The Graham School

encounter the world, engage the mind

Dear TGS Families,

The recently released 2025–26 Ohio School Report Card is out, and TGS has wins worth celebrating!

Here are a few highlights:

- TGS doubled its GAP closing score with students across multiple groups making strong academic progress
- Chronic absence dropped by 11.2 percentage points. That is a big improvement!
- TGS met the state's goal for reducing chronic absence.
- College and career readiness increased by 12.9 percentage points, reaching 45.5%.
- American Government proficiency reached 61.3%.

These are more than numbers on a report. They represent students coming to school, reconnecting with trusted adults, completing meaningful work, and taking steps toward a life of meaning and opportunity. This reflects the work happening in our classrooms.

They also reflect the encouragement and perseverance of our staff who plan, engage, adjust, encourage, and keep finding ways to reach our students. Their persistence and guidance helps students plan for the future, and pursue their dreams.

Of course, a state report card cannot capture everything that makes TGS special. It cannot measure every relationship, completed project, breakthrough, laugh, moment of trust, or student who begins to believe in a better future. But when the numbers reflect stronger connections, better attendance, and greater preparation for life after high school, we are very happy to celebrate them.

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

The Graham School

encounter the world, engage the mind

Estimadas familias de TGS:

Se ha publicado el Informe de Rendimiento Escolar de Ohio para el ciclo 2025–2026, ¡y TGS tiene logros dignos de celebrar!

Aquí presentamos algunos aspectos destacados:

- TGS duplicó su puntuación en la reducción de brechas de rendimiento (*GAP closing*), con estudiantes de diversos grupos logrando un sólido progreso académico.
- La tasa de ausentismo crónico disminuyó 11.2 puntos porcentuales. ¡Es una mejora significativa!
- TGS cumplió con la meta estatal de reducción del ausentismo crónico.
- La preparación para la universidad y la carrera profesional aumentó 12.9 puntos porcentuales, alcanzando el 45.5%.
- El nivel de competencia en la asignatura de Gobierno de los Estados Unidos llegó al 61.3%.

Estas cifras representan mucho más que simples datos en un informe. Reflejan a estudiantes que asisten a la escuela, reconectan con adultos de confianza, realizan trabajos significativos y avanzan hacia una vida llena de propósito y oportunidades. Todo esto es un reflejo de la labor que se lleva a cabo en nuestras aulas.

También reflejan el apoyo y la perseverancia de nuestro personal, que planifica, motiva, se adapta, alienta y busca constantemente nuevas formas de llegar a nuestros estudiantes. Su constancia y orientación ayudan a los alumnos a planificar su futuro y a perseguir sus sueños.

Por supuesto, un informe estatal no puede abarcar todo lo que hace especial a TGS. No puede medir cada relación, proyecto completado, avance, risa, momento de confianza o a aquel estudiante que empieza a creer en un futuro mejor. Sin embargo, cuando las cifras reflejan vínculos más fuertes, una mejor asistencia y una mayor preparación para la vida después de la preparatoria, nos llena de alegría celebrarlas.

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

Ed Ingman
Superintendente

School Report Cards

2

Needs support to meet state standards

2025 - 2026 Report Card for

Graham School, The

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 **53.2%**

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 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 **22.7%**

Graduation

★☆☆☆☆

Needs significant support to meet state standards in graduation rates.

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

Graduation Rates

66.7% **of students graduated in 4 years**

74.4% 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	**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.

Students who are Ready	**45.5%**

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.

59.4	÷	111.5
Performance Index Score		**Maximum School Performance Index Score**

Performance Indicators (Report Only)

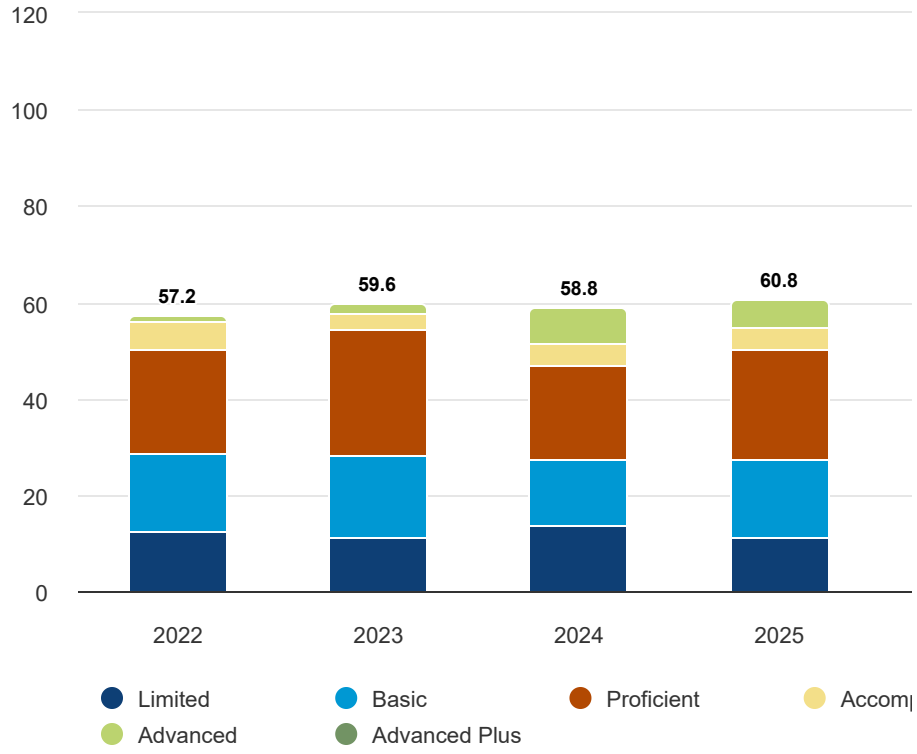
The Performance Indicators are reported for informational purposes only and do not contribute to the Achievement Component Rating. They report the percent of students who have scored proficient or higher on each state test. Previously, indicators have displayed proficiency among all students taking a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

53.2%

Performance Index Percent

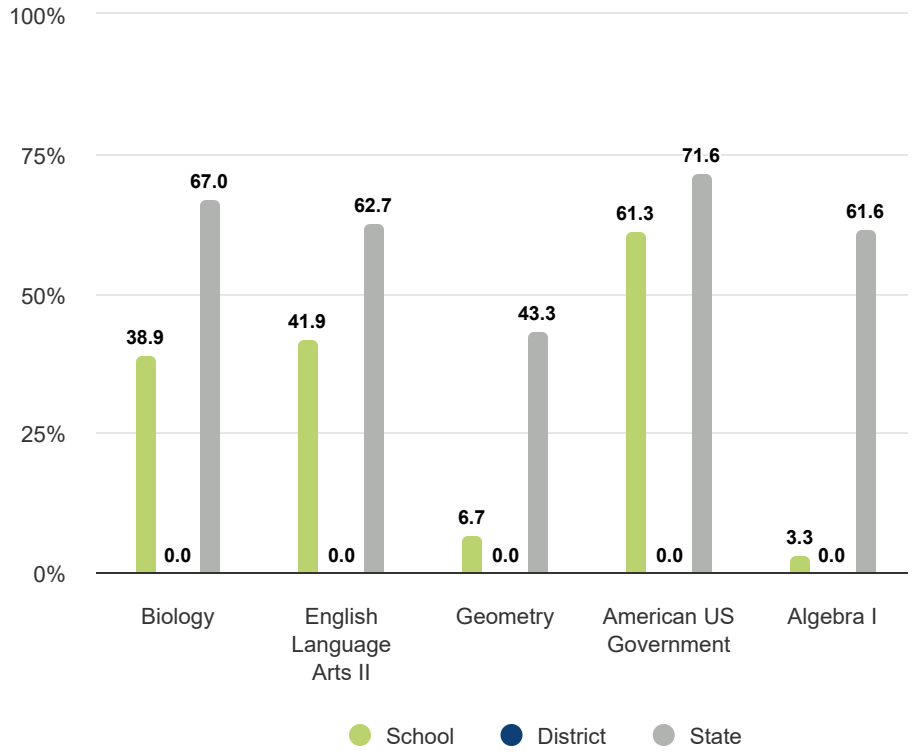
Performance Index trend data shows the points received for each performance level over time. Values displayed in the chart may differ from official Performance Index due to rounding.

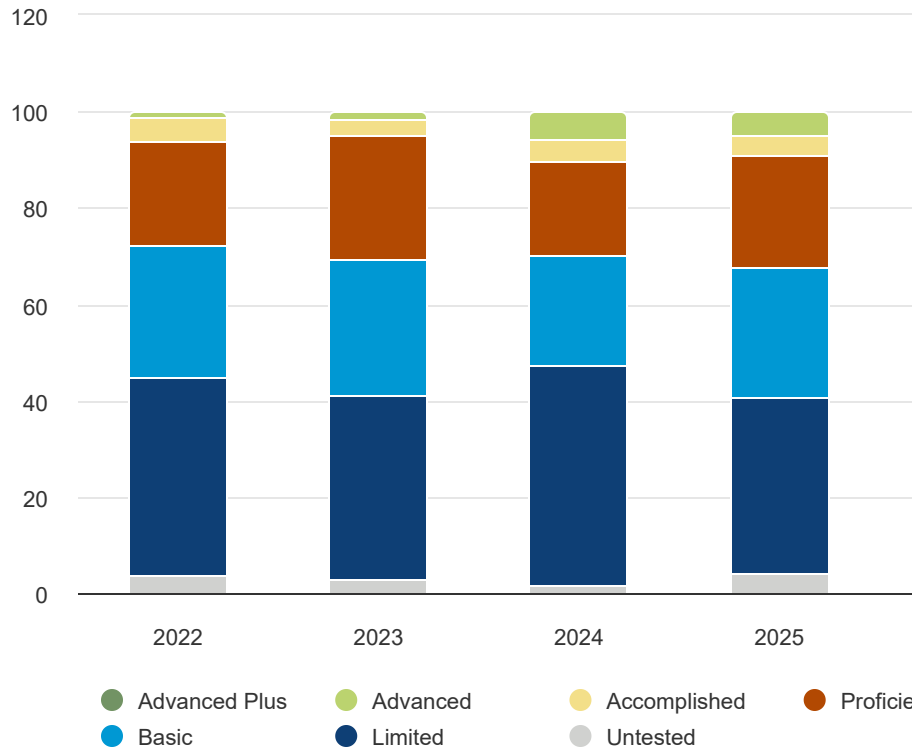


Proficiency trends show the percentage of tested students in each performance level over time.

