



The Graham School

encounter the world, engage the mind

2022-23 Annual Report to the Community

The Graham School

3950 Indianola Ave.
Columbus, OH 43214
Phone: 614-262-1111
Fax: 614-447-0558
IRN – 133421

Superintendent/Founder - Greg Brown

Assistant Superintendent– James Kutnow

Assistant Superintendent - Ed Ingman

Dean - RJ Larry

Associate Dean - Kathryn Livingston

Associate Dean - Laurel Wakeley

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 139

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 37%

Percentage of Students eligible for Free and Reduced Lunch – 68%

Student demographic percentages – 37% Caucasian, 44% African American, 13% Hispanic, 5% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 6%

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 2022-23 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Scott Lesinski**, Secretary; **Bill Dawson**, and **Mirria Martin**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model. TGS is a member of The Graham Family of Schools.

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 eight year of its partnership with EL Education in 2022-2023. 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, 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.

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 2022-2023 school year we introduced a third CTE course in the N3 pathway of Information Technology Software and Computer Programming. Students had the opportunity to take Information Technology, Programming, or Web Design. We had a total of 42 students take the courses in our N3 cohort. 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. In addition to OMJ backpack students also explored college and careers through Naviance; discovering career interests and potential college pathways. 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 2023. 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.

Walkabout

In Spring of 2023, 37 students 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: Columbus State Community College, Cap City Diner, Electronic install business, Clintonville Resource Center, Glass Axis, Bleu and Fig Catering, Laughing Ogre Comic Book store, Iron Pony, Beyond Locs Hair Salon, Robbie's Hobbies, Reale Dog Training, GEMS, and Mid Ohio Food Collective.

May Days

In May, 2023 TGS students participated in May Days courses; these courses delve deeply into particular topics of interest ranging from Roller Coaster Math and Design to True Crime. Throughout the month students spent their days encountering the world and engaging their minds through hands-on, authentic work. Additionally opportunities for academic support and enrichment were an integrated thread.

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 2023 seniors took CCP 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 2022-2023 the following students were honored:

Subject Awards	Student
English	Jocelyn Williams
Fine Arts	Bri Harmer
Foreign Language	Kei'Montay Summerall
Math	Anthony Vines

Science	Oscar Vazquez Diaz
Social Studies	JJ Holonitch
Technology	Jacinda Stevenson

Experiential & Habit Awards:	Student
Adventure & Risk	Justine Williams
Outstanding Student Award 9	Matthew Holonitch
Outstanding Student Award 10	Matthew Bashur
Outstanding Student Award 11	Kristen Cavazos

Recognition Awards:	Student
Outstanding Senior Award	Elijah Rhea
Senior Spirit Award	Roy Berry
Henry Stout Award	Caleb Griffin
Reaching for the Stars	James Ramey
Dean's Award of Courage	Sha'Riyah Lymon
Dean's Award of Leadership	Jaelyn Koueviakoe
Open Hand	Chris Badillo
Open Heart	Olivia Gaiser, Elijah Rhea, Samiah Flemister, and David Chambers
Open Mind	Abe Vasquez
True North	Aniyah Simms
True Dragon	Ashley Ramirez Chavez

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, Community Presentation Days, Student Led Conferences, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups make these celebrations possible including staff, students, parents, 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.

Graduation: Another Class of Life-Long Learners

The Graham School Class of 2023 Commencement Ceremony was held at Tree of Life High School's Northridge Campus. Seniors were presented with diplomas, a Purple Dragon, and a "Congratulations 2023 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 37 students to our list of graduates, which now totals more than 700 over the last nineteen 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.

2023 graduates of The Graham School include

Abel Annor, Stuart Back, Christopher Badillo, Mamadou Bah, Zuri Bailey, Roy Berry Jr., Jah'Qwan Boone, David Chambers, Carlee Christian, Samiah Flemister, Jack Fralick, Olivia Gaiser, Brionna Gilliam, Caleb Griffin Jaeden Harris, Abigail Henley, Lyna Hurd, Jaelyn Koueviakoe, Sha'Riyah Lymon, Mila Mitchell, Maya Palackdharry, Erin Peeples, James Ramey II, Ashley Ramirez Chavez, Isabella Reed, Elijah Rhea, Betty

Riggins-Burston, Aniyah Simms, Sebastian Steele, Jacinda Stevenson, Ni'Shanonia Suber, Aujhae Thomas, Tanijia Thomas, Abraham Vasquez, Justine Williams, Kanye Williams, and David Yinusa.

