Dear GEMS Families

The recently released 2025–26 Ohio School Report Card is out, and GEMS has some wonderful news to celebrate. It turns out that GEMS is living up to its name!

Here are a few highlights:

- GEMS earned an overall rating of 3 stars.
- GEMS earned 4 stars for Progress, which means students made more academic growth than the state expected.
- The Performance Index increased from 58.0 to 62.5—a gain of 4.5 points!
- Early literacy results improved, giving our youngest learners a stronger start.
- These results represent students learning, growing, and doing hard things. They also reflect the many adults who encouraged them along the way.

This growth started in classrooms. Teachers planned, taught, adjusted, encouraged, reviewed, retaught, and found new ways to help students understand. They kept expectations high while giving students the care and support they needed to reach them.

Support staff encouragement and perseverance made a difference. They helped students solve problems, reconnect, feel safe, and return to learning. Deans helped guide this work, supporting staff, strengthening school culture, and helping everyone stay focused on students. They helped create the conditions that allowed teachers and students to succeed.

Of course, a state report card cannot capture everything that makes GEMS special. It cannot measure every book that sparked a student's interest, every new friendship, every moment of courage, or every child who began to see themselves as a successful learner. Still, when the results show strong academic growth and improved early literacy, we are very happy to celebrate.

These results belong to our students and to the staff members who supported them each day. We are proud of and grateful for the care, skill, and persistence that made this progress possible.

Ed Ingman
Superintendent

**Graham Elementary and Middle School**
140 E. 16th Ave. Columbus, Ohio 43201 P: (614) 253-4000 F: (614) 643-5146
office@gemsschool.org www.GEMSSchool.org A member of The Graham Family of Schools.
USDA is an equal opportunity provider, employer, and lender.

Estimadas familias de GEMS:

Se ha publicado recientemente el Informe de Rendimiento Escolar de Ohio para el ciclo 2025–26, y GEMS tiene noticias maravillosas que celebrar. ¡Resulta que GEMS está haciendo honor a su nombre!

Aquí presentamos algunos aspectos destacados:

- GEMS obtuvo una calificación general de 3 estrellas.
- GEMS obtuvo 4 estrellas en la categoría de Progreso, lo que significa que los estudiantes lograron un crecimiento académico mayor al esperado por el estado.
- El Índice de Rendimiento aumentó de 58.0 a 62.5: ¡un incremento de 4.5 puntos!
- Los resultados de alfabetización temprana mejoraron, brindando a nuestros alumnos más jóvenes un comienzo más sólido.
- Estos resultados reflejan el aprendizaje, el crecimiento y el esfuerzo de los estudiantes al superar desafíos. También reflejan la labor de los muchos adultos que los alentaron a lo largo del camino.

Este crecimiento comenzó en las aulas. Los maestros planificaron, enseñaron, hicieron ajustes, motivaron, revisaron, volvieron a enseñar y encontraron nuevas formas de ayudar a los estudiantes a comprender los temas. Mantuvieron expectativas elevadas y, al mismo tiempo, brindaron a los estudiantes el cuidado y el apoyo necesarios para alcanzarlas.

El aliento y la perseverancia del personal de apoyo marcaron la diferencia. Ayudaron a los estudiantes a resolver problemas, reconectar, sentirse seguros y retomar su aprendizaje. Los coordinadores ayudaron a guiar esta labor, apoyando al personal, fortaleciendo la cultura escolar y ayudando a todos a mantener el enfoque en los estudiantes. Contribuyeron a crear las condiciones que permitieron el éxito tanto de los maestros como de los alumnos.

Por supuesto, un informe estatal no puede abarcar todo lo que hace especial a GEMS. No puede medir cada libro que despertó el interés de un estudiante, cada nueva amistad, cada momento de valentía o cada niño que comenzó a verse a sí mismo como un estudiante capaz y exitoso. Aun así, cuando los resultados muestran un sólido crecimiento académico y mejoras en la alfabetización temprana, nos alegra mucho celebrarlo.

Estos resultados pertenecen a nuestros estudiantes y a los miembros del personal que los apoyaron día a día. Nos sentimos orgullosos y agradecidos por el cuidado, la destreza y la perseverancia que hicieron posible este progreso.

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Superintendente

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# School Report Cards

Meets state standards

## 2025 - 2026 Report Card for

# Graham Elementary and Middle School

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.

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### Achievement

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

Needs support to meet state standards in academic achievement.

**Performance Index** **56.1%**

### Progress

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

Significant evidence that the school exceeded student growth expectations.

**Overall**

### Gap Closing

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

Needs support to meet state standards in closing educational gaps.

**Annual Performance Goals** **24.0%**

### Graduation



The Graduation Component is a measure of the percentage of students that graduate within 4 or 5 years.

#### Graduation Rates

*This school is not evaluated for graduation rate because there are not enough students in the graduating class.*

### Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Needs support to meet state standards in early literacy (K-3).

| | |
|---|---|
| **Improving K-3 Literacy** | **44.7%** |
| **Third Grade Reading Proficiency** | **52.2%** |
| **Promotion to Fourth Grade** | **65.2%** |

### 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.

# 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.

| 62.5 | ÷ | 111.5 |
|---|---|---|
| Performance Index Score | | Maximum School Performance Index Score |

## Performance Indicators (Report Only)

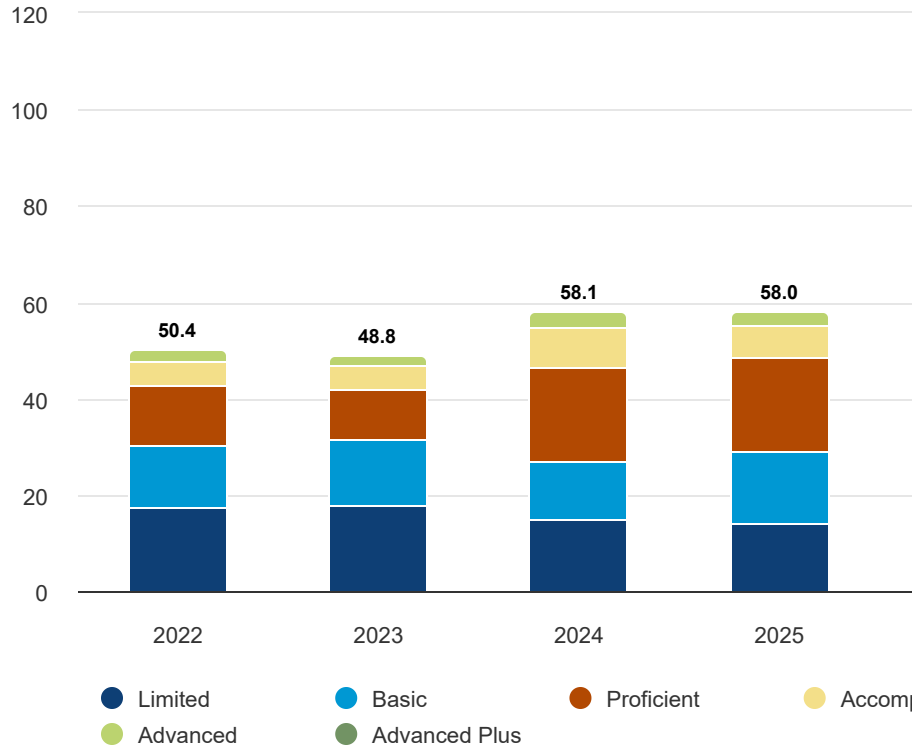
The Performance Indicators are reported for informational purposes only and do not contribute to the Achievement Component Rating. They report the percent of students who have scored proficient or higher on each state test. Previously, indicators have displayed proficiency among all students taking a 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 |
|---|---|---|---|
| Third Grade | | | |

**56.1%**

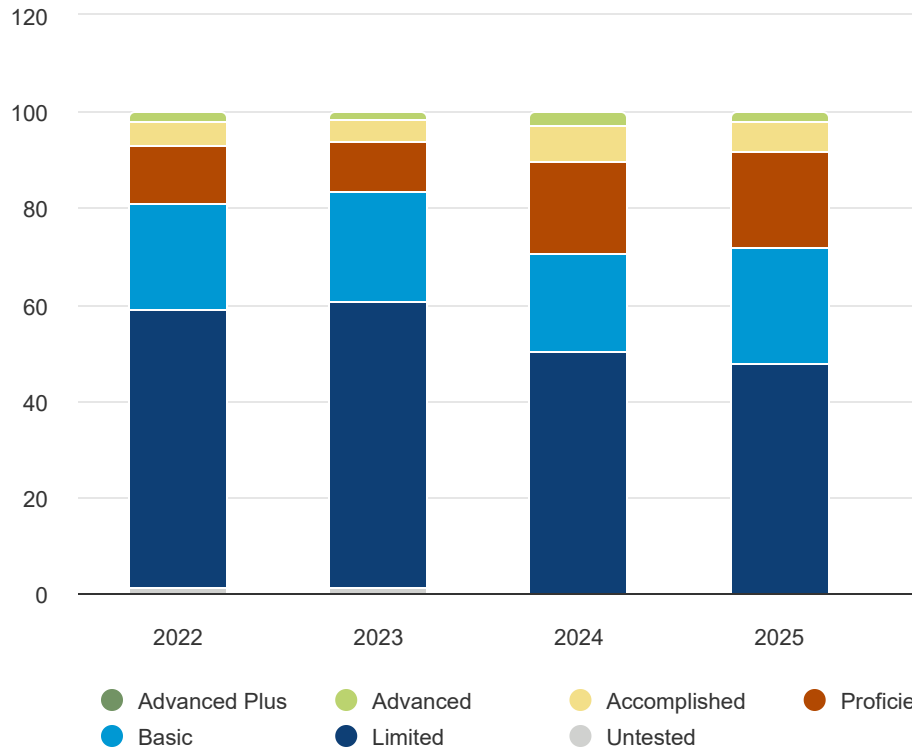
**Performance Index Percent**

Performance Index trend data shows the points received for each performance level over time. Values displayed in the chart may differ from official Performance Index due to rounding.