High School Algebra I	1	30	3.3%
High School American US Government	19	31	61.3%
High School American US History	14	30	46.7%
High School Biology	7	18	38.9%
High School English Language Arts II	13	31	41.9%
High School Geometry	3	45	6.7%

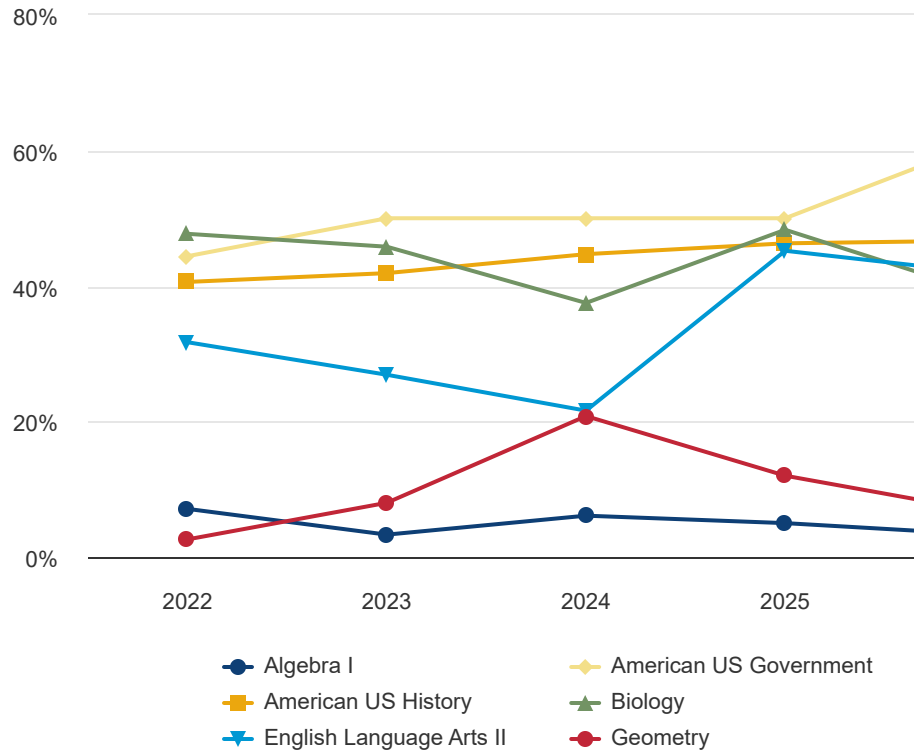
High School





Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	2.6	X	1.2	=	3.2
Accomplished	5.8	X	1.1	=	6.4
Proficient	21.7	X	1.0	=	21.7
Basic	25.9	X	0.6	=	15.6
Limited	41.8	X	0.3	=	12.5
Untested	2.1	X	0.0	=	0.0

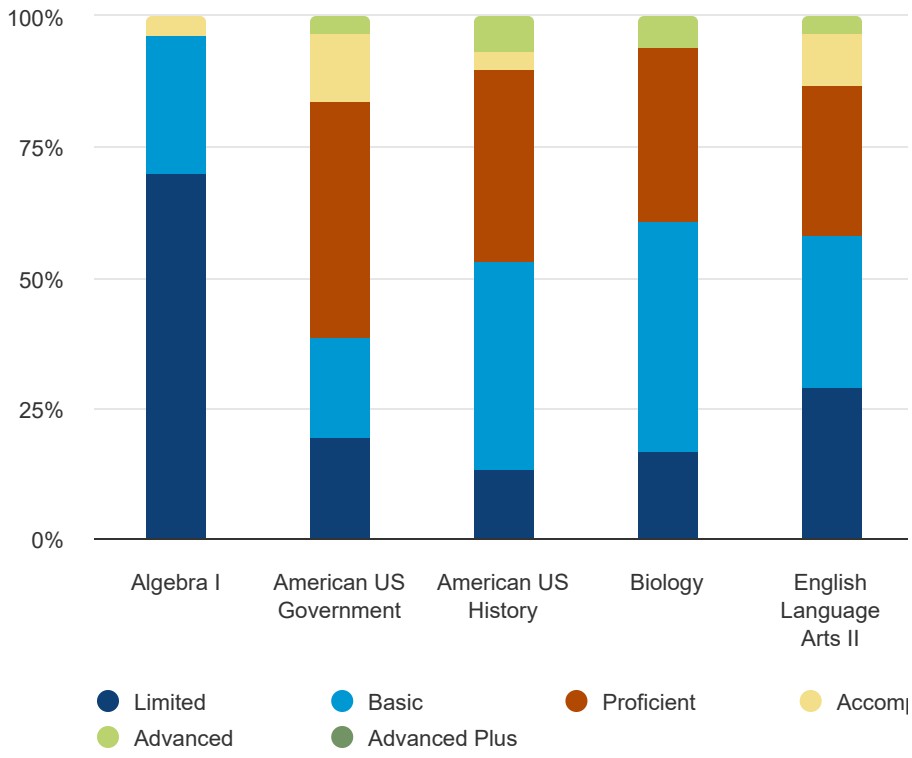
High School



Test	Tests Proficient	Tests Taken	Percent Proficient
Ninth Grade			

Achievement Level	Pct of Students	Points for this Level	Points Received
			59.4

High School



High School Algebra I	1	28	3.6%
High School American US Government	< 10	< 10	NC
High School American US History	12	26	46.2%
High School Biology	< 10	< 10	NC
High School English Language Arts II	< 10	< 10	NC
High School Geometry	< 10	< 10	NC
Tenth Grade			
High School Algebra I	< 10	< 10	NC
High School American US Government	< 10	< 10	NC
High School American US History	< 10	< 10	NC
High School Biology	6	12	50.0%
High School English Language Arts II	11	23	47.8%
High School Geometry	1	28	3.6%
Eleventh Grade			
High School American US Government	15	24	62.5%
High School English Language Arts II	< 10	< 10	NC
High School Geometry	1	10	10.0%
Twelfth Grade			
High School Geometry	< 10	< 10	NC

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 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.

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	-4.34	-0.17	

- 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.

