



**The Graham
School**

encounter the world, engage the mind



2015-2016 Annual Report





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Our Vision

The Graham School:

- Treats all students humanely and individually;
 - Enlivens the human spirit via the concerned and positive ways mature, wise adults interact with teenagers and serve as role models for them;
 - Causes students to become more thoughtful, inquisitive people particularly in core literacy areas including: science, math, the arts, communication through literature, writing, oral presentation, technology, social studies, languages and cultural studies, and community engagement;
 - Respects the need for students to establish their own independence while at the same time developing in them a sense of commitment to their community;
 - Is a place where adults working at the school always exhibit respect toward students and other adults;
- Serves every child equally who desires this kind of experiential education.



Our 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.

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, Educational Service Center of Central Ohio (ESCCO), provides additional oversight. 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 2015-16 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, and **Jill Lugo**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

Celebrating our Work

The school 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, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups made these celebrations possible including Student Board, the Parent Guardian Community, TGS staff and students as a whole, alumni, friends of the school, and all families who work hard to support these students and the school. All affiliated with TGS are grateful to the many individuals dedicated to the work of the school in support of educating students through our academic and experiential programs.



EL Education Curriculum

The Graham School completed the first year of its new partnership with EL Education in 2015-2016. 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. 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.

The Expeditionary Learning 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 Federal and other state standards

A culture of learning that builds persistence, collaboration, critical thinking, problem solving, communication, and independence in every student

TGS staff collaborated to develop Habits of Learning, a combination of relational and performance character traits that prepare students to navigate the challenges of school and life. The TGS Habits of Learning are: Self-Direction, Perseverance, Teamwork & Collaboration, Service & Stewardship, and Adventure & Risk.

TGS experiential program combined with college preparatory academic courses allow for student growth through service learning and engagement with mentors and organizations that provide practical experiential learning opportunities. TGS freshmen participated in the Foundations Discovery of Self and Community expedition and the sophomores participated in the Statistics of Energy and American Narratives expeditions. Juniors participated in individualized local internships two days per week.

In Spring of 2016, 55 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant internships that help students mature in the responsibilities of self-direction.

Experiential Partners

The Graham School is grateful to have partnered with the following organizations during the 2015-2016 school year: 3-C Body Shop, Boss Display, Bretzel, Cap City Diner, Cynthia Minnich, CHA, Columbus Historical Society, D and R Motors, Donato's, ECLC, Garcia's Auto Care, Global Gifts, Indianola Children's Center, Kafe Kerouac, Kobalt Studio, Ohio State School for the Blind, Krazy Kennys Computer Warehouse, Laughing Ogre, Liberty Farms, Mad Metal Welding and Fabrication, Magnolia Record Shop, Meadow Park, Midwest Bayless, Mobile Mikes Auto Electric Service, Mozart's Cafe and Bakery, Mrs. Goodman's Bakery, North Broadway Children's Center, North Market Poultry and Game, Omega Bakery, Parapsychological Association, Pets without Parents, Weiland's, Red Velvet Café, Robbie's Hobbies, Sharon Woods Metro Park, St. Stephens Community House, Strickland for Senate Campaign, Sunrise of Worthington, Trendline Salon, United Methodist Church for all People, Whetstone Library, and Wildwood Village.



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Academic 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: 4 credits in English, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in foreign language/cultural studies, 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education, and 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. Approximately 75 different courses were offered over the school year in all academic areas.

Parent Group

Working in conjunction with staff at TGS, 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. They communicate through; Facebook at <https://www.facebook.com/GrahamPGC>, Twitter @GrahamPGC, and Email at grahampgc@gmail.com.

Any parent, guardian or family member of a Graham student may join in the PGC. There are many ways to be an active member of the PGC. Attend meetings for information and community, help with new and ongoing programs and projects or participate in fundraising.

Parent volunteers donated time, food, and energy to a variety of events supporting both staff and students. Members of the parent group also attended Have a Heart, a fundraiser for all of TGFS entities. The Graham School is indebted to the ongoing support of all its families, and is particularly grateful for the work of the PGC.

