



The Graham School

encounter the world, engage the mind

2020-21 Annual Report to the Community

The Graham School

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IRN – 133421

Superintendent/Founder - Greg Brown

Dean - Sarai Correa

Dean - RJ Larry

Dean - Amy Vickroy

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 208

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 36%

Percentage of Students eligible for Free and Reduced Lunch – 70%

Student demographic percentages – 47% Caucasian, 42% African American, 5% Hispanic, 5% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 4%

Dean's Message

For the safety and well-being of our school community we conducted our educational program virtually during the 2020-2021 school year. Virtual teaching and learning had been required during the previous spring due to the global pandemic and while we were proud of our efforts to maintain learning continuity, the staff worked hard with partner EL Education over the summer to prepare for a full year of online learning. We re-distributed chromebooks to students and staff as needed as well as provided hot spots for connectivity. As it turned out, because of our small building, The Graham School did remain primarily in a virtual learning model for the entire school year with small groups spending time in the school building periodically during the spring semester. May Days became an opportunity to expand upon what had been learned in the spring semester, and summer school was introduced to enable struggling students to continue to focus on completing spring academic requirements.

Governing Authority

The Graham School (TGS) is chartered by 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 Graham 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 2020-21 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Scott Lesinski**, **Mirria Martin**, and **Michelle Umali**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

The Graham School Mission

The Graham School has a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. Fostering ownership and responsibility for their education prepares our students to be successful in college, the workplace, and other endeavors they undertake upon leaving The Graham School.

The Graham School Vision and Values

The Graham School's vision is to be an innovative leader in the education world by engaging students in authentic academic work, networking with community partners, and nurturing social and emotional growth to empower future citizens and leaders.

At Graham we...

- Have a safe, positive school climate
- Solve problems together in a peaceful, restorative way
- Embrace diversity
- Reflect on our experiences in order to gain fresh perspective and inform future outcomes
- Encourage a growth mindset for students and staff
- Believe that learning is our priority and time spent in class and in the community is essential
- Create belonging within our school and honor our connection to the world community
- Celebrate an open mind, an open heart and an open hand
- Are CREW, not passengers
- Use Habits of Learning as foundational principles --**Self-Direction, Perseverance, Teamwork & Collaboration, Service & Stewardship, and Adventure & Risk**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

Habits of Learning

Self-Direction: We are dedicated to the learning process and set goals for our learning and behavior. We take ownership of our work and our actions; take initiative when we are supposed to, and especially when there is no one looking. We strive for mastery and expertise through the process of revision and pride in craftsmanship, ultimately seeking to become artisans.

Perseverance: We never give up. We work hard and keep trying, even and especially when it gets tough. We recognize when we need help and elicit it. We are resourceful and work to solve problems creatively. We understand that some things are going to be hard- yet we persist to achieve more than we thought we could. We can adapt to challenges, remaining diligent and establishing a network of social and academic supports. We continue to revise our work until expectations are met or exceeded.

Teamwork & Collaboration: “We are crew, not passengers.” We work together to meet our goals, supporting each other through the journey. We celebrate each other's successes and problem solve, when necessary. We are a team. We hold each other accountable for our actions, goals, and achievements. We cultivate relationships to enhance and strengthen bonds of commitment to our community.

Service & Stewardship: We “get smart to do good” in our community. We see service not as an isolated action, but as a way of being a member of a community. We take responsibility for our community and the environment around us by caring for each other and our surroundings. Our campus reflects our talents, creativity, and commitment to maintaining beautiful spaces. We think about how our words and actions affect the people around us; work to be kind and considerate to others; and seek to understand and relate to diverse perspectives.

Adventure & Risk: We honor and model our school motto, “Encounter the World and Engage the Mind” by pursuing challenges and opportunities outside of our comfort zone that allow us to grow. We are courageous,

passionate, and attentive to our self-discovery. We understand that there are many routes to knowledge and realize that failure along the journey is essential to learning. We believe that success without the experience of adversity brings only a limited sense of accomplishment.

