



The Graham School

encounter the world, engage the mind

2017-18 Annual Report to the Community

The Graham School

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Co-Superintendent, CEO - Eileen Meers, PhD

Co-Superintendent, CEO - Greg Brown

Dean – Evan Rulong

Dean – Amy Vickroy

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

School Year the School Opened – 2000-2001

Number of Students - 242

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 36%

Percentage of Students eligible for Free and Reduced Lunch – 53%

Student demographic percentages – 34% Caucasian, 30% African American, 5% Hispanic, 2% multiracial, 1% Asian/American Indian

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

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 2017-18 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Jill Lugo**, and **Mirria Martin**. TGS 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 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

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- 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 --**Adventure & Risk, Perseverance, Self-Direction, Service & Stewardship, and Teamwork & Collaboration**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

EL Education

The Graham School completed the third year of its partnership with EL Education in 2017-2018. 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.

Special Accomplishments and Achievements

Walkabout students further their goals: In 2018 a TGS student traveled to Ireland to work with a church in serving its underprivileged community; students interned across Columbus with local businesses including Salon Lofts, Kobalt Studios, Biztown, and Neighborhood Pride. A student hosted an event to showcase local artists while another worked to create the 2017-2018 yearbook. Additionally, two students spent their Walkabouts working at the YMCA with Americorps' youth outreach program.

May Days comprise a month long academic expedition in which students focus in-depth study in one course. This course provides ample opportunity for fieldwork, hands-on learning, group participation, and individual challenge in academic areas. 2018 May Days included courses such as: CSI, in which students took on the role of either a forensic scientist or detective to investigate and solve a fictional murder at TGS; People, Food, Community, in which students learned about the principles of permaculture and how to design, plant, maintain, and harvest produce in a garden; Macbeth, where students got to test their dramatic flair while breathing new life into this iconic Shakespeare play; Viaja Conmigo! in which students explored the cultures of several Spanish-speaking countries; and many more exciting courses.

In June of 2018 The Graham School, in partnership with Columbus Sister Cities International, also sent a small delegation of students, along with one social studies teacher, to Accra, Ghana where they met with dignitaries, explored the city, and learned much about both Ghanaian culture and history.

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.

Honors/Recognitions/Special Occasions

The Graham School presents several awards each year in June to students who exhibit achievement and leadership in a variety of categories. In 2017-2018 the following students were honored:

Subject Awards	Student
Cultural Studies	Albert Matthews
English	Levi Hansen
Fine Arts	Angel Muzzleman
Foreign Language	Simone Collins
Health/PE	Jonell Medina
Math	Charlotte Stage
Music	Bhas Davis & Cole Hamel
Science	Sophie Nicklaus
Social Studies	Kelson McLuen
Technology	Gage Farris

Experiential & Habit Awards	Student
Adventure & Risk 9	Paul Le
Adventure & Risk 10	Mercie O'Connor
Adventure & Risk 11	Raymond Adkins
Adventure & Risk 11	Hallie Lee
Adventure & Risk 12	Dominga Black
Perseverance 9	Jack Rohrbach
Perseverance 10	Aaryn Roberts
Perseverance 11	Austin Loetz
Perseverance 11	Mallory Thompson
Perseverance 12	Ethan Doles
Self Direction 9	Aidian Drenberg
Self Direction 10	Caydie Back
Self Direction 11	Jada Mitchell
Self Direction 12	Caleb Potter, Christian Farris Payton Willison
Service & Stewardship 9	Drea Stills
Service & Stewardship 10	Christian Fouts
Service & Stewardship 11	Danielle Slaughter
Service & Stewardship 12	Haru Troper, Nia Richardson Zachary Sheppard
Teamwork & Collaboration 9	Xavion Martin & Pearl Jones
Teamwork & Collaboration 10	Micaela Gales
Teamwork & Collaboration 11	Josiah Elder
Teamwork & Collaboration 12	Cynthia Trufant
Service Learning 9	Ana McGee
Service Learning 10	Laila Kale
Service Learning 11	Matthew D'Aula
Service Learning 11	Jonathan Stinson
Open Hand	Mike Miller & Mitchell Ulibarri
Open Heart	Mitchell Ulibarri
Open Mind	Cleopatra Featherstone
Perfect Attendance	Jacob Bailey, Levi Hansen, Paul Le, Logan Morris, Caleb Potter Michael Tepper, Ella Shagagi Roshawn West, Zachary Doonan Bhas Davis

Recognition Awards	Student
Salutatorian Award	Joshua Quehl

Valedictorian Award	Emma Campell
Outstanding Senior Award	Hannah Tuttle
Senior Spirit Award	Gage Farris
Reaching for the Stars	Noa Miller
Dean’s Award of Courage	Reese Harper & Madison Runkle
Dean’s Award of Leadership	Kaylee Russell
True Dragon	Joshua Quehl
True North	Bear Patton

Celebrating Our Work Together

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 our students and the school. All of us 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.

