



# New Philadelphia City Schools

248 Front Avenue SW | New Philadelphia, OH 44663-2150  
P 330.364.0600 | F 330.364.9310

SUPERINTENDENT  
Amy D. Wentworth

ASSISTANT SUPERINTENDENT  
Jeffery Williams

TREASURER  
Julie A. Erwin, CPA

**To: Ohio Department of Education, Department of Community Schools**

**From: New Philadelphia City School District**

Re: 2022-2023 School Sponsor Annual Report  
Quaker Digital Academy (000241)  
Sponsor School: New Philadelphia CSD (044487)

Date: November 30, 2023

## **DESCRIPTION:**

Quaker Digital Academy (000241) is classified as a Drop Out Prevention Recovery School, sponsored by the New Philadelphia City School District (044487).

Mission Statement: To reach children throughout the state of Ohio and provide a free and challenging education through accredited courses of study, certified teachers, and state of the art technology. Working closely with parents and overseeing their children's schoolwork, Quaker Digital Academy provides a custom-made curriculum for each child.

As sponsor of Quaker Digital Academy, we believe evidence of the mission statement is providing varied digital curriculum to help meet the needs of the individual student which include:

- Curriculum selected for the individual student based on academic need and level.
- Ongoing evaluation of curriculum.
- Utilizing Instructional Supervisors to monitor and communicate student progress to parents and guardians.

- Providing professional development training for staff focused on research-based instructional strategies.
- Providing tutoring services for those in need in the areas of reading and mathematics.
- Providing a Social-Emotional curriculum through PBIS processes.

Assessment of performance for 2021-2022. Ratings are listed by area:

**ACADEMIC PERFORMANCE**  
**Compliance Rating: 4 -- EXCEEDS**

Assessment is critical in determining whether learning has occurred and what academic interventions are necessary. Quaker Digital Academy uses various assessment tools to determine student needs and achievement levels as the goal is to advance each individual student to higher levels of performance.

QDA students have several platforms as they move along their track. Edmentum is used for High School, Edgenuity is Middle School, Lincoln Empowered is Elementary and Odysseyware and Edmentum are used for QDA Special Services.

QDA also utilizes STAR in K-12, KRA-R (Kdg), and the PAST (K-3) as diagnostic assessments. Special Education (K-12) also uses Star as an assessment. We have Freckle (K-8) and Exact Path (9-12) available as intervention programs.

Quaker Digital students also participated in the 2022-23 Ohio State Assessments. Quaker Digital Academy's report card can be found on the ODE website. Tutoring services are provided for students that need assistance in the areas of Mathematics, Language Arts and Reading from licensed staff members. They also have a synchronous tutoring program available called TutorMe where students can get help from a live tutor 24/7. Quaker Digital Academy utilizes many different online formats to strengthen student's academic needs in core academic areas.

Quaker Digital Academy's graduation rate far exceeds the rates of comparable school districts. Under the graduation component, which looks at students who are successfully finishing high school with a diploma in four, five, six, seven or eight years, QDA was rated as "Exceeds Standards." Quaker Digital Academy's four-year graduation rate was 62.3 percent compared with 40.5 percent for all dropout recovery schools in Ohio. For the five-year it was 59.2 to 44.7. For six years it was 58.9 to 46.0. The seven-year rate was 56.57 to 44.1 in favor of QDA and for the eight year it was 55.8 for QDA and 43.1 for all dropout recovery schools. The combined total was 58.3 percent for QDA and 43.7 percent for all dropout recovery schools.

Research also shows a direct correlation between attendance and student achievement. The sponsor looked directly at attendance for Quaker Digital Academy. In 2022-2023, QDA had an attendance rate of 92.1 percent.

In terms of Academic Achievement on the Ohio State Tests, QDA was rated as Exceeded Standards overall as a school while Meeting Standards in Progress and Gap Closing. They Exceeded Standards in Graduation Rate and Achievement (81.6 percent to 38.8 percent in comparison to similar schools).

Finally, QDA had 21 students achieve an Industry Credential and had 20 post-secondary credits earned (up from 10 the year before). Quaker Digital Academy also added Welding (CTE) and Rise-Up to assist with graduation requirements.

The above rating of Quaker Digital Academy was based on data provided by the Ohio Department of Education Report Card for 2022-2023.

### **FISCAL PERFORMANCE**

#### **Compliance Rating: 4 -- EXCEEDS**

The Quaker Digital Academy financial report details sources of revenues and expenditures following the Uniform School Accounting System (USAS) and methods of coding and account number structures Generally Accepted Accounting Procedures (GAAP). The financial plan complies with Section 3314.03 (A) 15 of the Ohio Revised Code. Financial support for the academy will be derived from the existing balance, annual foundation payments for the school ADM as well as appropriate grants which may become available. The CEO of Quaker Digital Academy is authorized to apply for grants, including Title grants, and to investigate programs that will enhance participation and student achievement.

Quaker Digital Academy has a Board of Directors consisting of five members that are approved by the Sponsor Board. The Board meets at least once every two months to provide oversight for QDA. As oversight, the Board reviews and approves the financial reports, budgets and the 5-year forecast. They also establish policy and procedures to provide guidance and expectations to the Superintendent/CEO and Treasurer/CFO. The Board of Directors meeting agenda includes a Report of the Treasurer/CFO and Superintendent/CEO that includes management recommendations.

Additionally, QDA is audited by the Auditor of the State of Ohio. They audit the books and records to ensure Compliance with laws, as well as fiscal stability. The 2022 audit for QDA stated that QDA had no issues with noncompliance and the auditor did not identify any deficiencies in internal control that was considered as material weakness.

Quaker Digital Academy has shown sound business practice and operates without a line of credit even though they continue to grow and expand operations. A 5-year forecast is attached. The forecast is reviewed and approved by the QDA Board as well as the Sponsor Board.

In summary, the Quaker Digital Academy is financially strong and has more than a year of cash in reserves. The Superintendent/CEO and Treasurer/CFO communicate on a daily basis in an effort to be fiscally responsible and make sound management decisions. Additionally, the Assistant Superintendent works hand-in-hand with the Treasurer/CFO to work within the framework of the Federal programs and allocates money accordingly.

The above rating was reached after receiving the auditor's final report for fiscal compliance, their 5-year forecast, compliance with internal controls, various monthly fiscal reports, and Sponsor monthly financial reviews.

## **ORGANIZATION AND OPERATION**

### **Compliance Rating: 4 -- EXCEEDS**

Consistent with the mission statement are the following goals:

1. Ensure academic growth for all students
2. Ensure parent engagement in students' learning process
3. Develop, provide and maintain effective and efficient operating systems
4. Develop and maintain the highest quality of professional administration, teachers, instructional supervisors and staff

Quaker Digital Academy was classified as a Dropout Recovery Program School once again during the 2022-2023 school year. It services K-12 students throughout the state of Ohio. Its educational goal is to provide for the needs individually of each student and dictates the need for a flexible learning opportunity versus the traditional school setting which is based on seat time.

In order to accomplish this goal, Quaker Digital Academy offers several curricular offerings from various accredited providers. Curriculum that is selected meets or exceeds CORE and State of Ohio requirements. Student's individual records are reviewed and curriculum is selected based on the academic need of the student. In addition, Quaker Digital Academy utilizes varied curriculums and assessments to assess student reading and math levels. Quaker Digital Academy has met all State of Ohio requirements for providing special education classes and supports to students identified as special needs.