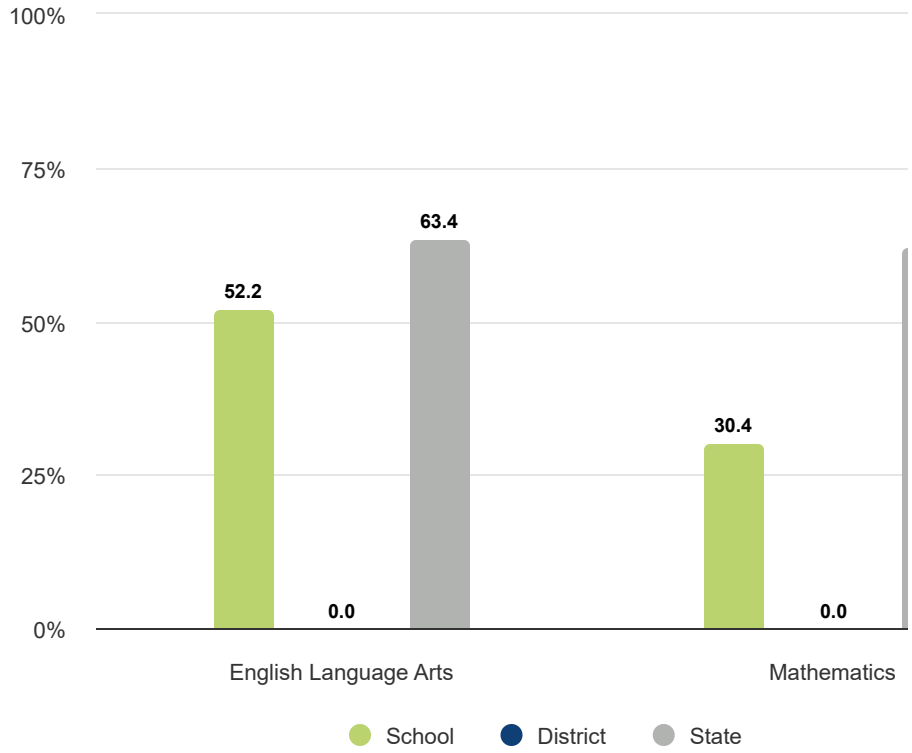

Proficiency trends show the percentage of tested students in each performance level over time.

| | | | |
|---|---|---|---|
| Third Grade English Language Arts | 12 | 23 | 52.2% |
| Third Grade Mathematics | 7 | 23 | 30.4% |
| **Fourth Grade** | | | |
| Fourth Grade English Language Arts | 8 | 26 | 30.8% |
| Fourth Grade Mathematics | 3 | 26 | 11.5% |
| **Fifth Grade** | | | |
| Fifth Grade English Language Arts | 13 | 30 | 43.3% |
| Fifth Grade Mathematics | 4 | 28 | 14.3% |
| Fifth Grade Science | 6 | 29 | 20.7% |
| **Sixth Grade** | | | |
| Sixth Grade English Language Arts | 18 | 49 | 36.7% |
| Sixth Grade Mathematics | 9 | 49 | 18.4% |
| **Seventh Grade** | | | |
| Seventh Grade English Language Arts | 27 | 42 | 64.3% |
| Seventh Grade Mathematics | 14 | 42 | 33.3% |
| **Eighth Grade** | | | |
| Eighth Grade English Language Arts | 22 | 50 | 44.0% |
| Eighth Grade Mathematics | 16 | 50 | 32.0% |
| Eighth Grade Science | 13 | 50 | 26.0% |



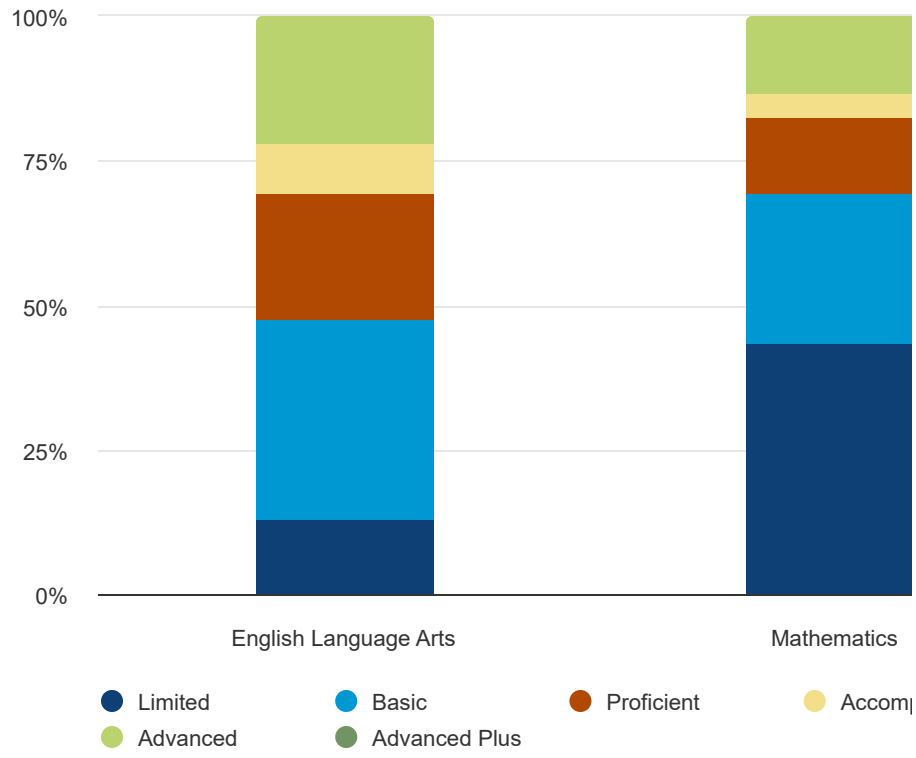

| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| Advanced Plus | 0 | X | 1.3 | = | 0 |
| Advanced | 4.8 | X | 1.2 | = | 5.8 |
| Accomplished | 7.9 | X | 1.1 | = | 8.7 |
| Proficient | 20.5 | X | 1.0 | = | 20.5 |
| Basic | 25 | X | 0.6 | = | 15 |
| Limited | 41.8 | X | 0.3 | = | 12.5 |
| Untested | 0 | X | 0.0 | = | 0.0 |

Third Grade

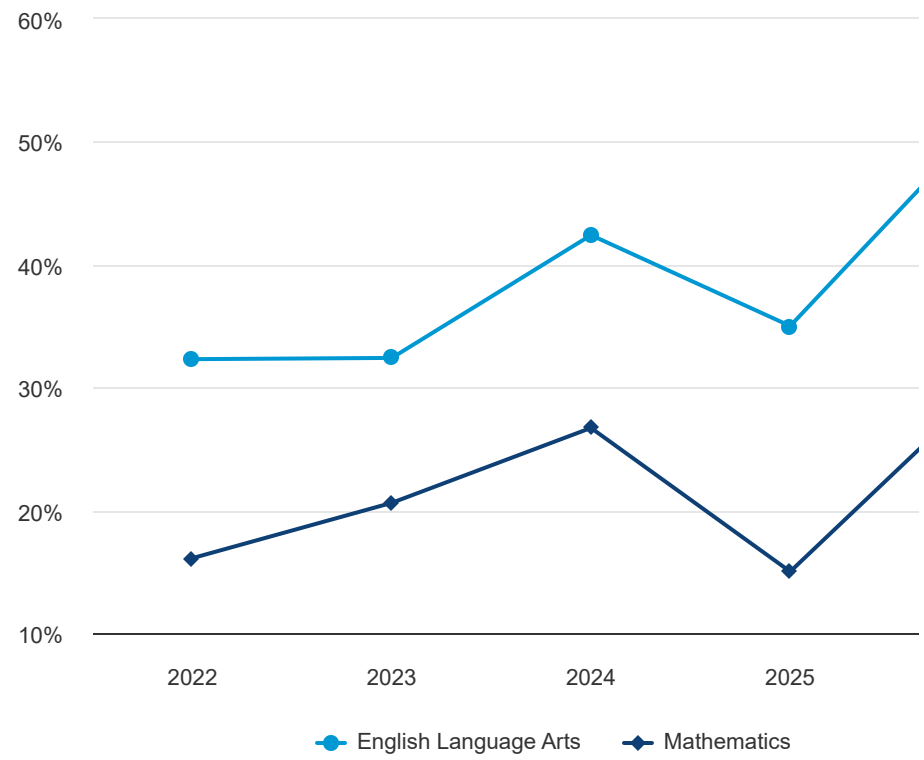


| Achievement Level | Pct of Students | Points for this Level | Points Received |
|---|---|---|---|
| | | | 62.5 |

Third Grade




Third Grade




| Test | Tests Proficient | Tests Taken | Percent Proficient |
|---|---|---|---|
| **Third Grade** | | | |
| Third Grade English Language Arts | 12 | 23 | 52.2% |
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| | | | |
|---|---|---|---|
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| **Eighth Grade** | | | |
| Eighth Grade English Language Arts | 22 | 50 | 44.0% |
| Eighth Grade Mathematics | 16 | 50 | 32.0% |
| Eighth Grade Science | 13 | 50 | 26.0% |

# School Report Cards

Significant evidence that the school exceeded 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=011972)**. Please note that the **Ohio EVAAS webpage (https://ohiova.sas.com/fw.html?yT=1&yU=011972)** will not align with the Ohio School Report Cards between the 2025-2026 Report Card release in September 2026, through mid-October 2026.