Philosophy

The Graham School believes that it is the role of education to facilitate learning by making connections. These connections include: connections between academic content and real world experience, as well as across generations, cultures, and socio-economic levels. The Graham School believes that the most impactful learning is both interdisciplinary and interactive.

The Graham School is committed to the ongoing social and emotional growth of all of our students. Research shows that there is a significant connection between academic learning and Social Emotional Learning (SEL). Studies over the past 30 years also connect trauma, including the stressful environment of continuous, pervasive poverty, as a significant factor in many children's school struggles. Therefore, our entire staff participates in ongoing training in trauma sensitivity. Our SEL focus incorporates work in daily, small group community advising, the use of Restorative Practices, and the use of mindfulness to equip our students with strategies, skills, experiences and mindsets to enable success both in the classroom and in their lives beyond school.

TGS Program Goals

- Provide practical real world experience for students through experiential internship opportunities, expedition fieldwork, service learning projects, and curriculum that connects traditional high school standards to 21st century skill sets and career pathways.
- Create a learning environment that is safe, encouraging, reflective, and community conscious.
- Maintain small learning environments that develop relational aptitude and provide opportunities for growth and self-awareness through Habits of Learning focused around self-direction, perseverance, teamwork and collaboration, service and stewardship, and adventure and risk.
- Foster an atmosphere that promotes Restorative Practices for community building and conflict management.
- Construct mentoring and crew groups per academic level in which students are guided to solve problems and establish goals related to their internships, fieldwork, social emotional learning, and academic environments. Through intentional curricula students have the opportunity to make larger connections between school and the world outside.

The learning goals are to: help students further develop the ability to imagine and create, think, and reason analytically; solve problems; integrate and synthesize complex information; use language clearly and persuasively; self-advocate; and make responsible decisions. This requires skills of: communication, research and investigation, critical thinking, reflection, interpersonal relationships, career exploration, exploring values and time management. These learning goals will be addressed through curricula in three areas: academic, experiential/expedition, and crew.

EL Education

The Graham School completed the sixth year of its partnership with EL Education in 2020-2021. 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. 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.

Academic Curriculum Requirements

The Graham School staff creates classroom work in traditional and non-traditional courses in order to help students acquire conceptual and factual knowledge and to develop our students' study habits, self-discipline, research skills, and teamwork. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include a state minimum of 20 credits across specific subjects: English language arts 4 credits; Mathematics 4 credits; Science 3 credits; Social studies 3 credits; Electives 5 credits including: 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education and 0.5 credits in financial literacy. Between 1.5 and 4.5 credits are required in experiential education depending on how many years the student has been attending The Graham School. All students graduating in the class of 2014 and beyond are required to fulfill the CORE graduation requirements established by the Ohio Department of Education.

Career Pathways Work

It has become increasingly apparent that our diversity of students need a diversity of options as they move through high school toward college and careers. 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 college and careers. 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 2020-2021 school year we introduced a second CTE course in the N3 pathway of Information Technology, Software and Computer Programming. Both Information Technology and Programming are now available. We had a total of 43 students take the courses in an unprecedented online format. Career focused work was also integrated into each grade level crew, and in 9th grade ELA and Math courses. 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. Career Pathway work also supported all of the senior walkabout experiences. Several students earned the Ohio Means Jobs readiness seal despite the restrictions imposed by the pandemic. The OMJ 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 2023.

Walkabout

In Spring of 2021, 47 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves and embody our Habits of Learning. Seniors worked with mentors at some of the following local businesses and organizations: OOD (Opportunities for Ohians with Disabilities), Amazon, Tommy Hilfiger, Once Ridden Bikes, Dogtopia, Zipf Lock Shop. In addition to interning for these organizations, students hiked the Appalachian Trail, attended Columbus State Community College through the College Credit Plus program, and worked with local artists, law offices, and landscaping companies.