Student Services provided by QDA may include school psychologist assessments, Speech Pathologist and PT services. Curriculum is selected, reviewed and adjusted when needed to

meet the individual needs of the student. All student's IEPs are written to meet the online environment with a team agreement made on each IEP. The Instructional Supervisor is responsible for monitoring each individual student's progress, assisting with the student when needed and maintaining regular contact with the student and parent/guardian. In addition, Quaker Digital Academy provides tutoring services.

QDA is in compliance with all open meeting requirements and maintains sufficient and proper board meeting minutes. The school fulfills all governing authority training and meeting requirements. They more than meet expectations with monthly financial and enrollment reviews.

The above rating was reached based on Quaker Digital Academy's review of curriculum utilized, the use of supportive software for expanding student learning opportunities, sponsor site visits, and various organization and operation reports.

## **LEGAL COMPLIANCE**

### **Compliance Rating: 4 -- EXCEEDS**

As required by Section 3314.03 of the Ohio Revised Code, Quaker Digital Academy is organized as a non-profit corporation under Chapter 1702 of Ohio Revised Code. The governing authority of Quaker Digital Academy is the Board of Directors, which has five voting members.

The five voting members of Quaker Digital Academy's Board of Directors includes: Vicki Wittkop, Charles Gil Snyder, Don Kemp, Karen Sterling and Sallie Stroup.

Julie Erwin serves as the Treasurer/CFO for Quaker Digital Academy. The Treasurer provides Quaker Digital Academy Financial Statements to the sponsoring school on a monthly basis. Dr. Richard Varrati serves as the Superintendent/CEO for Quaker Digital Academy. Debra Kennedy is the Assistant Superintendent.

The Board of Directors serve as the ultimate governing authority of Quaker Digital Academy.

The role of the governing board encompasses:

1. Helping to create, approve, and monitor the school's annual budget
2. Developing policies to guide the operation of the school
3. Maintaining a commitment to the philosophy of Quaker Digital Academy and its commitment to serve students.

Quaker Digital Academy has met all legal requirements. In addition, the Quaker Digital Academy utilizes the legal counsel of Thomas Holmes, Esq. (over 16 years' experience in School Law) in matters dealing with digital rules compliance and legislation. Quaker Digital Academy utilizes the

services of NEOLA in developing board policies and updating board policies to meet and comply with current legal laws and requirements.

In overview, the operations of Quaker Digital Academy are in full compliance with the sponsor school's expectations. Based on its site visit, the Sponsor determined that all contractual requirements and agreements have been met for the 2022-2023 school year. All necessary paperwork has been submitted to the Ohio Department of Education as required.

The above rating was reached by the Quaker Digital Academy having up to date board policies and having legal services provided by Thomas Holmes, Esq. and NEOLA while being part of an e-school legal coalition, Sponsor site visits, Sponsor legal updates, Sponsor technical assistance and a commitment to meeting all legal requirements and expectations.

### **REINFORCEMENT AND GROWTH**

The Quaker Digital Academy is in full compliance with the New Philadelphia City School District's expectations as the sponsor. The Quaker Digital Academy has multiple strengths and serves its students and families well. The New Philadelphia City School District would like to commend QDA for its tradition of exceeding expectations and standards in the area of Graduation Rates for a Dropout Recovery Program School. QDA is self-reflective and continually seeks to improve. One growth area would be to continue to build on your goals of yearly progress for each student.

### **SUMMARY**

In overview, the operations of the Quaker Digital Academy are in full compliance with the sponsor's expectations. The sponsor feels all contractual requirements and agreements have been met for the 2022-2023 school year. All necessary paperwork has been submitted to the Ohio Department of Education as required.

The organization standards set by the home district have been effectively met. Communications between the sponsor and QDA are solid and on-going. There are regular meetings between the Sponsor's Administration and QDA's Administration as well as emails and phone calls. In addition, there are periodic presentations to the Sponsor Board dealing with all aspects of QDA's operation. Financial statements are provided to the Sponsor on a monthly basis as well.

Respectfully Submitted by,

Jeffery Williams  
Assistant Superintendent/CAO  
New Philadelphia City School District

Attached: 5-year forecast

ODE Report Card for 2022-2023

QDA Formal Annual Published Report



# Quaker Academies

## Ohio Online Education

### ANNUAL REPORT

OHIO'S PREMIERE E-SCHOOL

2023-24 Parent/Guardian Informational Booklet | 2022-23 Annual Report

*Celebrating*

**20**  
**YEARS**

**of digital learning!**

[www.quakeracademies.org](http://www.quakeracademies.org)



**ODA**



**OPA**





QDA (K-12) and QPA (K-8) provide State-Accredited Digital Curriculum and instructors in the safety of your home.

### Quaker Academies Chief Officers

- Richard Varrati, Ed.D. - CEO - QDA
- Debra Kennedy, CEO - QPA
- Julie Erwin - Treasurer
- Steve Eckert - Principal - QDA

### Quaker Academies Board of Directors

- Gill Snyder - President
- Don Kemp - Vice President
- Karen Sterling
- Sallie Stroup
- Vicki Wittkop

### Sponsorship

Quaker Academies are public digital schools sponsored by the New Philadelphia City School District.

### Academic Goals

The State of Ohio Model Courses of Study are the basis for QDA and QPA K-12 curriculum. The Academies implement these resources, as well as a variety of exceptional curricular options. Our teaching staff is comprised of caring, highly qualified and licensed teachers, counselors, and administrators.

QDA and QPA are non-profit, public online schools operating in the State of Ohio for students in grades K-12. The Quaker Academies have offices located in New Philadelphia, East Liverpool, and Steubenville. Contact us today to learn how cyber education can meet your child's educational needs. QDA and QPA are state funded. There is no cost to the student. A computer is provided and internet reimbursement up to \$40 per month.

## A Message from Superintendent Richard Varrati CEO FOR QDA

# Looking Back



Looking back to 2002 when I moved to Ohio to accept a job as Superintendent of Schools in New Philadelphia, I remember having the realization that to meet the educational needs of our students, we must open our thinking and look towards the future. At the time, educational institutions were being run as they were in the late 1800s, and high schools were set up following the factory model. Students were limited to education inside four walls. I saw online education as an alternative to the traditional way of teaching and learning. It opened the world to students and provided flexibility to both them and their families. I introduced this concept to my school board and was given the green light to pursue this model.

In truth, this shift in thinking about how to provide a new avenue of education to students and families came with many obstacles. The concept of allowing students to learn outside the traditional school setting at their own pace was met with resistance from academic institutions. Adapting to change often scares individuals and upsets the status quo of traditional establishments. However, it was undeniable that technology could open the door to a new world of opportunity. QDA was developed to offer families and students the ability to have "The Freedom to Learn from Anywhere." Over the past 20 years, technology and the development of high-speed Internet have contributed to advancements in the delivery of online courses and communication for students and their families no matter where they live. The future of online learning will only get better and provide our students with numerous opportunities and pathways that meet their individual needs.

The recent pandemic saw traditional schools falter in handling the needs of their students. QDA students did not miss a day of school during the pandemic, as they were able to continue their educational journey from the safety of their homes. Along with matters of safety, online learning is the greatest social equalizer, as it eliminates bias and discrimination of students, as factors such as physical appearance, disabilities, race, gender, and socio-economic status are inconsequential.

The world is changing, technology is changing, and education is changing!

*Dr. Richard Varrati, Superintendent and CEO of QDA, has worked for 46 years in the field of education.*



## Ohio Department of Education Statistics and Data

QDA Student Enrollment	
	Enrollment #
All Students	696
American Indian or Alaskan Native	2
Asian or Pacific Islander	2
Black, Non-Hispanic	37
Hispanic	37
Multiracial	36
White, Non-Hispanic	635
Students with Disabilities	125
Economic Disadvantage	317
English Learner	16
Migrant	0

If Enrollment is less than 10, results are Not Calculated(NC).

