



2023-24 Annual Report to the Community

The Charles School at Ohio Dominican University

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Superintendent/Founder - Greg Brown

Assistant Superintendent – Ed Ingman

Assistant Superintendent – James Kutnow

Dean - RJ Larry

Dean - Steve Owens

Dean - Melissa Rulong

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 295

Grade Levels Served – 9, 10, 11, 12, 13

Percentage of Students on IEP's – 22%

Percentage of Economically Disadvantaged Students – 79%

Student demographic percentages – 69% African American, 9% Caucasian, 17% Hispanic, 4% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 13%

Governing Authority

The Charles School at Ohio Dominican University, a five year Early College High School, is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education & Workforce. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The Charles School 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 the 2023-24 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Howard Lipkin** Secretary; **Susan Coady**, **Nick Gulyassy**, and **Sara Neikirk**. The Charles School partners with Middle College National Consortium (MCNC) for guidance in the Early College initiative, is a member of the Ohio Early College Association, and partners with EL Education, national experts in effective educational practice using an expeditionary mode. TCS is a member of The Graham Family of Schools.

The Charles School Mission

The mission of TCS@ODU is to provide a diverse population of Ohio's high school students access to, and support for, an immersive and successful college experience while completing rigorous high school coursework and preparing for careers.

The Charles School Vision

TCS pursues excellence by providing a safe and innovative learning environment that cultivates a growth mindset and supports social and emotional learning, while bridging the transition to post-secondary aspirations.

The Charles School Program Goals

- Make higher education more accessible, affordable, and attractive to all students including those traditionally underserved by and underrepresented in higher education by bridging the divide between high school and

college. Students are able to achieve up to two years of college credit at the same time they are earning a high school diploma during five years of high school.

- Provide guidance and support to students through the first two years of college with teachers and professors who are licensed in their fields and have achieved mastery of their academic disciplines.
- Provide a unique and nurturing environment where students can explore and pursue their dreams. Students are offered learning experiences balanced between the experiential and the conceptual. Real world projects that demand both knowledge and skill motivate TCS@ODU students to take responsibility for learning not only in their high school classes, but also in planning and completing up to two years of college.
- Provide small, nurturing learning communities, called Crews which are led by passionate educators. Crews meet daily to discuss relevant grade-level issues, support one another, engage in social and emotional learning and continually monitor academic progress.

Partners

Ohio Dominican University (ODU) Early College Program

ODU is the primary university partner of The Charles School at Ohio Dominican University. A fully accredited, four-year liberal arts institution, ODU was founded in 1911. The university occupies 64 beautifully wooded acres, centrally located in Columbus and adjacent to TCS@ODU. Today, ODU has over 1,200 students and is committed to academic excellence, life-long learning and community service. Classes are small and students may choose from more than 42 undergraduate majors. The student body is diverse and individualism is celebrated, regardless of age, race, gender, religious background, ethnic or cultural heritage. We are grateful to the faculty and staff at Ohio Dominican University for their work alongside us to fulfill our important educational mission. Our students can begin taking college courses on the ODU campus as early as the beginning of their Junior year and continue through a fifth year of high school to obtain an Associates Degree.

Columbus State Community College (CSCC) College Credit Plus Program

CSCC is an Early College partner which enhances our ability to serve all of our student's needs and interests. CSCC is a community college first established in Columbus in 1963. It currently offers Associates Degrees and Technical Certifications in a variety of areas as well as transfer programs and service learning. Students whose Early College experience is at CSCC have the option to graduate in 4 years.

Middle College National Consortium

The Charles School at Ohio Dominican University continues its partnership with Middle College National Consortium (MCNC). The Consortium, an organization of some 43 schools across the country and headquartered in New York City, is committed to driving educational reform by making college a reality for traditionally under-served youth. MCNC's network of schools are situated on college campuses that provide high school youth access to college.

EL Education

The Charles School also partners with EL Education. EL Education is one of the nation's leading K-12 education organizations committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. EL exists in over 152 schools in over 35 states nationwide. For more than 20 years, EL affiliated schools have striven for a vision of student success that joins academic achievement, character, and high-quality work.

The EL model is characterized by: Active instructional and student-engaged assessment practices that build academic skills and students' ownership of their learning; Rigorous academic projects connected to real-world issues that meet state and national standards; A culture of learning that builds persistence, collaboration, critical thinking, problem solving, communication, and independence in every student.

