



## 2017-18 Annual Report to the Community

### Graham Elementary and Middle School

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**Co-Superintendent, CEO** - Eileen Meers, PhD

**Co-Superintendent, CEO** - Greg Brown

**Dean and Director** – James Kutnow

**Dean of Middle Grades (5-8)** – Hadley Bachman

**Dean of Elementary (K-4)** – Heather Markward

**Fiscal Agent** – Brian G. Adams MBA, CMA, CFM, CrFA, CGFM; Ohio Community School Consultants, Ltd.

**School Year the School Opened** – 2010-2011

**Number of Students** - 423

**Grade Levels Served** – K-8

**Percentage of Students on IEP's** – 29%

**Percentage of Students eligible for Free and Reduced Lunch** – 64%

**Student demographic percentages** – 53% African American, 38% Caucasian, 4% Hispanic, 4% multiracial, 1% Asian/American Indian

**Percentage of Students for whom English is their second language** – 1.5%

### Governing Authority

Graham Elementary and Middle School (GEMS) is chartered in the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The GEMS Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in 2017-18 included: **Sara Neikirk**, President; **Mari Sunami**, Vice President; **Sarah Levels**; Secretary/Treasurer, **Kitty King**, **Angela Stoller-Zervas**, and **Joyce Swayne**. GEMS partners with EL Education, national experts in effective educational practice using an expeditionary model. Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has been positive and supportive, all trainings have been completed.

### The Graham Elementary and Middle School Mission

As a member of The Graham Family of Schools, GEMS prepares students for academic success, self-direction, lifelong learning, and commitment to community by providing intentional learning experiences that foster imagination, discovery, problem solving skills, and growing independence. With a particular mission to serve urban students, GEMS is a supportive community where students learn to care for themselves, each other and the natural world. As a school that values generosity, stewardship, and service, GEMS nurtures not only students' academic growth and confidence but also their development as compassionate citizens of a global world.

### Special Accomplishments/Achievements

GEMS partners with EL Education, a national network that provides support and innovative curriculum with a vision of student success that integrates academic achievement, character, and high-quality work. GEMS

successfully delivers curriculum and expeditions for each of its three trimesters complete with fieldwork, partnerships with professionals and professional organizations, Celebration of Learning events and student-led conferences.

GEMS is located near The Ohio State University. GEMS purchased its school building in May 2017. We partner with multiple OSU programs including: OSU Honors & Scholars' (Adopt a School provides over 100 undergraduate students as volunteer tutors); The Office of Student Life ("Stories for Students" providing each GEMS student with a new book); and Art Education 252 (holds class at GEMS in collaboration with GEMS students). The Columbus Teaching & Learning Center (CTLC), a partnership between GEMS, The Ohio State University Department of Teaching and Learning, and Columbus City Schools, brought the OSU Reading Clinic as well as OSU courses and student interns to the GEMS site.

The GEMS leadership team was accepted for participation with five other EL Education middle schools in the Becoming Effective Learners research conducted by Dr. Camille Farrington of the University of Chicago. This partnership included three on-site professional development meetings with Dr. Farrington to engage in her research and understand what our school's data can show us to help improve student learning experiences through the use of her survey tool. This research is ongoing.

Launched in the fall of 2015, Play Us Forward, a partnership between ProMusica Chamber Orchestra, The Graham Family of Schools, United Schools Network, and KIPP provided a shared music instructor and free instruments for 6<sup>th</sup> and 7<sup>th</sup> graders in partner charter schools. Play Us Forward's goal is to remove barriers of participation by providing instruction and instruments at no cost to students or their families. Through this partnership, we aim to create a model of musical instruction, and provide positive opportunities for artistic expression and overall academic enhancement for each student involved.

"We are crew, not passengers" is an essential belief at GEMS. Students meet daily in small groups (Crews) to establish relationships, build community, focus on character goals, literacy, and academic challenges.

### **Honors/Recognitions/Special Occasions**

At the end of each term, an awards ceremony is planned for students in the 5<sup>th</sup>-8<sup>th</sup> grade. Students are recognized from each grade level for their contribution to the GEMS community as leaders. Awards include the Exemplary Citizen Award, the Expedition Leader Award and The Golden Ruler Award. GEMS also recognizes students who show more than 10 points of growth on their MAP assessments from Fall to Winter and from Winter to Spring.