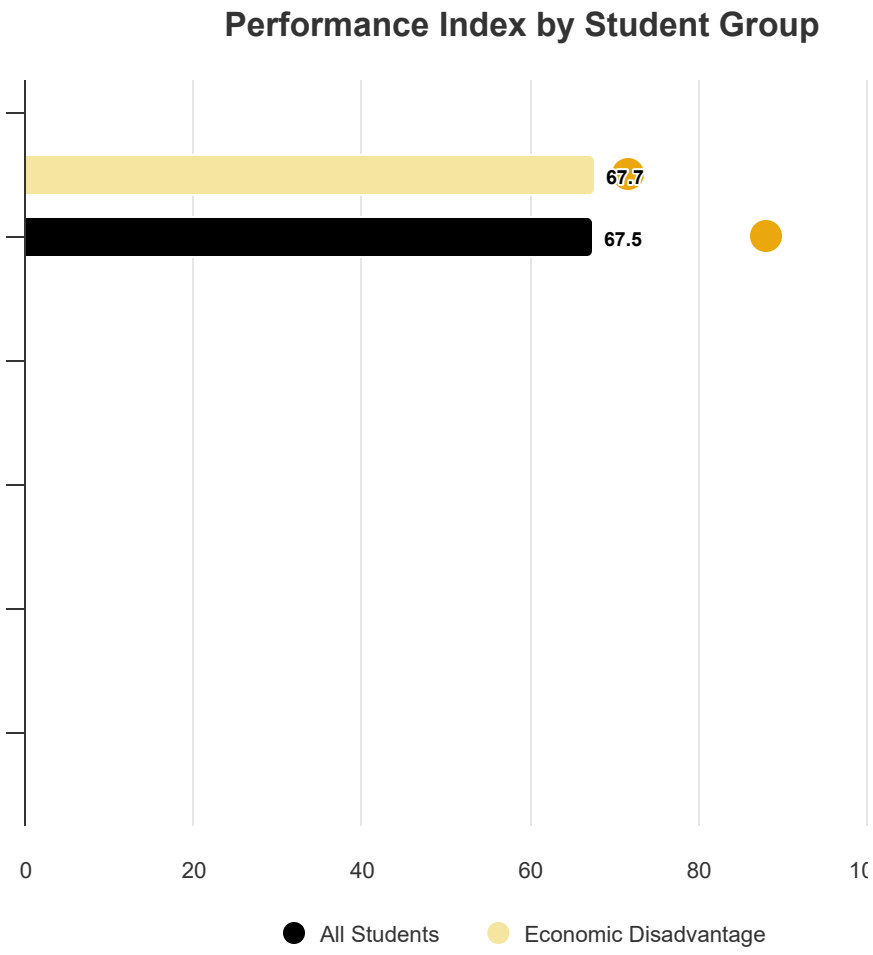
22.7%

5 of a possible 22

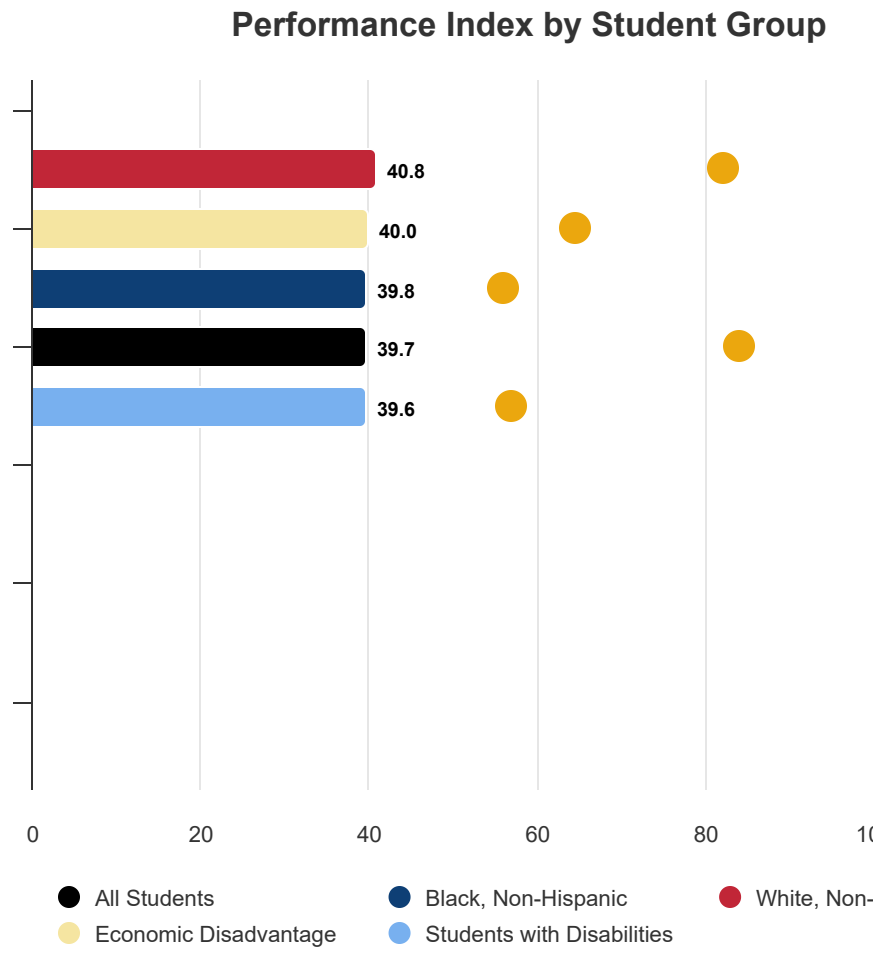
Testing Participation Rate **100.0%**

Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level	0	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	5
Graduation	Met annual goal/individual student group level	0	3
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	5
Gifted Performance Indicator	Gifted Progress	0	0
	Gifted Performance Index	0	0
	Gifted Identification and Services	0	0
Preliminary Points		**5**	
Demotion Required		**No**	
Final Points		**5**	**22**

English Language Arts Achievement

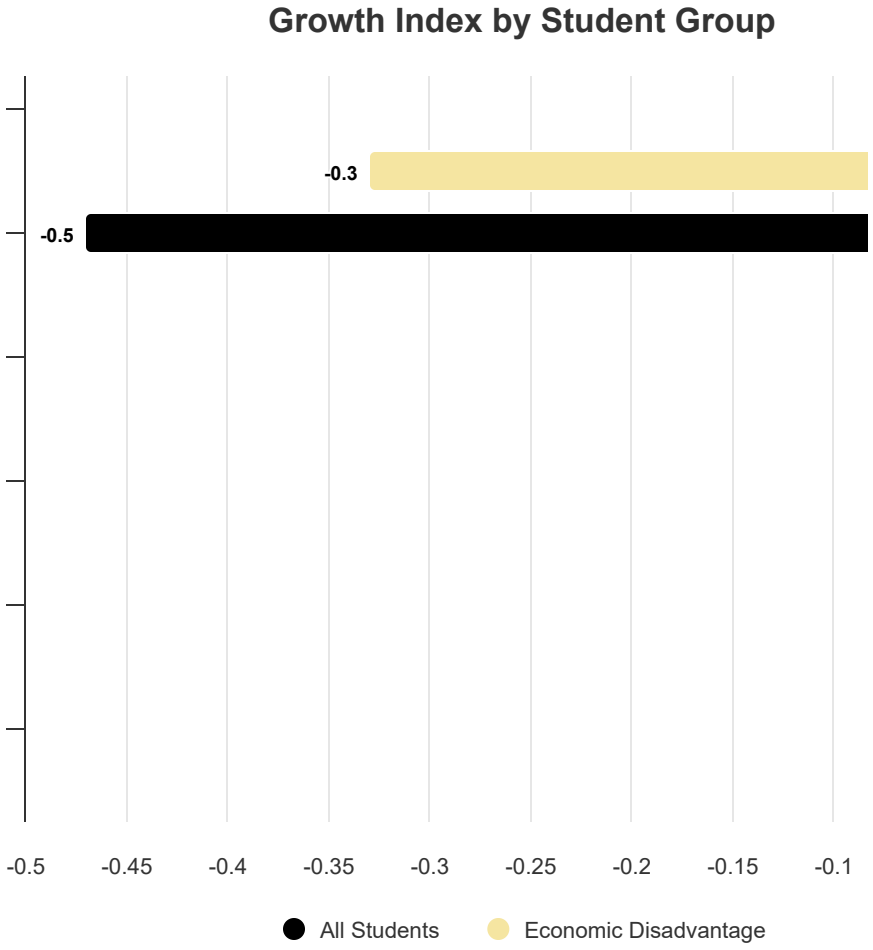


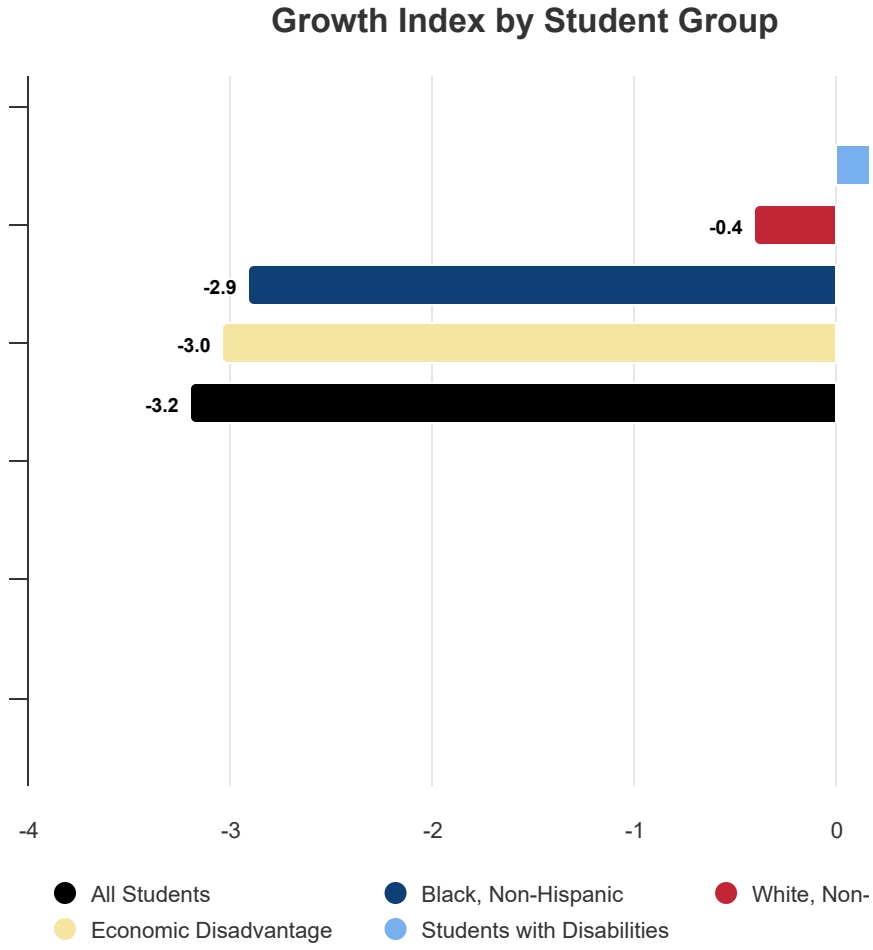
Math Achievement



English Language Arts Growth

Math Growth

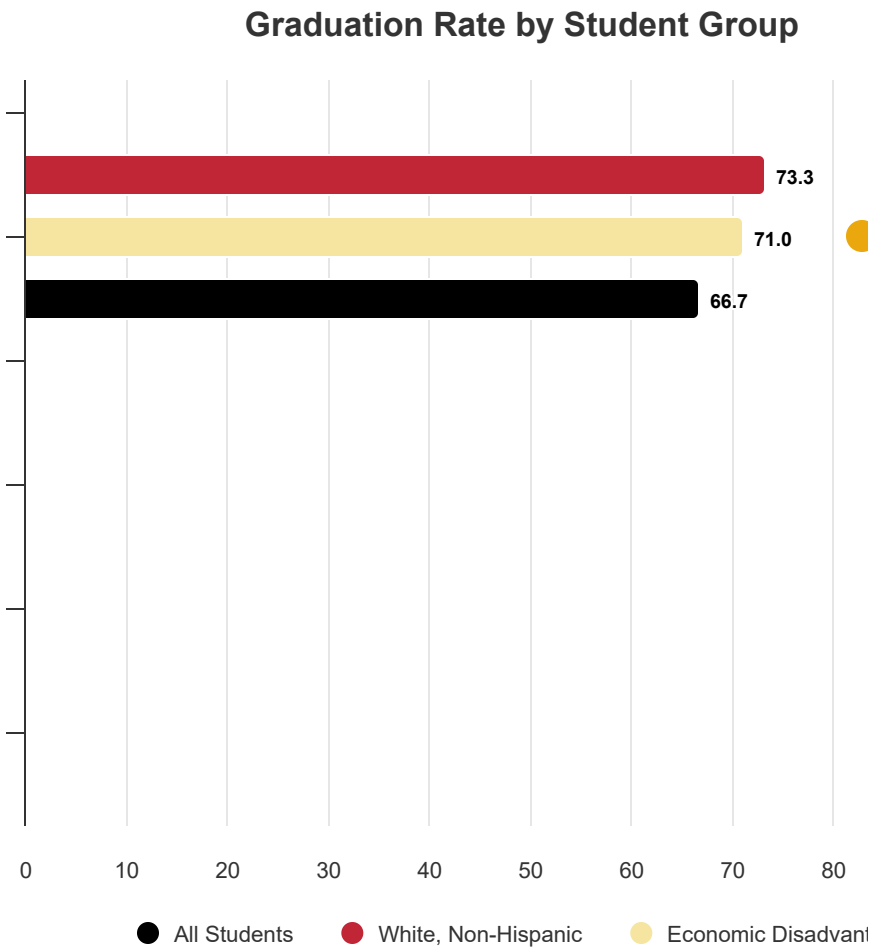




Graduation

English Learners

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



Chronic Absenteeism

53.1%

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 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.