Awards

The Graham School presents several awards each year in June to students who exhibit achievement and leadership in a variety of categories. In 2015-2016 the following students were honored:

English	Micah Phillips-Gary
Foreign Language	Bear Patton
Cultural Studies	Juan Sosa
Science	Eddie Smith
Health/Phys Ed	Elena Kozelek
Perseverance	Paige Bellerose
Reaching for the Stars	Micah Phillips-Gary
Experiential Research	Christina Nuñez
Experiential Service Learning	Sophia Craig, Josh Quehl, Zoe Hickman, Alyah Tavai
Experiential Teaching	Hannah Moore
Dean's Award for Courage	Abel Saucedo
Dean's Award for Leadership	Alex Dyer
True Dragon	Tess Morgan
Social Studies	Maleaka Barber
Math	Jack Wilsbach
Drama	Micah Phillips-Gary
Fine Arts	Quincy Musgrave
Music	Rhys Washington
Technology	Thomas McGonagle
Outstanding Senior	Nanayaa Maccarthy
True North	Alex Dyer
Salutatorian	Hailey Barton
Valedictorian	Alex Dyer
Open Heart	Amber Ferry
Open Hand	Sage Emig
Open Mind	Nanayaa Maccarthy



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Special Accomplishments

Walkabout students further their goals: A student who hiked a portion of the Appalachian Trail has set a new goal to complete a “Through-Hike,” of the trail, completing all 2,168 miles in one trip; another student chose to attend Columbus State and earn a Veterinary Technician certification after her experience at the East Columbus Veterinary Hospital; several students travelled to Japan after the close of May Days semester as a continuation of their academic studies, learning about Japanese traditions and customs.

May Days is a month long academic expedition course in which students focus in-depth study on one course. This course provides ample opportunity for fieldwork, hands-on learning, group participation, and individual challenge in the academic areas. 2016 May Days included courses such as: Latino Cultural Immersion, students practiced the everyday language and learned how Latin American countries acquired the language of Spanish. Engineering a Gar-

den, students learned what it takes to design and maintain a real urban garden, by starting seeds, planted seedlings, pulling weeds, and harvesting vegetables. African American Leaders, the class explored African-American leaders throughout history as well as leaders today. Cryptozoology, students discovered what real science is all about by conducting field research.; Lights, Camera, Action, students explored the many elements of film, production to life, cinematic techniques, script writing, and animation. Serial: The Podcast, students focused on listening, reading, writing, and speaking all centered around one of the best true crime stories to hit popular culture, the class also produced their our own podcast.

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

Thank you!

We gratefully acknowledge the following donors in 2015-2016 and all of the generous individuals who supported Have a Heart through volunteering, donating, purchasing auction items, attending, and sponsoring the event.

Mr. and Mrs. Douglas Addison	Michelle Crossman	The Hildreth Foundation, Inc.	Bev Pettit
Judith Ahlbeck	Mr. and Mrs. Paolo DeMaria	Mr. and Mrs. David Hull	Mr. and Mrs. Marc Pinsonneault
Ms. Louise Antony and Mr. Joe Levine	Mrs. Harriet Donaldson	Andrea Ichrist	James & Saira Priest
Mrs. Mary Babcock	Pamela Ferrell	Ms. Patricia Brown James	Michelle K. Reed
Robert T. Barkley	Heather Fisher	Mr. and Mrs. Gary Kiefer	Marty Shuter
Maria Barney	Mr. and Mrs. Chuck Graham	Penny Lamp	Dr. Gordon Snider
Mr. Greg Brown and Ms. Nancy Perkins	Clay and Alice Graham	Sarah Levels	Sharon Stout
Mrs. Shirley Brown	Ms. Debbie Greene and Ms. Pamela Springer	Ms. Cheryl Long	Michael & Merry Troper
Mr. and Mrs. Daniel Burton	Ms. Rebecca Gurk and Mr. Stuart Mangel	Mr. and Mrs. Bill Marland	Saira Virjee-Priest
Mr. and Mrs. Joe Busch	Mr. Stephen Gussler and Ms. Melody Steely	Mr. and Mrs. Steve Martin	Mr. and Mrs. Bob Weiler
Mr. and Mrs. Douglas Calem	Lissa Haffner	Myra Molnar	Virginia Welch
Jean and Dennis Champoux	Maryetta Harper	Doris Calloway Moore	Ms. Debbie Yoho
Albert Chapman-Layland	Carie Haugh	Sara Neikirk	
Mr. Tom Paplaczkyk	Larry Herson	Dr. and Mrs. George Norris	
Diana Craig		Mr. Steve Miller	
		Darren Patton	
		Kara Penniman	