Grades K-4 held its Community Meetings twice per month during which students, staff, and family members highlighted the five Habits of Learning: Responsibility, Perseverance, Quality, Thoughtfulness, and Teamwork. Meetings helped build school culture through highlighting quality work and student achievement. During Community Meeting, teachers recognize students by providing Habit of Learning certificates. Students also recognized community members who had gone above and beyond the normal recognition of habits of learning to receive a Shooting Star Award.

### **Celebrating Our Work Together**

Students exhibited work from expeditions during Celebrations of Learning each Trimester. These included an end-of-the-year 6th grade celebration for their work at the Grange Insurance Audubon Center, a 7th grade presentation of their podcasts on the history of our building and neighborhood through partnerships with WOSU and Musicology Recording Studios, and an 8th grade American Revolution Oscar style film festival.

### **Parent Group**

Many parent volunteers assisted with a fall clean-up day, two middle school dances, skating events, holiday celebrations and fieldwork. GEMS FTO hosted the 4th Annual Food Truckathon, a fundraiser for the school.

### **Additional Partners**

BIAMP Systems, Mrs. Shirley Brown, Albert Chapman-Layland, City Campus Church, Communities In Schools, ECMC Foundation, Ms. Suzanne Fahey, Sarah Friedrich, Meghan Gergis, Kendra Hovey, Victoria

Lally, Pamela Lollathin, Jennifer McGuinness, Sara Neikirk, The Ohio State University, ProMusica Chamber Orchestra Play Us Forward Program, Dianne Purdy, Angela Stoller-Zervas, Desiree Swisher, Cindy Tishue.

### **Names of Assessments Given at the School and the Results**

GEMS uses the Measures of Academic Progress (MAP) Assessments at the beginning, middle, and end of the school year to correctly place, evaluate and support students. MAP also captures an additional objective data set to evaluate academic growth in relation to the state mandated value added measure. A variety of assessments are given in the classroom throughout the year to measure Learning Targets met. At the end of each trimester students make presentations demonstrating their learning. GEMS also has an internal assessment calendar for teachers to administer interims halfway through and at the end of each trimester to help inform their teaching and assess student learning. The GEMS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

GEMS administers STAR assessments to middle school students, short cycle assessments help us measure student progress and place students in 9 week intensives. As part of our formalized initiative in Social and Emotional Learning, GEMS partnered with Future Ready to use DESSA with all K-8 students. The assessments help us identify students' progress toward SEL goals

### **The performance standards by which the success of the school was evaluated by the sponsor during the 2016-2017 school year by our Sponsor**

Our sponsor evaluates the school with a high stakes review rubric that measures Academic Performance including mission specific goals; Fiscal Performance and Organizational/Operational Performance.

Academic Performance is measured using the state report card; MAP scores, and Attendance. – GEMS is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, K-3 Reading, and Progress Comparison of Lowest 20% to all community schools statewide. GEMS has struggled with achievement scores, specifically AMO, Performance Index and Indicators.

### **The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2017-2018 school year**

The sponsor has established a rubric with which it evaluates its schools annually which includes evaluating the annual state report card, MAP scores and other measures. The sponsor attends board meetings and initiates site visits during the school year.

#### Academic Performance for Sponsor:

Students in the state of Ohio are required to take Ohio's State Tests. GEMS administered ELA and Math assessments for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders, Science assessments for 5<sup>th</sup> and 8<sup>th</sup> graders.

GEMS administered the Science test to 42 - 8<sup>th</sup> graders and 38% scored proficient or higher; 53 - 5<sup>th</sup> grade students took the Science assessment and 45% scored proficient or higher; 46 – 3<sup>rd</sup> graders took the ELA assessment and 33% scored proficient or higher; 46 – 4<sup>th</sup> graders took the ELA assessment and 33% scored proficient or higher; 53 – 5<sup>th</sup> graders took the ELA assessment and 49% scored proficient or higher; 45 – 6<sup>th</sup> graders took the ELA assessment and 29% scored proficient or higher; 47 – 7<sup>th</sup> graders took the ELA assessment and 43% scored proficient or higher; 42 – 8<sup>th</sup> graders took the ELA assessment and 33% scored proficient or higher; 45 – 3<sup>rd</sup> graders took the Math assessment and 49% scored proficient or higher; 44 – 4<sup>th</sup> graders took the Math assessment and 45% scored proficient or higher; 53 – 5<sup>th</sup> graders took the Math assessment and 23% scored proficient or higher; 45 – 6<sup>th</sup> grade students took the Math assessment and 27% scored proficient or higher; 47 – 7<sup>th</sup> graders took the Math assessment and 40% scored proficient or higher; 42 – 8<sup>th</sup> graders took the Math assessment and 38% scored proficient or higher.

