THE GRAHAM FAMILY OF SCHOOLS

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

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

We are excited to share that the Ohio Department of Education has recently released the 2024-25 Ohio School Report Cards, and our three schools - The Graham School, The Charles School at Ohio Dominican University, and Graham Elementary and Middle School - have much to be proud of! While we recognize that there is work to be done, these results reflect the tremendous progress we've made as a community.

Highlights from this year's report card:

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

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

We know that growth is key to student success, and we are proud that all our schools are making strides toward ensuring every student reaches their potential. The Progress Component in our report cards highlights our students' academic growth year after year and our continued commitment to that work.

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

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

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

Ed Ingman & James Kutnow
Co-Superintendents

School Report Cards

2024 - 2025 Report Card for

Graham School, The

2

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 up to six rated components.

Achievement

★★☆☆☆

Needs support to meet state standards in academic achievement.

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

Performance Index 54.6%

Progress

★★☆☆☆

Significant evidence that the school fell short of student growth expectations.

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

Overall

Gap Closing

★☆☆☆☆

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

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

Annual Performance Goals 4.8%

Graduation

★☆☆☆☆

Needs significant support to meet state standards in graduation rates.

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

Graduation Rates

72.5% of students graduated in 4 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	NC
Third Grade Reading Proficiency	NC
Promotion to Fourth Grade	NC

College, Career, Workforce, and Military Readiness

★☆☆☆☆

Needs significant support to meet state standards in college, career, workforce, and military readiness.

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

Students who are Ready 32.5%

87.8% of students graduated in 5 years

School Report Cards

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

Achievement

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

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

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

60.8 Performance Index Score	÷	111.3 Maximum School Performance Index Score

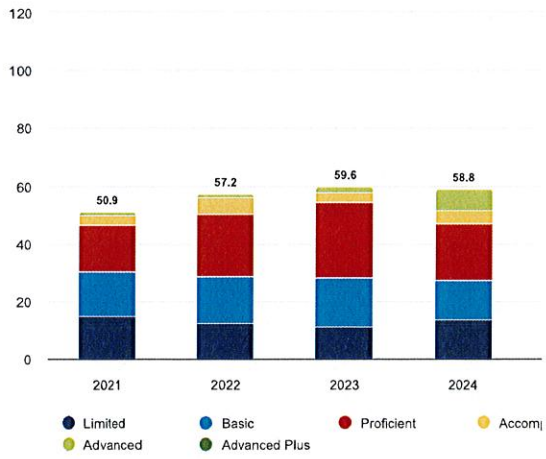
Performance Indicators (Report Only)

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

	Tests Proficient	Tests Taken	Percent Proficient
High School			

54.6%
Performance Index Percent

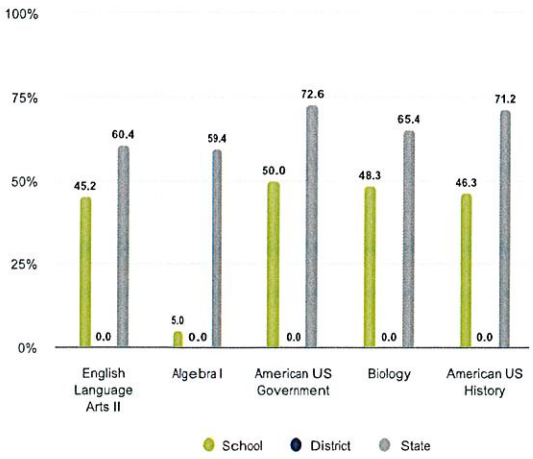
Performance Index trend data shows the points received for each performance level over time.

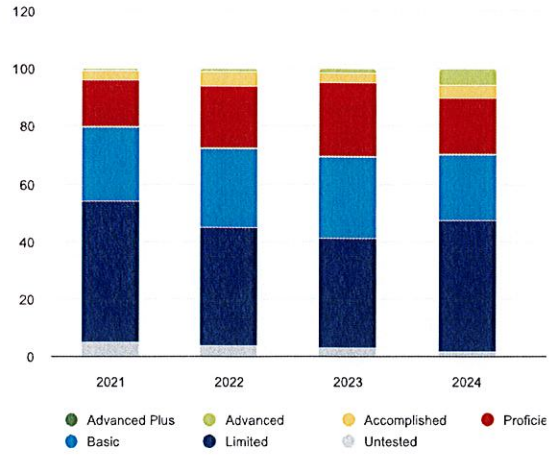


Proficiency trends show the percentage of tested students in each performance level over time.

