



2018-19 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 – Jennifer L. Smith, CPA

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 2018-19 included: **Sara Neikirk**, President; **Joyce Swayne**, Vice President; **Sarah Levels**; Secretary/Treasurer, **Kitty King**, **Angela Stoller-Zervas**, and **Mari Sunami**. 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 and partner with EL Education, Graham Elementary & Middle School's (GEMS) mission is to provide a rigorous and engaging education while developing a strong sense of character and community among a diverse group of learners.

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 in an historic building purchased 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 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, and United Schools Network provided a shared music instructor and free instruments for 6th and 7th graders in partner charter schools. Play Us Forward's goal is to remove barriers of participation in individual instrumental instruction 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 (CREW) 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 5th-8th 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 recognized students by providing Habits of Learning certificates. In addition, students voted to recognize the highest achieving GEMS community members with Shooting Star Awards.

Celebrating Our Work Together

Students exhibited work from expeditions during Celebrations of Learning each Trimester. These included 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.

Family Teacher Organization

Many parent volunteers assisted with a fall clean-up day, two middle school dances, skating parties, fundraising events, holiday celebrations and fieldwork. GEMS FTO funded classroom projects and fieldwork; Kings Island math trip, science supplies for the 5th-8th grade science department, Mars Rover COSI Expedition for 5th graders, imagine lab materials for K-2nd grade classrooms, and 200+ books for 5th-8th graders.

Additional Partners

Olayemi Aaron, Mr. and Mrs. John Baughman, Seth Becker and Janet Meltzer, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Suzanne Fahey, Stephen Gussler and Melody Steely, Dan Hansvick, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Augusto Leal, Sarah Levels, Samantha Lortz, Mr. and Mrs. Thomas

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Meers, Myra and Tom Molnar, Doris Calloway Moore, Sara Neikirk, Dianne Purdy, Sommer Renaldo, Athena Smith, Angela Stoller-Zervas, Joyce Swayne, Sara Tobin, Kimberly and Mark Tremains, Mr. and Mrs. Bob Weiler, and Betsy White.

BIAMP Systems, City Campus Church, Communities In Schools, ECMC Foundation, The Ohio State University, ProMusica Chamber Orchestra Play Us Forward Program

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 captures objective an 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 used the National School Climate Survey to help us identify student progress toward SEL goals.

The performance standards by which the success of the school was evaluated by the sponsor during the 2018-2019 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 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 2018-2019 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 3rd, 4th, 5th, 6th, 7th, and 8th graders, Science assessments for 5th and 8th graders.

42 -5th grade students took the Science assessment and 31% scored proficient or higher; 49 - 8th graders took the Science assessment and 41% scored proficient or higher; 45 – 3rd graders took the ELA assessment and 29% scored proficient or higher; 55 – 4th graders took the ELA assessment and 24% scored proficient or higher; 42 – 5th graders took the ELA assessment and 36% scored proficient or higher; 54 – 6th graders took the ELA assessment and 22% scored proficient or higher; 54 – 7th graders took the ELA assessment and 39% scored proficient or higher; 50 – 8th graders took the ELA assessment and 46% scored proficient or higher; 45 – 3rd graders took the Math assessment and 33% scored proficient or higher; 55 – 4th graders took the Math assessment and 29% scored proficient or higher; 41 – 5th graders took the Math assessment and 20% scored proficient or higher; 55 – 6th grade students took the Math assessment and 9% scored proficient or higher; 54 – 7th graders took the Math assessment and 37% scored proficient or higher; 49 – 8th graders took the Math assessment and 43% scored proficient or higher.

This year's report card rating for GEMS included an D in Progress with an Overall F, a D for the Lowest 20% in Achievement and an F for Students with Disabilities, which looks at the growth that all students are making

based on their past performances. GEMS received an F 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 18-19 report card, we became aware of an issue in regards to our Third Grade Reading Guarantee data. The report appeared to show that some of our kindergarten through third grade students did not receive the required Reading Improvement and Monitoring Plan (RIMP) codes in the Education Management Information System (EMIS). 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. State tests were particularly challenging across the school last year. Intensive work with EL Education and our leadership teams have produced detailed plans for improvement.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2018-19 school year.

GEMS has completed its eighth year and is actively engaged in continuing to meet academic goals. New curriculum was introduced for ELA and Math. 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 better understand our students non-academic needs that directly impact their ability to learn, and to design strategies that help our students become more aware of their own needs and available resources.
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Network for College Success National 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 Department of Comparative Human Development, TREP project. 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 student metrics to provide early alerts about student progress. Learning Circle works with many Ohio K-12 district and charter schools.

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 school structures to boost student engagement, character, and achievement. EL exists in over

152 schools in over 30 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.