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

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%.

69.8%

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	66.7%	X	60%	=	40.0%
5-Year Graduation Rate	74.4%	X	40%	=	29.8%
Weighted Graduation Rate					**69.8%**

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2025 who graduated within four years. These are the students who entered ninth grade in the fall of 2021 and graduated by the summer of 2025.

22
Number of students in the 4-year graduation cohort graduating within four years

÷

33
Number of students in the 4-year graduation cohort

66.7%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2024 who graduated within five years. These are the students who entered ninth grade in the fall of 2020 and graduated by the summer of 2025.

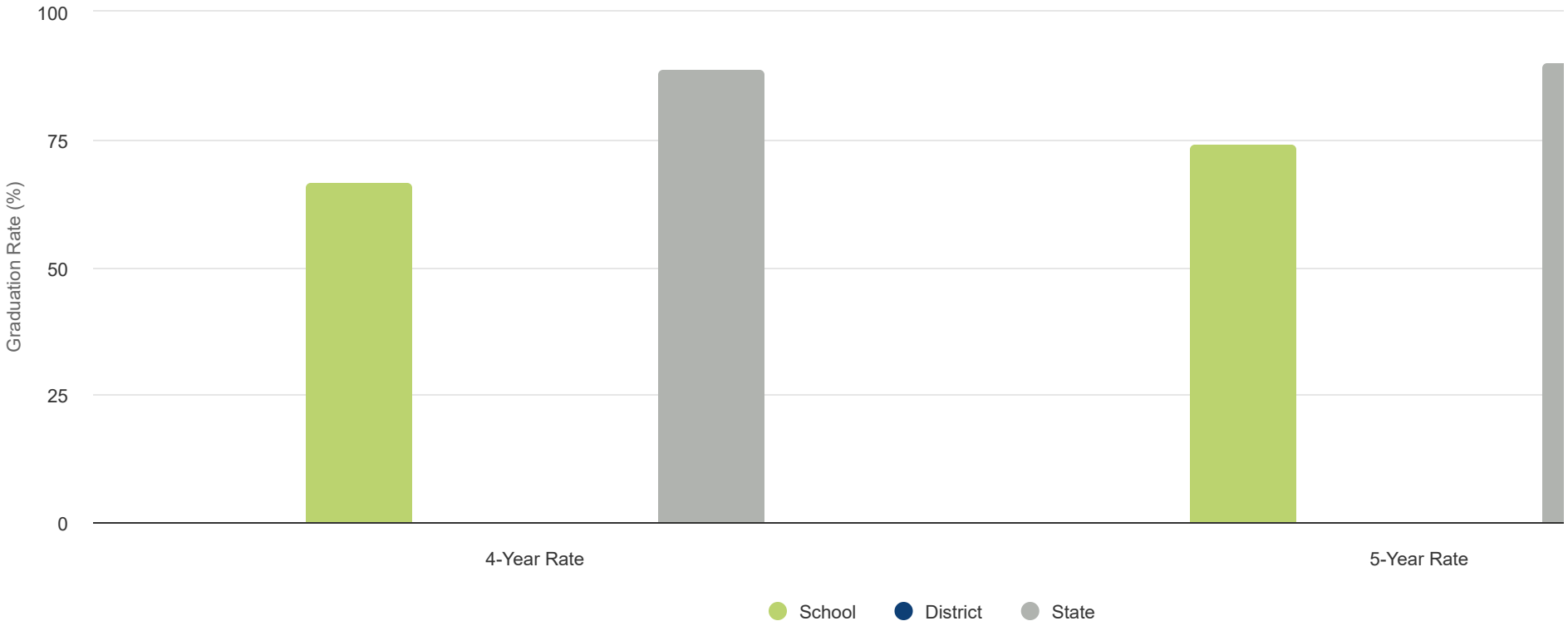
29
Number of students in the 5-year graduation cohort graduating within five years

÷

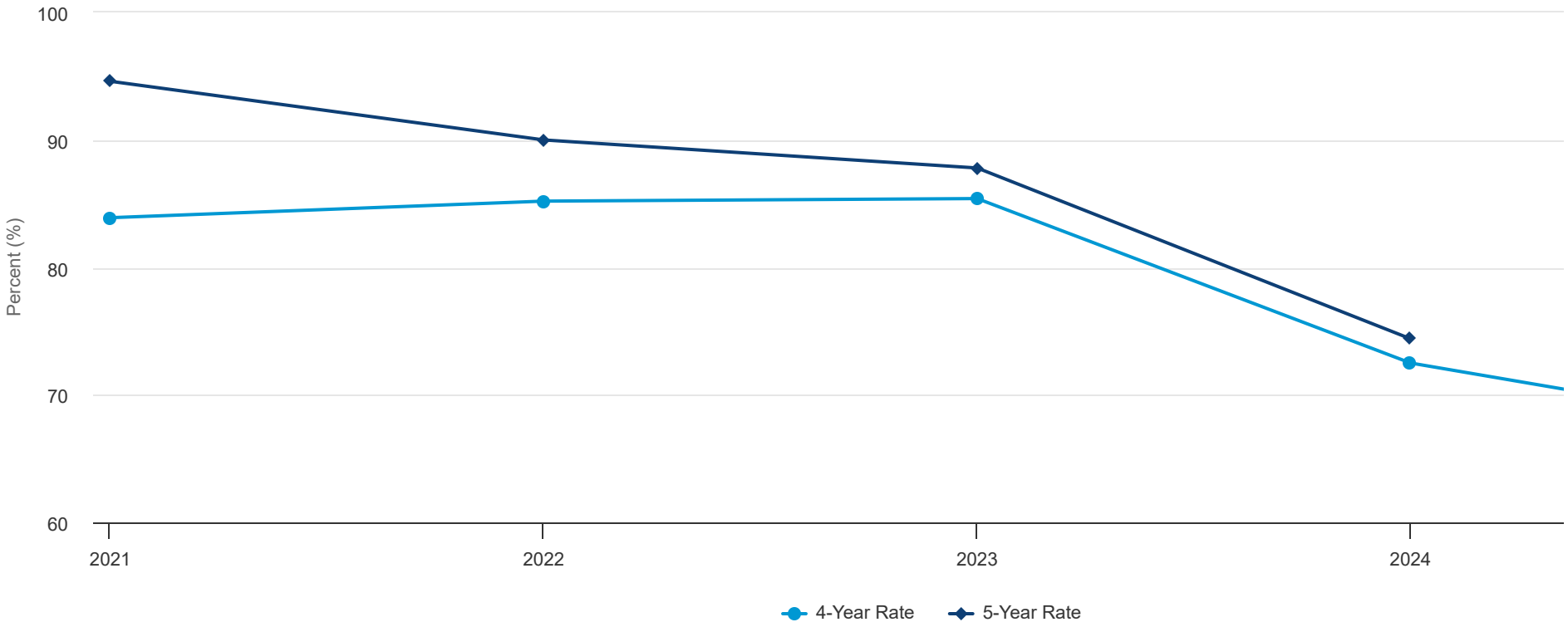
39
Number of students in the 5-year graduation cohort

74.4%

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.

29.2%

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	14.3%
Students with disabilities still enrolled in high school	42.9%

Non-Graduate Data	
Students with disabilities who met graduation requirements, but deferred their diploma	0.0%
Students no longer enrolled in high school	42.9%

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.

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

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.

NOTE: If a district or school initially earns a 1 Star or 2 Star rating but has improved at least 15 percentage points from the previous year, that school or district will earn a final rating of 3 Stars.

15	÷	**33**
Number of students in the 4-year graduation cohort		**Number of students in the 4-year graduation cohort**

College Enrollment and Graduation

Data from the **National Student Clearinghouse Research Center (https://nscresearchcenter.org/)** is used to

demonstrating post-secondary readiness

45.5%

Change from Previous Year: **12.9 Percentage Points**

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 2023 and graduation from college rates are for the class of 2019.