High School Algebra I	2	40	5.0%
High School American US Government	11	22	50.0%
High School American US History	19	41	46.3%
High School Biology	14	29	48.3%
High School English Language Arts II	14	31	45.2%
High School Geometry	3	25	12.0%

High School

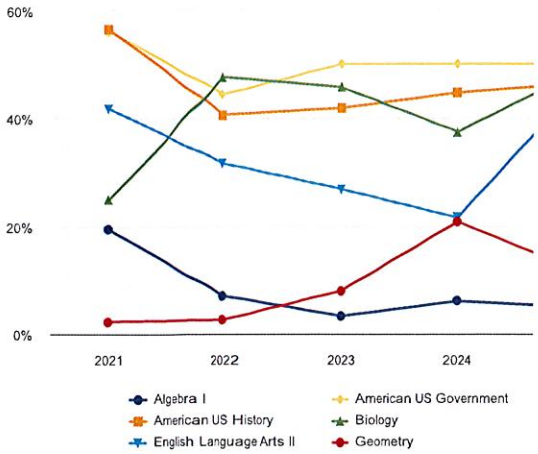




Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	5.1	X	1.2	=	6.1
Accomplished	4.1	X	1.1	=	4.5
Proficient	23	X	1.0	=	23
Basic	27	X	0.6	=	16.2
Limited	36.7	X	0.3	=	11
Untested	4.1	X	0.0	=	0.0

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

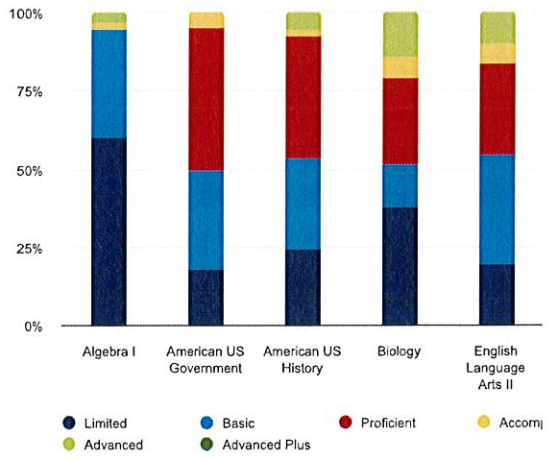
High School



Test	Tests Proficient	Tests Taken	Percent Proficient
Ninth Grade			
High School Algebra I	0	33	0.0%
High School American US History	14	32	43.8%
High School Biology	6	11	54.5%
Tenth Grade			

Achievement Level	Pct of Students		Points for this Level		Points Received
					60.8

High School



High School Biology	8	17	47.1%
High School English Language Arts II	11	25	44.0%
High School Geometry	2	18	11.1%
Eleventh Grade			
High School American US Government	6	12	50.0%

School Report Cards

★★☆☆☆
Significant evidence that the school fell short of student growth expectations.

Progress

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

For additional information on subject and grade-level growth please see the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=133421)**. Please note that the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=133421)** will not align with the Ohio School Report Cards between the 2024-2025 Report Card release in September 2025, through mid-October 2025.

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

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

	Growth Index	Effect Size	Rating
Overall Value-Added Composite	-3.86	-0.15	★★☆☆☆

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

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

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

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

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

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

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

School Report Cards

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

Gap Closing

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

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

Annual Performance Goals

The annual performance goals are established in six areas, with the performance of specific student groups measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. Each student group has its own interim and long-term goals in English language arts, math, and graduation. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

The state expectation for all areas and all student groups are to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

4.8%

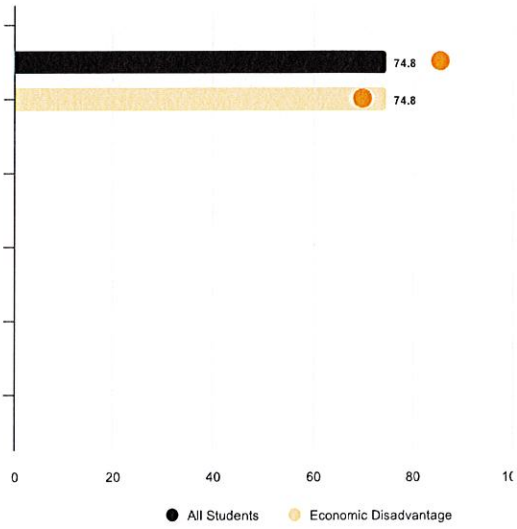
1 of a possible 21

Testing Participation Rate **97.1%**

Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level	1	2
Math Achievement	Met annual goal/individual student group level	0	5
English Language Arts Growth	Met annual goal/individual student group level	0	2
Math Growth	Met annual goal/individual student group level	0	3
Graduation	Met annual goal/individual student group level	0	4
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	0	5
Gifted Performance Indicator	Gifted Progress	0	0
	Gifted Performance Index	0	0
	Gifted Identification and Services	0	0
Preliminary Points		**1**	
Demotion Required		**No**	
Final Points		**1**	**21**