QPA Student Enrollment	
	Enrollment #
All Students	135
American Indian or Alaskan Native	1
Asian or Pacific Islander	1
Black, Non-Hispanic	23
Hispanic	3
Multiracial	15
White, Non-Hispanic	102
Students with Disabilities	15
Economic Disadvantage	103
English Learner	1
Migrant	0

If Enrollment is less than 10, results are Not Calculated(NC).

## Moving Forward

We have seen many changes in education over the years, from slate boards, chalk boards, white boards to Zoom meetings with Jamboards, chatrooms, and virtual backgrounds. As we continue to provide our students with the latest technology to focus their learning, we intend to focus our attention in the coming years on four aspects of learning:



1. Social Emotional Learning
2. Personalized Learning
3. Augmented and Virtual Reality Learning
4. Collaborative Hubs for Learning

### Social Emotional Learning:

Today, depression and anxiety are skyrocketing among young people. Creating a virtual learning space that feels safe, supportive, and inviting is a key component of supporting students' social and emotional wellbeing.

Social and emotional learning is a process by which we learn self-management, self-awareness, social-awareness, relationship skills, and responsible decision-making. Young people need consistency in daily routines to foster a sense of safety and predictability. They need support through a listening ear to maintain a sense of community and connectedness.

We are looking at bringing in support from outside our school environment to include telepsych services with which families and students can access help beyond the school curriculum.

### Personalized Learning:

Students want their learning environment to meet their needs, interests, time constraints, and academic needs.

Adaptive learning systems driven by artificial Intelligence (AI) will take into account learning styles and create adaptive assessments that adjust in real-time based on performance.

For a fast-paced generation, learning needs to be agile and just-in-time. There will be greater demand for microlearning, as well as on-demand style of learning. Students want nothing less than a "wow" experience while learning.

We are looking at courses that will immerse students in a learning environment that will allow them to follow their own interests through technology that does not follow traditional linear sequences.

### Augmented and Virtual Reality Learning:

The way we access information will change. From online learning platforms to more personalized educational experiences, in tandem with the incorporation of virtual and augmented reality, we foresee a shift towards a more interactive method of learning. To better prepare students for the workplace, there will be a greater emphasis on collaboration and problem-solving.

New types of technology will allow students to physically manipulate objects for better information processing, visual perception, and cognitive learning. 3-D printers will become a standard piece of learning equipment to help teachers bring digital ideas into the physical world.

### Collaborative Hubs for Learning:

Educators and students will be connected on a larger scale with others to discuss, learn, and collaborate with each other. These connected places will house virtual resources, as well as encourage future thinkers to develop meaningful relationships through reflective conversations. These hubs will enhance learner demonstrated innovations that will lead to career pathways and community partnerships.

The future is uncertain and we cannot predict it, but we need to be open and try new opportunities. We are preparing students for jobs that have not yet been created, for technologies that have not yet been invented, and for problem solving approaches that have not yet been anticipated.

To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience, and self-control; they will need to respect and appreciate the ideas of fellow students; and they will need to cope with failure and rejection as a mode of learning to move forward in the face of adversity.

We have always allowed students to learn anytime from anywhere. Now we are moving forward to demonstrate learning anytime from anywhere to shape the world of tomorrow. Our students of tomorrow will create an inclusive, cohesive, and productive world for their future.

*Debra Kennedy, M.ED., has worked for 36 years in the field of education.*





# Reading Instruction: Lessons in 2022-23



**Megan Brannon**  
*Curriculum Director*

Reading instruction has seen a dramatic shift in the last few years. One of the reasons for this is the information researchers and teachers are finding about how our brains learn to read. For example, our brains were not wired for reading print. They were initially used to understand only spoken language. We as a species were only able to read printed language by gradually evolving how our brain uses its visual processor to translate a printed letter into a spoken sound (known as the alphabetic principle). This is why children are not born with an innate ability to read. Because of the demands placed on our brain to further develop our visual and auditory processing systems for reading printed words, scientists have been studying the most effective methods of reading instruction in recent years. The recent research on reading education has determined that a method known as structured literacy has been shown to be highly effective. Structured literacy is just what it sounds like- it is a very structured program for teaching the two core components of reading: word recognition and language comprehension (Scarborough, 2001). Structured literacy is explicit, systematic, cumulative and prescriptive toward student needs. This method has been shown to be especially effective for students with dyslexia or dyslexic tendencies, which can be up to 20% of the students in our classrooms (Ferrer et al., 2015). Further, this instructional method has also been shown to be more effective across various cultures, especially with our English language learners.

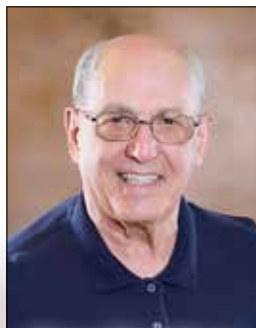
Quaker Academies have embraced structured literacy and what is being named the "Science of Reading" in the past two years. We have taken part in professional development aimed at improving how we teach reading and writing in an online setting. Further, we are actively improving our instruction through professional book studies, Curriculum Department meetings, and coursework. We are currently developing a Read Aloud library, which will aid students in developing language comprehension and background knowledge during weekly live Zoom sessions with their instructional supervisor. ■



## QDA Graduation Ceremony Honors the Class of 2023



**Jill Westbrook**  
*Counselor*



**Tom Farbizo**  
*Quaker Foundation Liaison*

The Quaker Digital Academy Graduation Ceremony for the Class of 2023 was held on May 20, 2023, at The First Baptist Church in New Philadelphia at 2 p.m. Sixty-five students participated in the ceremony.

The facility was filled to capacity with friends and relatives attending to honor the graduates. Don Kemp, QDA Board of Education member; Dr. Richard Varrati, CEO; Debra Kennedy, Assistant Superintendent; Tom Farbizo, member of the Quaker Digital Academy Foundation; Jill Westbrook, Counselor; Julie Erwin and Diane Fearon, Treasurers; and numerous Instructional Supervisors were present to recognize and congratulate the students on their academic achievement.

Tom Farbizo and Jill Westbrook presented the 2023 Quaker Digital Academy Foundation Scholarships to six students in the Class of 2023. Three students received \$1,200 scholarships and three receive \$750 scholarships.

In addition, 7 members of the National Honor Society received gold tassels and 13 students received Honors Cords in recognition of their academic excellence.

Since QDA's inception, 1387 diplomas have been issued— which also includes 105 adults who have completed requirements and earned their high school diploma through the Adult 22+ High School Diploma Program. ■





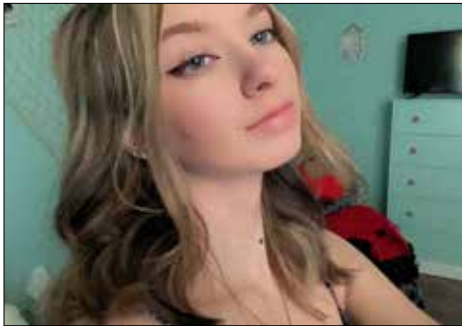
# 2023 QDA Educational Foundation Scholarship Recipients

The QDA Education Foundation awarded six scholarships to students in the Class of 2023. Three recipients received \$1,200 each and three recipients received \$750 each.

Those receiving \$1,200 scholarships are Jillian Cullender, Shelby Darby, and Nicolette Ellis-Corle.