EL's approach is grounded in respect for teachers and school leaders as creative agents in their classrooms. Stakeholders build their capacity to ignite each student's motivation, persistence, and compassion so that they become active contributors to building a better world and succeed in school, college, career, and life.

Additional Partners

Thank you to our generous partners. Your support makes it possible for us to continue providing a high quality experiential and early college education to our students!

Robert F. Beard Charitable Foundation, Susan Coady, Gail Collins, Andrea Gorzitze and Julian Maxey, Jessica Grimm, Yolanda Jones, Rich and Kitty King, Brian Smith, Dr. Gordon Snider, and Sara Tobin

Besa - Be the Good, City of Columbus, Columbus State Community College, Common Sense Culture, EcoPlumbers, Harmony Project, Lead the Way Learning Academy, Lifeline of Ohio, More Inc., Mid-Ohio Food Bank, Nationwide Children's Hospital, NYAP, Ohio Dominican University, Ohio Wesleyan University, Performance Automotive Group, Rising Youth, Syntero, The Ohio State University, The Royal Oak Initiative, United Methodist Church, Vantage Inhouse, and Zora's House.

Career Pathways Work and CTE

It has become increasingly apparent that the diversity of our students needs a diversity of options as they move through high school toward careers and college. We recognize the necessity of expanding upon our academic and experiential offerings with additional career focused opportunities that give students multiple paths to gain and demonstrate knowledge and skills required for future life in career and/or college. Our career pathways initiative allows us to provide more educational and graduation options to our students increasing engagement, perseverance and their belief in a positive future. Our belief and experience in hands-on learning through experiential opportunities lends itself to expanding our career and college pathways.

For the 2023-2024 school year students had the opportunity to take Information Technology, Programming, or Web Design. We had a total of 137 students take the courses. New opportunities in Pre-Apprenticeships were developed through partnerships with Performance Automotive Group and EcoPlumbers for either career training in auto mechanics or plumbing. Career focused work was also integrated into each grade level crew. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. The OhioMeansJobs work readiness seal, Technology Seal, Community Service seal, and the Industry Credential seal all count towards the two required seals needed to graduate under the new graduation requirements for 2024. As our program grows we continue to explore new avenues for our students to engage with the community and prepare for life after high school.

Federal Funding

TCS@ODU 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. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title I SSI, Title IIA, Title III, Title IVA, EOEC, IDEA-B, ESSER II, ARP ESSER, ARP IDEA, ARP Homeless, Stronger Connections.

Special Accomplishments/Achievements

In the 2023-2024 School Year, we had 10 students participate in the 5th year program. Of those 10, two earned an Associates Degree from Ohio Dominican University. Of our 40 graduates, six earned Honors Diplomas.

In 2023-2024 59 students participated in the ODU Early College Program, and the students earned 552 credits. One student participated in College Credit Plus through Columbus State Community College and earned 9 credits. Some colleges/universities our seniors plan on attending are: Ohio Dominican University, The Ohio State University, Columbus State Community College, Central State University, and Bowling Green State University.

Celebrating Our Work Together & Honors/Recognitions/Special Occasions

In May, The Charles School at Ohio Dominican University conducted an outside graduation celebration extravaganza for the Class of 2024. The annual Awards Ceremony and picnic recognized students who exhibit

achievement and leadership in a variety of categories. During the awards ceremony students who exemplify the best in science, social studies, English, math, Spanish, physical education, health, CTE, and fine arts were recognized. Students were also recognized with the Dean's Award for Courage, Integrity, and Grit, the Biggest Leap Forward Award, and The True Panther Award.

In 2023-24 the following students were honored as recipients of these awards:

Awards	
English 9	Aset Caldwell & Taji'er Faulks
English 10	Khady Diouf, Damarion Reed-Miles, Joey Clayton & Segal Coleman
English 11	Maddie Smith & McKenzie Lancaster
English 12	Will Davis, Jayleana Peake, & Gabe A'Neal-Pack
Algebra 1	Hawa-Sue Kamanda, Moxxie Butler, Zainab Koroma, & Katherin Romos Hernandez
Geometry	Myi-Ajah Gross, Zoe' Harris, Abigail LeGualt, Amayiah Mankins, Damarion Reed-Miles, & Carter Strader
Algebra 2	Arden Gibson, Julia Fouts, & Coreay Sharpe
Financial Literacy	LaMarion Barnes & Damiah Williams
Senior Math	Calesha Clark, Maci Braaksma, Jayleyana Peake
Science 9	Katherin Ramos Hernandez, Segal Coleman, Hawa-Sue Kamanda, & Zainab Koroma
Science 10	Fernanda Vazquez Ramirez, MyAjah Gross, Niran Johns-Carroll Jada Ramont, Isaiah Jackson, Arden Gibson, & Hawa Kane
Science 11	Destiny Carter & Julia Fouts
Science 12	Gabe A'Neal Pack, Sankay Jones, Roger Varela Cruz, & Malachi Mitchell
Social Studies 9	Hawa-Sue Kamanda, Aset (Setty) Caldwell, & Stelaya Crone
Social Studies 10	Arden Gibson, Dharani Torres-Juarez, & Sean Jackson
Social Studies 11	Will Mullen, Destiny Carter, & Axel Ramirez Hernandez
Social Studies 12	Sankay Jones & Roger Varela Cruz
Heritage Spanish 1	Katherin Ramos Hernandez
Spanish 1	Isaiah Jackson (Owen) & Arden Gibson (Sobkowicz)
Spanish 2	Dharani Torres-Juarez
Heritage Spanish 2	Annabel Morales Nevarez & Fernanda Vasquez
Spanish 3	Jontue Rogers Jr.
Fine Arts Award	N'mya Burger, Lily Bartram, L'Overture Jones, & Taylor Jackson
CTE: Information Technology Certificate	Sean Jackson, Myi-Ajah Gross, Neveah Hairston, Exain. Howell-Stoumille, Ceasar Arcos, Jennifer Calderon Salto, Bryan Duran Cano, Nylah Harris, Noemi Hernandez Sandoval, Abigail LeGualt, Maison Polk, Kayle Housley, Jayleyana Peake, Michael Fultz Jr., Dmahjai Jackson, Brian Johnson Jr., & Cir Quan Moore Nuradin Ali, Aryanna Combs-Fuller, Jamarri Durroh, Gregory Hill, Dharani Torres-Juarez, Fernanda Vazquez Ramirez, Zayin Flynn, & Oumar Lhom
CTE: Web Design Certificate	N'mya Burger, Sean Jackson III, Gabby Potter, Aissata Soumare.

	LaNyjah Blanks, Jonell Brown, Miauna Evans-Lloyd, Miles Hairston, Ka'Nique Jenkins, Jayleyana Peake, Nathan Ward, Tori Clifford, Hawa Kane, Jayda King, Fatimata Lohm, Miracle Mobley, David Morris, Allan Olivar, Alexzandra Rubio, Owen Burchett, Anywynn Roundtree, & Dereon Brown
CTE: Programming Certificate	Kendrick Vinson, N'mya Burger, McKenzie Lancaster, Moises Murillos Leal, Jada Ramont, Roger Varela Cruz, Zayquan Groce, Isaiah Jackson, Sebastian Kulwicki, Jayleyana Peake, Damarion Reed-Miles, & Carter Strader
CTE: Advanced Information Technology Certificate	Niran Johns-Caroll, Khady Diouf, Arden Gibson, L'Ouverture Jones III, Joey Clayton, Gabriel A'Neal-Pack, & Corey Mitchell Jr.
CTE: Leaders	Yana Peake, Niran Johns-Carroll, & Kendrick Vinson
CTE: Industry Recognized Credentials	Kendrick Vinson, Sebastian Kulwicki, Jada Ramont, Isaiah Adams, Maison Polk, & Arden Gibson
Health	Gabe A'Neal-Pack & Julia Fouts
PE	Stelaya Crone, Luis Salgado, Phillip Walters, & Nathan Ward
ESL Underclassman:	Fernanda Vazquez Ramirez
ESL Upperclassman:	Jennifer Calderon Salto
ODU:	Anarely Coyotl Osario, Jonute Rogers, Will Mullen, Elijah Hurt, Maci Braaksma, Nia Cottrell, & Johnae McQuiller
CSCC:	Destiny Carter
Dean's Award for Integrity:	Mahamat Ali Oumar, Lamarion Barnes, Zandra Torres-Juarez, Gabe A'Neal Pack, Maci Braaksma, & Nia Cottrell
Dean's Award for Grit	Jonathan Rodriguez Gante, Edward Deras, Curtis Prowell, Lily Bartram, Treshawn Brooks, & Miles Hairston
Dean's Award for Courage	Maddie Smith, Nuradin Ali, & Miles Hairston
The Gabe Gaiusbayode Award for Community Leadership	Jayleanna Peake
The Charles School Award for Community Engagement	Arden Gibson, Keira Bova, Kendrick Vinson, Jayden Whiteside, Isaiah Jackson, Makayla Wilks, Jada Ramont, Elazah Bennett, Owen Burchett, Will Davis, L'Ouverture Jones, McKenzie Lancaster Sankay Jones, & Jayleyana Peake
Crew Award 9th	Jaydin Whiteside
Crew Award 10th	Kendrick Vinson & Damarion Reed-Miles
Crew Award 11th	Tadrion McKenzie, & Izzy Potter
Crew Award 12th	Anarely Coyotl Osorio
Crew Award 13th	Andrea Goins
Biggest Leap Forward	Diana Garcia & Jasmin Cervantes
The True Panther Award	Tahlia Vinson
Theater-Acting Award	Trin Wilson & Eli Hurt
Theater- Stage Crew Award	Jayleyana Peake, Sankay Jones, N'mya Burger, & Omega Waller