As an EL Education school, we define success as having three dimensions: "Knowledge and Skills," "Character," and "High Quality Work." Our CREWs and 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 goal is to build lifelong learners. To this end, we use the Measures of Academic Progress (MAP) assessment, the Star Reading and Math assessments, student academic interim grade reports, and student self-assessments to place students in appropriate 9th period 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-4th Graders 2018-2019

Kindergarten:

Kindergarten built their literacy and science skills as they engaged in a study of the weather. Students began by building knowledge of the different types of weather and then moved to how weather is different around the world and how it affects people. A local meteorologist came to visit our students and shared how the weather works. Students listened to the story The Snowy Day to use as a mentor text to write their own weather story describing one type of weather that they have learned about and how it affected their character.

Kindergarten students then learned about the importance of living things by studying plants and trees. They visited The Cox Arboretum at OSU to gain expert knowledge on the importance of trees and plants, and planted a tree in the front lawn at GEMS for Better World Day. They learned there are 2 types of trees coniferous and deciduous and that Ohio has both, unlike other places around the world.

1st Grade:

First graders became ornithologists (scientists that study birds) in Module 3. They completed research using books, images, and videos in order to answer the guiding question: "How does a bird's features help them survive." They paid close attention to different types of beaks and feathers and how each of these body parts helped a species of birds. In our classroom, we hatched and raised chickens. This helped the students have real-life experience with seeing how the beak and feathers are used by real birds. Finally, students went to the Columbus Zoo to take pictures of birds in different habitats. They used these and other pictures to create scientific drawings of birds.

2nd Grade:

Second graders learned about butterflies and their habitat requirements. This led to students discovering that some butterflies (monarchs, in particular) are facing habitat destruction. Students became concerned and searched 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 the quality of their work. These images along with student writing were published on packets of butterfly-friendly seeds that were distributed to GEMS families and friends to plant in their own gardens.

3rd Grade:

For their first module of study, 3rd grade students learned about the power of literacy and how people around the world overcome learning challenges. Students studied the book My Librarian Is a Camel to learn about how librarians all over the world overcome challenges to get books to children. Students created beautiful watercolor bookmarks listing how to overcome their own learning challenges.

During their second module, 3rd graders became herpetologists. They studied the habitats and adaptations of various “Freaky Frogs.” After building their background knowledge about frogs, each student became an expert in one species. Students read the book Bullfrog at Magnolia Circle and used this book as a model to create their own informational narrative about the freaky frog they studied.

For their final module of the year, 3rd grade students studied the character traits of various characters in Peter Pan. They chose a character to study in-depth and created a bio-poem for that character as well as a collage to describe the character and represent the traits they studied.

4th Grade:

At the beginning of the year, fourth graders became poets. Students learned about the history and power of poetry, alongside different types of poems and their features. Students studied Love That Dog by Sharon Creech, as well as The Red Wheelbarrow by William Carlos Williams and Stopping by Woods on a Snowy Evening by Robert Frost. Students learned about what inspires writers to write and explored their own inspirations. 4th grade poets finished the module by hosting a poetry night, inviting the community in to hear their own original verse.

4th grade’s second module of the year allowed them to build their skills as scientists and researchers. Students studied defense mechanisms of animals. After digging deeply into research in their expert groups, students produced an informational writing piece to describe their animal’s physical characteristics, habitat, predators, and defense mechanisms.

For their third module, 4th graders learned about the Revolutionary war. They became historians, digging into primary and secondary sources to learn more about this time in our history. Finally, armed with new knowledge, students took a stance on which group from the Revolutionary War they believe they would have sided with, Patriot or Loyalist. Students came up with slogans to present their stance and created posters to publicize their belief.

Expeditions for 5th-8th Graders 2018-2019

To Planet or Not To Planet (5th 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 (5th 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 considered 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 “5th Grader’s Guide to Columbus” to gift to their new refugee friends to ease their transitions into the United States. Throughout the expedition students also raised funds for gifts for the refugee friends.

Most Beautiful Roof in the World (5th Grade) - In this expedition, students created a dichotomous key to help community members identify the types of ants that are in their environment. Students also created an informational page that tells about how ants contribute to ecosystems in Columbus and speaks to the dangers of using pesticides to kill ants. The expedition culminated with students presenting their dichotomous keys at the Audubon Center. Samples of ants were at the Audubon Center and audience members used the dichotomous keys made by the students to help identify the ants.

Adventure and Survival (6th 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 English they wrote their narrative about adventure OR survival as a student at GEMS. In social studies they wrote their rough drafts of the intro to GEMS civilization and edited/published it for the GEMS Survival Handbook. In science, students learned about Mt. Everest geology. In art, they created maps of the 3rd floor to add to the handbook. The handbooks were given to new 5th grade students at back to school night to help with the transition to middle school.