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.

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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.

| | Growth Index | Effect Size | Rating |
|---|---|---|---|
| Overall Value-Added Composite | 4.94 | 0.14 | |

- 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.

| 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 | | | | | | | | |

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

# School Report Cards

★★☆☆☆

Needs support to meet state standards in closing educational gaps.

# Gap Closing

The Gap Closing component shows how well schools 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.

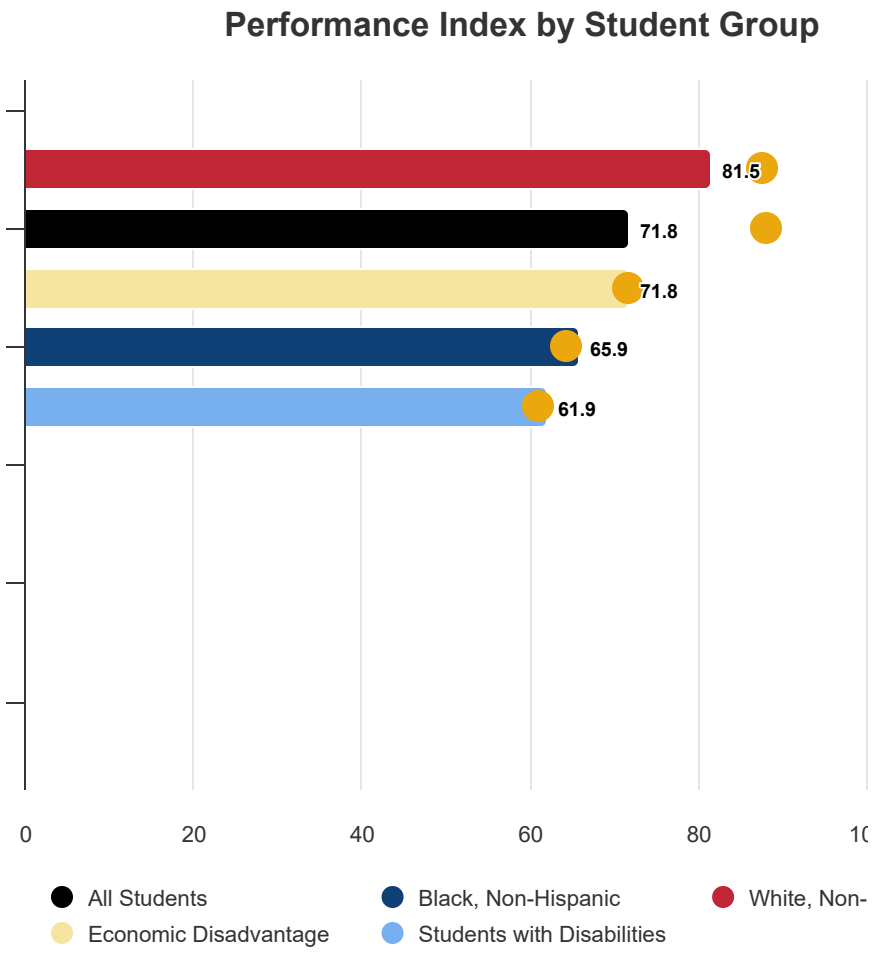
**24.0%**

6 of a possible 25

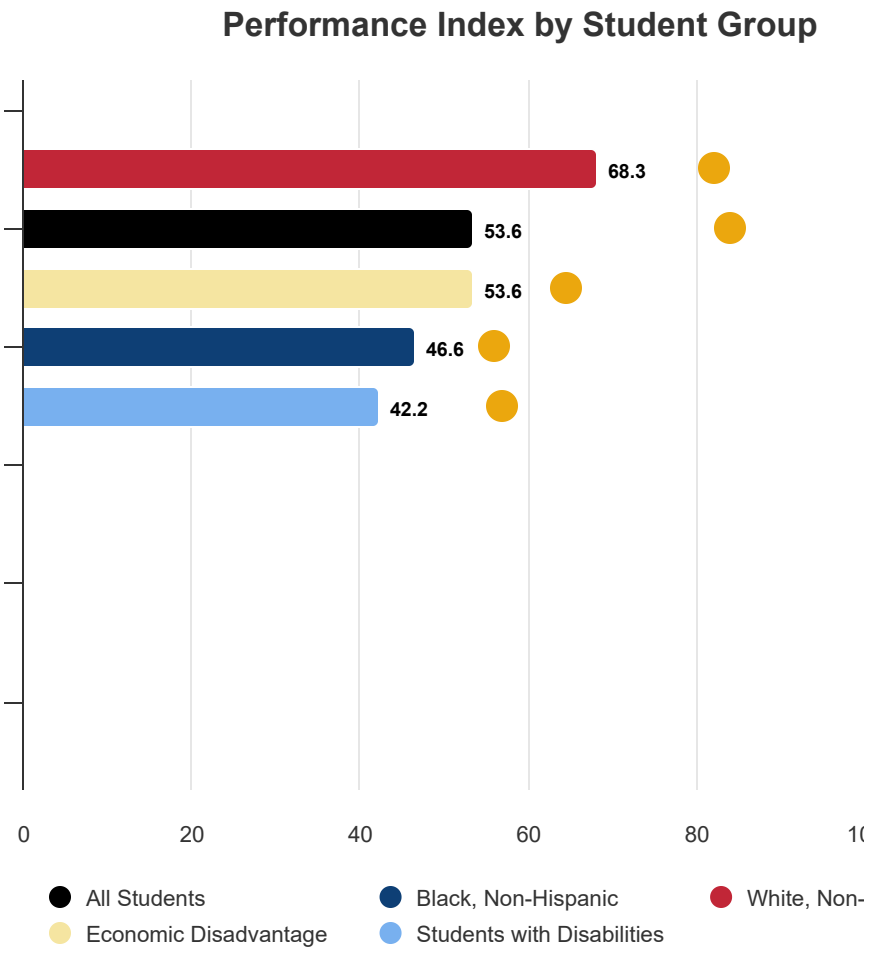
Testing Participation Rate **100.0%**

| Measure/Indicator | Detail | Points Earned | Possible Points |
|---|---|---|---|
| English Language Arts Achievement | Met annual goal/individual student group level | 3 | 5 |
| Math Achievement | Met annual goal/individual student group level | 0 | 5 |
| English Language Arts Growth | Met annual goal/individual student group level | 0 | 5 |
| Math Growth | Met annual goal/individual student group level | 3 | 5 |
| Graduation | Met annual goal/individual student group level | 0 | 0 |
| 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** | | **6** | |
| **Demotion Required** | | **No** | |
| **Final Points** | | **6** | **25** |