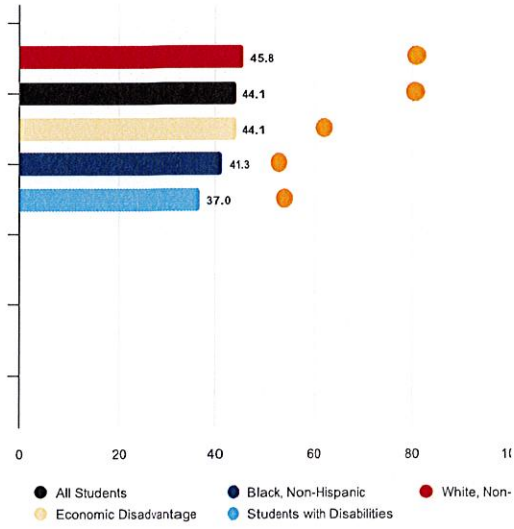
English Language Arts Achievement

Performance Index by Student Group



Math Achievement

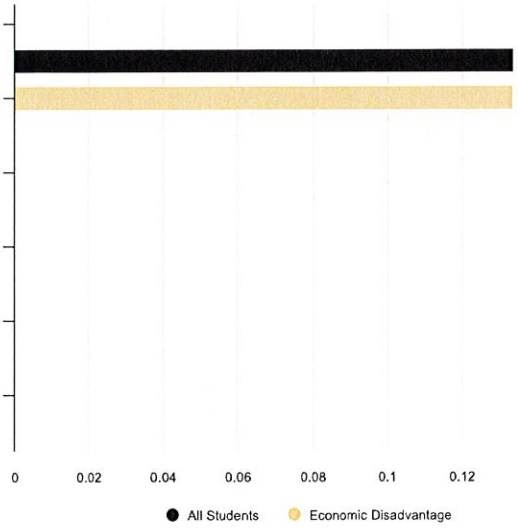
Performance Index by Student Group



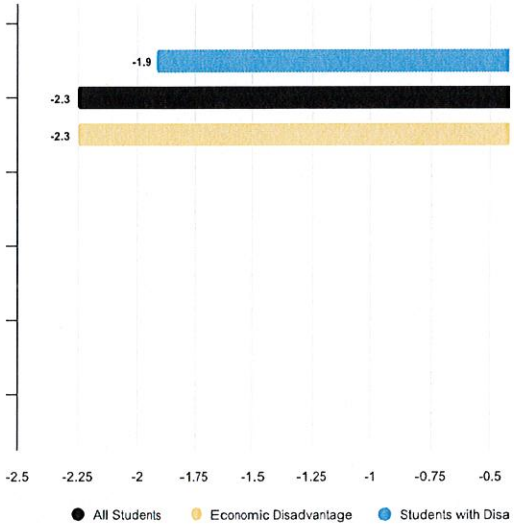
English Language Arts Growth

Math Growth

Growth Index by Student Group



Growth Index by Student Group

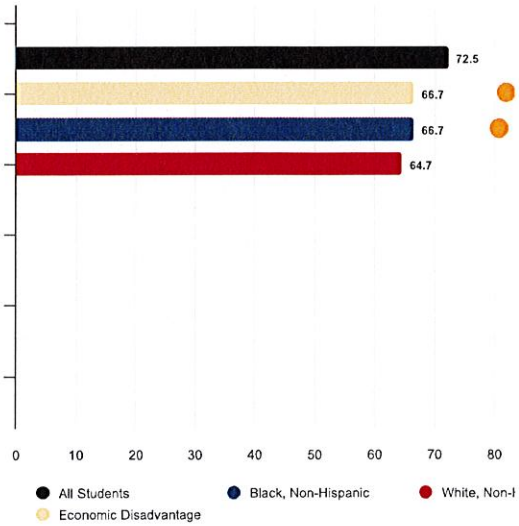


Graduation

English Learners

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

Graduation Rate by Student Group



Chronic Absenteeism

64.3%

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

School Report Cards

★☆☆☆☆
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%.

78.6%

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	72.5%	X	60%	=	43.5%
5-Year Graduation Rate	87.8%	X	40%	=	35.1%

Measure	Measure Percentage	Weight of Measure	Weighted Percentage
Weighted Graduation Rate			**78.6%**

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2024 who graduated within four years. These are the students who entered ninth grade in the fall of 2020 and graduated by the summer of 2024.

29
Number of students in the 4-year graduation cohort graduating within four years

÷

40
Number of students in the 4-year graduation cohort

72.5%

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

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2023 who graduated within five years. These are the students who entered ninth grade in the fall of 2019 and graduated by the summer of 2024.