Assessments and Results

A state graduation requirement in Ohio for all students who entered 9th grade before July 2014 is passage of all five parts (Reading, Mathematics, Writing, Science, and Social Studies) of the Ohio Graduation Test (OGT), which is given for the first time in 10th grade.

Graham 10th grade participation numbers were: 11 students tested in Reading; 23 students tested in Mathematics; 10 students tested in Writing; 21 students tested in Science; and 17 students tested in Social Studies.

Graham 10th grade passing rates were: Reading, 64 percent; Mathematics, 26 percent; Writing, 40 percent; Science, 29 percent; and, Social Studies, 24 percent.

Graham 11th grade participation numbers were: 3 students tested in Reading; 20 students tested in Mathematics; 20 students tested in Writing; 16 students tested in Science; and 10 students tested in Social Studies.

Graham 11th grade passing rates were: Reading, 100 percent; Mathematics, 35 percent; Writing 35 percent; Science 25 percent; and Social Studies 30 percent.

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests in the spring. Graham administered these assessments for Biology, American Government, American History, English Language Arts I, English Language Arts II, Algebra, and Geometry.

55 - Graham students took the Biology assessment and 51% scored proficient or higher. 67 – Graham students took the American History assessment and 55% scored proficient or higher. 22 – Graham students took the American Government assessment and 27% scored proficient or higher. 87 – Graham students took the Algebra I assessment and 11% scored proficient or higher. 49 – Graham students took the Geometry assessment and 35% scored proficient or higher. 79 – Graham students took the ELA I assessment and 32% scored proficient of higher. 48 – Graham students took the ELA II assessment and 40% scored proficient or higher.

This year's report card rating for TGS included a D in Progress, which measures the growth that all students are making based on their past performances. TGS received a D in Achievement, which measures the number of students who passed the state tests and how well they performed on them. TGS received a 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, math and graduation. TGS received a F in Prepared for Success, which shows the progress in preparing students for a technical field, work, college, and all future opportunities. TGS received a F in Graduation Rate, which looks at the percentage of students who successfully finish high school with a diploma in four or five years.

Our scores on this year's report card are in general lower than last years, as are virtually every school's and district's across the state. This is the third consecutive year the state tests have changed, and there were no preparatory materials available to schools to get ready for them, nor any previous exact tests with which to compare them. Also, the bar for passing was greatly increased at the same time so, scores naturally dropped. This is more a reflection on these changes than on the teaching and learning that has occurred in our and other classrooms. However, we absolutely support the raising of standards in a way that supports our students growing in their learning and intend to work hard to raise these scores in the years ahead. TGS is committed to ongoing improvement, and will continue to work hard every day on behalf of our students. The State Report Card is but one indicator of a school's work, and we take it seriously.

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.



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Performance Standards

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.

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 and fourth year to take at least one CCP class prior to graduation from TGS. In March 2015 the College Credit Plus program replaced the PSEO program.

College readiness assessments, including the PSAT, ACT and SAT are available to students who attend TGS. The PSAT was administered to 10th and 11th grade students at TGS in October. The ACT and SAT are not administered at TGS; however, fee waivers are available for students meeting Federal income guidelines. The class of 2016 had 13 students who took the ACT and 9 students who took the SAT. The class the average ACT composite score was 20.