This year's report card rating for GEMS included an B in Progress with an Overall A, a B for the Lowest 20% in Achievement and a C for Students with Disabilities, which looks at the growth that all students are making based on their past performances. GEMS received a D in Achievement, which measures the number of students who passed the state tests and how well they performed on them. GEMS received an F in Gap Closing, which shows how the school is meeting the performance expectations for the most vulnerable populations of students in English language arts and math. After the release of our 17-18 report card, we

became aware of an issue in regards to our Third Grade Reading Guarantee data. The report appeared to show that none of our kindergarten through third grade students received the required Reading Improvement and Monitoring Plan (RIMP) codes in the Education Management Information System (EMIS) and therefore would not have received the intervention services that they needed and are required. All of those students did receive interventions and all third grade students passed the guarantee either via the state test or MAP assessment. The data reporting procedures are being corrected.

**The school's activities toward and progress in meeting those contractually stated academic goals during the 2017-18 school year.**

GEMS has completed its seventh year and is actively engaged in continuing to meet academic goals. A supplemental math course was implemented, providing two additional math periods per week, and a reading initiative continues with all students independently reading during two full crew periods each week. GEMS teachers meet regularly after school in grade level teams to collaboratively build and implement cross-disciplinary expeditions. GEMS teachers also meet regularly in teams to discuss and integrate student data. GEMS teachers participate in over 10 scheduled professional development days annually lead by our EL school designer and guided by our school's work plan with EL.

As a brief review of our initiatives to address our improvement needs, we have:

- Empowered our Director of Social and Emotional Learning to help us understand better our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including the use of Kickboard;
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards the eighth grade transition year;
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Expanded work in all our schools around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Maintained our agreement with Learning Circle, a Columbus-based organization, designed to collect metrics on our students' academic work, behaviors and attendance, and provide early information about students' progress. Learning Circle works with Columbus City Schools, and a few other select charter organizations.

GEMS is a member of a Consortium that received a 5 year Straight A grant to fund the use of Illuminate, an IIS system enabling teachers to collect and use classroom data efficiently and effectively.

**Academic Curriculum Requirements including EL Education Curriculum**

GEMS' academic and expeditionary curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course assessments are part of our model. Our focus is on preparing students for high school by helping all of our students achieve or supersede grade level expectations in math, reading and writing.

EL Education provides school leaders and teachers with professional development, curriculum planning resources, and new school structures to boost student engagement, character, and achievement. EL exists in over 152 schools in over 39 states nationwide. The EL model is a proven success in supporting schools in developing a positive school culture and higher achievement scores when compared to the school districts in

which they exist. EL and GEMS developed the school's habits of learning: perseverance, responsibility, thoughtfulness, teamwork, and quality.

At GEMS during 9th period we do "Intensives." As an EL Education school, we define success as having three dimensions: "Knowledge and Skills," "Character," and "High Quality Work." Our intensives have been focusing not only on academic support for our students but also on social and emotional learning depending on a student's needs. Social and emotional learning (SEL) is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Our primary goal for our students is to build lifelong learners. To this end, we use the Measures of Academic Progress (MAP) assessment, the Star Reading and Math assessments, the Devereux Student Strengths Assessment (DESSA), student academic interim grade reports, and student self-assessments to place students in appropriate Intensive classes. Some of the Intensives we offered at GEMS were: Math skills Intensive, Reading skills Intensive, Study skills Intensive, SEL Intensive: focusing on self-regulating emotions, personal decision-making, goal-directed behavior and more, Attendance Intensive: focusing on building responsible habits as a scholar

### **Expeditions for K-4<sup>th</sup> Graders 2017-2018**

#### Kindergarten:

Kindergartener's learned about the process of building a house. They had several community experts join them on their journey to create awareness for youth homelessness. Ms. Sarah from Star House spoke with them about what the demographics of homeless look like, sound like, and the ages they serve; A&R Architects came in to show them how to create well thought out blueprints. Mr. Jeff from Messer Construction showed the students the importance of beginning with the foundation, then walls, and finally a roof. For their final product, they focused on creating original blueprints and then asking Fireball Press to turn their hard work into postcards. They sold the postcards and donated some of the money to Star House and used the remaining money to build a house on the GEMS playground to raise awareness for youth homelessness.