36
Number of students in the 5-year graduation cohort graduating within five years

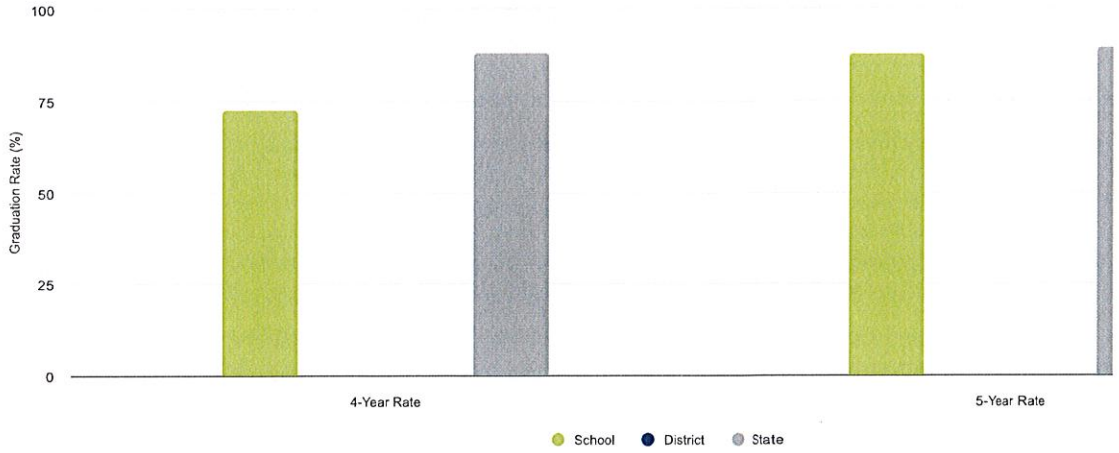
÷

41
Number of students in the 5-year graduation cohort

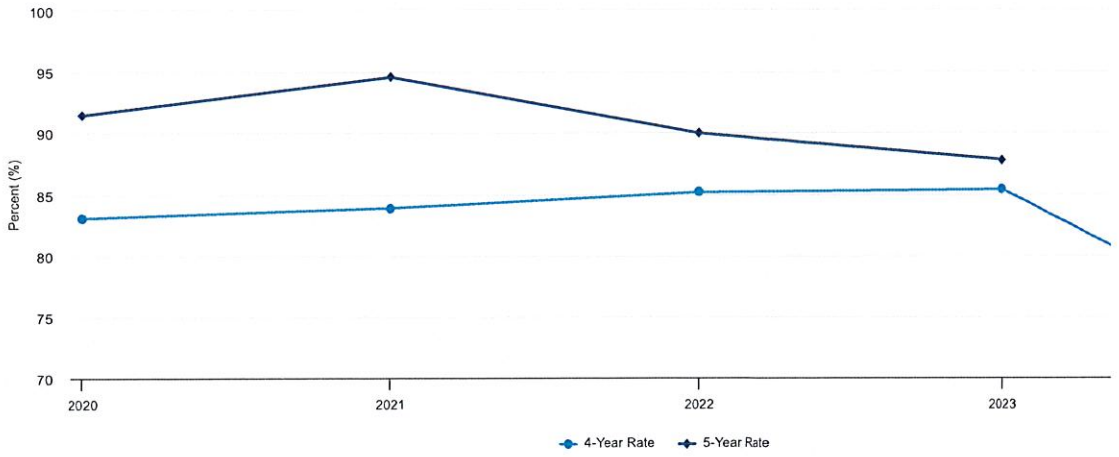
87.8%

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

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.

19.8%

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	12.5%
Students with disabilities still enrolled in high school	12.5%

Non-Graduate Data	
Students with disabilities who met graduation requirements, but deferred their diploma	0.0%
Students no longer enrolled in high school	75.0%

School Report Cards

★☆☆☆☆
Needs significant support to meet state standards in college, career, workforce, and military readiness.

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.

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 2024 4-year graduation cohort. If a district or school initially earns a 1 Star or 2 Star rating but then improves at least 15 percentage points from the previous year, that school or district will earn a final rating of 3 Stars.

13
Number of students in the 4-year graduation cohort demonstrating post-secondary readiness

÷

40
Number of students in the 4-year graduation cohort

32.5%

Change from Previous Year: **0.8 Percentage Points**

College Enrollment and Graduation

Data from the **National Student Clearinghouse Research Center (https://nscresearchcenter.org/)** is used to calculate the percentage of students enrolling in college within 2 years and graduating from college within 6 years. In order to allow sufficient follow-up time, enrollment in college rates are for the Class of 2022 and graduation from college rates are for the class of 2018.

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.