## English Language Arts Achievement

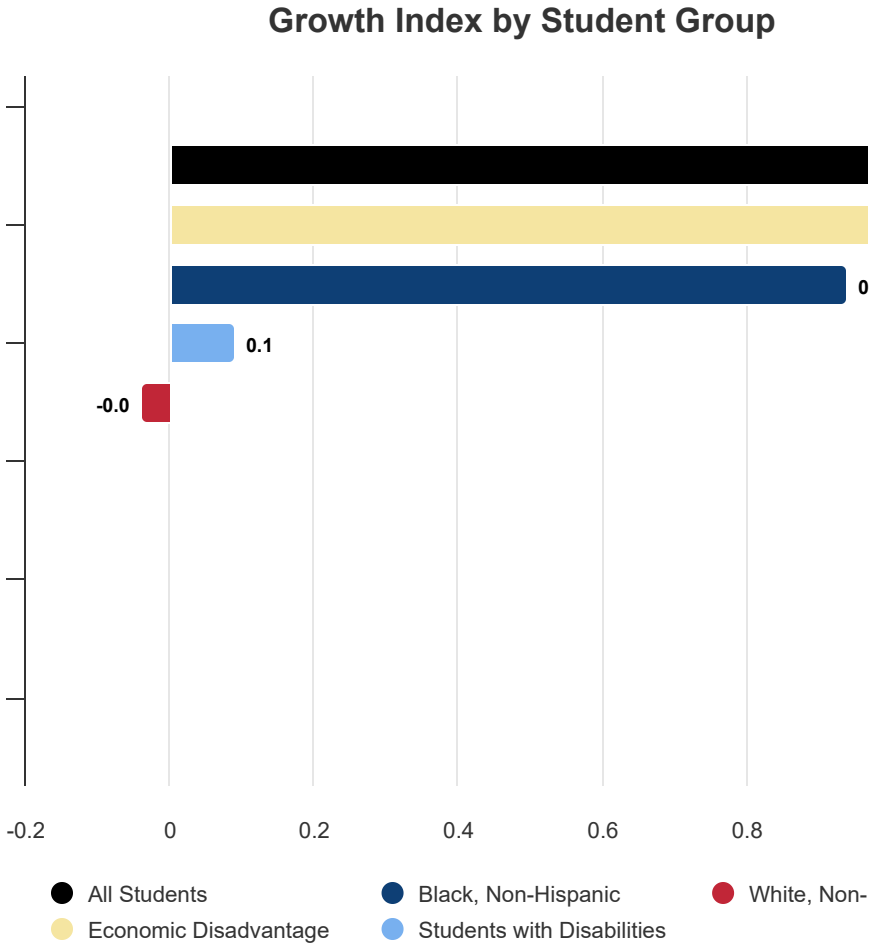


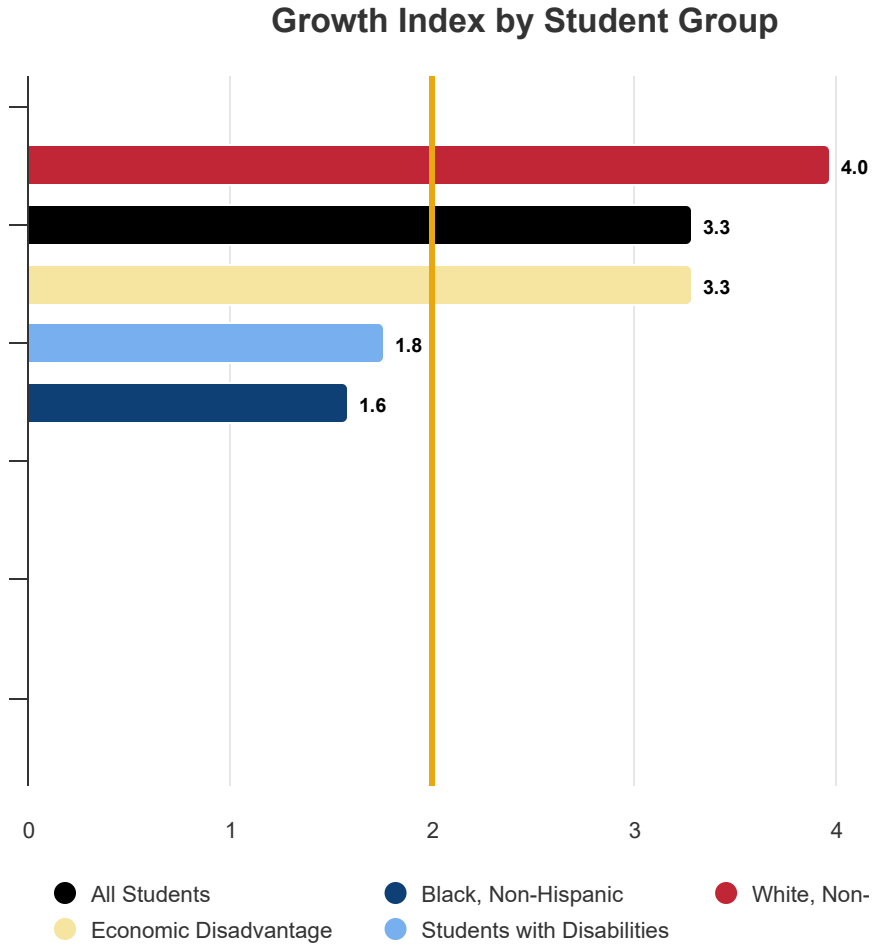

## Math Achievement




## English Language Arts Growth

## Math Growth




## Graduation

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

## English Learners

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

## Chronic Absenteeism

**54.5%**

**Of students were chronically absent in the 2025-2026 school year**

The annual performance goal for the 2025-2026 school year is 14.5%.

## Gifted

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

# School Report Cards

★★☆☆☆

Needs support to meet state standards in early literacy (K-3).

# Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

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

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## Early Literacy Component

**Ohio's Plan to Raise Literacy Achievement (https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy)** provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the component rating.

**54.9%**

| Measure | Unweighted Percent | Weight | Weighted Percent |
|---|---|---|---|
| Proficiency In Third Grade Reading | 52.2% | 40% | 20.9% |

| Measure | Unweighted Percent | Weight | Weighted Percent |
|---|---|---|---|
| Promotion to Fourth Grade by Meeting Test Score Requirements | 65.2% | 35% | 22.8% |
| Improving K-3 Literacy | 44.7% | 25% | 11.2% |
| **Early Literacy Component** | | | **54.9%** |

## Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.

## Promotion to Fourth Grade by Meeting Test Score Requirements

The Promotion to Fourth Grade by Meeting Test Score Requirements measure is the percentage of third grade students who earned a score of 700 or higher on the English language arts test, earned a reading subscore of 50 or higher on the English language arts test, or met the **required cut score (https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-District-Resources/Third-Grade-Alternative-Reading-Assessments)** on an alternative reading assessment.

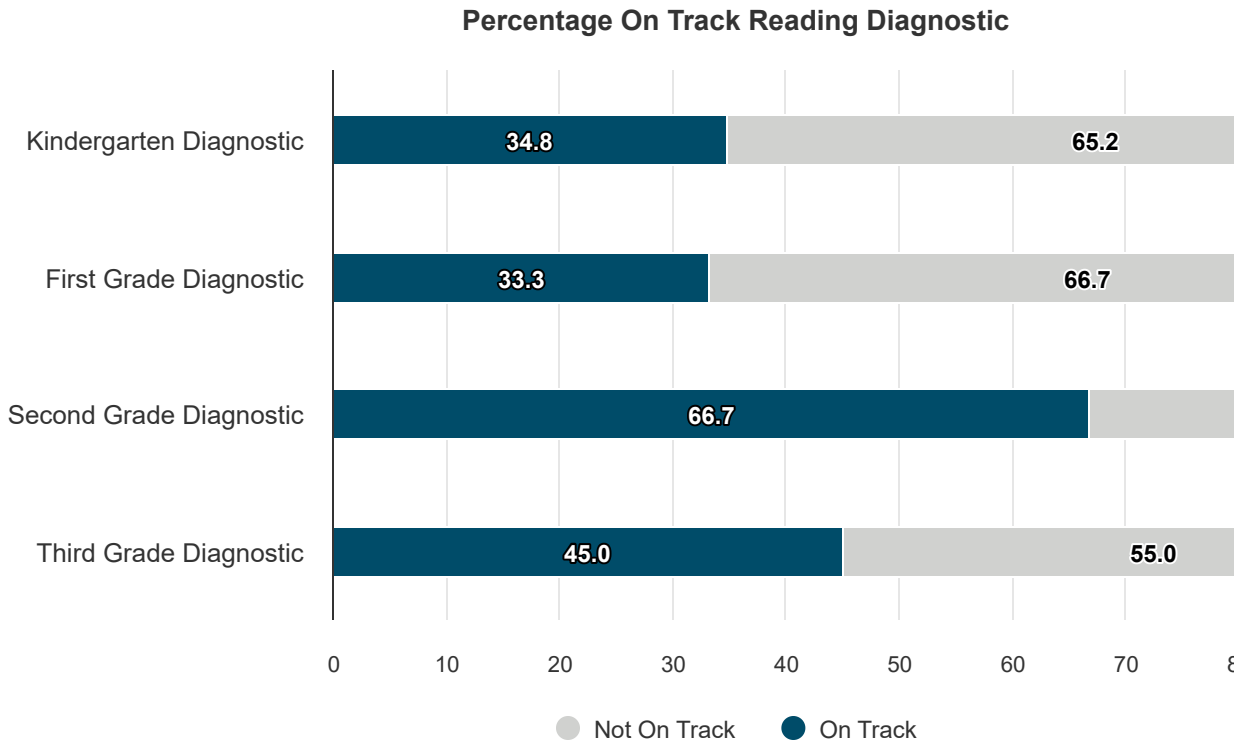
## Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second, and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2024 and fall of 2025 as well as results from the 2025-2026 state English language arts test.

Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year-over-year improvement on the Improving K-3 Literacy Measure.