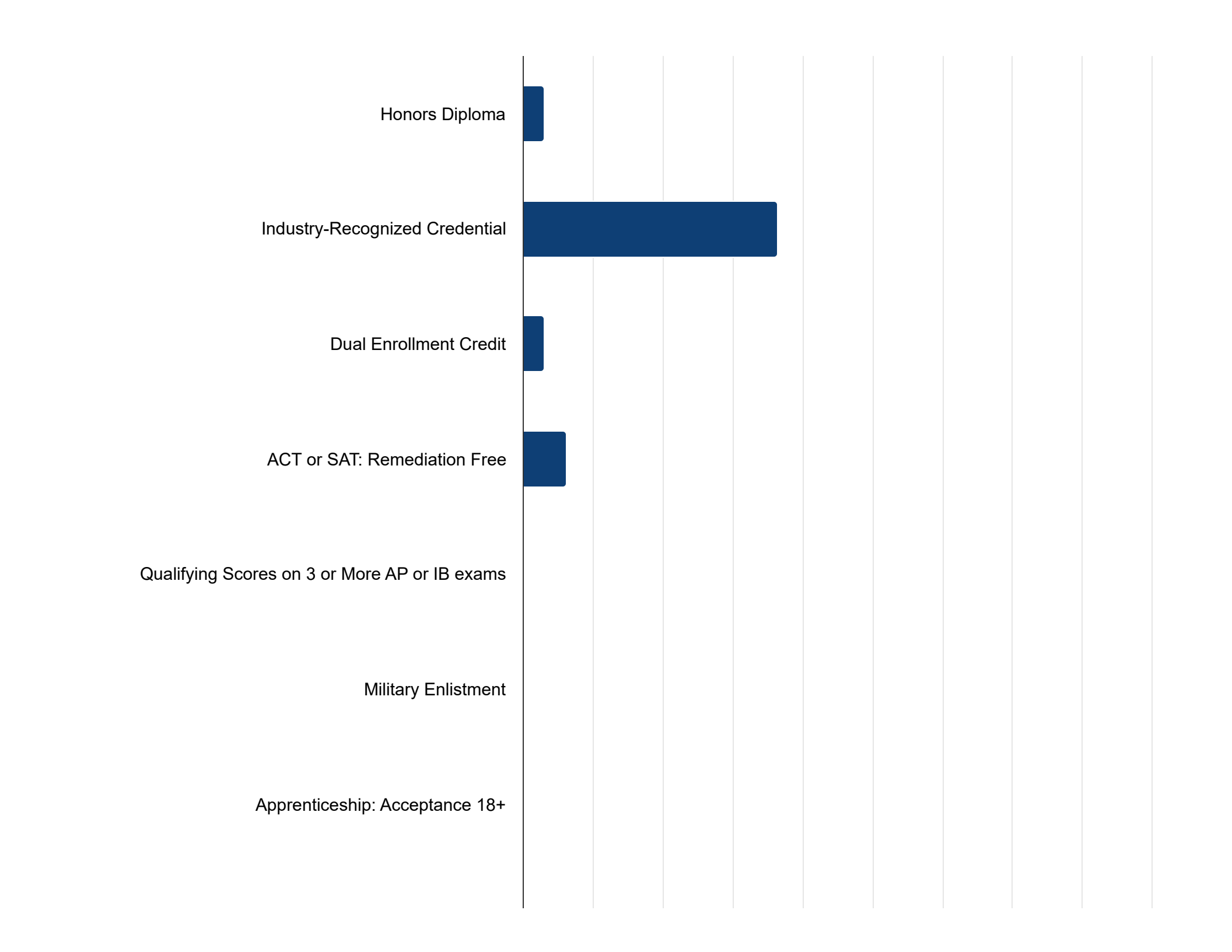
Post-High School Pathways

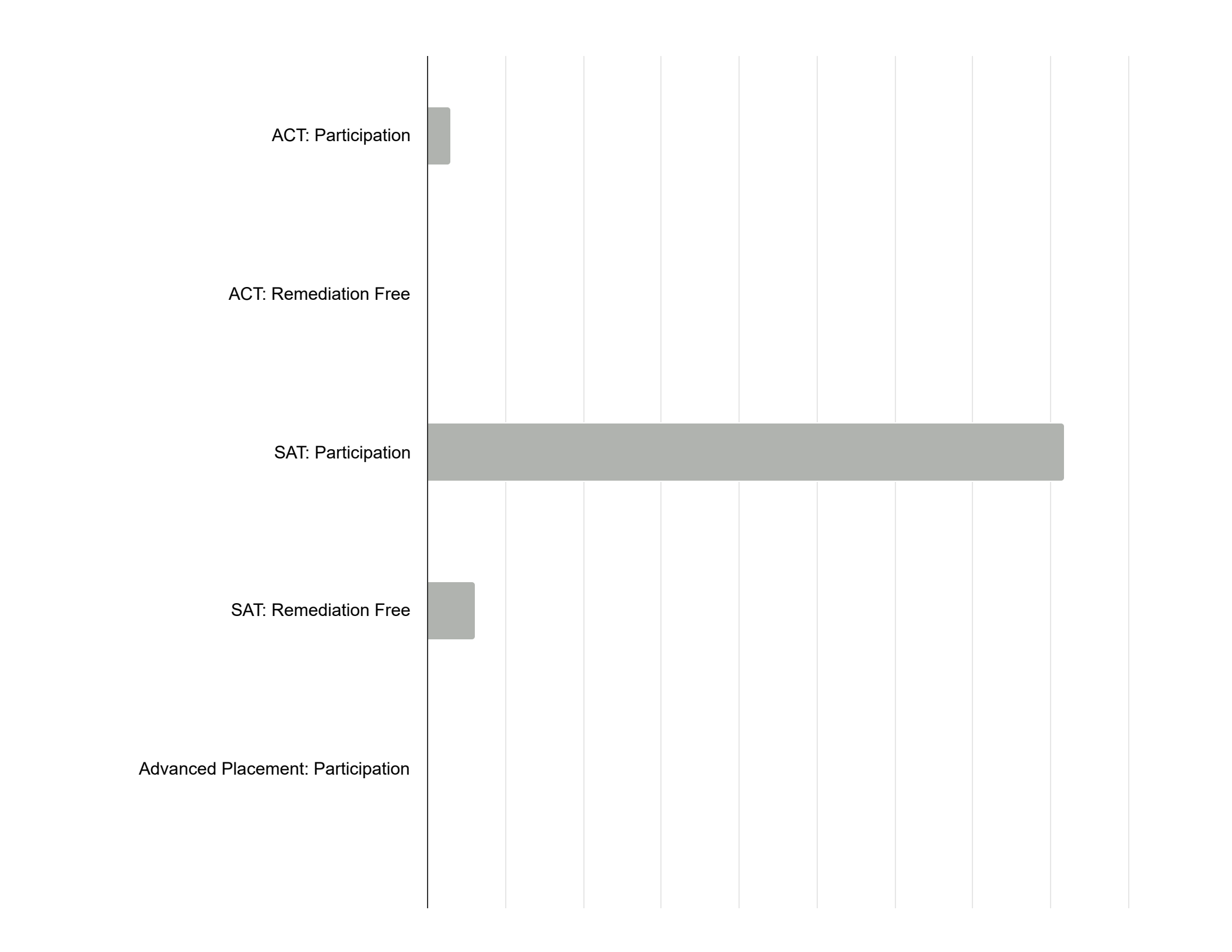
Data from the **Exiting Student Follow-Up Collection (https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Exiting-Student-Collection)** provides additional information on the various paths students take after leaving high school. These data are based on all students who graduated in 2025.

Federal Student Aid

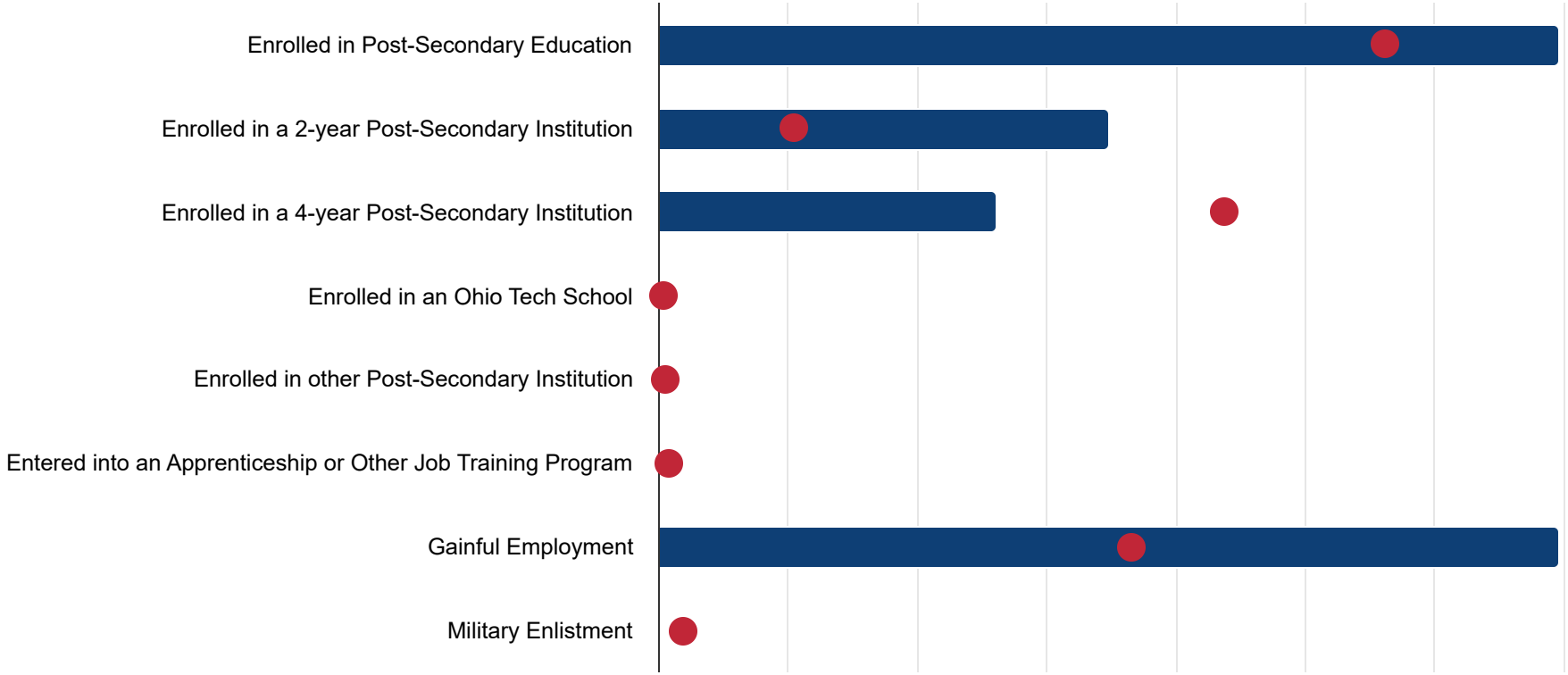
The **Federal Student Aid Office (https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school)** publishes the number of students completing the Free Application for Federal Student Aid (FAFSA).