Graduates from The Charles School

In 2023-2024 The Charles School at Ohio Dominican University had its twelfth graduating class. Thirty nine students graduated from TCS@ODU with earned college credits and two of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2024 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Dalen Hill and Tahlia Vinson

2024 graduates of The Charles School at Ohio Dominican University include:

Nuradin Ali, Senaway Bailey II, Namyra Banks, Treshawn Brooks, N'mya Burger, Navianna Calloway-Snodgrass, Calesha Clark, William Davis Jr, Merlin Diebert, Andrea Goins, Amyas Goldsboro, Sir Constantine Griffin, Zayquan Groce, Dalen Hill, Curtis Howell, Sankay Jones, Maylin Lopez-Hernandez, Jessica Maynard, Johnae McQuiller, Malachi Mitchell, Allison Motter-Treece, Vana Nosouvanh, Sara Pacheco Pantaleon, Arnez Parks Patrick, Jayleyana Peake, Malachi Pitts, Anthony Poindexter, Curtis Prowell, Hugo Renderos Castaneda, Kathryn Riley, Jonathan Rodriguez Gante, Adrianna Shaw, Autumn Smith, Evan Smith, Roger Varela Cruz, Tahlia Vinson, Nathan Ward, Shaelaun Wells, and Trinity Wilson.

Athletics

Students participated in indoor soccer and volleyball. Parents actively participated by transporting students to and from games, cheering their accomplishments, providing snacks and fundraising.

Family Engagement Council

The Family Engagement Council met in regular evening meetings establishing communication, discussing pertinent school issues and planning projects, and volunteer opportunities. Parents have helped with homecoming, the monthly free produce give-away, graduation and classroom supplies.

Academic Curriculum Requirements

The Charles School at Ohio Dominican University's academic curriculum fully incorporates Ohio and Common Core Standards in courses in all the required core academic areas. Interim and end of course exams are part of our model. In order to graduate from TCS@ODU, students must earn requisite credit in these areas, as well as in other areas designated by the school, including CREW and college experience. Academic areas include: English, mathematics, science, social studies, global language, fine arts, financial literacy, health, and physical education.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2023-24 school year and The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

The sponsor has established a high stakes rubric with which it evaluates its schools annually by evaluating Academic Performance, Fiscal Performance, and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP Assessment scores, fiscal and operational rubrics, and other mission specific measures. These rubrics are also used for sponsor contract renewal, a process successfully completed during FY24 resulting in a renewed 3 year contract. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractually stated goals aligned with the ONE Plan

1. Safe and Healthy Schools: 50% or more of TCS students will have a "favorable" perspective in Growth Mindset, Self-Efficacy and Sense of Belonging as measured two times per year with Panorama.
2. English/Language Arts: Increase the number of students proficient or higher in ELA end of course exams by 5% each year for the next three years.
3. Mathematics: Increase the number of students proficient or higher in Math end of year course exams by 5% each year for the next three years.

Names of Assessments given at the School and the Results

To monitor student academic achievement and progress TCS@ODU uses NWEA MAP, Panorama and Ohio State Tests. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-12 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies and class schedules. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TCS@ODU uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness. The TCS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Spring MAP results showed important growth from fall to spring. In grades 9-12 MAP ELA and Math annual growth targets were met or exceeded.