2016 Graduates

Cassandra Addington	Alex Eggleston	Queen Mattox-Overton	Moshe Scheinbach
Prophet Averette	Paige Emig	Nathaniel McComis	Jaleel Scott
Elijah Ayotte	Marissa Erb	Thomas McGonagle	Taven Smith
Kailey Barrett	Amber Ferry	Malayah McHenry	Noah Steere
Hailey Barton	Katharine Friedberg	Marisol Mejia	Samantha Stoner
Cynthia Bellerose	Albert Hart	DeJohn Montgomery	Hailey Strathie
Daija Caulley	Melasia Hodge	Hannah Moore	Bryan Sullivan
Jessica Climer	Alexandra Hoffman-Shaw	Gregory Moore	Bradley Turiel
Ciera Cochran	Trevon Jamison	Tess Morgan	Rhys Washington
Ethan Crossman	Elena Kozelek	Talia Nutt	Joshua Watson
Shawnae Dillard	Alexa Luc	Emma Parrill	Adriel Williams
Angus Drummond	Nanayaa Maccarthy	Kira Raines	Rachel Williams
Damon Drumsta	Michael Maclam	Isabel Remer	Andrea Zerkle
Alexander Dyer	Claire Mathys	Lillian Ricksecker	

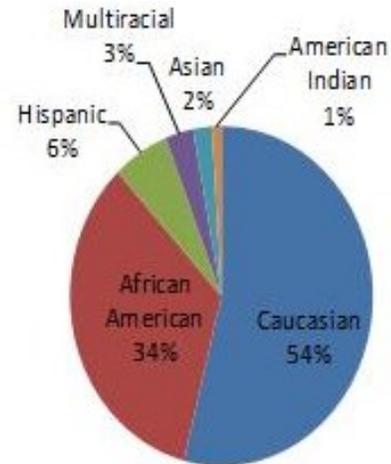
Financial Status

In fiscal year 2015-16 the school received \$2,525,802 in state funds. The school also received \$234,119 in federal funds and \$74,926 in development funds, among other separated categories. Sources of income totaled \$7,895,004. In fiscal year 2015-16 the school paid \$6,409,588 in employee salaries and benefits, including payroll taxes and retirement; and \$102,460 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 \$7,203,753. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$1,225,845 to be carried over to 2016-17. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. Finances also were audited by the 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.



Staff for the 2015-16

Connie Adams	Paraprofessional
Debbie Addison	Director of Advancement
Genevieve Adkins	Science
Brett Bachman	ISS
Harmony Barnett	Business and Development Assistant
Margaret Biroschak	Social Studies Teacher
Pam Boseker	Enrollment
Greg Brown	Co-Superintendent, CEO
Jessica Butsko	EMIS Coordinator
Cathy Carrico	Business Office
Randi Channel	Art Teacher
Sarai Correa	Spanish Teacher
Kevin Elliott	English Teacher
Susan Frank	Intervention Secretary
Zachary Franklin	Math Teacher
Johnny Ginter	Social Studies Teacher
Megan Grunewald	Front Desk Associate
RJ Larry	Math Teacher
Jamie Lenzo	Director of Special Education
Kathryn Livingston	English Teacher
Katie Logan	Business Office
Cheryl Long	Business Administrator
Joanna Malachowsky	Math Teacher
Kathryn McDaniel	Intervention Specialist
Eileen Meers	Co-Superintendent, CEO
Maureen O'Brien	Intervention Specialist
Evan Rulong	Dean
Melissa Rulong	English Teacher
Rebecca Shell	Dean
Andy Shields	Science Teacher
Mary Slaback	Experiential
Zach Steinberger	IT Specialist
Blayne Tucker	Full Time Sub
Sarah Tucker	Front Desk Associate
Amy Vickroy	Cultural Studies
Jennifer Waddell	Development
Jeanne Weinberg	Intervention Secretary
Jessica Weithman	School Counselor
Jeff Wiseman	Lead Network Engineer



Student Demographic Percentages