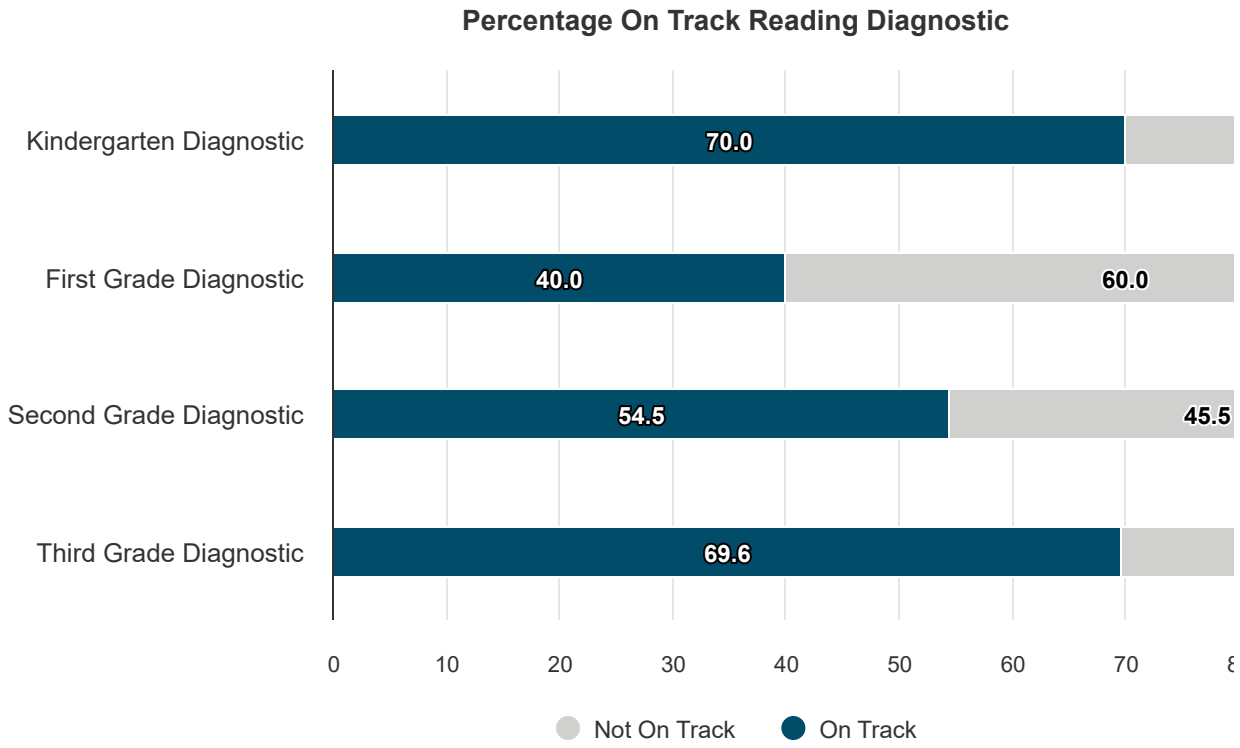
## Fall 2024 Reading Diagnostics

The fall 2024 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2026 Improving K-3 Literacy Measure.




## Fall 2025 Reading Diagnostics

The fall 2025 reading diagnostics in third grade are the baseline for third grade improvement on the 2026 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2025 were on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.




## Additional Details on Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second, and third grade. Kindergarten, first, and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2024 reading diagnostic) to see if they improved to on track on the Fall 2025 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2025 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test. The Improving K-3 Literacy Measure is not calculated for schools or districts that have greater than 90% of their kindergarteners reading on track based on the 2025 Fall Kindergarten Reading Diagnostic.

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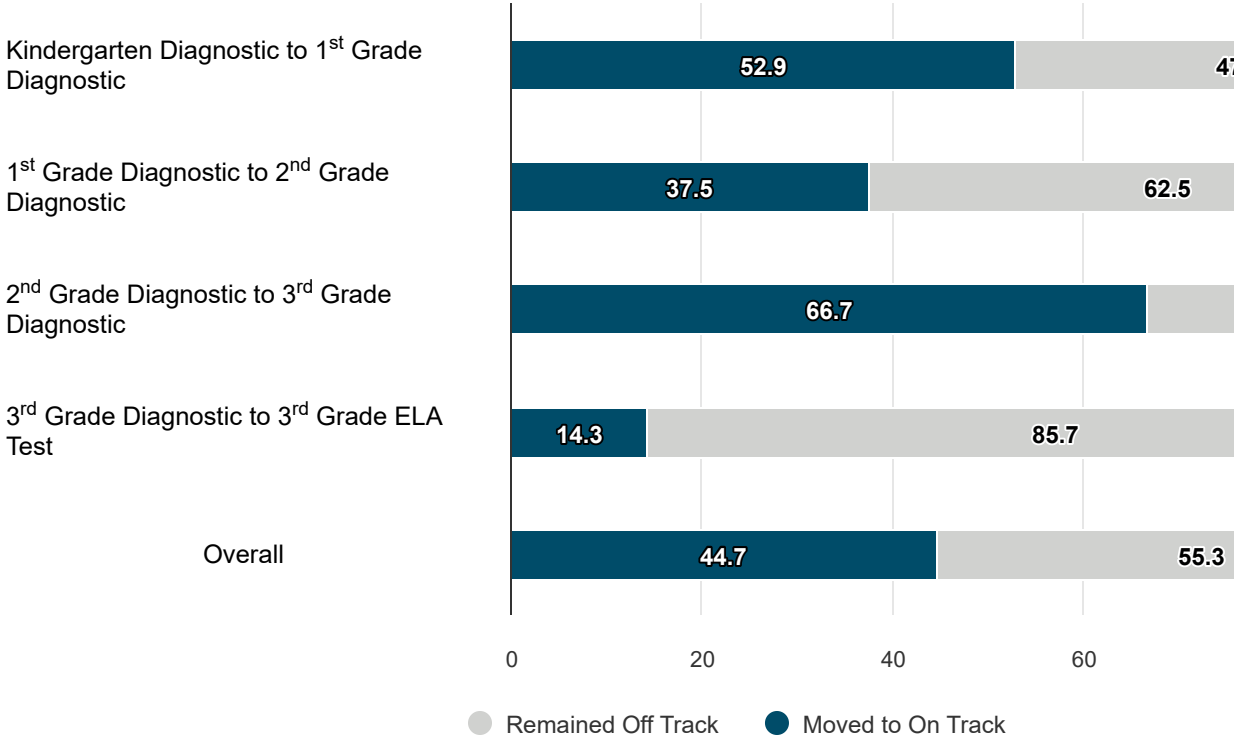
## Percentage of Previously Off Track Students That Moved to On Track


Kindergarten Diagnostic to 1st Grade Diagnostic
52.9
1st Grade Diagnostic to 2nd Grade Diagnostic
37.5
62.5
2nd Grade Diagnostic to 3rd Grade Diagnostic
66.7
3rd Grade Diagnostic to 3rd Grade ELA Test
14.3
85.7
Overall
44.7
55.3
0
20
40
60
Remained Off Track
Moved to On Track

School Report Cards

# Chronic Absenteeism

The Chronic Absenteeism Improvement Indicator assesses schools and districts by comparing their chronic absenteeism rates against annual goals and benchmarks for year-over-year improvement.

Please see the **Chronic Absenteeism Improvement Indicator Details (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Student-Attendance.pdf.aspx?lang=en-US)** for additional information on the calculation.

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The **Chronic Absenteeism Improvement Indicator** contributes 5 points to the **Gap Closing Component Rating** when it is met, and 0 points when it is not met. Schools and districts can meet the indicator by either meeting the annual goal or showing sufficient improvement from the previous year.

**54.5%**

Schools and districts can meet the **Chronic Absenteeism Improvement Indicator** by achieving an absenteeism rate at or below Ohio's annual goal. The target for 2025-2026 is 14.5%.

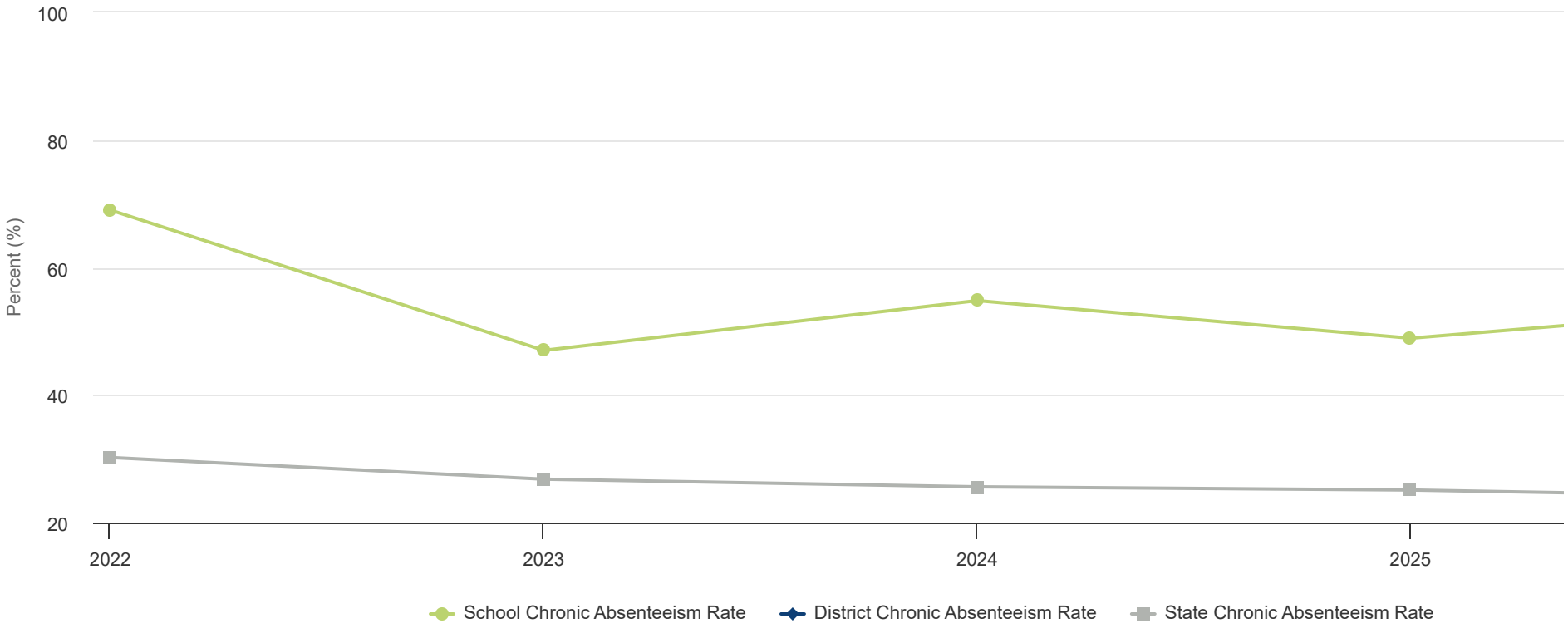
The Chronic Absenteeism Improvement Indicator evaluates whether a school or district has demonstrated adequate progress in reducing chronic absenteeism from one year to the next. This indicator is designed to recognize meaningful improvement for all schools, regardless of their starting point.