Graduation: Another Class of Life-Long Learners

The Graham School commencement ceremonies for the class of 2018 were held on Saturday, May 26th at the Northland Performing Arts Center. Parents, families, friends, board members, community partners, and staff celebrated with our students as they graduated. Before the ceremony, graduates gave presentations to the community on their individual Walkabouts, the culminating experience of their high school careers. As we ended another year at The Graham School we added 61 students to our list of graduates, which now totals more than 600 over the last seventeen years. Two of these students graduated in August. 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.

2018 graduates of The Graham School included:

Jacob Bailey, Aminah Bednar-Warren, Mya Bennett, Dominga Black, Brittney Brown, Jaden Calderone, Emma Campbell, LeeChalmers, Alex Cochran, Anna Cook, Kellie Cordes, Gi’Quain Crawford, Chase Cropper, Bhaschand Davis, Lauryn Dilworth, Ethan Doles, Thomas Farris, Cleopatra Featherstone, Kiarray Freeman, Trinity Grays, Shiloh Grays, Cole Hamel, Levi Hansen, Eugene Harper, Dylan Hartless, Noah Henault, Samuel Hensinger, Jacob Lamp, Samuel Levites, Jonell Medina, Noa Miller, Mikequale Miller, Nicholas Moriarty, Angel Muzzleman, Morgan Neal, Sophie Nicklaus, Kayleigh (Bear) Patton, Joshua Quehl, Shelby Reeves, Zyon Robertson, Britny Rubio, Kaylee Russell, Mary Sapp, Rey Saucedo, Gabrielle Seel, Dayjour Shackelford, Essence Shackelford, Zachary Sheppard, Deedra Smith, Jonathan Stinson, Natalie Sword, Cynthia Trufant, Nijah Turner, Hannah Tuttle, John Ulibarri, Amira White, Sophia Williams, Payton Willison, and Tationa Wynn. Summer/fall graduates included Kaya Gordon and Margarita Nunez.

TGS Parent Guardian Community (PGC);

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> and Email at grahampgc@gmail.com. There are many ways for parents, guardians or other family members and friends to be involved in the PGC: 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. The Graham School is indebted to all its families, and is particularly grateful for the work of the PGC.

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: 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.

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.

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 NWEA MAP and classroom-based formative assessments in core subject areas in 6-8 week cycles. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-11 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. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TGS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests in ELA and Math as well as projected college and career readiness on the SAT in Math and Reading.

College readiness assessments, including the PSAT 8/9, PSAT NMSQT, and SAT were administered this school year. The PSAT 8/9 and the PSAT NMSQT were administered to 9th, 10th and 11th grade students in October. PSAT/NMSQT was administered to 127 students with the average score being 846. SAT was administered to 46 students in March with the average score being 884.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2017-2018 school year:

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, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TGS is struggling from an achievement standpoint; specifically AMO, Performance Index, Indicators, Graduation Rate, Prepared for Success.

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

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

Academic Performance for Sponsor:

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests. Graham administered these assessments in Spring 2018 for Biology, American Government, American History, English Language Arts I, English Language Arts II, Algebra, and Geometry.

68 - Graham students took the Biology assessment and 57% scored proficient or higher. 78 – Graham students took the American History assessment and 64% scored proficient or higher. 34 – Graham students took the American Government assessment and 50% scored proficient or higher. 92 – Graham students took the Algebra I assessment and 15% scored proficient or higher. 88 – Graham students took the Geometry assessment and 17% scored proficient or higher. 83 – Graham students took the ELA I assessment and 43% scored proficient of higher. 75 – Graham students took the ELA II assessment and 51% scored proficient or higher.

This year's overall report card rating for TGS was a D. It included a D in Progress with a C in lowest 20% Achievement, which measures the growth that all students are making based on their past performances; a D in Achievement, which measures the number of students who passed the state tests and how well they performed on them; a C 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; an F in Prepared for Success, which shows the progress in preparing students for a technical field, work, college, and all future opportunities and an F in Graduation Rate, which looks at the percentage of students who successfully finish high school with a diploma in four years (F) or five years (D).

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.

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 administered in Fall, Spring and Summer 2018 tests in Writing, Science and Social Studies. 5 – Graham student took the Fall test - 1 took Social Studies - 0% scored proficient and 5 took Science - 20% scored proficient of higher. 3 – Graham students took the Spring test - 1 took Writing – 0% scored proficient, and 2 took Science - 0% scored proficient of higher. 1 Graham student took the Summer test - 1 took Science - 0% scored proficient of higher and 1 took Social Studies – 100% scored proficient or higher.

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

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

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. The Graham School is a member of a Consortium that received a 5 year Straight A grant to fund the use of Illuminate, an IIS system enabling teachers to collect and use classroom data efficiently and effectively. Staff meets in weekly data teams.