Family Crew

Developed in 2020-2021, Family Crew was established as a natural extension of Student Crew and Staff Crew. Family Crew has hosted monthly evening meetings with families to discuss pertinent school issues, build a better understanding amongst our community about the activities and purpose of Crew, and offer families opportunities to experience the elements of Crew by participating themselves. Subjects included Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. Each meeting also expanded the conversation to include subjects of interest to participants. Additionally there are many ways for parents, guardians or other family members and friends to be involved: 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 student

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! Mr. and Mrs. Douglas Addison, Ms. Louise Antony and Mr. Joe Levine, E. Strange Art, Cathy Baney, Robert T. Barkley, Mr. Seth Becker and Ms. Janet Meltzer, Christopher Brady, Mr. Greg Brown and Ms. Nancy Perkins, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Peggy Fein, Ossie Frederick, Clay and Alice Graham, Mr. Stephen Gussler and Ms. Melody Steely, Haitian Cultural Health Center, Dr. Mark Harris, Roxanne Holonitch, Mr. and Mrs. David Hull, Mr. and Mrs. Bill Ingram, Mr. Chris Ingram, Ms. Patricia Brown James, Kent and Sally Johnson, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, James and Deborah Lawlor, Scott Lesinski, Ms. Cheryl Long, Mr. Mark K. Merkle, Jr., Sara Neikirk, Noor Islamic Center, NYAP, Nationwide Children's Hospital, Michael & Sherri Palackdharry, Mr. Tom Paplaczky, Darren Patton, Project Lead The Way, Rising Youth, Robbies Hobbies, Ellen Shraim, Jennifer Smith, Sharon Stout, Mr. Bob Weiler, and Jim Ziminski.

Federal Funding

The Graham School 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 IIA, Title III, Title IVA, EOEC, IDEA-B, ESSER II, ARP ESSER, ARP IDEA.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2022-23 school year and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

Our sponsor has established a high stakes rubric with which it evaluates its schools annually which includes evaluating Academic Performance, Fiscal Performance and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP scores, fiscal and operational rubrics, and missions specific measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractual goals

1. Safe and Healthy Schools: 50% or more of TGS 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 TGS 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, 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 as well as projected college and career readiness on the SAT. TGS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

NWEA/**MAP** data shows a decrease in growth targets met from 21-22 to 22-23 after a significant jump in growth from 2020-2021. One change of note is our intentional decrease in student enrollment. We dropped enrollment by 60 students from 192 in the spring of 2022 to 132 in the spring of 2023. The percentages reflecting student achievement and growth are based on a small sample of students, impacting results. The % of targets met on NWEA/MAP shows a correlation to the OST test scores for the 2022-23 school year, although the % are much closer to the previous years achievement results on the ELA OST.

As part of our formalized initiative in Social and Emotional Learning, TGS 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. We have not reached our goals yet but are seeing progress. Teacher-student relationships and school safety are consistently among the greatest areas of strength at TGS. We continue to work with EL Education as we build school culture, with a specific focus on Sense of Belonging through Crew - our small group advisory program.

The Ohio State Report Card

The Ohio State Report Card has been revised to show star vs letter grades.

TGS received 2.5 stars Overall; 2 stars for Achievement, measuring levels of achievement on the Ohio State Tests; 2 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; 2 stars for Graduation measuring the 4 and 5 year graduation rate from the previous school year.

Highlights include: our having our highest performance index since the pandemic; improvements in US Government, US History and Geometry; and increases in both 4 (85%) and 5 year graduation rates (95%) show steady increases

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 2022-23 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness during our second school year back to fully in-person learning since the pandemic. During this school year we set new 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. Progress equals Growth. 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.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2022-23 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 2022-23 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 ongoing 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 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 and the use of trauma informed practices. 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.
- Used block scheduling and standards based grading to enable deeper learning opportunities, credit recovery, 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. 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. We use standards based grading and 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. Experiential curriculum is measured by a specific rubric built to evaluate achievement in each grade level program.

Staff Members

The full-time and part-time staff roster in the 2022-23 school year included: Debbie Addison, Cathy Baney, Kiara Banks, Pam Boseker, Ashton Brammer, Greg Brown, Randi Channel, Dustin Craig, Kevin Elliott, Susan Frank, Zachary Franklin, Roberta Gier, Valerie Hessler, Roxanne Holonitch, Cameron Hughes, Edmund Ingman, Rebecca Jackson, Alexandra Konet, Bryan Kossmann, James Kutnow, RJ Larry, James Lawlor, Sidney Leatherman, Jamie Lenzo, Kathryn Livingston, Katie Logan, Cheryl Long, Polly Long, Alena Looser, Sarah Lopienski, Elizabeth Martin, Justin Martin, Madison Mathias, Nolan McClung, Kathryn McDaniel, Hannah Martin, Kelsey Penrose, Evan Rulong, Kristen Sever, Mary Slaback, Jennifer Smith, Sheri Smith, Chris Spackman, Diana Sperling, Zachary Steinberger, Cassidy Taylor, Gabriela Torre De Vizuet, Paul VanDop, Jennifer Waddell, Laurel Wakeley, and Jeff Wiseman.

Financial Status

In fiscal year 2022-23 the school received \$1,516,385 in state funds. The school also received \$1,034,367 in federal funds, and \$110,610 in development funds, among other separated categories. The school also received \$7,200,717 in management fees. Sources of income totaled \$9,862,079. In fiscal year 2022-23 the school paid \$9,114,567 in employee salaries and benefits, including payroll taxes and retirement; and \$55,743 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 \$10,236,951. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$223,978 to be carried over to 2023-24. 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 accounted for accurately and appropriately.