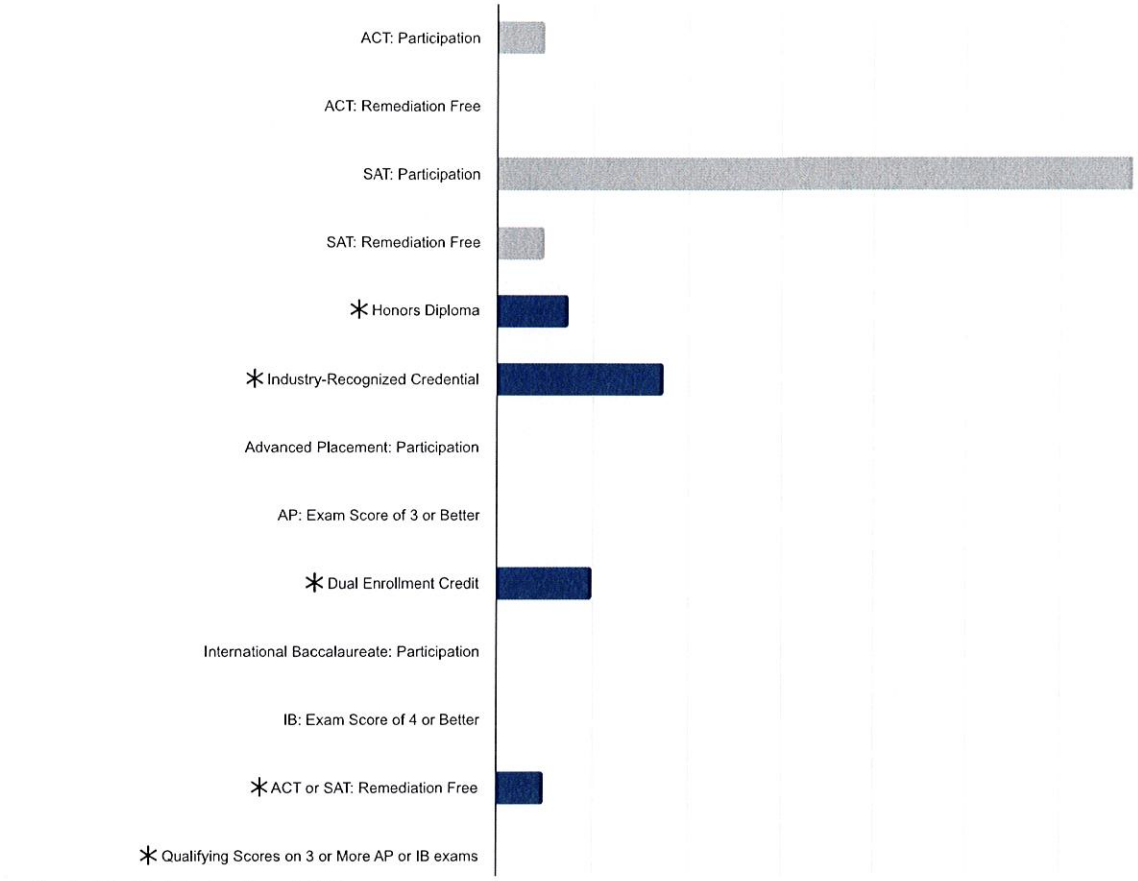
Post-High School Pathways

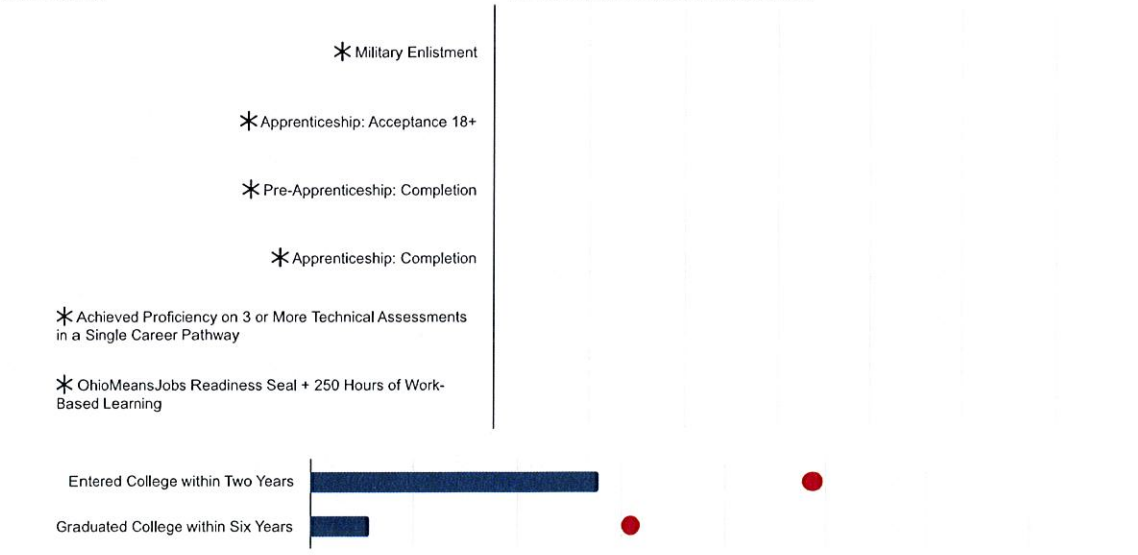
Data from the **Exiting Student Follow-Up Collection (https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Exiting-Student-Collection)** provides additional information on the various paths students take after leaving high school. These data are based on all students who graduated in 2024.