May Days

May Days, a time typically devoted to experiential work and enrichment, were redesigned this school year to better serve the needs of our students who had spent the entire school year in a virtual learning model. Our hybrid model provided opportunities for academic enrichment as well as opportunities to complete spring academic requirements.

CCP

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third or fourth year to take at least one CCP class prior to graduation from TGS. Several Class of 2021 seniors took CC Plus classes for their Walkabout experience.

Honors/Recognitions/Special Occasions

The Graham School presents several awards in May to students who exhibit achievement and leadership in a variety of categories. In 2020-2021 the following students were honored:

Subject Awards	Student
English	Totionna Keith
Fine Arts	Estella Martin
Foreign Language	Tanijia Thomas
Math	Selena Schaney
Science	Moustapha Bah
Social Studies	JJ Holonitch
Technology	David Huff

Experiential & Habit Awards	Student
Open Hand	Pearl Jones
Open Heart	Trenton Helmer
Open Mind	Aidian Drenberg

Recognition Awards	Student
Senior Spirit Award	Tyler Wickes
Reaching for the Stars	Shelayjah Greer
Dean's Award of Courage	Jalen Evans
Dean's Award of Leadership	Kristiana Jones
True Dragon	Ana McGee
True North	Jesus Magdaleno
Henry Stout Award	Camila Vasquez
Outstanding Student Award	Kristen Cavazos, Abigail Henley, Selena Schaney, VJ Hill-Felts
Valedictorian Award	Tiana Ferguson-Nieves
Salutatorian Award	Aidian Drenberg

Celebrating Our Work Together

The school typically has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Alumni Reunion, Community Presentation Days, Have a Heart, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups make these celebrations possible including staff, students, the Parent Guardian Community, and other friends of The Graham School. All of us affiliated with TGS are grateful to the many individuals dedicated to our work

in support of educating students through our academic and experiential programs. Due to COVID restrictions, several of these events did not occur this year; however, The Graham School did host an in-person commencement ceremony where we celebrated and honored our 2020-2021 graduating class with pride.

Graduation: Another Class of Life-Long Learners

The Graham School Class of 2021 Commencement Ceremony was held at Tree of Life High School's Northridge Campus. Seniors were presented with diplomas, a Green Dragon signed by all staff, and a "Congratulations 2021 Graduate of The Graham School" yard sign. TGS staff and families were thrilled to be able to come together to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 47 students to our list of graduates, which now totals more than 650 over the last eighteen years. Graham graduates have gone on to universities outside Ohio including: Bennington College, Boston University, Columbia University, DePaul University, Knox College, and Reed College, and universities within Ohio including: Antioch College, Bowling Green University, Capital University, Columbus College of Art and Design, Columbus State Community College, Heidelberg College, Hiram College, Muskingum University, Ohio Dominican University, Ohio Northern University, The Ohio State University, Ohio University, Ohio Wesleyan University, Shawnee State University, University of Cincinnati, Warren Wilson College, Wittenberg University. Graduates also have gone on to serve in the military.

2021 graduates of The Graham School includ

Allie Adams, Tyler Adkins, Caydie Back, Maxine Bednar-Warren, Taylour Black, TyVian Cathcart, Andrew Davis, Aidian Drenberg, Isabella Enright, Jalen Evans, Tiana Ferguson-Nieves, Elli Franz, Hannah Freeman, Avery George, Charles Gillilan III, Shelayjah Greer, Trenton Helmer, Gabriela Hernandez Martinez, Vernon Hill-Felts, Kedar Hines, Hannah Hunt, Kristiana Jones, Pearl Jones, Paul Le, Skylar Long, Jesus Magdaleno, Estella Martin, Ana McGee, Cody Mihalak, Emily Moore, Logan Morris, Oliver Morris, Olivia Mullins, Nicholas Olmstead, Sh'zareh Shows, Timothy Spears, Kaleb Starkey, Shaelynne Stine, Kiara Suber, Connor Torey, Camila Vasquez, Kassandra Ward, Isaiah Ware, Dayanah Washington, Jordan Webster, Essence White, Kayla White, Tyler Wickes, Javion William, and Kiviahna Williams