A school or district meets the Chronic Absenteeism Improvement Indicator by achieving one of the following improvement standards:

1. **Absolute Improvement Standard**
If the prior year's chronic absenteeism rate is 36.7% or higher, the school or district meets the indicator by decreasing its chronic absenteeism rate by at least 1.1 percentage points from the previous year.

2. **Relative Improvement Standard**
If the prior year's chronic absenteeism rate is below 36.7%, the school or district meets the indicator by achieving a minimum 3% reduction relative to its prior year rate.

| | Prior Year Chronic Absenteeism Rate | Current Year Chronic Absenteeism Rate | Percentage Point Change | Percentage Change |
|---|---|---|---|---|
| **Chronic Absenteeism Improvement** | 48.9% | 54.5% | ▲ 5.6 | ▲ 11.5% |


100
80
60
40
20
Percent (%)
2022
2023
2024
2025
School Chronic Absenteeism Rate
District Chronic Absenteeism Rate
State Chronic Absenteeism Rate

School Report Cards

# School Details

Principal
**ANGELIC N. Dean**

Address
**140 E 16th Ave**
**Columbus, OH 43201-1617**

Directory information current as of the 2025-2026 Report Card publication date.

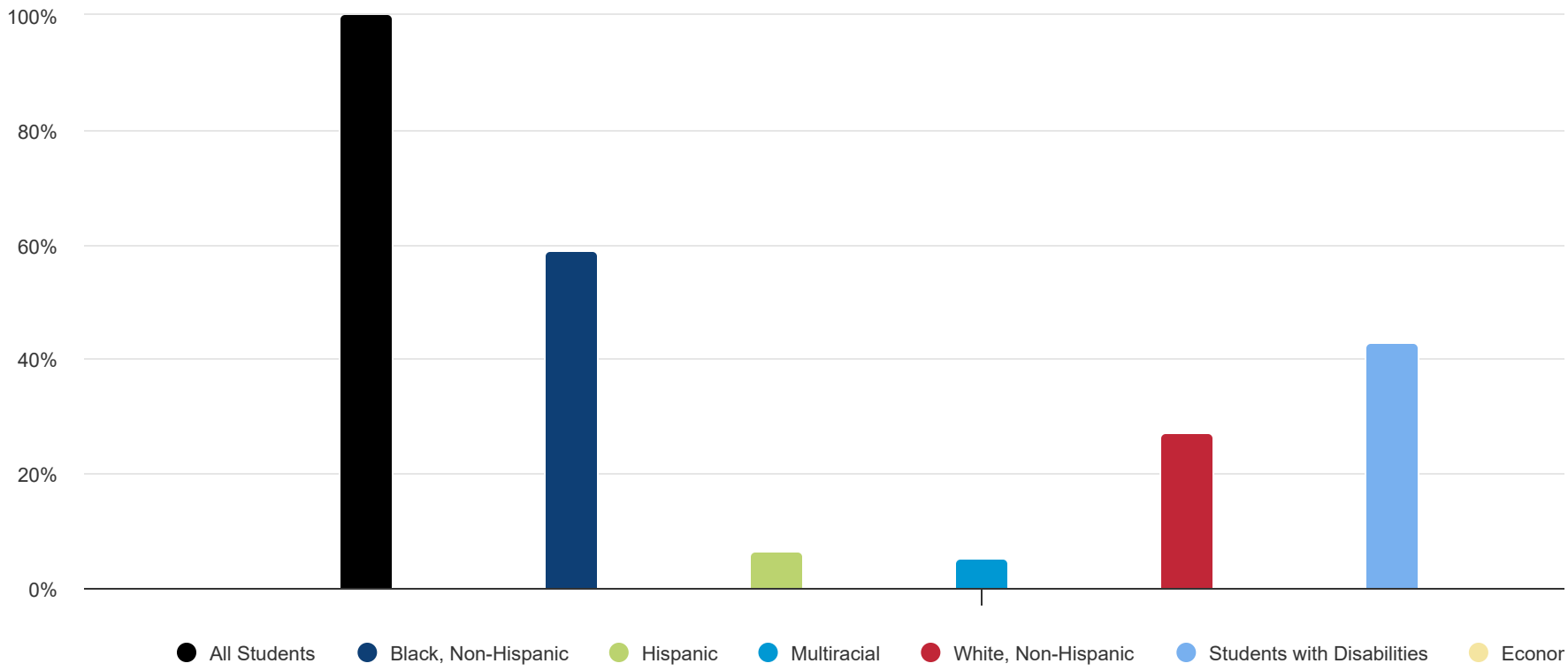
Phone
**(614) 253-4000**

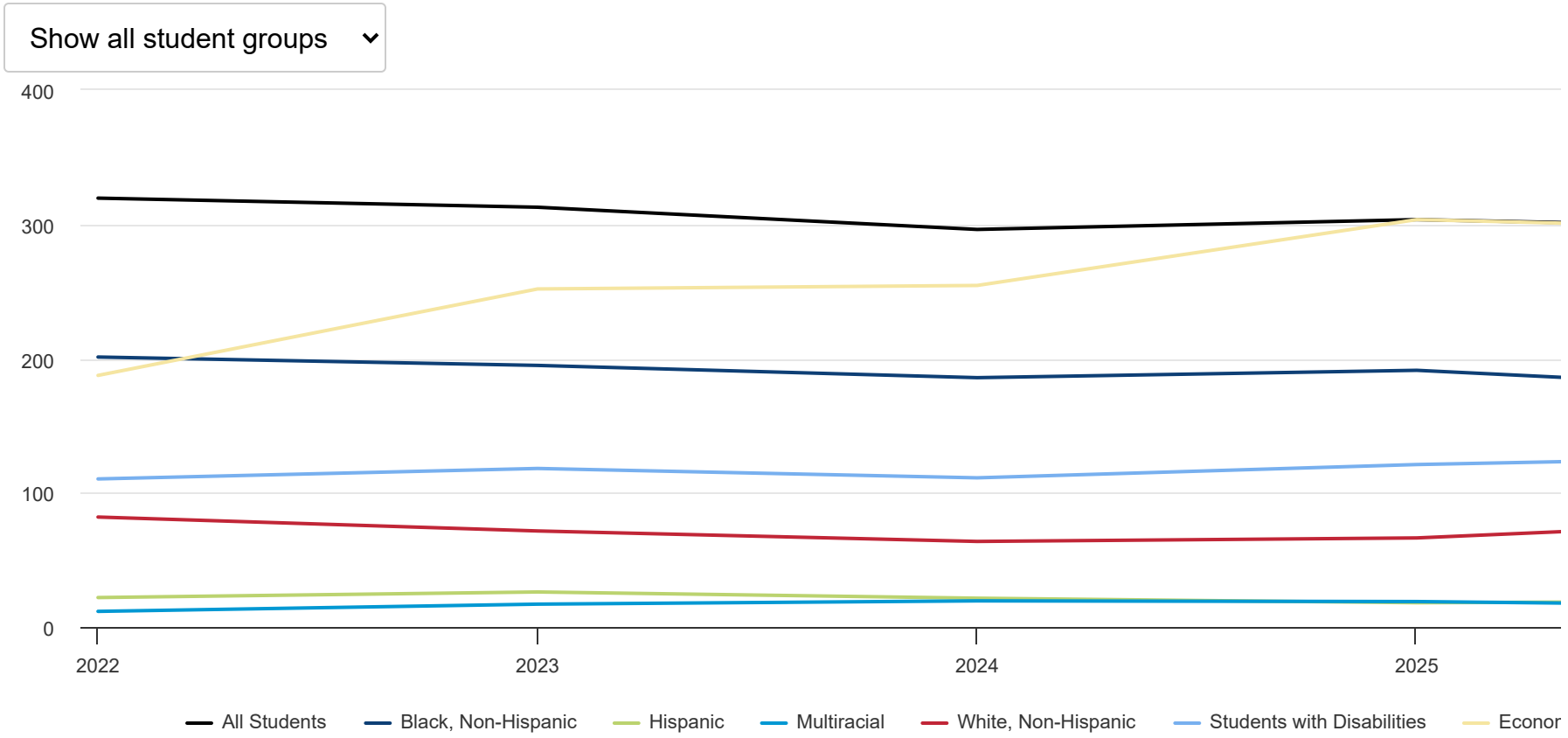
Career Technical Planning District
**Columbus City CTPD (/ctpd/overview/200035)**

