QUAKER DIGITAL ACADEMY

A PUBLIC CHARTER SCHOOL SPONSORED BY THE NEW PHILADELPHIA CITY SCHOOLS

The Freedom To Learn from Anywhere!

The Quaker Digital Goal:

To provide the best education possible for all children throughout Ohio. QDA is a non-profit, public charter school sponsored by the New Philadelphia City Schools

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SUPERINTENDENT'S REPORT

Quaker Digital Academy (QDA) is sponsored by the New Philadelphia City Schools. QDA officially opened its doors on January 15, 2004.

We seek to provide opportunities for young people that traditional brick-and-mortar schools cannot. We offer flexibility and creativity in our approach, while insisting on rigorous lessons and self-discipline among our students

We are making strides to widen our educational offerings to meet the educational needs of all our students. We are proud of the instructional offerings we provide for our students and are constantly striving to enhance and vary programs for every child.

To address the key issue of student performance garnered from data collected from the opening of our doors, we have implemented a continuous progress model in grades K-12. The continuous progress model allows students to learn at their specific instructional levels. This methodology is essential to student academic growth. We are currently offering our students the opportunity to take courses on a year round calendar. This allows students a greater learning opportunity as well as flexibility to meet their diverse learning needs.

-Dr. Richard J. Varrati, QDA Superintendent

THE MISSION OF QUAKER DIGITAL ACADEMY

The Quaker Academy provides a free and appropriate course of study to the children of New Philadelphia families using high-quality, accredited courses of study, certified teachers, and state-of-the-art technology.

Our mission is to meet the educational needs of children whose families have decided to make a commitment to our educational model. Working closely with parents over-seeing their children's schoolwork, QDA provides a custom-made curriculum, online instruction and feedback, and other support activities to ensure academic success.

Quaker Digital Academy believes that all children can learn when given the opportunity and support. Our goal is for students to attain a higher level of achievement and earn a high school diploma.

REPORT FROM THE DIRECTOR

Quaker Digital Academy is currently beginning the fourth year of operation, having opened our doors on January 15, 2004. As we continue to develop an educationally sound online school environment, the last year was one of changes, challenges and learning. Our student population increased to 300 enrollments during the course of the year. We believe this increase was mostly due to our commitment to service as the best advertising of all, "word of mouth," spread throughout Tuscarawas and surrounding counties.

We continue to revise our technical environment and curriculum to better meet the needs of our students. Our teachers work diligently to provide as much individual attention as possible and to guide students through the curriculum. The challenges are many, but we continue to maintain our focus on enhancing our services as we continue to grow and improve our program.

We are focusing on several areas for the 2007-2008 school year. We are providing additional support for students who are in jeopardy of not succeeding in QDA and thus, may opt out of school all together. This includes support and programs to parents. Secondly, we have expanded our sources for web-based curriculum offerings that meet Ohio Academic standards and various student learning levels. Third, we continue to train teachers in rigorous, cutting edge, web-based instruction and delivery methods to better serve our students. And fourth, we are currently in the process of developing, writing, and implementing our own online curriculum.

Quaker Digital Academy offers a unique opportunity for students and their families seeking a sound educational alternative. We are excited about the direction we are heading in providing a high quality educational program. We are truly committed to basing all of our decisions to best serve the students in QDA.

-Steve Eckert, Director/Principal

"We continue to train teachers in rigorous, cutting edge, web-based instruction and delivery methods to better serve our   students."

CURRICULUM & ACADEMIC PROGRAMS

Quaker Digital Academy continues to develop an educationally sound online school environment.   We have expanded our sources for web-based curriculum offerings that meet Ohio Academic standards and various student learning levels. We are also offering three program options that will help prepare our students for state standardized testing, including the Ohio Graduation Test and the Ohio Achievement Tests.

Programs are in place to assist students, work with Title I students and parents, and continue to meet the needs of our population.

Currently the Quaker Digital Academy utilizes various educational providers for its students.   Curriculum is offered in both web-based and traditional methods. All curriculum is aligned with the Ohio Academic Standards.

QDA uses the following educational services:

* Educational Options
* VLA
* Apex

* Calvert (textbook based)
* University of Missouri
* Class.com

- Shannon Smith, Teacher & Curriculum

CURRENT STUDENT DATA

Grade Level Breakdown

Kindergarten	6
Grade 1	4
Grade 2	9
Grade 3	7
Grade 4	5
Grade 5	10
Grade 6	7
Grade 7	21
Grade 8	22
Grade 9	19
Grade 10	35
Grade 11	62
Grade 12	30

Ethnic Breakdown

A.	Asian or Pacific Islander	1
B.	Black, Non-Hispanic	1
H.	Hispanic	4
M	Multiracial	11
W	White, Non-Hispanic	229

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ENROLLMENT FIGURES

Quaker Digital Academy officially opened its doors in January, 2004. Enrollment figures show steady growth in enrollment:

	2004-05	2005-06	2006-07
September:	34	118	141
October:	36	124	158
November:	43	144	173
December:	41	148	183
January:	41	147	190
February:	39	138	192
March:	46	140	199
April:	43	138	192
May:	42	133	172

SPECIAL NEEDS STUDENTS

Students with disabilities or special needs may enroll in QDA. However a Special Education team will meet with each individual student and parent to review all records to verify that we can indeed fairly and properly service the student and to determine if the digital academy is the child's least restrictive environment. Each child will work with regular education teachers as well as a special needs teacher in his/her age-appropriate grade level. The child's needs will be met according to the Individualized Education Plan/IEP. Service options may include regular classes without modifications after a consultation with a special needs teacher; regular class with modifications form a special needs teacher; individualized classes with part regular education classes; or individualized classes. Students with disabilities receive consultative services from the special education teacher on a weekly basis. These services can include a combination of the following: email correspondence, phone conferences, or weekly meetings. Students also have the opportunity to work in the computer lab in New Philadelphia when the special education teacher in on site for extra assistance. If a child is having difficulty, the parent or teacher may ask for a meeting with the IEP team to discuss the needs of the child and develop a plan of intervention.

If a child is having difficulty and is not currently identified as a student with disabilities, the parent or teacher may ask for a meeting with the Intervention Assistance Team (IAT). The IAT will meet to discuss the needs of the child, identify the problem and develop a plan of intervention. Parents also have the right to request an evaluation to determine if their child qualifies for special education services and supports as defined by the Operating Standards for Ohio's Schools Serving Students with Disabilities.

During the 2006-07 school year, QDA serviced 15 children on IEP's. Of those 15, 11 students had Specific Learning Disabilities, 3 were identified as Other Health Impaired and 1 student was recognized with a Cognitive Disability. One student was evaluated and placed on their initial IEP, while participating in QDA. Short-cycle assessments were also completed on a quarterly basis to track students' skills in the areas of reading and math.

STAFF DATA

Administration

Richard Varrati, Superintendent

Steven Sherer, Treasurer

Steven Eckert, Director/Principal

Kathe Cintavey—Federal Programs

Teaching Staff:

Shannon Smith – Teaching and Coordinator

Nancy Gibbs—Elementary Coordinator

Marcia Armstrong—School Psychologist

Melanie Beohm—School Psychologist

Elaine Karp – Special Education Director

Louise Harris—Title I

Jill Westbrook – Guidance Counselor

Rhonda Leeper –Special Education

G. Randall Gibbs – Testing Coordinator

Teachers: Doug Smith, Erin Giesey, Kathy Sleutz Terrie Golec, Scott Golec, Rex Degler, Jackie Proctor, Kristy Prucha, Ricky Neff, Jack Sweitzer, Dani Wallick, Sandy Fuller, Kelli Gardner, Megan Beachy

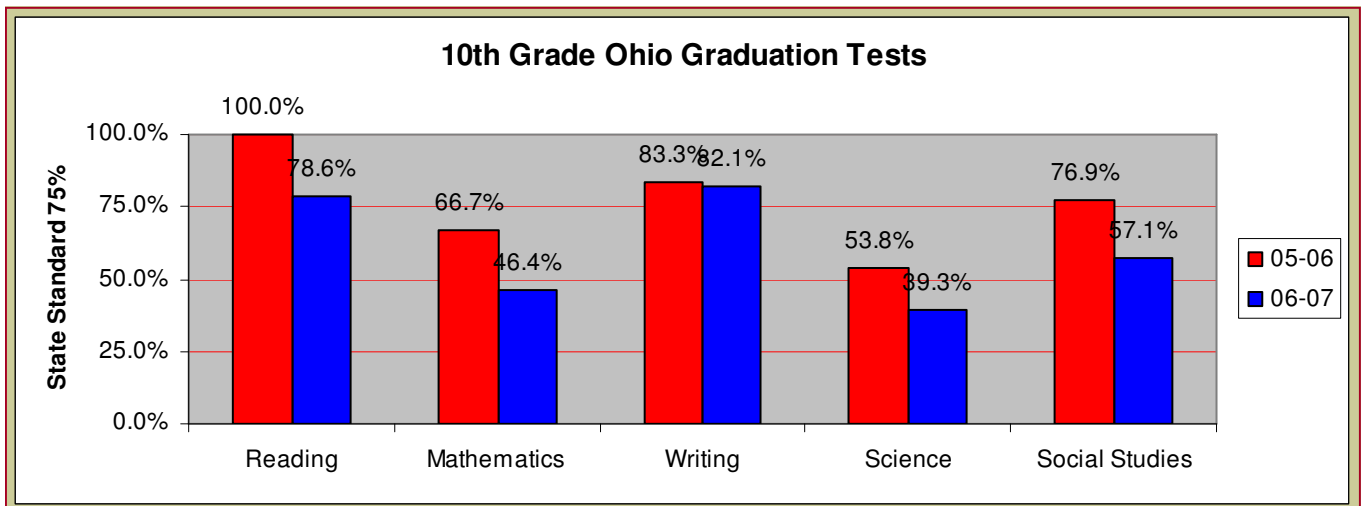Testing Staff: Jerry Dawson, Steve Eckert, Susan Banker, Peggy Walker