TGS Parent Guardian Community (Dragon Boosters)

Working in conjunction with staff, parents facilitate communication; build community; support teachers, staff and families; organize events; and enhance educational opportunities for students. They meet monthly and are open to input from Graham families and staff. There are many ways for parents, guardians or other family members and friends to be involved: Attend meetings for information, community and planning; help with new and ongoing programs and projects; classroom donations; or participation in fundraising activities. Parent volunteers donated time, food, and energy to a variety of school events supporting both staff and students.

Additional Partners

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

Jane Addison, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Maree A Bednar-Warren, Mrs. Shirley Brown, Jessica and Mike Butsko, Jane Cooley, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, ESCCO, Mr. Chuck Graham, Beverly J. Graves, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Roxanne Holonitch, Mr. and Mrs. David Hull, Ms. Patricia Brown James, Yolanda Jones, Justin and Yvonne Kale, Rich and Kitty King, Scott Lesinski, Sarah Levels, Mr. and Mrs. Michael Logan, Ms. Cheryl Long, Barbara Mack, Elizabeth G. Mahler, Selena Mattison, Mr. Mark K. Merkle, Jr., Myra and Tom Molnar, Magda Molnar, Michael and Sherri Palackdharry, PCs for People, Bev Pettit, Virginia Reiff, Suzanne Ritter, Dr. Gordon Snider, Angela Stoller-Zervas, Sharon Stout, Joyce Swayne, Sharon Wellman, Arlene Eck Parent, Sufiy James, Colette Yates and University of Chicago's Trauma Responsive Educational Practices Project.

Chipotle and Kids in Need Foundation

The Graham School was selected as a recipient of a generous donation from a national partnership between Chipotle and Kids in Need Foundation. This donation provided a Chromebook, backpack filled with school supplies, and a Chipotle gift card to every student! This extraordinary gift has improved the long term educational outlook for four grades of Graham Students!

Family Crew

The Graham School received a grant from Ohio's Collaborative Fund for Educating Remotely (OCER), a partnership between Philanthropy Ohio and the Ohio Department of Education to pursue family engagement during this unprecedented year of online learning. TGS along with sister schools The Charles School at Ohio Dominican University and Graham Elementary and Middle School chose to expand upon our highly successful student Crew structure and newly developed staff Crew to create Family Crew. A diverse group of staff met regularly and developed five Family Crew sessions individualized for each school focusing on: Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. All three schools plan to expand upon this initiative next school year.

School-wide Title Program

TGS 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. Federal funds included Title IA, Title IIA, Title III, Title IVA, IDEA-B, CRF, Broadband and ESSER.

Names of Assessments Given at the School and the Results

The effort to individualize each student's educational experience at The Graham School is captured in our unique approach to curriculum designed to meet the needs of all of our students within fully integrated multi-grade level classes. Students with disabilities are involved in all classroom lectures, laboratory activities, and experiential opportunities. Our evaluations are not grades in the traditional sense, because they do much more than sort and rank students. Instead, our evaluation system describes what work looks like when it approaches, meets, or exceeds our expectations. Moreover, our evaluations are presented in narrative form so that students, parents/guardians, and other interested parties will have a greater understanding of the totality of the students' performance in a variety of identified essential skills, academic objectives, and experiential abilities. The academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by rubrics.

To monitor student academic achievement and progress in the classroom, TGS has established an assessment cycle that includes classroom-based formative assessments in core subject areas in 6-8 week cycles and NWEA MAP. 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, scheduling, and screening students for special instruction. TGS 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 on the SAT. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth.

TGS 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, and families, to help guide individual student instructional planning and future college/career planning discussions.