#### 1st Grade:

Students became zoologists (scientists that study animals). They researched to answer the questions: Why do animals look like they do? How do an animal's characteristics help it survive its environment? Students went to the Columbus Zoo to observe different animals. Then, an expert from Captive Born Reptiles visited to teach them more about animal characteristics. Students read books and observed the classes' pet bearded dragon, Beardie, to gather even more information. Finally, each student wrote an informational paragraph that told about one unique feature of a bearded dragon.

#### 2nd Grade:

Second graders learned everything they could about butterflies that live in Ohio. After students got to know all about their butterflies, they began to look at their habitat requirements. This led to students discovering that some butterflies (monarchs, in particular) are facing habitat destruction. Students became concerned and started to search for solutions. Inspired by the book, *Butterfly Park* by Elly MacKay, where a community comes together to plant flowers to attract butterflies, students worked to revitalize the butterfly garden at GEMS. Students also worked to create scientific drawings of their butterflies, using feedback and multiple drafts to improve their quality work. These images and student writing were published on packets of butterfly-friendly seeds that were distributed to family and friends of GEMS to plant in their own gardens.

#### 3rd Grade:

Learned about where we get the energy to power our devices. They studied several different sources of where our energy comes from: oil, coal, and solar power. They learned how energy sources are converted into electricity and fuel things. They became experts on one energy source. They learned that all of these energy sources have pros and cons that can have big effects on our Earth. Finally, they turned their energy source into a character for an informational coloring book. This book has been sent to several schools across the country.

#### 4th Grade:

Students studied oppressed groups. Some of the most recent groups they learned about or discussed were: LGBTQ+, women, and people with disabilities. We used the “Dear World” approach as our inspiration. In class, we wrote a message to the world on our bodies and then took pictures and wrote an essay advocating for our group of choice.

#### **Expeditions for 5<sup>th</sup>-8<sup>th</sup> Graders 2017-2018**

To Planet or Not To Planet (5<sup>th</sup> Grade) -- In this expedition, students discovered our solar system, with specific emphasis on what constitutes a planet. In science, students read multiple texts, along with the anchor text, *How I killed Pluto and Why it had it Coming*, and delved into the essential question: “What should be considered a planet in our solar system?” In English, students read expedition novels about outer space and learned about quoting, point of view, how visuals impact understanding of a story, and how we can best convince an audience. In math, students looked at place values of numbers in thousands and millions in order to find the distance between the planets. For the final product, students wrote an opinion paragraph using evidence from articles answering the question “What should be considered a planet in our solar system?” They used their paragraph to create a YouTube script stating their opinion with evidence. The students then turned that script into a hand illustrated YouTube film.

Human Rights (5<sup>th</sup> Grade) --What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students developed their ability to read and understand complex text as they consider this question. Students began to build knowledge about human rights through a close read of the introduction and selected articles of the *Universal Declaration of Human Rights* (UDHR), paired with short firsthand accounts of people around the world who currently face human rights challenges. In Unit 2, students did an extended study of *Esperanza Rising (740L)* by Pam Muñoz Ryan, applying their new learning about human rights as one lens through which to interpret the character and theme in this rich novel—a complex coming-of-age story set in Mexico and rural California during the early 1930s. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesized their understanding of human rights. The specific literacy focus was on supporting understanding through quoting directly from text, inferring theme, and comparing and contrasting how different texts address the topics and themes of human rights. Students wrote an analytical essay in which they described how a character in the novel responds to challenges. During Humanities and Art, students researched refugees to build empathy for refugees in the Columbus community. They met with local refugee advocates and did service work at refugee organizations. Through a connection with Global Academy, students participated in an exchange with refugee students. Through this relationship, students developed a “5<sup>th</sup> Grader’s Guide to Columbus” to gift to their new refugee friends to ease their transitions into the United States. Throughout the expedition, students created and raised funds for gifts for their refugee friends.