Number of High School Seniors	Not Reported


Honors Diploma
Industry-Recognized Credential
Dual Enrollment Credit
ACT or SAT: Remediation Free
Qualifying Scores on 3 or More AP or IB exams
Military Enlistment
Apprenticeship: Acceptance 18+


ACT: Participation
ACT: Remediation Free
SAT: Participation
SAT: Remediation Free
Advanced Placement: Participation

AP: Exam Score of 3 or Better
International Baccalaureate: Participation
IB: Exam Score of 4 or Better
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

Chronic Absenteeism

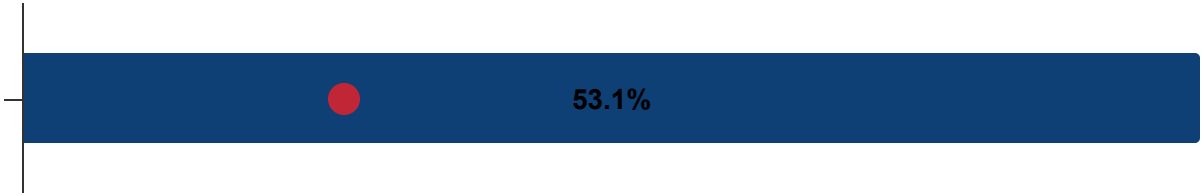
The Chronic Absenteeism Improvement Indicator assesses schools and districts by comparing their chronic absenteeism rates against annual goals and benchmarks for year-over-year improvement.

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.

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.

53.1%

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%.



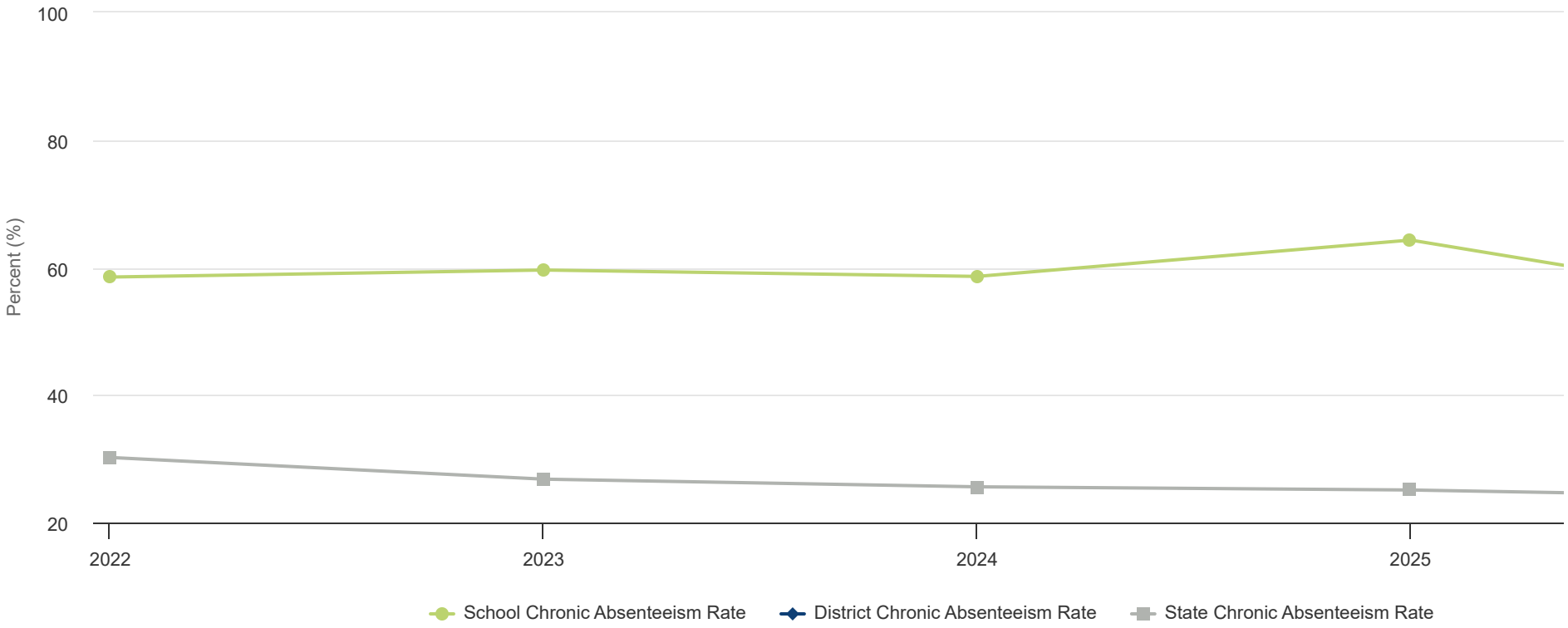
The Chronic Absenteeism Improvement Indicator evaluates whether a school or district has demonstrated adequate progress in reducing chronic absenteeism from one year to the next. This indicator is designed to recognize meaningful improvement for all schools, regardless of their starting point.