Sponsor
**ESC of Central Ohio**

| | Enrollment # | Percent |
|---|---|---|
| All Students | 297 | |
| American Indian or Alaskan Native | NC | NC |
| Asian or Pacific Islander | NC | NC |
| Black, Non-Hispanic | 175 | 59.1% |
| Hispanic | 19 | 6.6% |

| | Enrollment # | Percent |
|---|---|---|
| Multiracial | 16 | 5.2% |
| White, Non-Hispanic | 81 | 27.1% |
| Students with Disabilities | 127 | 42.9% |
| Economic Disadvantage | 295 | 99.5% |
| Migrant | NC | NC |

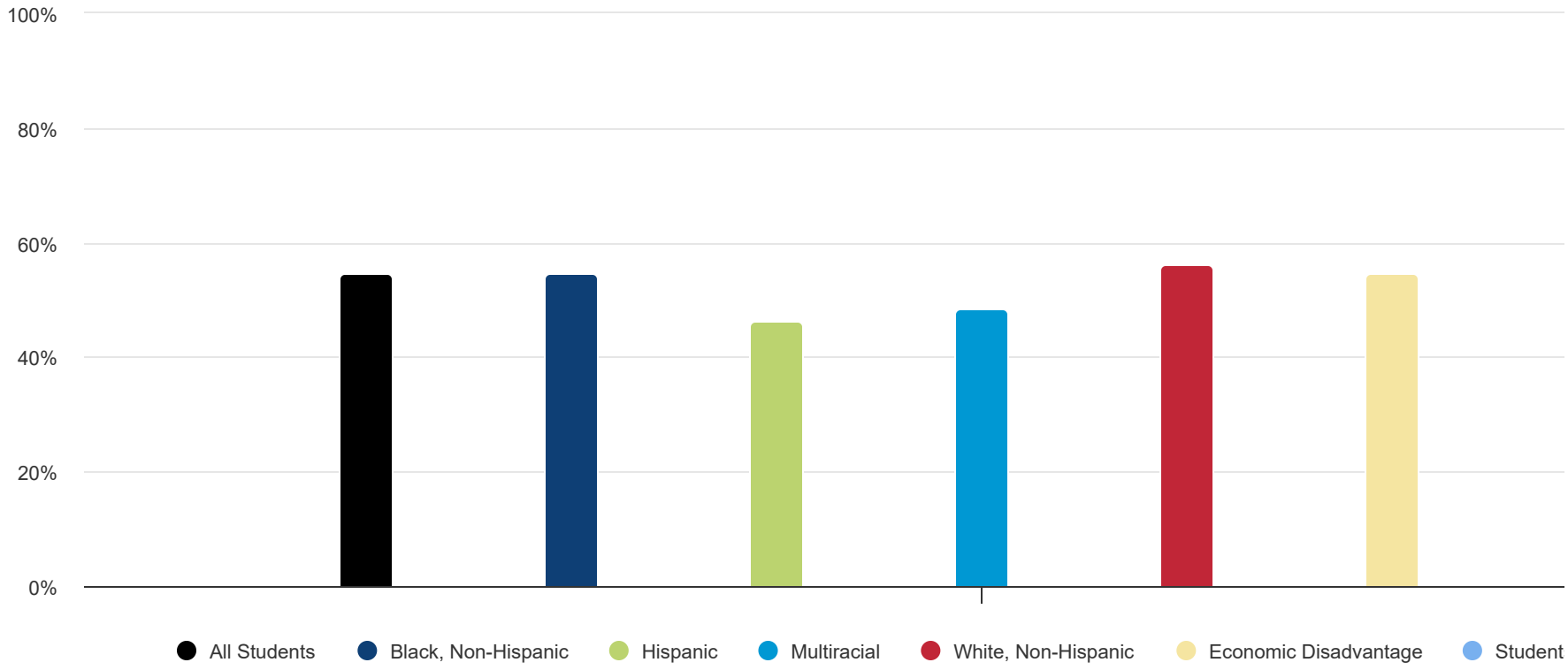





This graph shows enrollment trends across time.

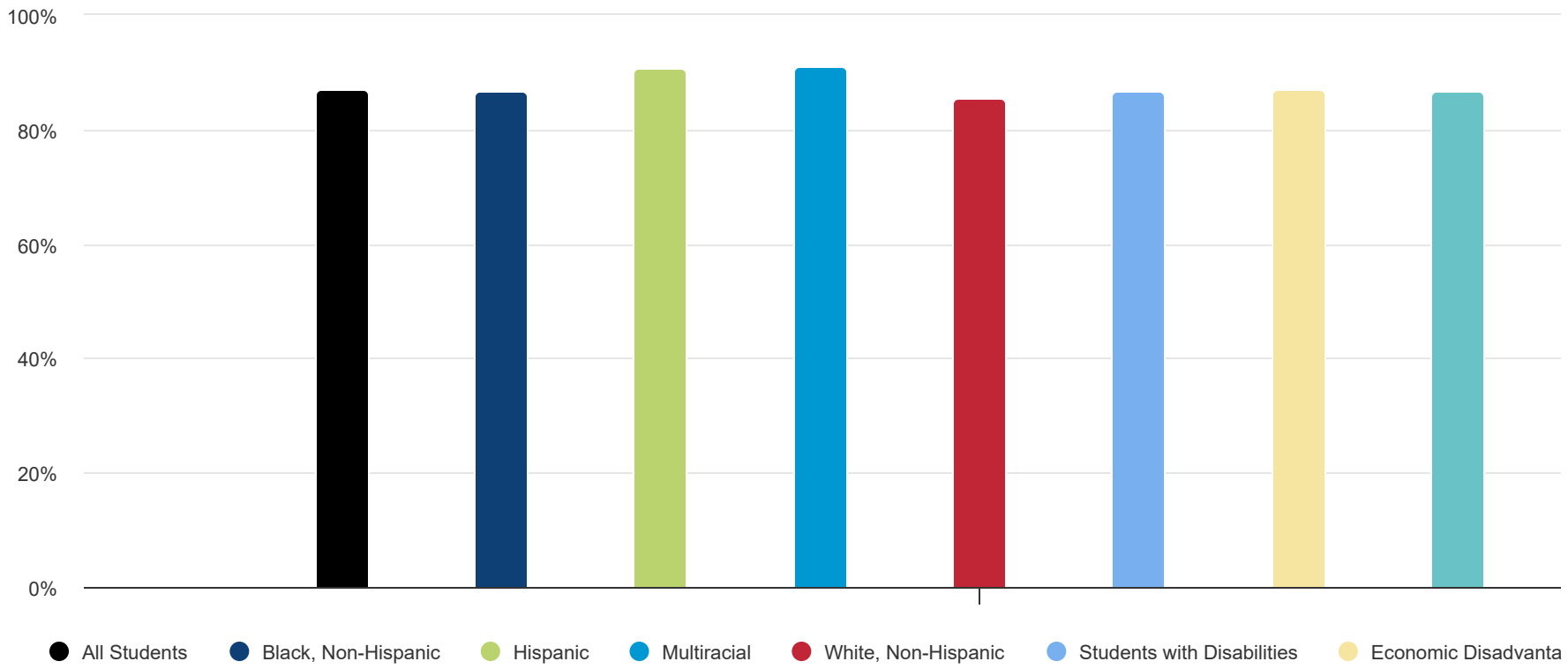
| | Chronic Absenteeism Rate |
|---|---|
| All Students | 54.5 % |
| American Indian or Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 54.7 % |
| Hispanic | 46.2 % |

| | Chronic Absenteeism Rate |
|---|---|
| Multiracial | 48.5 % |
| White, Non-Hispanic | 56.2 % |
| Economic Disadvantage | 54.6 % |
| Students with Disabilities | 56.6 % |