Jillian is the daughter of Jessica Callender and resides in Newcomerstown. Jillian plans to attend KSU at Tuscarawas and major in Nursing. She participated in the College Credit Plus Program her junior and senior years.



Shelby is the daughter of Shelley and James Darby and resides in Waynesburg. Shelby plans to attend the University of Mount Union and major in Nursing.



Nicolette is the daughter of Allen Corle and resides in Uhrichsville. Nicolette plans to attend KSU at Tuscarawas and major in

Psychology. Nicolette participated in the College Credit Plus program throughout her high school career and will be receiving an associate degree from KSU at Tuscarawas in August 2023.

Those receiving \$750 scholars are Jacob Gillogly, Mackenzie Berget, and Cassidy Perdue.



Jacob is the son of Tobe and David Gillogly and resides in Albany. Jacob plans to attend Ohio University.



Mackenzie is the daughter of James and Wendy Begert and resides in Massillon. Mackenzie plans to attend Bowling Green State University and major in Marketing.



Cassidy Perdue is the granddaughter of George Mizer and daughter of Chrissy Mizer and resides in Massillon. Cassidy plans to attend the University of Cincinnati and major in Biological Science. ■

## Quaker Academies and Communication



**Steve Eckert**  
*Principal*

Communications have evolved in the last twenty years at Quaker Digital Academy. While we communicate with phone calls and email, every student and parent/guardian has his or her own email account generated by our Student Information System. Additionally, all of our curricula have built in messaging systems that alert the students and staff when new messages are in their Inboxes. This is a very efficient feature since both staff and students don't have to leave their program to see if there are other communications elsewhere.

What has particularly evolved with our online, remote academy is the use of the smartphone and video conferencing. These days many of our students and families would rather text their teachers and Instructional Supervisors versus phone calls and emails. This form of communication works well with our academy, as it leaves a documented trail of every text message sent. Texting often results in quicker responses since almost everyone keeps his or her smart phone nearby.

Video conferencing is becoming more and more widespread and indispensable as part of our online education. Aligning a face with a voice yields more effective communication and supports the development of relationships between our teachers and students. Students report greater confidence when being taught, tutored, or asking questions with QDA staff. This platform enables sharing screens and using a whiteboard for instruction. Our certified staff scheduled over 4,000 video conferences last year! Putting a face with the voice is a terrific way to not only effectively communicate, but to develop relationships. This breaks down barriers and the student feels more confident when being taught, tutored, or asking questions to their Instructional Supervisor. This also has valuable educational features like sharing screens and the use of a whiteboard. Last year alone, our certified staff scheduled over 4,000 video conferences! ■



# Student Highlights



## Welding Students

The East Liverpool office has really grown this year! The number of students we serve has increased, but more importantly, the services they receive has expanded. In January of this year, we started a new program that was piloted in East Liverpool for students to be able to obtain an Industry Recognized Credential Seal. Several students completed this pilot program by earning twelve points. They were enrolled in such classes as safety, industry fundamentals, and AC/DC electricity. The Ohio Department of Education recognizes this with a seal that is adhered to the student's diploma. This will provide greater opportunities for our students. It is our goal to grow this forward looking program to benefit more of our students.



## Kids in Flight

For the last two years Quaker Academies have posted the opportunity to learn to fly. This year we had a few students, in middle school and high school, participate in the activity.

This not only is a chance of a lifetime, but also an opportunity to change lives.

"Flew a plane. Best moment of my life, my entire perspective has shifted." Grayson Kemp.

Grayson has also investigated other avenues in which he will be able to use his flight experience in the future.

Another family, Daniel, Ben, and Nathaniel Willems, also participated in the class and all three young men were able to experience a solo flight. This has led one to intensify his ambition to become a para-rescuer with the Air Force.

All the students enjoyed the opportunity and have agreed it was a great learning opportunity.





## Equestrian Sports

Emily Craft and her horse, Good Miss Cadillac, show in all around events. All around events consist of showmanship, horsemanship, western pleasure, trail, English equitation, Hunt seat, and halter. Good Miss Cadillac, aka Frosty, have been a team since June. This year they will compete at the American Roan Horse Association World Show in July and the All American Youth World Show in August.



## Raising Quail

Alison, her brother Grayson, and mother set about in the fall to raise quails. They started the process with eggs and an incubator, continued to build an outdoor space for them and now have a small and a very cute bevy of quails. These have become pets and a learning experience for the children. In the photo is Alison and her "special quail" Crooky. Alison says, "Crooky" makes school more fun.

## Positive Behavioral Interventions and Supports



**Denise Grimm**  
*Curriculum Director*

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment. At QDA/QPA, we partner with parents to assist them in teaching responsible

and acceptable behaviors to their children. In schools that use punishment as the only response, students are not taught the skills needed for success. That's where PBIS comes into play.

With PBIS, students are explicitly taught positive behavior strategies. PBIS recognizes that students can only meet behavior expectations if they know what those expectations are. Everyone learns what is considered to be appropriate behavior. Throughout the school day, whether students are working on coursework or they are on Zoom with classmates, they understand how they are to conduct themselves.

PBIS has several important guiding principles:

- Students can learn behavior expectations for different situations.
- Expected behaviors are taught through explicit instruction, with opportunities for students to practice behavior and get feedback.
- Stepping in early can prevent more serious behavior problems.
- Each student is different, so schools need to give many kinds of behavior support.
- Tracking a student's behavior progress is important.
- Schools gather and use data to make decisions about behavior interventions.
- School staff members are consistent in how they encourage expected behavior and discourage misbehavior.

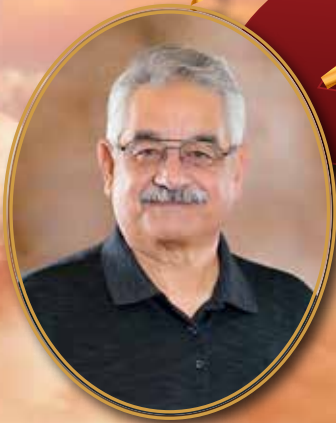
When implemented with fidelity, PBIS improves academic success and school climate. It is used to create positive, predictable, equitable and safe learning environments where everyone thrives. The acronym CARE is being used at QDA/QPA to teach the importance of compassion, accountability, respect, and effort.

Our goal at QDA/QPA is to utilize PBIS so that students may experience behavioral, social, emotional, and academic success. ■