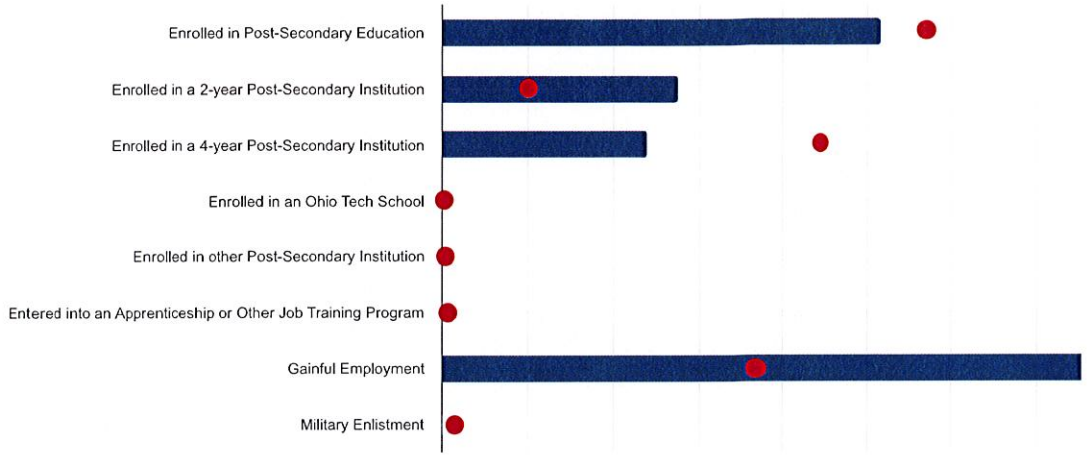
Federal Student Aid

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


ACT: Participation
ACT: Remediation Free
SAT: Participation
SAT: Remediation Free
* Honors Diploma
* Industry-Recognized Credential
Advanced Placement: Participation
AP: Exam Score of 3 or Better
* Dual Enrollment Credit
International Baccalaureate: Participation
IB: Exam Score of 4 or Better
* ACT or SAT: Remediation Free
* Qualifying Scores on 3 or More AP or IB exams


* Military Enlistment
* Apprenticeship: Acceptance 18+
* Pre-Apprenticeship: Completion
* Apprenticeship: Completion
* Achieved Proficiency on 3 or More Technical Assessments in a Single Career Pathway
* OhioMeansJobs Readiness Seal + 250 Hours of Work-Based Learning
Entered College within Two Years
Graduated College within Six Years


Enrolled in Post-Secondary Education
Enrolled in a 2-year Post-Secondary Institution
Enrolled in a 4-year Post-Secondary Institution
Enrolled in an Ohio Tech School
Enrolled in other Post-Secondary Institution
Entered into an Apprenticeship or Other Job Training Program
Gainful Employment
Military Enlistment

School Report Cards

School Details

Principal
Celestine S. Ferguson

Address
3950 Indianola Ave
Columbus, OH 43214-3158

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

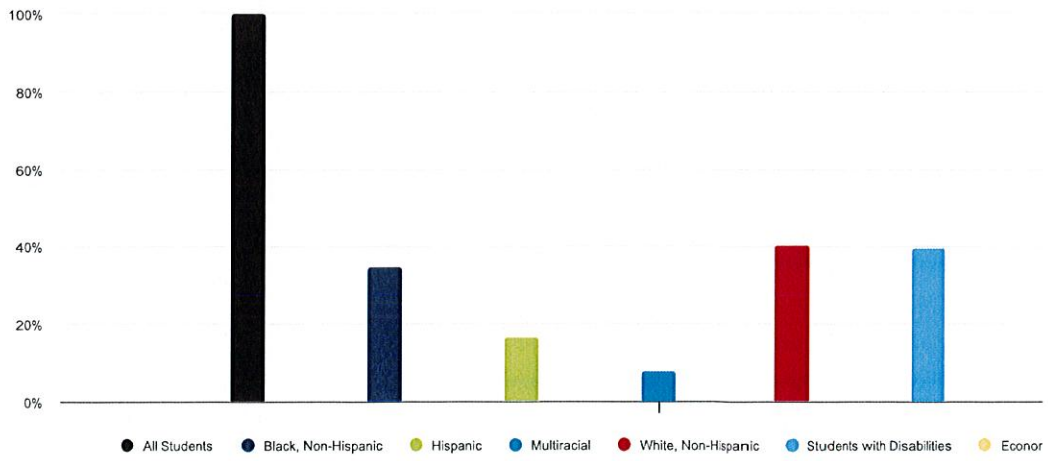
Phone
(614) 262-1111

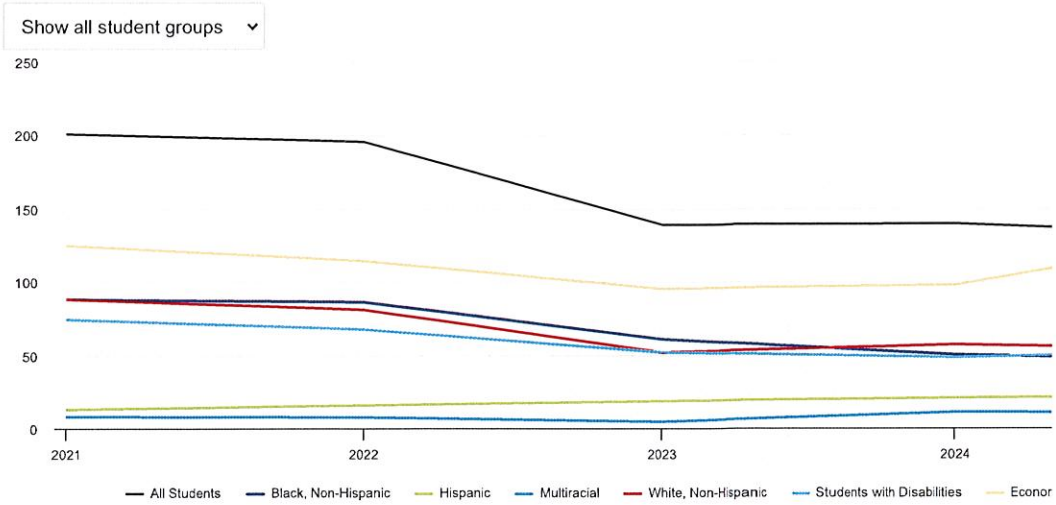
Career Technical Planning District
Columbus City CTPD (/ctpd/overview/200035)