Most Beautiful Roof in the World (5<sup>th</sup> Grade) --In this expedition, students explored the following topics: Thinking like a scientist, what is an ecosystem? Communicating Like A Scientist, Creating Field Guides, and Invasive Species in the Columbus Ecosystem.

Adventure and Survival (6<sup>th</sup> Grade) –Students explored the dichotomy of adventure/survival. Both of these things are an integral part of what it means to be human and both rely heavily on the environment. What makes adventure different than survival? When do the lines blur? What happens when either of these things go too far? What does it mean to survive middle school at GEMS? In the first fieldwork they went as crews to Summit vision to talk about adventure and survival. In English they wrote their narrative about adventure OR survival. Students visited the Ohio History Connection to learn about early man’s cultures and discovering different aspects of civilizations, and then applied what they learned to our GEMS civilization. In social studies they wrote their rough drafts of the intro to GEMS civilization and edited/published for the handbook in ELA. In science, students learned about Mt. Everest geology. They visited Olentangy Indian caverns and Orton Geological Museum on OSU’s campus to support their study of the rock cycle.

Watt’s My Impact? (6<sup>th</sup> Grade) – A look into the environmental impact we have on the world and an examination of energy sources.

China: From Divine Emperors to Global Superpower – In this expedition, students explored how China has evolved into the country it is today. As a country with a population of over a billion people, China's past and present offer a dynamic view of culture and history. Ideals, beliefs and aspects of China's culture have endured through thousands of years. Students used the inquiry process to study key moments in China's history - from the ancient dynasties that unified and held China together, to the Cultural Revolution that moved China into a Communist regime, and finally, to modern China, a major global superpower with great impact in the world. Students examined China's sometimes tempestuous relationship with the rest of the world, one that at times branched out in an age of exploration, and at other times retreated into its own borders. In the first Case Study, students looked back thousands of years into China's past. Through reading one central text, *China: Land of Dragons and Emperors*, students uncovered how China developed as a country and the social structures created through the Dynastic system. Students read and compare select primary source documents that parallel the content of the central text. Students analyzed how the texts present information to deepen their understanding of the time period. Students also examined China's technological advances that still are used in today's modern world. Analyzing how art reveals beliefs, ideology and communicates aspects of a particular emperor's rule is a concept that students also explore. In the second Case Study, students investigated China's Cultural Revolution. They read the central text *Red Scarf Girl: A Memoir of the Cultural Revolution* to build an understanding of the revolution through a first person account. The curricular resource, Facing History, Facing Ourselves: Teaching Red Scarf Girl, was a central resource used throughout this Case Study. The analysis and close viewing of Chinese Propaganda posters was a focus for this Case Study, helping students understand how ideologies can be communicated and spread. Additionally, students examined several primary sources, as well as key secondary source documents that paralleled what they read in the *Red Scarf Girl*, continuing to deepen understanding about the Cultural Revolution, its causes and the effects on the people of China- particularly the young. Students explored young people's involvement in the Cultural Revolution - from oppression to rebellion. To end the Case Study, students examined the events of Tiananmen Square, particularly analyzing the role that students played in the events. Students read first hand student accounts of the event and compared those to secondary source and fictionalized accounts to again deepen their understanding of the role that young people played in this time of China's history.

When Cultures Collide/Better World (7<sup>th</sup> Grade) – Students explored cultures colliding through texts and experts to create a photojournalism project documenting the story of a person in Columbus that regularly communicates/interacts across cultures. Students listened to a panel of experts and then selected one person from the panel, from a list of options, or other community member of the student's choice to interview. Students set up a photo with the community member to express something they'd like Columbus to know about their story. Photos were published to our "Dear Columbus" website along with a short story of the community member with the focus "How can we have courageous conversations across cultures?" As part of EL Education's 25th Anniversary, a committee of students, teachers, and leaders selected 18 exceptional Better World Projects from 50 submissions by student-teacher teams across the country. This GEMS project was selected. Better World Projects encouraged schools to engage in work that bridges differences, joins scholarship with service, and helps students take ownership of their learning—in short, projects that exemplify the learning happening in EL Education classrooms every day. The projects also support students in learning deeply about a topic through the act of documenting their work and presenting it to the world.