Watt’s My Impact? (6th Grade) – In this expedition, students looked at human’s impact on the natural world. They learned about recycling, pesticides used that harm the environment such as DDT, and how our building responsibly uses or wastes energy. Students welcomed expert visits from a falcon handler who spoke about DDT’s impacts on the birds, and an engineer who conducted a school tour to point out energy efficient areas of the building, and areas for improvement. For the final product, students studied an energy audit of the building, analyzed our energy usage, and made suggestions for how our consumption could be improved. Their suggestions were presented to board members at a GEMS board meeting.

Minding Your Mind (6th grade) – In this expedition, students explored the essential questions; “What is a stigma?” “How do our cultural views impact the way we think and feel? What does it mean to be mentally healthy? What can you do to stay mentally healthy and support others? Students learned what a stigma is and the damage that the stigma around mental illness discussion and education has on our society. Students read both fiction and non-fiction texts about mental illnesses and people’s accounts of their own experiences dealing with various mental illnesses. Students learned what it means to be and feel mentally healthy, researched and learned about specific mental illnesses, and researched ways that our community can work to remove the stigma around mental illness and the resources available in Columbus to help people who are dealing with mental illness. Fieldworks included a mindful hike at Highbanks Metropark, a visit to the Twin Valleys Behavioral Health Hospital, an office tour and Q&A session with a therapist and a final trip to the NAMI’s Youthmove Organization ‘resiliency ring’ at the Ohio Statehouse. The final product was a brochure about stigma, specific mental health disorders and information about how you can boost your mental health, which they passed out to students and staff at the Ohio State University’s Ohio Union while demonstrating some of the ways learned to boost our mental wellness.

When Cultures Collide/Better World (7th 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, or from the larger community to interview at a local coffee shop. 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?”

1908 (7th Grade) – Students studied issues of the day from the era when our historic building was erected including the work environment, labor unions, and inventors of the time. We visited the Ohio History Connection archives to look at primary source newspaper publications, photos, books and maps to learn about

the Wright Brothers and the invention of flight. Students visited the Wright Brothers Museum in Dayton and read from the book, America: 1908 to ground our ideas about how flight came to be. Students collected their research to record 3 minute podcasts at a professional studio to share with our Columbus community via Soundcloud.

Vernal Pools (7th Grade) – In partnership with Glacier Ridge Metro Park, students studied the impact of vernal pools on our ecosystem. Students 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. Students used dichotomous keys to identify the vernal pool creatures to determine the health of the ecosystem. Each student selected a plant or animal from the vernal pool to include in our vernal pool field guide. Students worked to complete the research in science class and to make high quality scientific sketches for the field guides in art.

Vote with Your Fork (8th 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 included 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 our ever-growing world population.

Take a Stand (8th 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.

Wheels of Change (8th 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 2018-19 school year included: Debbie Addison, Jane Addison, Alen Auguste, Hadley Bachman, Carolyn Baginski, Heather Baker, Cathy Baney, Nicole Becks, Kevin Beery, Greg Brown, Lavidia Chapman, Jisuka Cohen, Eileen Collins, Christina Conrad, Keri Dana, Rosa Dixon, Leah Ecaruan, John Eckenrode, Monica Eppler, Nora Goss, Stacie Haman, Valerie Hessler, Christina Kokot, James Kutnow, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Katherine Luikart, Joanna Malachowsky, Heather Markward, A'Leah Martin, Melinda McFann, Eileen Meers, Olivia Miranda, Cassie Muller, Anne Murphy, Kathryn Nelson, Kelli Orians, Wesley Owen, Michael Piteo, Laura Rapp, Karen Rickrich, Victoria Ringwald, Evan Rulong, Harmony Salvatore, Sarah Salvatore, Scott Schag, Lauren Seitz, L.M. Sheffield, Courtney Smoot, Chris Spackman, Zach Steinberger, Cynthia Tishue, Jason Treadway, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, Amie Whalen, Jeff Wiseman, and Krsna-Jivani Ziyad.

Financial Status

In fiscal year 2018-19 the school received \$3,838,653 in state funds. The school also received \$548,451 in federal funds and \$86,950 in development and rental income funds, among other separated categories. Sources of income totaled \$4,474,054. In fiscal year 2018-19 the school paid for employee salaries and

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benefits, including payroll taxes and retirement, through The Graham School, GEMS's financial manager, and paid \$84,026 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 \$4,568,256 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$101,032 to be carried over to 2019-20. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. 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 and documents have been successfully submitted to the sponsor on time.

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).