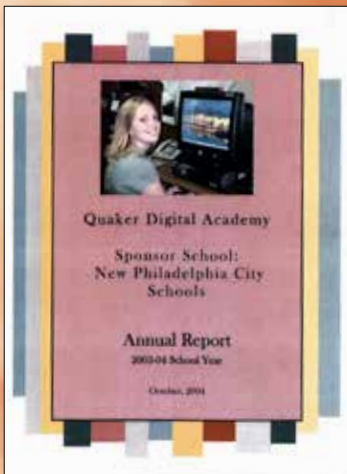


*Celebrating*

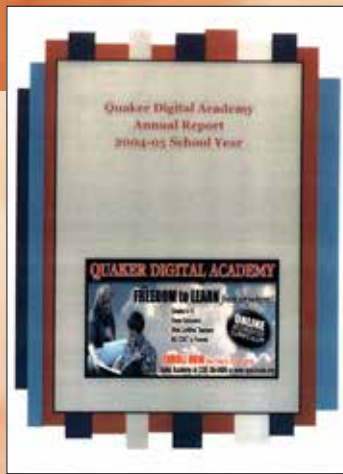
**20 YEARS**



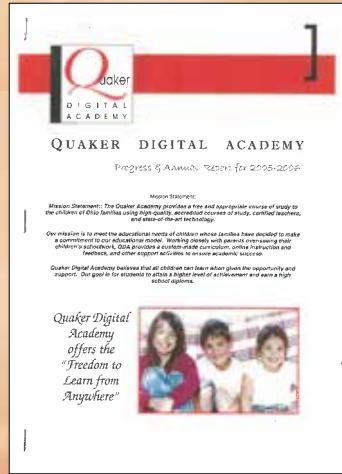
Dr. Richard Varrati



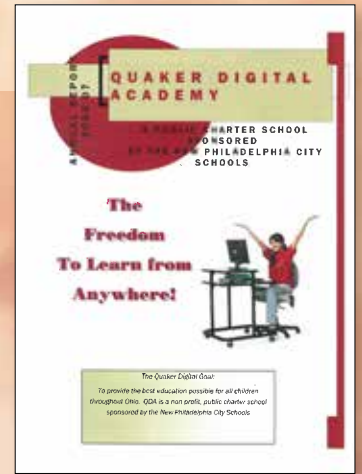
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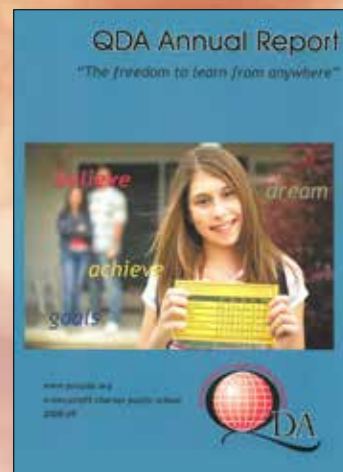
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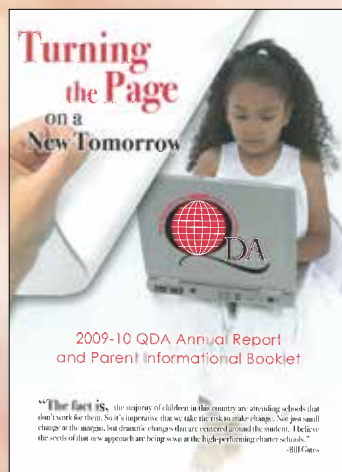
2006-07



2007-08



2008-09



2009-10

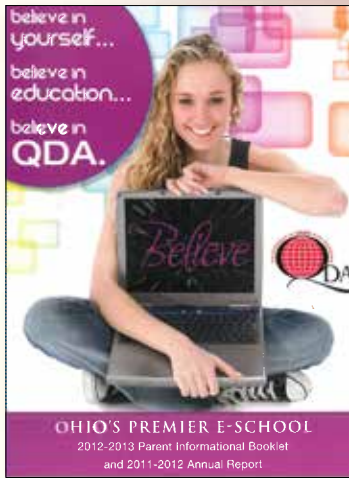


2010-11

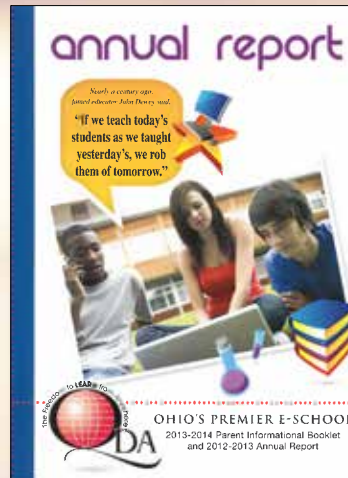


# Quaker Academies

## Ohio Online Education



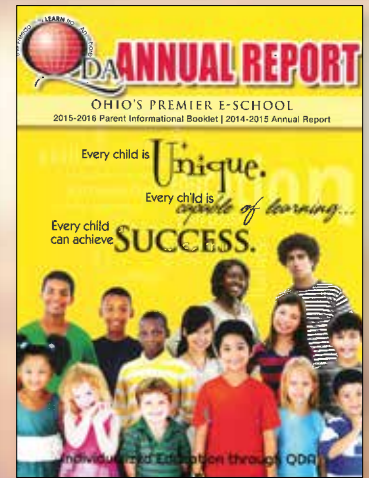
2011-12



2012-13



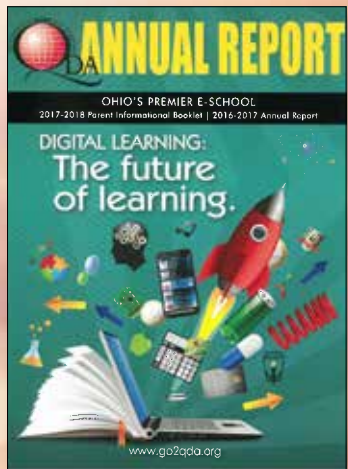
2013-14



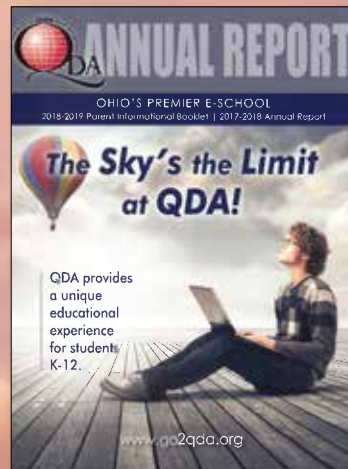
2014-15



2015-16



2016-17



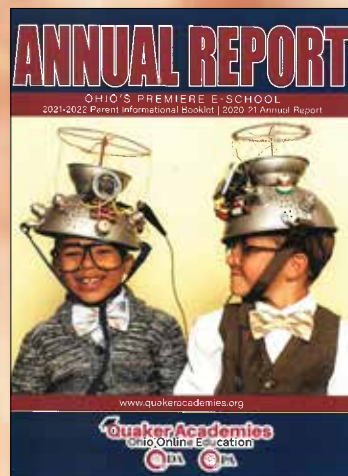
2017-18



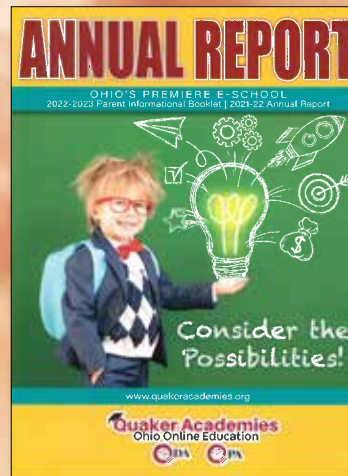
2018-19



2019-20



2020-21



2021-22



2022-23





### The Family Reading Festival

The 22nd annual Family Reading Festival was held on November 5, 2022. The theme was "Get Wild About Reading!" Children throughout the county, ages birth through 8th grade, were invited to enjoy the love of reading through fun activities and events!



### Community Friends

As a means to helping others, Quaker Academies sent out hats, scarves, gloves, and hats at Christmas time to help with the winter weather in Ohio.

### Steubenville "Back-to-School Bash"

On Tuesday, August 16th, 2022, the Steubenville staff invited all returning Quaker Academy students, along with new enrollments to a "Back-to-School Bash". The event was held at Jim Wood's Park in Steubenville, Ohio. The event was also open to any family in need of free school supplies and questions regarding Quaker Academies Online Schooling.

The event had a fun carnival atmosphere of games, food, prizes, and a small water park to cool off in the summer heat. Families were able to gather information regarding the upcoming school year, along with getting free school supplies for their children.

The event was well-attended and families really enjoyed the afternoon. A lot of families were very thankful for the event when they expressed themselves to staff during or when leaving the event.

A special thanks to Beth Powley, Robin Ludwig, and Breanna Barton for their hard work and presence at the event.