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	64.3%	53.1%	▼ 11.2	▼ 17.4%


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
Celestine S. Ferguson

Address
3950 Indianola Ave
Columbus, OH 43214-3158

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

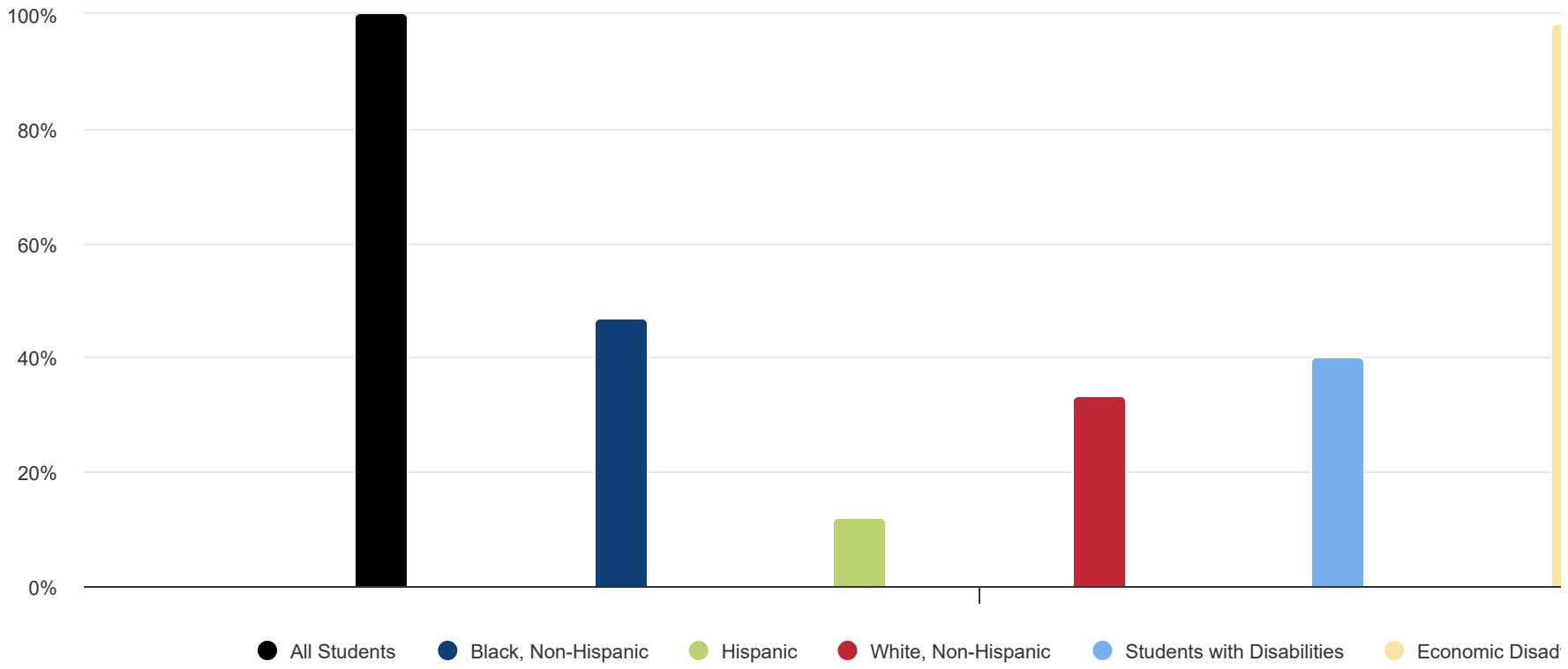
Phone
(614) 262-1111

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

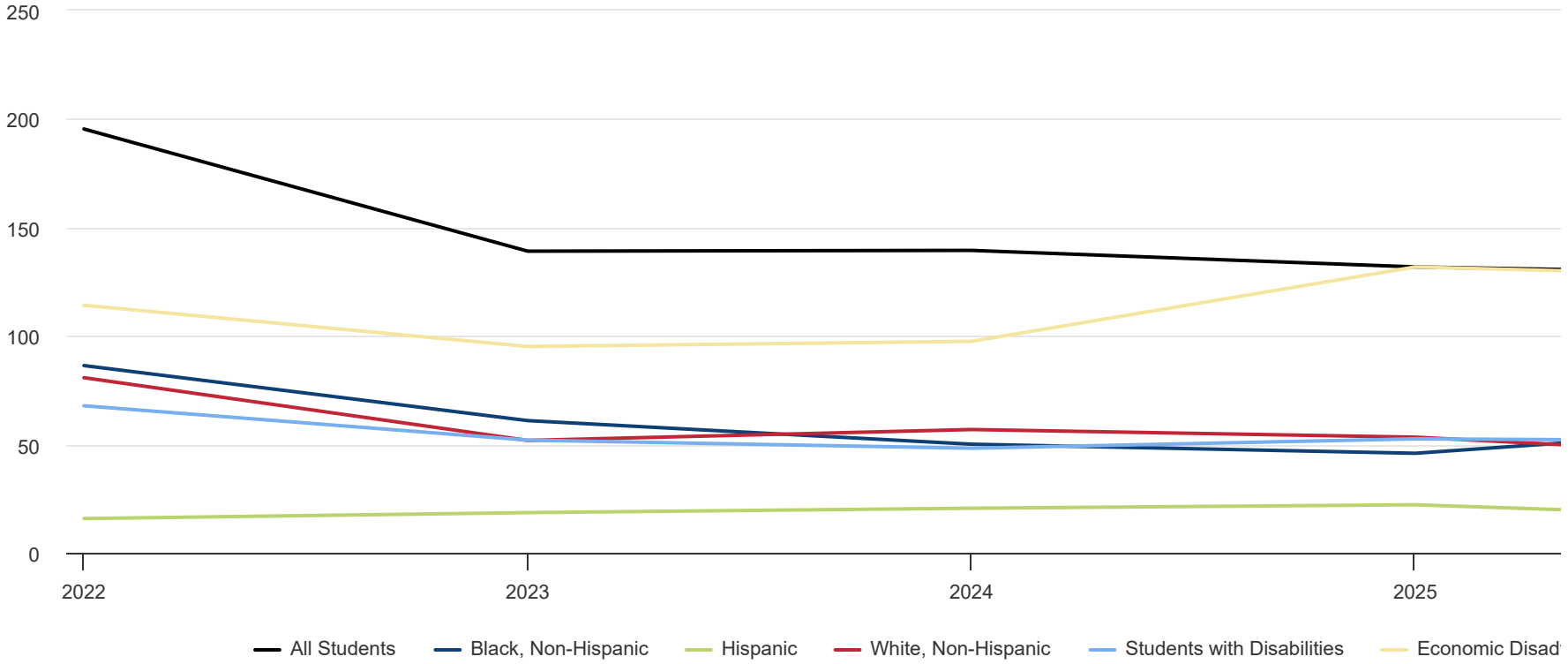
Sponsor
ESC of Central Ohio

	Enrollment #	Percent
All Students	128	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	60	46.9%
Hispanic	15	11.9%

	Enrollment #	Percent
Multiracial	NC	NC
White, Non-Hispanic	43	33.4%
Students with Disabilities	51	40.1%
Economic Disadvantage	127	98.6%
Migrant	NC	NC



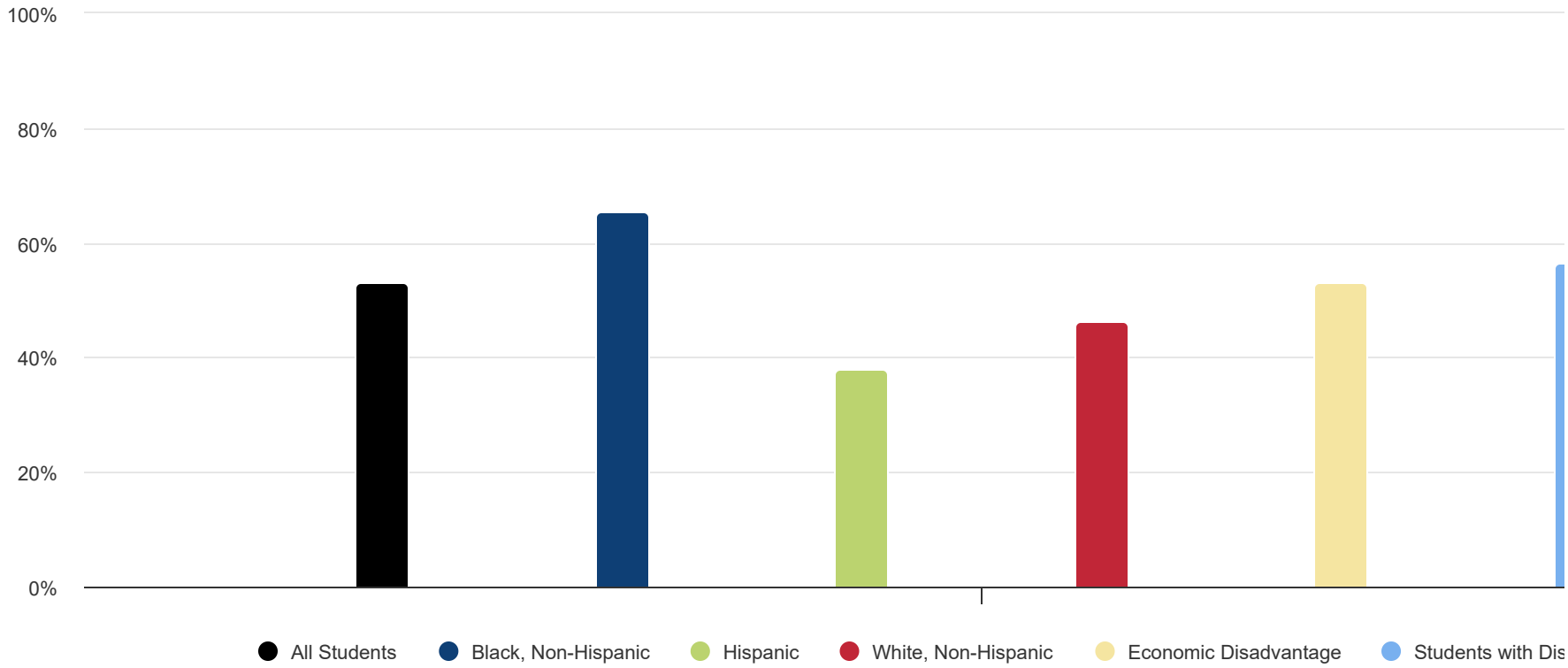
Show all student groups



This graph shows enrollment trends across time.

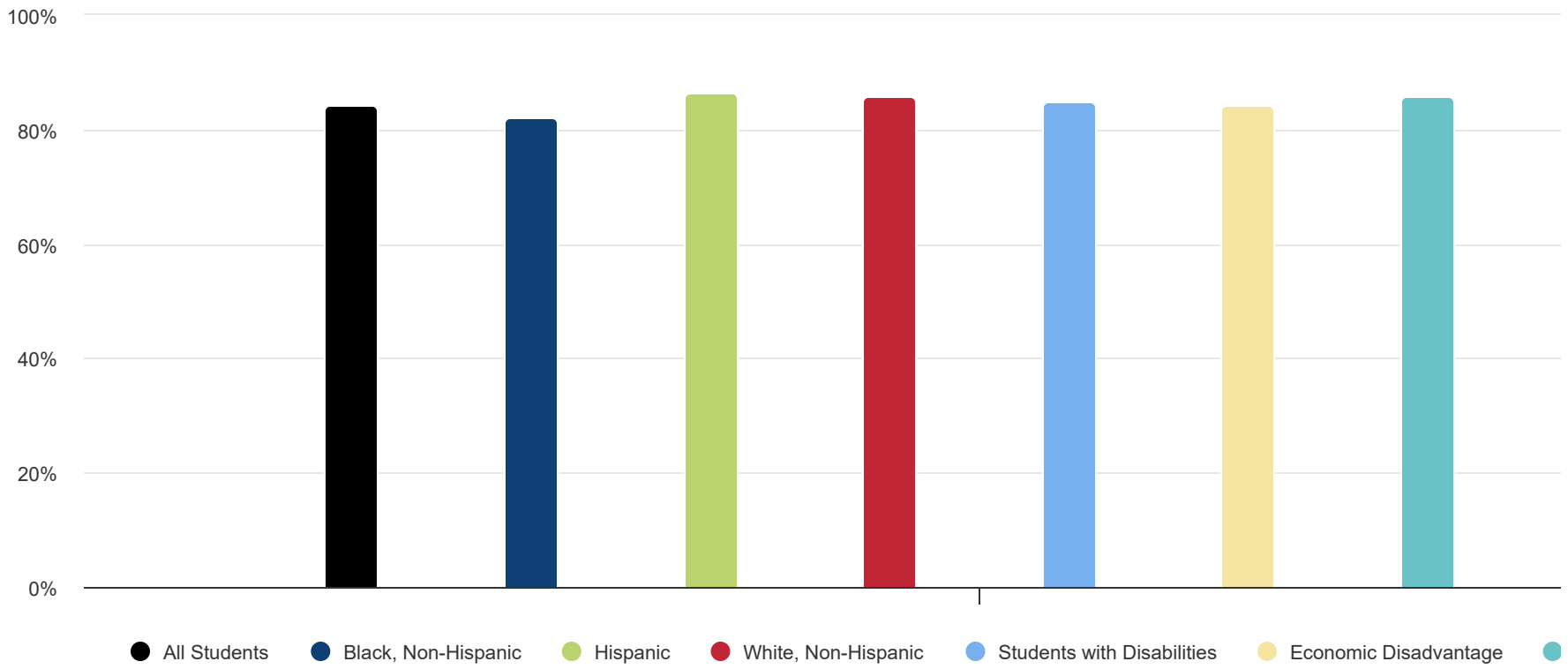
	Chronic Absenteeism Rate
All Students	53.1 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	65.5 %
Hispanic	38 %