As part of our formalized initiative in Social and Emotional Learning, TCS used the Panorama Survey to help us identify student progress toward SEL goals. Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed consistency and our goal is to increase in these areas by 5 points each year. As we continue to offer Panorama SEL surveys twice each year, we are establishing a stronger understanding of our students' SEL skills as they connect to our goals.

Students in the state of Ohio are required to take Ohio's State Tests, the results of which are presented on the state report card.

Ohio State Report Card

The Ohio State Report Card rates schools with a 5 star system. TCS received a 3 star overall rating. TCS received 2 stars for student achievement on the Ohio State Tests; 4 stars for Progress measuring student academic growth as compared to the previous year; 2 stars for Gap Closing measuring a variety of measures including achievement, progress, and attendance; 1 star for Graduation measuring the 4 and 5 year graduation rate from the previous school year (our goal is inverted: we seek to graduate students in 5 years enabling more college experience rather than 4 and the state seeks to have students graduate in 4 years rather than 5). Our overall graduation rate was 74.5%. Within that our 4 year graduation rate was 65.2% and our 5 year graduation rate was 88.5%. Our students met our goal of increasing end of course exams by 5% in Math from 2021 to 2024, with particular progress seen in geometry. We have demonstrated strong growth, which is an excellent foundation for future success.

Compared with the State of Ohio, The Charles School has an above average percentage of teachers with a bachelor's degree and an equivalent percentage of teachers with a master's degree. The Charles School teachers are 100% certified and highly qualified.

The Report Card gives us a snapshot of student achievement and growth as well as teacher effectiveness. During this school year we continued to re-establish goals for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction resulting from the isolation of an online learning environment and disruption in so many areas of our daily lives related to the pandemic. Our primary focus is growth every day. Having a Growth Mindset amongst students and staff is also a mantra. We meet students where they are, differentiate instruction and move them forward academically.

SAT/PSAT

TCS@ODU selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school. Assessment reports are utilized by teachers, students, families to help guide individual student instructional planning and future college/career planning discussions. The SAT, however, is not a barrier for our students, who are deemed college ready by other measures, to attending college classes at Ohio Dominican University.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2023-2024 school year.

Academics at TCS@ODU integrate standards based course work that provides coverage and mastery of required content with perspectives and skills that are designed to make them effective participants in the world outside the high school classroom including in higher education and careers.

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

- Built a school improvement plan aligned with the ONE Plan that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- 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 resources including implementing a comprehensive curriculum for Crew;
- Focused on understanding the impact of trauma on children and their learning and using trauma informed practices throughout the building. 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.
- Continued our work 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.
- Continued to expand our CTE program to provide 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 partnership with EL Education enhancing our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.
- Refocused efforts in student attendance, providing additional supports and communication.

Staff Members

The full-time and part-time staff roster in the 2023-24 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Ashton Brammer, Greg Brown, Edward Chatman, Holly Corns, Joyce Inez De Groot, Meaghan Delong, Alexis Faber, Leonard Farquharson, Katherine Fischer, Todd Francoeur, Susan Frank, Rachel Girard, Valerie Hessler, Trina Hurt, Edmund Ingman, Brent Jones, Alexandra Konet, John Kramer, James Kutnow, RJ Larry, Sidney Leatherman, Ruoyan Li, Nicholas Licata, Katie Logan, Cheryl Long, Polly Long, Samantha Lortz-Baird, Amanda McCain, Amanda Menechella, Adil Mutlak, Carol Nashalsky, Katie Owen, Steve Owens, Julia Painter, Darla Patrick, Rebecca Riley, Anthony Rose, Lisa Rose, Evan Rulong, Melissa Rulong, William Schroedl, Kristen Sever, Jennifer Smith, Sheri Smith, Amy Sobkowicz, Chris Spackman, Zachary Steinberger, Benjamin Tobe, Jennifer Waddell, Amanda Waluzak, Shanee Wilkerson Jeff Wiseman, Karen Wolf, and Rachelle Zuniga

Financial Status

In fiscal year 2023-24 the school received \$4,234,328 in state funds. The school also received \$1,218,110 in federal funds and \$86,535 in development funds, among other separated categories. Sources of income totaled \$5,538,973. In fiscal year 2023-24 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, The Charles School's financial manager. The school has no debt. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$5,301,096 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$586,390 to be carried over to 2024-25. 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 accounted for accurately and appropriately.