The **SAT** was administered to 9 students in Grade 12 in October 2020, a lower number than previous years due to the in-person assessment requirement during pandemic related virtual schooling. and 38 students in

Grade 11 in March 2021. The 12th grade mean ERW score was 445 where 33% of students tested met or exceeded the CCR benchmark. The 12th grade mean Math score was 395 where 0% of students tested met or exceeded the CCR benchmark. The 11th grade mean ERW score was 439 where 26% of tested students met or exceeded the CCR benchmark. The 11th grade mean Math score was 409 where 8% of students tested met or exceeded the CCR benchmark.

The **PSAT/NMSQT** was administered to 11 students in Grade 10 and 18 students in Grade 11 in October 2020, a lower number than previous years due to the in-person assessment requirement during pandemic related virtual schooling. The 10th and 11th grade mean ERW score was 373 and 421 respectively where 9% and 28% of students tested met or exceeded the CCR benchmark. The 10th and 11th grade mean Math score was 366 and 396 respectively where 0% and 6% of students tested met or exceeded the CCR benchmark.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2020-21 school year and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

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. TGS is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, and Freshman Success. TGS did not receive report card ratings this school year in the typically measured achievement and growth areas based on state testing as testing was not used in school ratings due to the pandemic.

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests in the spring. These tests were not counted towards school evaluation. The 4 year graduation rate which applies to the class of 2020 was 83% and the 5 year graduation rate which applies to the class of 2019 was 89%.

Compared with the State of Ohio, The Graham 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 Graham School teachers are 100% certified and highly qualified.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2020-2021 school year.

The Graham School, founded in the year 2000, is dedicated to preparing students to be life-long learners through rigorous academics and experiential learning. Academics at TGS 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 classroom. In the 2019-20 school year The Graham School continued its mission to educate students who seek significant learning through focused academics, self-directed learning, and meaningful internships throughout Columbus. As a brief review of our initiatives to address our improvement needs, we have:

- Built a school improvement plan aligned with our EL Education work plans 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 impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including infusing CREW with daily SEL curriculum.

- Expanded our efforts in SEL through a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded 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.
- Focused on 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.
- In 2018-19 The Graham School introduced block scheduling enabling deeper learning opportunities and more classroom co-teaching.
- 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.
- Continued to expand 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.

The Graham School academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by a specific rubric built to evaluate achievement in each grade level program. Staff meets in weekly data teams that report to the Leadership team that meets monthly.

Ohio School Improvement Process

The Graham School is in the Ohio school improvement process based on the State Report Card's gap closing measure and graduation rate measure. We are working closely with the Ohio Department of Education and our sponsor, the Educational Service Center of Central Ohio to build structures of continuous improvement.

Staff Members

The full-time and part-time staff roster in the 2020-21 school year included: Debbie Addison, Genevieve Adkins, Cathy Baney, Pam Boseker, Greg Brown, Brittany Buxton, Randi Channel, Mackenzie Cook, Sarai Correa, Cristina Cross, Kevin Elliott, Susan Frank, Zachary Franklin, Roberta Gier, Sufiy James, Alexandra Konet, Bryan Kossmann, RJ Larry, James Lawlor, Jamie Lenzo, Catherine Lewis, Jared Linder, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Hannah Martin, Chandni Patel, Angel Peaks, Evan Rulong, Joanne Rhode, Christopher Roberts, Kathryn Sasser, Gilberto Serrano, Andy Shields, Mary Slaback, Jennifer Smith, Chris Spackman, Zachary Steinberger, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachel Widmer, and Jeff Wiseman

Financial Status

In fiscal year 2020-21 the school received \$2,058,010 in state funds. The school also received \$478,022 in federal funds, \$1,592,655 in Paycheck Protection Program funds and \$172,489 in development funds, among other separated categories. The school also received \$5,237,660 in management fees. Sources of income totaled \$9,538,836. In fiscal year 2020-21 the school paid \$8,318,142 in employee salaries and benefits, including payroll taxes and retirement; and \$10,800 in mortgage and loan payments on the purchase of the building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$9,141,378. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$848,357 to be carried over to 2020-21. 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 Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.