### Edupaloosa - East Liverpool Office

QDA held its annual Back to School Bash during the month of August (2022), in downtown East Liverpool, Ohio. During this event, we were happy to be able to distribute 400 stocked bags to students in the Columbiana County area. We were excited to have the help of QDA alumni at the event. The bags that were distributed contained donated items such as pencils, glue, rulers, crayons, scissors, notebooks, folders, highlighters, and colored pencils. Through a partnership with The Way Station, local churches, and a grant from the Walmart Distribution Center, this event has been a big success in breaking down barriers for local students in Columbiana County.



The East Liverpool Office received a grant to provide 400 bags full of school supplies, to local students. With the help of The Way Station and The Salvation Army, all bags quickly found new owners and the students were able to start the school year off with one less barrier.

*Student Activities...*

### Candy Crawl at New Towne Mall in New Philadelphia

Quaker Academies participated in the mall-wide trick or treat on Thursday, October 27, 2022. Dinosaurs, princesses, scarecrows, villains, and super heroes lined up to collect candy throughout the mall. National Honor Society student Sayje Hill and National Junior Honor Society Member Dani Hobart volunteered to help with the event. There were many thankful children with full bags and smiles at the end of the night.





# National Honor Society Ceremony



On Thursday, May 11, 2023, Quaker Academies proudly inducted 18 new members into the National Honor Society and 3 new members into the National Junior Honor Society. Dr. Richard Varrati, Ed.D., CEO, welcomed inductees, guests, and family members, followed by the Pledge of Allegiance, and introduction of board president, Mr. Gil Snyder and board member, Mrs. Vickie Wittkop.



***Aletheia Brooks does historical interpretation as a reenactor in the 1940s period. She is being pinned by current NHS member Sayje Hill.***

Mrs. Debra Kennedy, Superintendent, was the master of ceremonies, and introduced the lighting of the candles led by NJHS member Ethan Ernst: scholarship, NJHS member Veronica Vaughan: service, NHS member Sayje Hill: leadership, NHS member Kameron Rufener: character, and NJHS member Gideon Rufener: citizenship. A group recitation of the pledge was completed on stage.

The following students were inducted into the National Honor Society:

Parker Agnew, Mateo Ajanel, Aletheia Brooks, Robert Brown, Joan Calerhead, Brylee Clapham, Elizabeth Desser, Evan Ernst, Kai Flinner, Dani Hobart, Abigail Hobbs, Jillian Huff, Marshall Miller, Sophie Quinn, Lincoln Rufener, and Ba'al Stewart. Current members pinned the new members and a family tradition was passed on as Kameron Rufener pinned her brother Lincoln Rufener and Ethan Ernst pinned his brother Evan Ernst.



***NJHS member Gideon Rufener pinning his little sister Ariela Rufener as she joins NJHS***

National Junior Honor Society inducted new members Jillian Mueller, Ariela Rufener, and Ava Shadle. Current members pinned the new members with Gideon Rufener pinning his sister Ariela. The new NJHS members recited the pledge together on stage.

A welcome reception was held in the gym following the ceremony with cupcakes and cookies. ■



***QDA National Honor Society advisor, Mrs. Aksterowicz, introduces her student, Ava Shadle. Ava has a 4.0 GPA, is actively involved in school clubs, volunteers, and enjoys rock climbing in her free time.***



***QDA and QPA NJHS inductees recite the National Junior Honor Society pledge***



# 2022-2023 Field Trips

## Cincinnati Museum of Natural History & Science

On Friday, March 3, 2023, approximately 90 of our Quaker Academies family members traveled to the Cincinnati Museum Center. It was a fun day with many interactive activities, as well as historical and scientific lessons to be learned. We visited the Cincinnati History Museum, the Museum of Natural History and Science, as well as the Children's Museum. Our families enjoyed participating in the activities, as well as interacting with other QA families. It was a fun day for all.



◀ **Leah and Alexander Sanford being news anchors at the interactive portion of the Cincinnati History museum.**

**A group of our hockey players involved in the interactive portion of the Natural History and Science museum.**



◀ **Mrs. Feller and Ms. Gautier with Emily and Jane Sanford in the Children's museum.**

## Cleveland Charge Anti-Bullying February Field Trip

On Wednesday, February 8 at The Wolstein Center at Cleveland State University, students were able to experience a pro basketball game atmosphere w/ much delight and enthusiasm. Students cheered as the Cleveland Charge players made a 3 point shot or a high-acrobatic slam dunk. During the time-outs and haltime, the Cleveland Charge Crew had Anti-Bullying activities and discussions to help students have the courage to stand up and be a leader to anti-bullying.



Each student was rewarded with a Cleveland Charge String-Drawn Bag as they entered the arena. The bag contained an activity "Respect" workbook and other items such as crayons, pens, etc.

The first half favored the Cleveland Charge with a 0 - 51 halftime lead. However, events changed in the second half and the Cleveland Charge were defeated by a score of 122-112.

## KSU Full Steam Ahead with Mister C



What a great experience was had by our students and family members as we experienced Mister C and his amazing experiments. Not only did he teach us about steam through experiments, he incorporated music, humor, and interactive opportunities. He used dry ice to show how the difference in air temperature affects barrels. He also used hot air to inflate a very large balloon that ended up in the rafters. He ended the show by using a leaf blower and blowing toilet paper into the audience as giant streamers. The students will remember the lessons learned here for a lifetime.

## Roscoe Village Fall Field Trip

Quaker Academies students and families stepped back in time as they visited the 1830s canal town called Roscoe Village. The day started with students visiting a one-room schoolhouse, Dr. Johnson's office, and one of the oldest buildings in Roscoe, The Craftsman House, built in 1825. Next, students ate lunch as they floated down the canal on the Monticello III Canal boat pulled by draft horses, Diesel and Tim. There was lots of creativity as students designed a leather punch bookmarker and participated in candle dipping the old-fashioned way, one dip at a time. The day ended with a scavenger hunt through the Johnson-Humrickhouse Museum displaying American Indian, Chinese, and Japanese artifacts, and a better understanding of what life was like in this 1800s Ohio-Erie canal town.





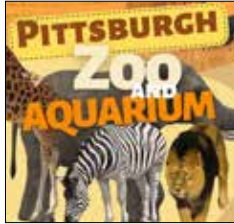
## KSU Dr. Seuss Christmas

In December 2022, we went to the Kent State at Tuscarawas Performing Arts Center to watch *A Seussified Christmas Carol*. The show told the story of *A Christmas Carol* by Charles Dickens in a modern rhyme. We saw the Ghosts of Christmas Past, Present, and Future, and all of our favorite characters from the story. A fun time was had by all while we watched and laughed along with the show!



## Pittsburgh Zoo and Aquarium

On May 19, 2023, we visited the Pittsburgh Zoo & Aquarium as a field trip. We had a big group of students, their families, and staff members join in on the fun. Everyone got to see many animals and spend time together. It was a warm day, though a bit rainy, and most of the animals were out in their habitats since the weather was fair. The two favorite sights were the new Leopard cubs and the new baby Gorilla.



## Ramseyer Farm



On September 28, 2022, the staff and families of Quaker Academies went to Ramseyer Farms in Wooster, Ohio. We enjoyed the crop stop hayride, picking our own pumpkins off the vine, and an educational Ohio corn maze as a group. After these activities, families and staff were able to enjoy over 50 farm activities at Ramseyer Farms. There was barnyard basketball, a bubble barn, country coasters, farm animals, a corn barn, a tire playground, and much more! The students and their families along with the staff enjoyed our time

at Ramseyer Farms this year. It was nice to spend time together and enjoy a nice Fall day at the farm!

