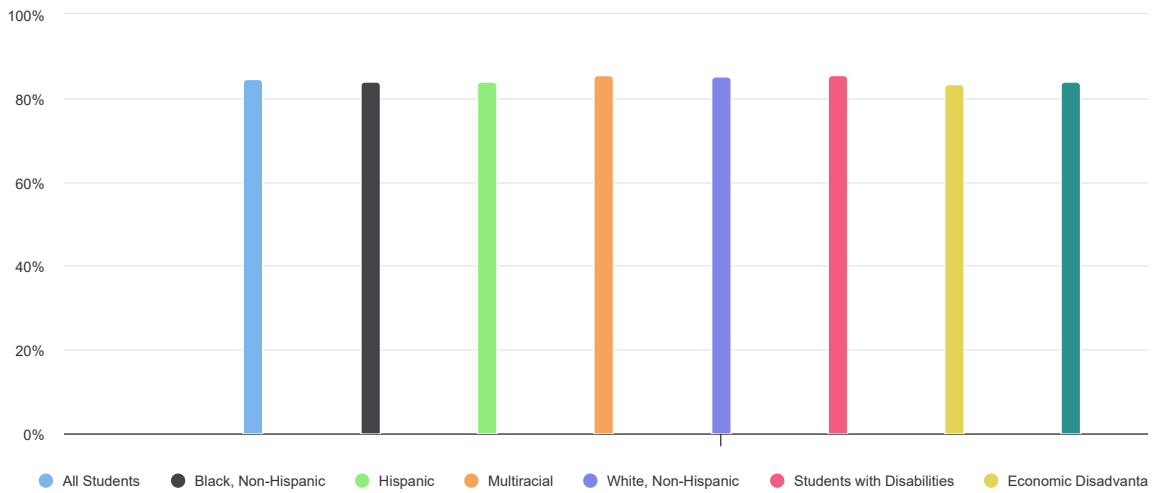
	Chronic Absenteeism Rate
Multiracial	0 %
White, Non-Hispanic	62.9 %
Economic Disadvantage	62.4 %
Students with Disabilities	62.6 %



	Attendance Rate
All Students	84.7%



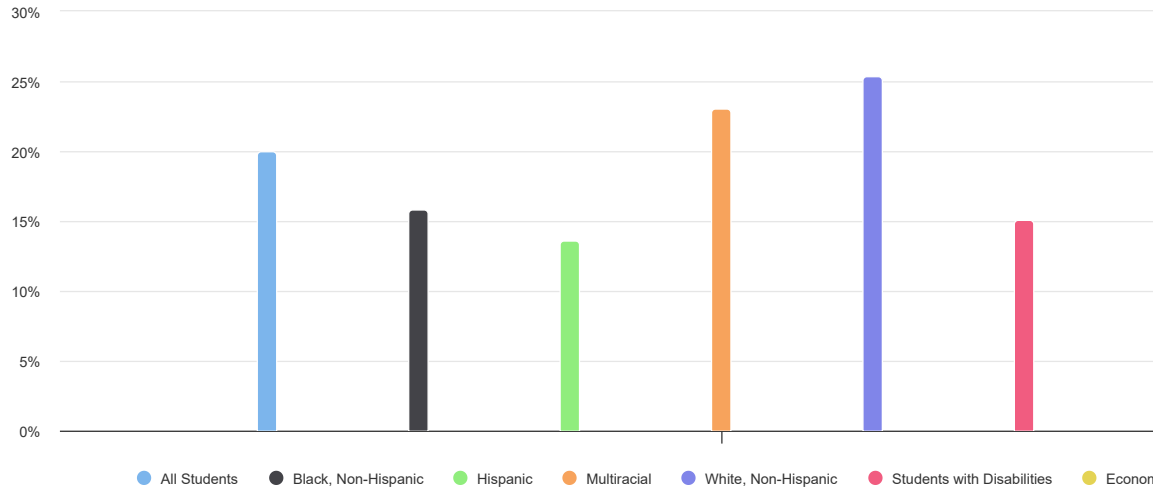
	Attendance Rate
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	84%
Hispanic	84%
Multiracial	85.4%
White, Non-Hispanic	85.1%
Students with Disabilities	85.4%
Economic Disadvantage	83.4%
Migrant	NC
Male	83.9%
Female	85.3%



This graph shows attendance rates by student group.

	District Mobility
All Students	20%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	15.8%
Hispanic	13.6%
Multiracial	23.1%

	District Mobility
White, Non-Hispanic	25.4%
Students with Disabilities	15.1%
Economic Disadvantage	19.6%
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	99.0	
Percentage of teachers with at least a Master's Degree	37.6	
Percentage of inexperienced teachers (2 Years or less of experience)	20.8	

	Your School	Your District
Percentage of inexperienced principals (2 Years or less of experience)	37.5	
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	

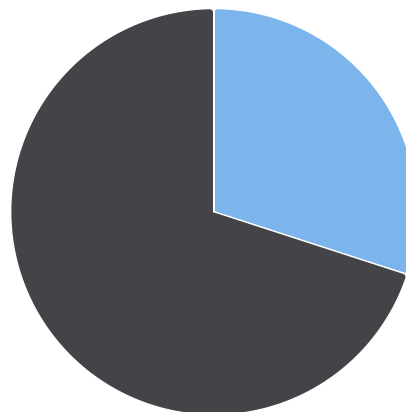
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings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

## Educators in your School

	Number of Educators	State Avg Students per Educator
General Education Teachers	20.0	21.0
Career-Technical Teachers	2.0	853.0
Special Education Teachers	16.0	73.0
Paraprofessionals	1.0	121.0
Gifted Intervention Specialists	0.0	1,779.0
Fine Arts Teachers	3.0	373.0
Music Teachers	0.0	401.0

	Number of Educators	State Avg Students per Educator
Physical Education Teachers	3.0	378.0
ELL Specialists	2.0	2,056.0

## Teacher Evaluations



● Accomplished ● Skilled ● Developing ● Ineffective ● Not Complete

## Financial Data

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

Comparison Group: Community Schools with Enrollment less than 150

### Classroom Spending Data

What percent of funds are spent on classroom instruction?

**66.5%**

School



State



Classroom Instruction    Non-Classroom Instruction

### Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$34,974	\$12,396
Classroom Instruction	\$23,261	\$8,292
Non-Classroom Spending	\$11,713	\$4,103
Federal Funds	\$1,618	\$1,363
State and Local Funds	\$33,356	\$11,033