Sponsor
ESC of Central Ohio

	Enrollment #	Percent
All Students	132	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	46	34.8%
Hispanic	22	16.8%

	Enrollment #	Percent
Multiracial	10	8%
White, Non-Hispanic	53	40.4%
Students with Disabilities	53	39.8%
Economic Disadvantage	132	100%
Migrant	NC	NC

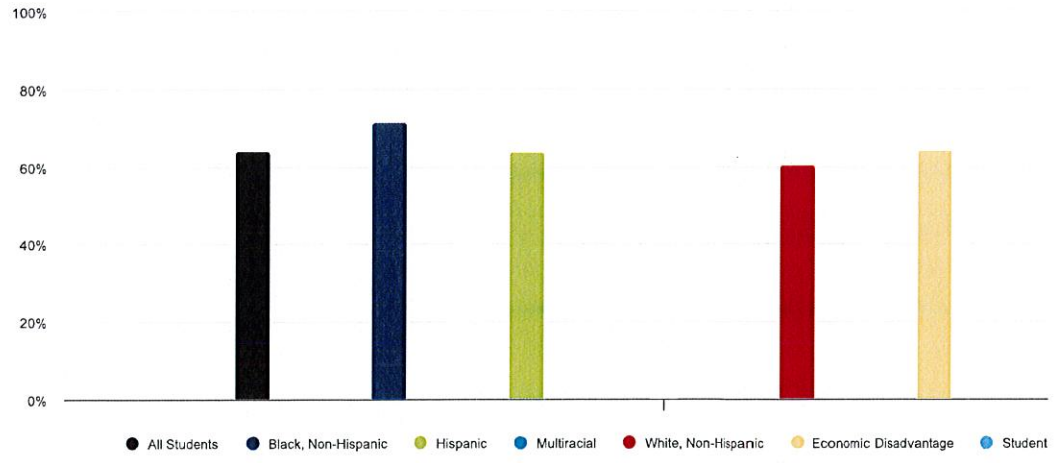




This graph shows enrollment trends across time.

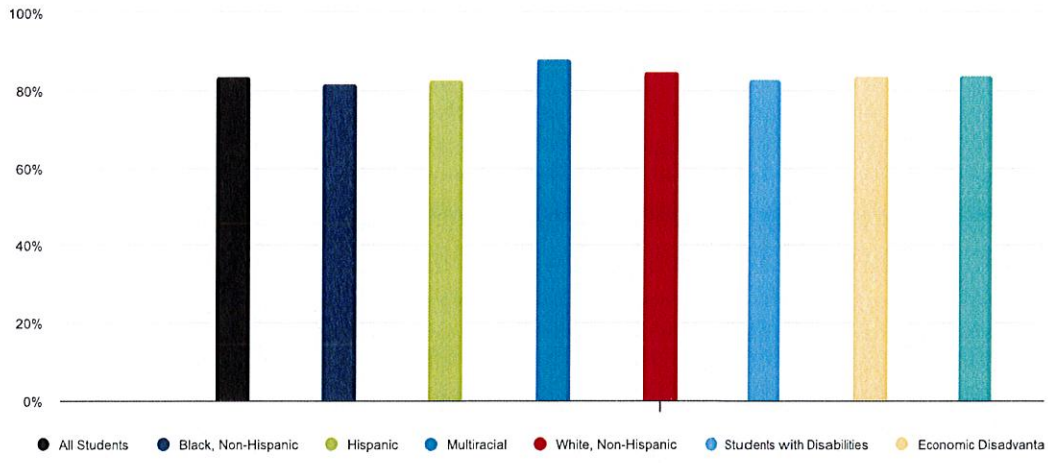
	Chronic Absenteeism Rate
All Students	64.3 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	71.7 %
Hispanic	63.8 %

	Chronic Absenteeism Rate
Multiracial	0 %
White, Non-Hispanic	60.5 %
Economic Disadvantage	64.3 %
Students with Disabilities	68.3 %