## 2023-24 FIELD TRIPS

*Dates are Tentative*



### September 2023 Ramseyer Farm

4000 Ramseyer LN., Wooster, OH



### October/November 2023 Deerassic Park

Cambridge, OH



### March 2024 Cleveland Museum of Natural Science

Cleveland, OH



### May 2024 Columbus Zoo

Columbus, OH

# tech updates



**Mike Ciereszewski**  
*Director of Technology*

During the early years of Quaker Digital Academy (QDA) students were provided a desktop computer, monitor, keyboard, mouse, and books. Due to the bandwidth limitations at the time (almost all of our students were using Dial-Up Internet), the online portion of QDA was fairly limited to text. The changes in technology affecting our students from 2003 to today are far and wide, but here are few key turning points that have shaped QDA's technology and the student experience:

- In 2008, students and staff were provided a Google for Education account. At the time, this was a revolutionary product that gave users access to email, online storage, and a calendar at no cost.
- In 2009, QDA moved to its current office location in New Towne Mall in New Philadelphia, OH. The new office location allowed us to have our own technology center to host various web services. The first web resource hosted at our new location was a student learning management system. This site was custom developed and every student logged into this system to access resources and their coursework.
- In late 2009, QDA purchased its first one hundred laptop computers. These "semi-rugged" devices weighed over ten pounds and were made of steel.
- In early 2016, QDA moved its web services from onsite to the "cloud" to improve reliability and performance. As a result, uptime has consistently remained over 99.9%.
- Also, in 2016 QDA began transitioning students from Windows Laptops and Desktops to Chromebooks.
- In 2017, QDA moved to a new student information system called Maestro SIS by Bocavox. This change combined multiple systems into one platform, streamlining the application process through graduation. Students and their parents/guardians use this platform for almost everything. Now, from the application process through graduation; students and their parents/guardians use this platform for almost everything.
- In 2020, COVID drastically altered the way we communicate. QDA implemented a web-based phone system so staff members can call/text from anywhere. QDA also implemented Zoom so students and staff can video conference.

Currently over 50% of the visits to our website are done using a mobile device. The capacity of cell phones goes far beyond making calls, texting, and making computations. We constantly review the changing power of technology and ponder how we will best use it in the future. ■

# Special Services

## Child Find

Federal, state, and local regulations require all Ohio schools to conduct annual child find activities. Child Find is the process of locating, evaluating, and identifying children with suspected disabilities who may be in need of special education and related services.

### What is the Purpose of Child Find

- To promote public awareness of disabilities.
- To alert parents, professionals, and the public to children who may have special needs.
- To assist school districts in finding children who may have disabilities and who otherwise may not have come to their attention.
- To enable children and families to receive the special education and related services that are needed.

### What does a Disability Mean?

For ages three through five – A documented deficit in one or more of the following developmental areas: communication, vision, hearing, motor skills, social emotional/behavioral functioning, self-help skills, and/or cognitive skills. For ages five through twenty-one – A disability, in this instance, means such conditions as autism, deaf/blindness, multiple disabilities, deafness/hearing impairment, orthopedic impairment, visual impairment/blindness, specific learning disabilities, preschoolers with a disability, emotional disturbance, cognitive disabilities, speech and language impairments, orthopedic and other health impairments or traumatic brain injury.

### Under Section 504

In addition and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment of 2008, Quaker Academies is participating in Child Find efforts to locate, evaluate, and identify all children who have a mental or physical impairment that substantially limits a major life activity who, may because of disability, needs or is believed to need special education, related services or aids or accommodations/modifications. If a parent or guardian suspects that a child may be eligible under this federal definition, please contact the Director of Student Services office.

### Who Can Help?

Parents, relatives, public and private agency employees, and concerned citizens are used to help school districts find any child, ages three through twenty-one, who may have a disability and need special education and related services. Additional information can be obtained by contacting the Director of Special Services, Elaine Karp, at [KarpE@go2qda.org](mailto:KarpE@go2qda.org).

### Tips For Parents

Here's a list of popular resources and apps to help students along their educational journey.

- **ClassDojo** is a distance learning app that allows students, teachers, and families to stay connected digitally through photos, videos, and messages about what they're learning together and at home.
- **Kahoot!** is a free game-based learning platform that lets your students grow academically through fun interactive games. Games are categorized by level and subject, so you can recommend games based on your individual students' needs.
- **Padlet** can help your classroom share answers and information by using a digital bulletin board to which every student can see and contribute.
- **Flipgrid** is a website that allows you to create "grids" to lead video discussions with your students. Each grid is like a message board where you can pose questions and then have students post video responses for their classmates to watch and for you to respond.
- **Audiobooks** are perfect for students who are learning reading skills, allowing them to follow along independently while you're teaching remotely.
- **Word prediction software** can help special needs students engage with writing assignments on their own. While various word prediction programs exist, you can find specific ones to help your students with dyslexia, motor skill issues, spelling difficulties, and more.
- **Tutor Me-** a 1:1 online tutoring with a live instructor is available at Quaker Academies
- **One to One** tutoring with Intervention Specialists
- **Freckle-** is available and helps students practice academic skills
- **Exact Path-** students will get a personalized learning path to reinforce skills.
- **Collaborate with Your Therapists-** Service providers such as speech occupational and physical therapists will work with your students. Parents should plan schedules to accommodate all of their services.



**Elaine Karp**

*Director of Special Services*

# Testing



## 2022-2023 Test Results



**Kim Harriman**  
Testing Coordinator

**KEY:**

**RED:** Needs significant support to meet state standards in academic achievement.

**YELLOW:** Needs support to meet state standards in academic achievement.

**GREEN:** Meets state standards in academic achievement.

**BLUE:** Exceed state standards in academic achievement.

**PURPLE:** Significantly exceeds state standards in academic achievement.



### Ohio's State Tests Science

Grades Tested: 5, 8

Tests Taken: 26 Date Last Taken: 05/05/2023



Percent	42%	19%	15%	15%	8%
Count	11	5	4	4	2



### Ohio's State Tests Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 85 Date Last Taken: 05/05/2023



Percent	65%	19%	13%	4%
Count	55	16	11	3



### Ohio's State Tests ELA

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 94 Date Last Taken: 04/28/2023



Percent	33%	20%	24%	17%	5%
Count	31	19	23	16	5



## 2022-2023 Test Results



### Ohio's State Tests Science

Grades Tested: 5, 8, 10,11,12,9

Tests Taken: 324 Date Last Taken: 05/05/2023



Percent	48%	29%	15%	6%	2%
Count	155	94	49	19	7



### Ohio's State Tests Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, 10,11,12,9

Tests Taken: 659 Date Last Taken: 05/05/2023



Percent	77%	15%	5%	2%
Count	509	102	33	12



### Ohio's State Tests Social Studies

Grades Tested: 10,11,12,9

Tests Taken: 484 Date Last Taken: 05/05/2023



Percent	21%	40%	32%	5%	2%
Count	100	193	155	24	12



### Ohio's State Tests ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 10,11,12,9

Tests Taken: 439 Date Last Taken: 04/28/2023

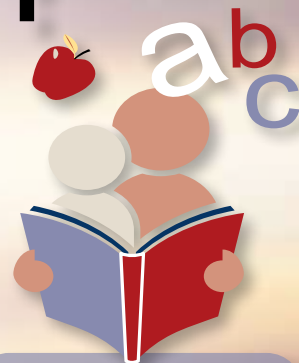


Percent	46%	32%	14%	5%	2%
Count	203	142	60	24	10





# did you know?



**Colleges  
2023  
Graduates  
will be  
Attending:**

- Bowling Green State University
- Ohio University
- KSU at Tuscarawas
- KSU at Stark
- Stark State College
- Eastern Gateway Community College
- University of Akron

## School Mission

Quaker Academies will enhance and facilitate student learning by combining state-of-the-art digital curriculum and instruction with access to local school resources that complement that instruction and prepare students to become lifelong learners and productive citizens.