Classified Staff:

Denise Larkin – Payroll

Karen Sterling, Confidential Secretary

Peggy Marshall – Budgetary

Amy Triplett—Student Records

Mechell Hudas – Payroll Assistant

Joyce Frank—EMIS

Nancy Tope – Secretarial

Allison Marshall—Computer Asst.

Charlyn Menapace—Advertising

QDA offers access to an exciting new learning community where students can succeed because they are working one-on-one with a skilled teacher

TESTING INFORMATION

Quaker Digital Academy utilizes various assessments to create a snapshot of student achievement and ability. The Academy participates in the required state achievement tests for grades 3-8 and 10. State diagnostics are administered annually to students in grades K-3 and KRAL is given to all kindergarten students. The results for the 2005-06 and 2006-07 school year are located in the chart below.   Complete testing information is included in the 2006-07 State Report Card.
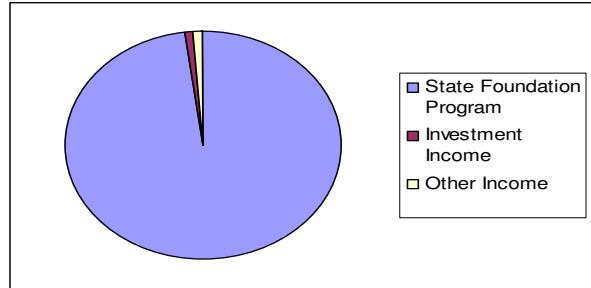
10th Grade Ohio Graduation Tests

	05-06	06-07
Reading	100.0%	78.6%
Mathematics	66.7%	46.4%
Writing	83.3%	82.1%
Science	53.8%	39.3%
Social Studies	76.9%	57.1%

State Standard 75%

FINANCIAL INFORMATION

Fiscal Year ending June 30, 2007

Revenues

State Foundation Program	$	916,395
Investment Income	$	7,857
Other Income	$	10,000
Total Revenue	$	934,452

Expenditures

Contracted Services	$	419,215
Supplies	$	11,805
Equipment	$	25,716
Other	$	4,408
Total Expenditures	$	461,144
Revenues over Exp.	$	473,308
Beginning Balance	$	569,385
Ending Balance	$	1,042,693

REVENUE 2006-07

- State Foundation Program
- Investment Income
- Other Income

EXPENDITURES 2006-07

- Contracted Services
- Supplies
- Equipment
- Other
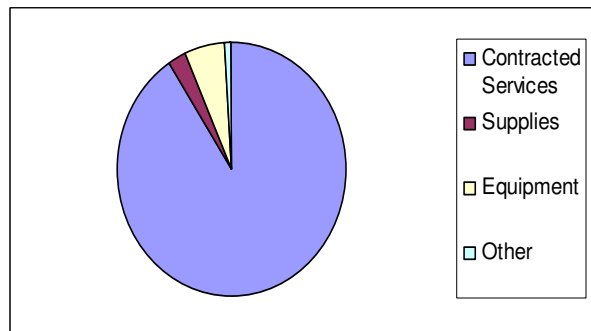
GRADUATION INFORMATION

Quaker Digital Academy is able to provide an Ohio High School diploma through the sponsor school,

The New Philadelphia City Schools, providing all graduation requirements have been met

The QDA is proud to announce that twelve students have successfully graduated from our first graduating class of 2006 and fourteen thus far in 2007. QDA students may graduate at anytime throughout the school year once graduation require-ments are met.

2007 graduate Christy Dotts and her family

www.go2qda.org

ANNUAL REPORT 2006-07

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The Ohio Department of Education reviewed the 2003-04 records of the Quaker Digital Academy in September, 2004. The Academy is pleased to announce that no errors were found in the random Sudent FTE review conducted at that time.

STUDENT & PARENT COMMENTS

Students attending Quaker Digital come from many walks of life.   QDA was formed to help all children and:

* provide assistance to parents who choose to home-school

* meet the needs of students who cannot function in the regular school setting (due to illness, family situations, young parenthood, and many other circumstances.

Recent QDA graduate, Laray Hill said, "I was really struggling with my schooling, my grades were terrible and I didn't have enough credit to graduate. Thanks to QDA I have completed all my credits for graduation." Pictured is Ryan Andrew Grewell. He enrolled in Quaker Digital Academy, which gave him the opportunity to work while completing his coursework to receive his diploma in 2007.