	Attendance Rate
All Students	83.7%

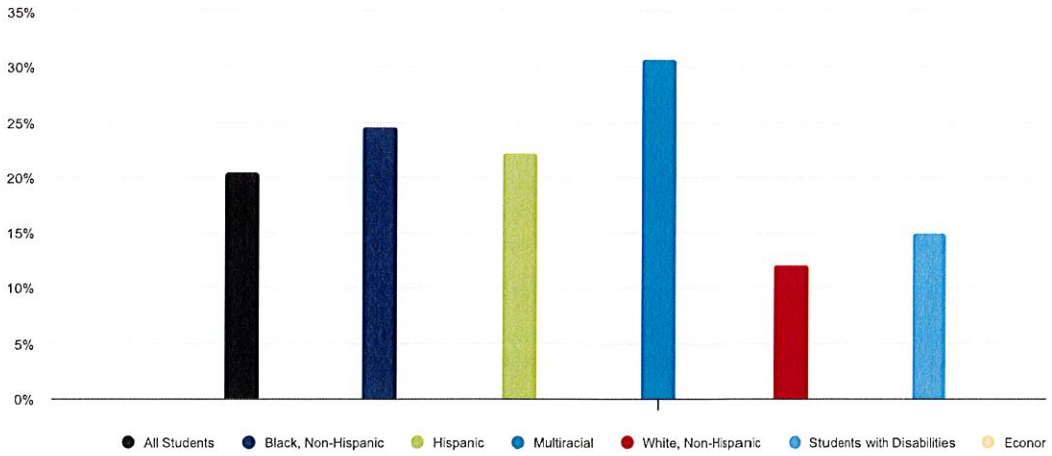
	Attendance Rate
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	81.9%
Hispanic	82.8%
Multiracial	88.2%
White, Non-Hispanic	84.8%
Students with Disabilities	83%
Economic Disadvantage	83.7%
Migrant	NC
Male	83.8%
Female	83.6%



This graph shows attendance rates by student group.

	District Mobility
All Students	20.5%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	24.6%
Hispanic	22.2%
Multiracial	30.8%

	District Mobility
White, Non-Hispanic	12.1%
Students with Disabilities	15%
Economic Disadvantage	20.5%
Migrant	NC



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

Positive Behavior Intervention

Has the district implemented a positive behavior intervention and support framework in compliance with **Ohio Revised Code (http://codes.ohio.gov/orc/3319.46)? Yes**

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	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	98.5	
Percentage of teachers with at least a Master's Degree	37.3	
Percentage of inexperienced teachers (2 Years or less of experience)	20.9	

	Your School	Your District
Percentage of inexperienced principals (2 Years or less of experience)		
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

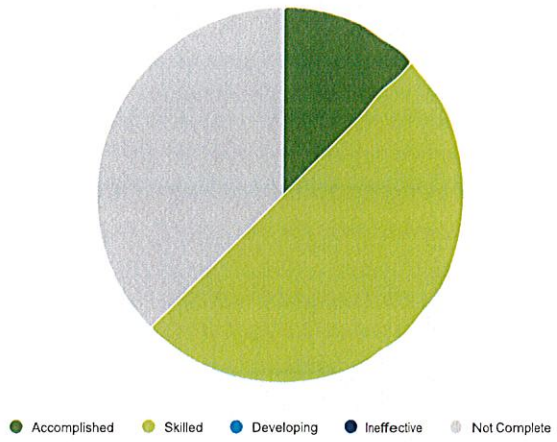
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings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

Educators in your School

	Number of Educators	State Avg Students per Educator
General Education Teachers	11.0	21.0
Career-Technical Teachers	0.0	839.0
Special Education Teachers	3.0	72.0
Paraprofessionals	0.0	114.0
Gifted Intervention Specialists	0.0	1,767.0
Fine Arts Teachers	1.0	372.0
Music Teachers	1.0	402.0

	Number of Educators	State Avg Students per Educator
Physical Education Teachers	1.0	373.0
ELL Specialists	1.0	1,906.0

Teacher Evaluations



School Report Cards

Financial Data

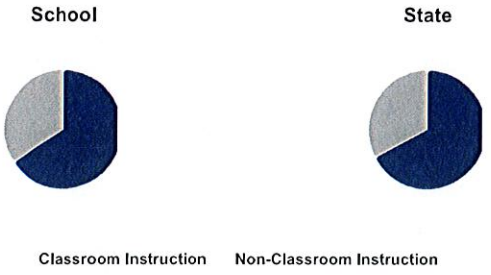
The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

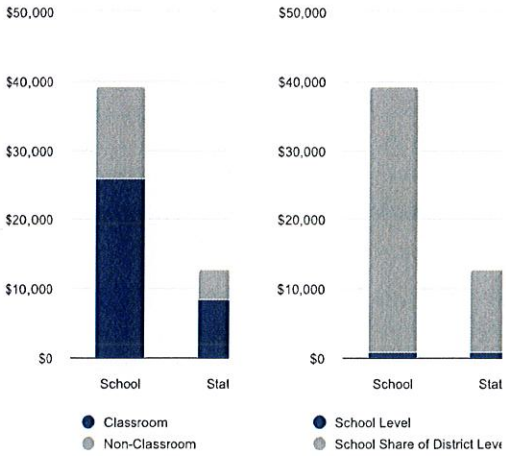
Comparison Group:**Community Schools with Enrollment less than 150**

Classroom Spending Data

What percent of funds are spent on classroom instruction?

65.8%



Spending Per Pupil Data

	School	State
Operating Spending per Pupil	$39,325	$12,723
Classroom Instruction	$25,879	$8,564
Non-Classroom Spending	$13,447	$4,159
Federal Funds	$897	$825
State and Local Funds	$38,429	$11,898