1908 (7<sup>th</sup> Grade) – Students took the era when our historic building was erected and studied issues of the day including the work environment, labor unions, and inventors of the time.

Vernal Pools (7<sup>th</sup> Grade) – In partnership with Glacier Ridge Metro Park, students studied the impact of vernal pools on our ecosystem. GEMS traveled four times to the metro park to work with a naturalist in collecting and cataloging data on salamander eggs, tree frogs and a variety of invertebrates.

Vote with Your Fork (8<sup>th</sup> Grade) - Using *The Omnivore's Dilemma* as the expedition's anchor text, students examined the history of food and the process of where our food comes from on its way to our tables. Fieldwork includes visiting local grocers and farms. The culmination of the learning took place at the end of the term when students presented a Ted Talk where students argue why a chosen food chain is the best to feed this ever-growing world population.

**Take a Stand (8<sup>th</sup> Grade)** - Students looked at the guiding question: Is it worth taking a stand for yourself/others? How do you know? Students delved into the content of The Revolutionary War. They learned about the battles and events leading up to the War for independence from Great Britain. Students created short film scripts and filmed them on video.

**Wheels of Change (8<sup>th</sup> Grade)** - Students in all content areas focused on the Guiding Question, What forces change the world around us? In Science, students learned about the mechanics of biking, focusing not only on forces, but on how science itself changes how we view the world. In Social Studies, students analyzed the forces (diplomacy, railroads, slavery, post-Civil War) that changed the landscape and perspective of the United States of America. In Math, students learned about volume (cylinders, spheres, and cones) and completed a project to design a water bottle that can change the world. Later in the trimester, students looked at scatterplots to analyze the correlation between two variables related to the Puerto Rico hurricane (time taken to recover vs. population, time taken to recover vs. money spent to recover). In English, students analyzed the archetype of a hero. They focused on heroes in history who have changed the world around us. Students identified local heroes and interviewed them for a narrative story of that hero's life. The narratives were compiled into a professional book.

### **School-wide Title Program**

GEMS is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math.

### **Staff Members**

The full-time and part-time staff roster in the 2017-18 school year included: Debbie Addison, Hadley Bachman, Carolyn Baginski, Heather Baker, Cathy Baney, Shelby Bradford, Greg Brown, Lavidia Chapman, Eileen Collins, Christina Conrad, Keri Dana, Kalyssa Deken, Rosa Dixon, Leah Ecaruan, John Eckenrode, Monica Eppler, Cassie Farrell, Sarah Friedrich, Nora Goss, Lauren Greenspan, Stacie Haman, Julia Handelman, Madeline Hatch, Jisuka Hessler, Valerie Hessler, Caleb Hord, William Kaufman, Gautham Kaveti, James Kutnow, Angela Knight, Jamie Lenzo, Lauren Lever, Katie Logan, Cheryl Long, Sarah Lopienski, Katherine Luikart, Joanna Malachowsky, Heather Markward, A'Leah Martin, Melinda McFann, Eileen Meers, Olivia Miranda, Myra Molnar, Anne Murphy, Kelli Orians, Wesley Owen, Kim Pettit, Michael Piteo, Karen Rickrich, Courtney Rizek, Harmony Salvatore, Lauren Seitz, Chris Spackman, Zach Steinberger, Victoria Suever, Cynthia Tishue, Jason Treadway, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, Amie Whalen, Jeff Wiseman, and Krsna-Jivani Ziyad.

### **Financial Status**

In fiscal year 2017-18 the school received \$3,671,704 in state funds. The school also received \$429,876 in federal funds and \$64,798 in development and rental income funds, among other separated categories. Sources of income totaled \$4,255,929. In fiscal year 2017-18 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, GEMS's financial manager and paid \$68,742 in loan payments for the purchase of the 16th Avenue building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$4,351,389 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$195,400 to be carried over to 2018-19. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

*Fiscal Performance for Sponsor: All fiscal reports have been submitted to the sponsor on time and all documents have been successfully submitted.*

### **Sponsor Review Comments**

It is a pleasure working with the school and the cooperation and professionalism of all involved is appreciated. The school continues to do a nice job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organization/operational, and governance).