	Chronic Absenteeism Rate
Multiracial	NC
White, Non-Hispanic	46.4 %
Economic Disadvantage	53.2 %
Students with Disabilities	56.6 %



	Attendance Rate
All Students	84.4%

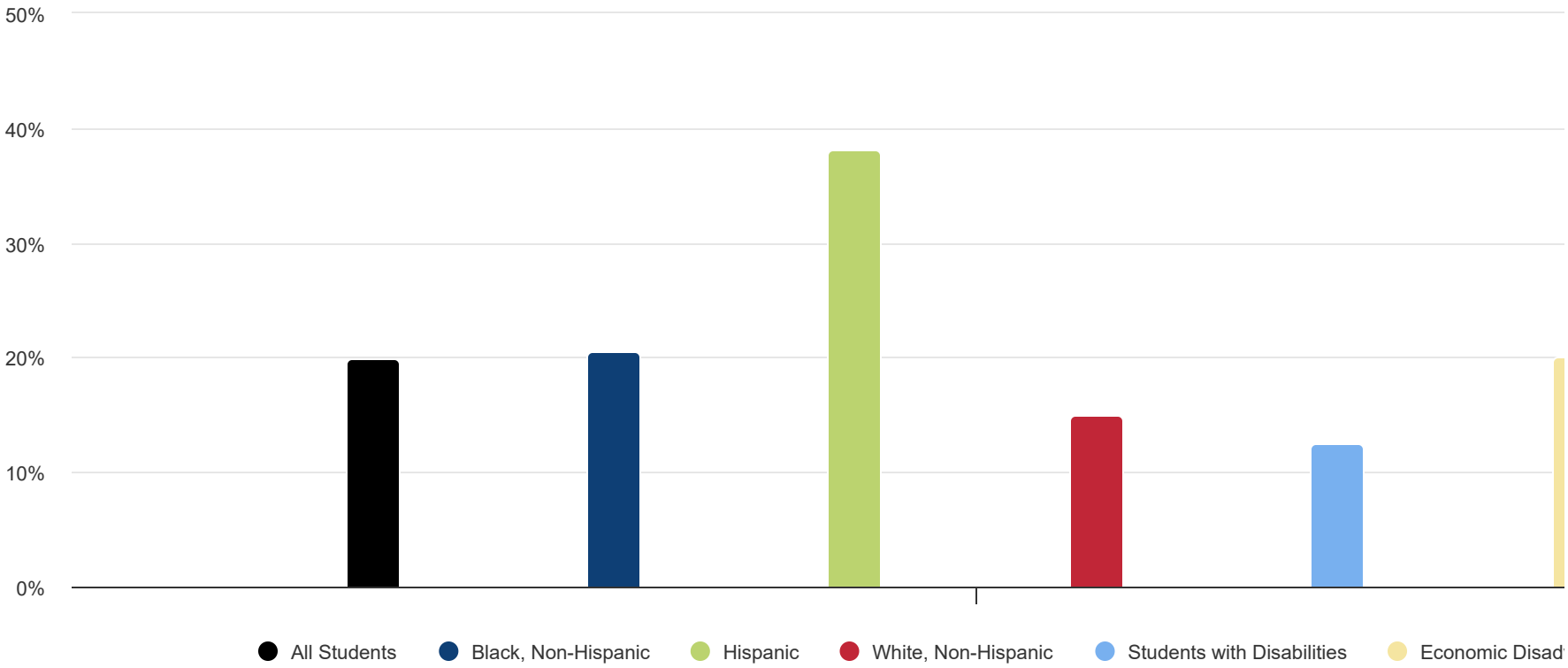
	Attendance Rate
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	82.2%
Hispanic	86.3%
Multiracial	NC
White, Non-Hispanic	85.7%
Students with Disabilities	84.9%
Economic Disadvantage	84.3%
Migrant	NC
Male	85.8%
Female	82.8%



This graph shows attendance rates by student group.

	District Mobility
All Students	19.9%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	20.5%
Hispanic	38.1%
Multiracial	NC

	District Mobility
White, Non-Hispanic	14.9%
Students with Disabilities	12.5%
Economic Disadvantage	20.1%
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)**? **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	98.4	
Percentage of teachers with at least a Master's Degree	35.9	
Percentage of inexperienced teachers (2 Years or less of experience)	15.6	
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	

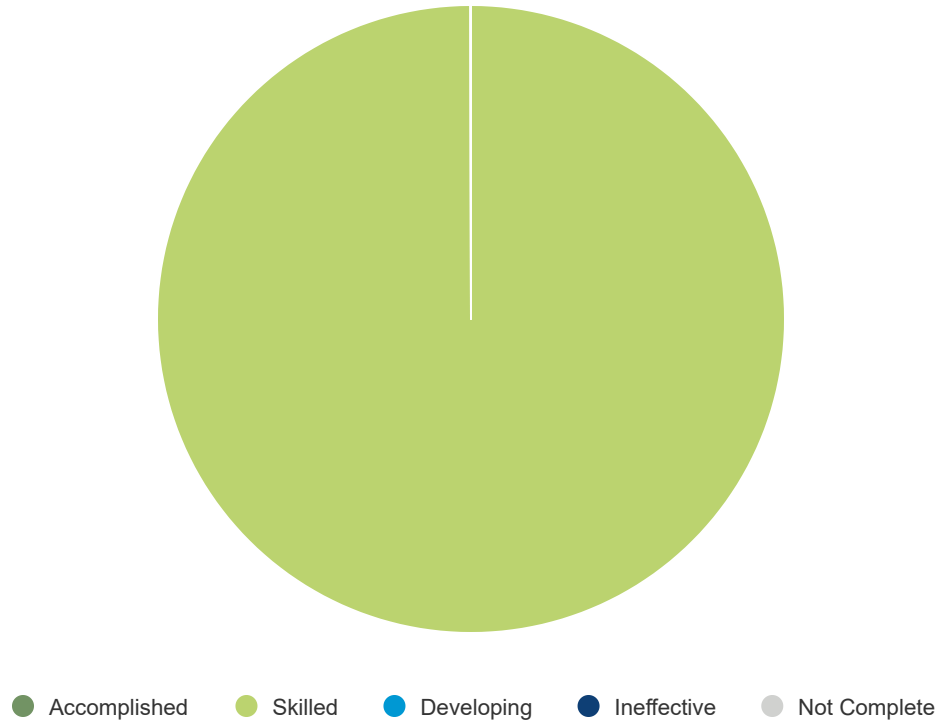
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings 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	9.0	21.0
Career-Technical Teachers	0.0	821.0
Special Education Teachers	6.0	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	2.0	365.0
Music Teachers	0.0	417.0
Physical Education Teachers	1.0	363.0
ELL Specialists	1.0	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.

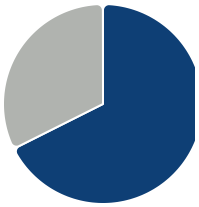
Comparison Group:**Community Schools with Enrollment less than 150**

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.

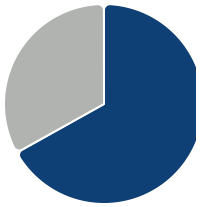
Classroom Spending Data

What percent of funds are spent on classroom instruction?
67.6%

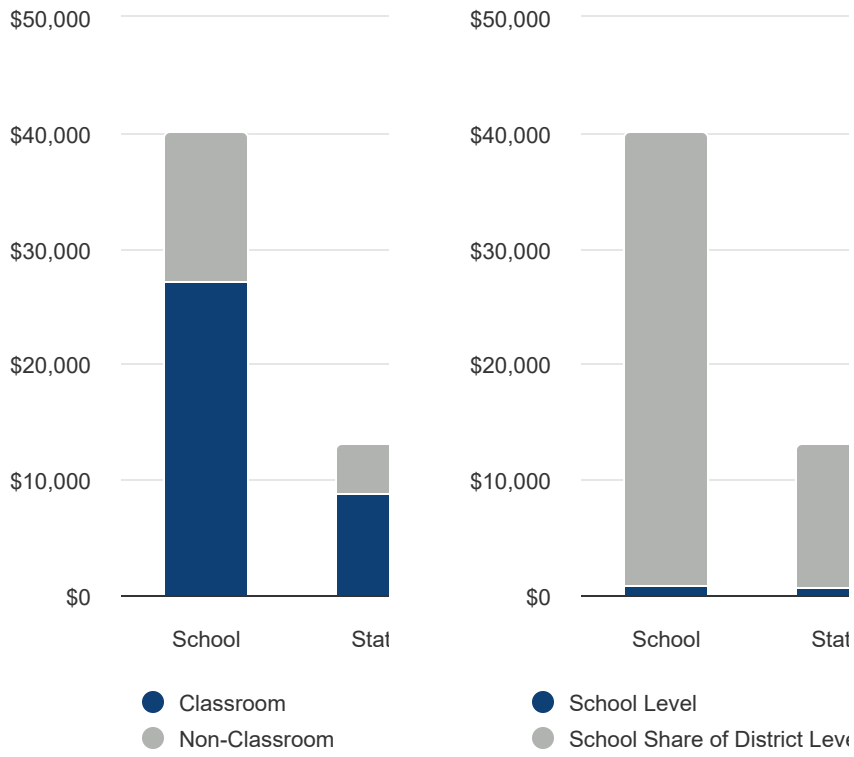
School



State



Spending Per Pupil Data

	School	State
Operating Spending per Pupil	$40,203	$13,065
Classroom Instruction	$27,182	$8,747
Non-Classroom Spending	$13,021	$4,318
Federal Funds	$809	$659
State and Local Funds	$39,394	$12,406

Classroom Instruction **Non-Classroom Instruction**