Experiential Education Curriculum

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 Health, Screen Time and the Brain, and How Societies Change expeditions and the sophomores participated in expeditions that were incorporated into their academic classes. They received Math and ELA credits for these expeditions. Juniors participated in individualized local internships two days per week.

In Spring of 2018, 58 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 internships that help students mature in the responsibilities of self-direction.

Experiential Partners

TGS is grateful to have partnered with the following organizations during the 2017-2018 school year: Animal Medical and Emergency Hospital, Archmore Business Web, Omega Bakery, Columbus Metropolitan Library – Main, Ascension Preschool, Junior Achievement of Central Ohio (Biz Town), Buckeye Complete Auto Care, Cambridge Tea House, Cap City Diner, Carl Zipf Lock Shop, Inc., Clintonville Academy, Clintonville Automotive Repair Services, Colony Cats, D1 Columbus - Sports Training & Therapy, Flowers & Bread Graham Elementary & Middle School, Global Gifts, Ohio Dominican University Bishop James A. Griffin Student Center, Indianola Children's Center, Columbus Metropolitan Library - Karl Rd, Laughing Ogre, Local Matters,

Lost Weekend Records, Maaco Collision Repair & Auto Painting, Mid Ohio Food Bank, Boss Display, Ohio Dominican University Office of Residence Life, Parkmoor Urban Academy Elementary School, Bobby Rahal Inc - Race Car Dealer, Robbie's Hobbies, Roots Records, Vertical Adventures.

Additional Partners

Mr. and Mrs. Douglas Addison, Judy Alexander, Amazon, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Mr. and Mrs. Denis Baker, Ray & Marilyn Barker, Mr. and Mrs. John Baughman, Mrs. Shirley Brown, Lori Buehler, Mr. and Mrs. Joe Busch, Jessica Butsko, Albert Chapman-Layland, Janet Chen, Susan Coady, Columbus Sister Cities International; Columbus State Community College Mr. and Mrs. Tom Copeland, Sandra Crum-Rogers, Barb Dellesky, Mr. and Mrs. Paolo DeMaria, Heather Fisher, Cynthia Fitzpatrick, Sean & Rebecca Fouts, Angela Freeman, George J. Igel & Co., Nazree Gore, Mr. and Mrs. Chuck Graham, Clay and Alice Graham, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Rhonda Hall, Carie Hamel, Maryetta Harper, Dr. Mark Harris, Carie Haugh, Highlands Community Learning Center, Huckleberry House, Mr. and Mrs. David Hull, Amanda Isenberg, Ms. Patricia Brown James, Kent and Sally Johnson, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Local Matters, Tracy Loetz, Mr. and Mrs. Michael Logan, Colin Hedges & Katie Logan Hedges, Ms. Cheryl Long, Mrs. Jane Marland, Mr. and Mrs. Steve Martin, Darlene Mason, Ms. Sally McCarley, Mr. Mark K. Merkle, Jr. , Myra Molnar, Sara Neikirk, No Kid Hungry, Dr. George Norris, Mr. Tom Paplaczyk, Darren Patton, Bev Pettit, Michelle K. Reed, Thomas Reusser, Karen Rohrbach, Latasha Slaughter, Dr. Gordon Snider, Carole Snyder, Mary Logan So, Angela Stoller-Zervas, Sharon Stout, Patricia Strobe, Joyce Swayne, Three-C Body Shops, Michael & Merry Troper, Michelle Umali, Mr. and Mrs. Bob Weiler, Sharon Wellman, Ms. Debbie Yoho, Mrs. Sandy Yorke

Staff Members

The full-time and part-time staff roster in the 2017-18 school year included: Debbie Addison, Genevieve Adkins, Naki Akrobettoe, Cathy Baney, Pam Boseker, Greg Brown, Randi Channel, Mackenzie Cook, Sarai Correa, Kevin Elliott, Ashley Fecher, Susan Frank, Zachary Franklin, Cynthia Gavagan, Johnny Ginter, Lauren Greenspan, Megan Grunewald, Mathew Halfond, Valerie Hessler, RJ Larry, Jamie Lenzo, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Eileen Meers, Myra Molnar, Shayna Noonan, Evan Rulong, Harmony Salvatore, Gheon Selemon, Andy Shields, Mary Slaback, Chris Spackman, Zach Steinberger, Sarah Tucker, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachael Wesig, Rachel Widmer, and Jeff Wiseman.

Financial Status

In fiscal year 2017-18 the school received \$2,299,529 in state funds. The school also received \$265,780 in federal funds and \$113,881 in development funds, among other separated categories. Sources of income totaled \$8,478,788. In fiscal year 2017-18 the school paid \$7,366,315 in employee salaries and benefits, including payroll taxes and retirement; and \$125,919 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 \$8,394,052. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$75,874 to be carried over to 2018-19. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. Finances also were audited by the 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.

Fiscal Performance for Sponsor:

All fiscal reports have been submitted to the sponsor on time and all documents have been successfully submitted.

Sponsor Review Comments

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