| | Attendance Rate |
|---|---|
| All Students | 86.9% |

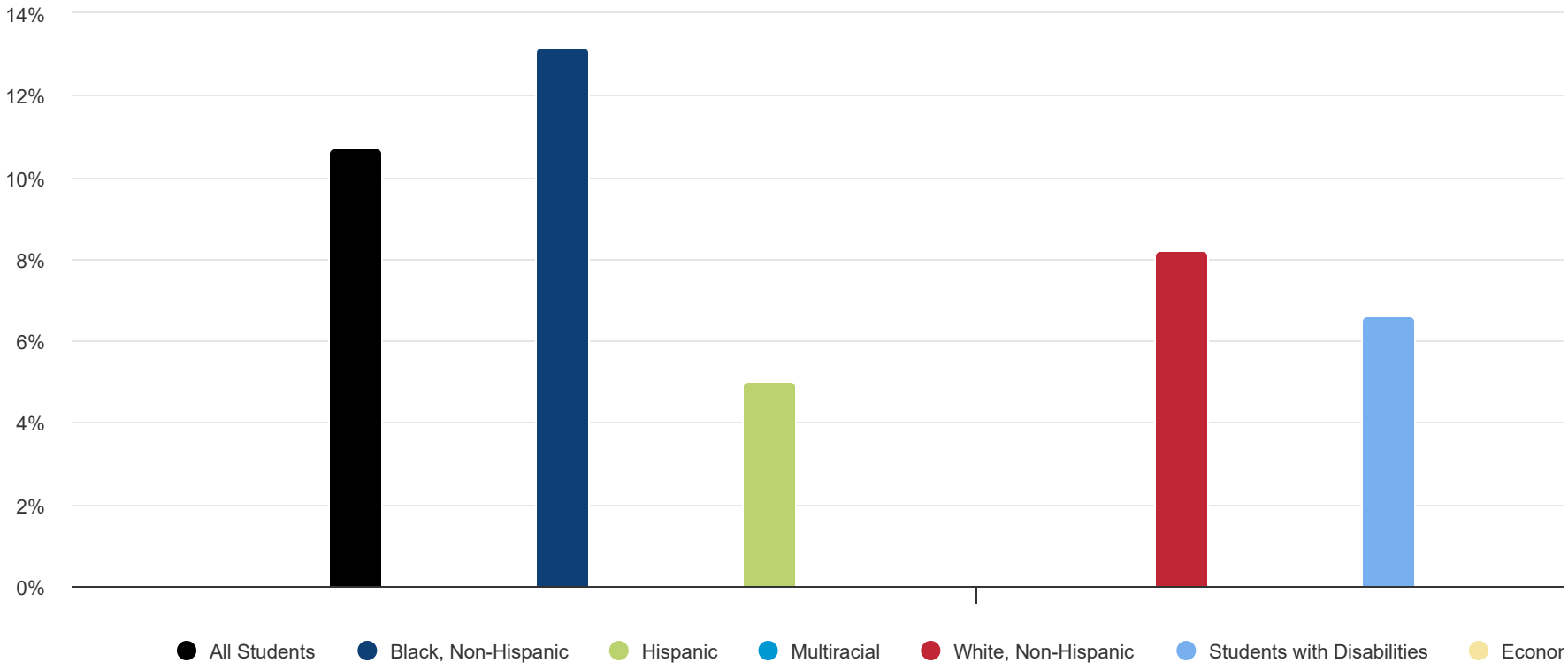
| | Attendance Rate |
|---|---|
| American Indian or Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 86.7% |
| Hispanic | 90.8% |
| Multiracial | 90.9% |
| White, Non-Hispanic | 85.6% |
| Students with Disabilities | 86.6% |
| Economic Disadvantage | 86.9% |
| Migrant | NC |
| Male | 86.6% |
| Female | 87.3% |




This graph shows attendance rates by student group.

| | District Mobility |
|---|---|
| All Students | 10.7% |
| American Indian or Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 13.2% |
| Hispanic | 5% |
| Multiracial | 0% |

| | District Mobility |
|---|---|
| White, Non-Hispanic | 8.2% |
| Students with Disabilities | 6.6% |
| Economic Disadvantage | 10.1% |
| 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 school implemented a positive behavior intervention and support framework in compliance with **Ohio Revised Code (http://codes.ohio.gov/orc/3319.46)**? **Yes**

## College Credit Plus (CCP) Promotion

Has the school provided information and promoted the College Credit Plus (CCP) program in compliance with **Ohio Revised Code (https://codes.ohio.gov/ohio-revised-code/section-3365.04)**? **Not Applicable**

## 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 | 22.2 | |
| Percentage of inexperienced teachers (2 Years or less of experience) | 16.7 | |
| 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.

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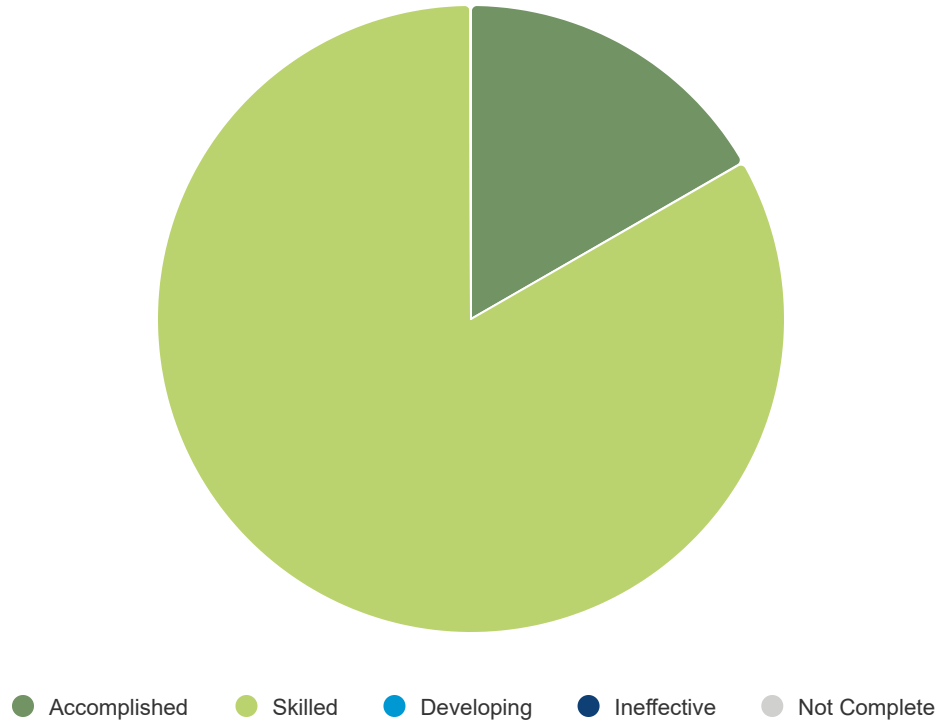
## Educators in your School

| | Number of Educators | State Avg Students per Educator |
|---|---|---|
| General Education Teachers | 11.5 | 21.0 |
| Career-Technical Teachers | 0.0 | 821.0 |
| Special Education Teachers | 5.5 | 69.0 |
| Paraprofessionals | 0.0 | 108.0 |

| | Number of Educators | State Avg Students per Educator |
|---|---|---|
| Gifted Intervention Specialists | 0.0 | 1,753.0 |
| Fine Arts Teachers | 1.0 | 365.0 |
| Music Teachers | 0.0 | 417.0 |
| Physical Education Teachers | 1.0 | 363.0 |
| ELL Specialists | 0.0 | 1,760.0 |

## Teacher Evaluations



School Report Cards

# Financial Data

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

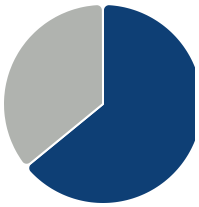
Comparison Group:**Community Schools with Enrollment between 150 and 499**

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

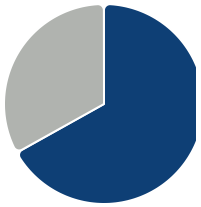
## Classroom Spending Data

| What percent of funds are spent on classroom instruction? |
|---|
| **64.1%** |

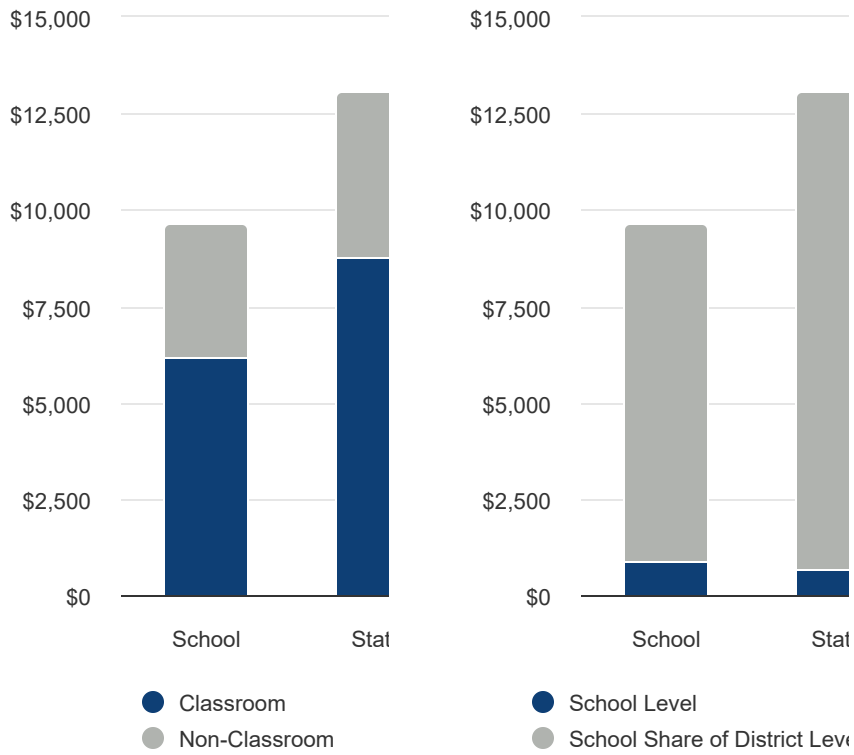
**School**



**State**



## Spending Per Pupil Data

| | School | State |
|---|---|---|
| Operating Spending per Pupil | $9,634 | $13,065 |
| Classroom Instruction | $6,175 | $8,747 |
| Non-Classroom Spending | $3,460 | $4,318 |
| Federal Funds | $895 | $659 |
| State and Local Funds | $8,739 | $12,406 |

**Classroom Instruction** **Non-Classroom Instruction**