**1450** Total Graduates  
as of 6/7/23

**132** 2023 Graduates  
as of 6/7/23



## School Vision

Quaker Academies engage students to become their own advocates in education through high expectations and goal setting and help instill in the enjoyment and commitment to continuous learning throughout one's lifetime.

**3**

**Three Different Curriculum Available - Edmentum, Edgenuity, Lincoln QDA/QPA offers:**

- General Education
- College Credit Plus
- Many World languages, including Rosetta Stone



**Number of  
CCP Students:**

**8**

- KSU at Tuscarawas
- KSU at East Liverpool
- Walsh University
- University of Akron Wayne Campus

**87%**

**of the  
Senior Class  
Graduated  
in 2023**  
as of 6/7/23

**2022-23 Adult  
22+ Program**

**5**

**GRADUATES**

**Quaker Academies**  
Ohio Online Education



**EAST LIVERPOOL, OH**  
108 East 5th Street  
East Liverpool, OH 43920  
Ph: 330-365-5660  
Toll Free: 1-877-342-7167

**STUEBENVILLE, OH**  
2228 Sunset Blvd., Suite 2B  
Steubenville, OH 43952  
Ph: 330-365-5630  
Toll Free: 1-877-427-2863

**NEW PHILADELPHIA, OH**  
New Towne Mall  
400 Mill Ave. SE, Suite 901  
New Philadelphia, OH 44663  
Ph: 330-364-0618  
Toll Free: 1-866-968-7032



1-866-968-7032 ■ [www.quakeracademies.org](http://www.quakeracademies.org)





<b>Assumptions</b>								
	<b>Actual</b>			<b>Forecasted</b>				
	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
<b>Staffing/Enrollment</b>								
Total Student FTE	440	543	624	674	730	785	855	925
Instructional Staff	49.00	42.00	43.00	48.00	50.00	50.00	50.00	50.00
Administrative Staff	22.00	18.00	17.00	16.00	17.00	17.00	17.00	17.00
Other Staff	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00
<b>Purchased Services</b>								
Rent	\$ 100,112.31	\$ 61,969.81	\$ 110,762.89	\$ 109,406.07	\$ 110,000.00	\$ 110,000.00	\$ 110,000.00	\$ 110,000.00
Utilities	65,371.18	46,994.18	45,446.26	50,000.00	63,000.00	63,000.00	63,000.00	63,000.00
Other Facility Costs	16,681.04	31,644.01	27,559.66	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Insurance	23,579.00	26,170.00	28,163.00	29,000.00	29,000.00	29,000.00	29,000.00	29,000.00
Management Fee	-	-	-	-	-	-	-	-
Sponsor Fee	100,569.92	117,773.63	127,310.93	130,000.00	130,000.00	144,000.00	158,000.00	171,000.00
Audit Fees	-	-	-	-	-	-	-	-
Contingency	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-
Legal	2,468.50	8,965.00	9,065.00	7,500.00	5,000.00	5,000.00	5,000.00	5,000.00
Marketing	-	-	-	-	-	-	-	-
Consulting	240,376.96	146,460.38	106,647.76	110,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Salaries and Wages								
Employee Benefits								
Special Education Services	43,050.38	22,794.10	79,970.05	80,000.00	90,000.00	90,000.00	90,000.00	90,000.00
Technology Services								
Food Services								
Other	948,394.71	933,626.75	996,670.22	1,110,000.00	1,130,000.00	1,130,000.00	1,130,000.00	1,130,000.00
<b>Total</b>	<b>\$ 1,540,604.00</b>	<b>\$ 1,396,397.86</b>	<b>\$ 1,531,595.77</b>	<b>\$ 1,655,906.07</b>	<b>\$ 1,617,000.00</b>	<b>\$ 1,631,000.00</b>	<b>\$ 1,645,000.00</b>	<b>\$ 1,658,000.00</b>
<b>Financial Metrics</b>								
Debt Service Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	0.00%	23.41%	14.92%	8.01%	8.31%	7.53%	8.92%	8.19%
Growth in New Capital Outlay	0.00%	-87.12%	90.98%	98.75%	0.00%	0.00%	0.00%	0.00%
Growth in Operating Receipts	0.00%	8.52%	10.64%	8.20%	9.15%	6.43%	7.69%	7.14%
Growth in Non-Operating Receipts/Expenses	0.00%	51.50%	33.11%	55.71%	-56.18%	0.00%	0.00%	0.00%
Days of Cash	0.83	0.81	0.86	0.85	0.96	0.98	1.04	1.14
<b>Assumptions Narrative Summary</b>								
<b>Fiscal Year 2023-2024 Projected Debt</b>								
The only debt held by QDA is due to the clawback.	<b>Description</b>	<b>Beginning Year Balance</b>	<b>Principle Retirement</b>	<b>Interest Expense</b>	<b>Ending Year Balance</b>	<b>Debitor/ Creditor</b>		
	FTE Review	\$ 663,950.12	\$ 331,974.96	\$ -	\$ 331,975.16	ODE	Will be paid back 06/30/2025	
	Loan A - PPP Loan		\$ -	\$ -	\$ -			
	Loan B	\$ -	\$ -	\$ -	\$ -			
	Line of Credit	\$ -	\$ -	\$ -	\$ -			
	Notes, Bonds	\$ -	\$ -	\$ -	\$ -			
	Capital Leases	\$ -	\$ -	\$ -	\$ -			
	Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -			
	<b>Total</b>	<b>\$ 663,950.12</b>	<b>\$ 331,974.96</b>	<b>\$ -</b>	<b>\$ 331,975.16</b>			

<b>STATE FOUNDATION:</b>							
The enrollment is projected to increase slightly between fiscal year 2024 and 2028. The estimated increase was calculated using the annual amount per student times the corresponding (FTE evaluation) increase in enrollment. The increase in Foundation Revenue is due to the adoption of HB110. The calculations are as follows:							
	FY23	FY24	FY25	FY26	FY27	FY28	
Prior Year total Foundation (A)	\$ 3,602,272	\$ 4,149,994	\$ 4,469,793	\$ 4,827,969	\$ 5,179,748	\$ 5,627,467	
Revenue Per Student	\$ 7,350	\$ 7,352	\$ 7,352	\$ 7,352	\$ 7,352	\$ 7,352	
FTE percentage	92%	87%	87%	87%	87%	87%	
Projected increase in revenue for each student	\$ 6,762	\$ 6,396	\$ 6,396	\$ 6,396	\$ 6,396	\$ 6,396	
Projected increase year-over-year per student - Actual Attended	81	50	56	55	70	70	
Expectation of Increase in revenue (B)	\$ 547,722	\$ 319,799	\$ 358,175	\$ 351,779	\$ 447,719	\$ 447,719	
Foundation Revenue Posted to 3110	\$ 4,149,994	\$ 4,469,793	\$ 4,827,969	\$ 5,179,748	\$ 5,627,467	\$ 6,075,186	
Foundation Revenue Posted to 3218 - (Student Wellness)	\$ 175,916	\$ 175,916	\$ 175,916	\$ 175,916	\$ 175,916	\$ 175,916	
ODE Community School Pilot Program	\$ 238,658	\$ 238,658	\$ 238,658	\$ 238,658	\$ 238,658	\$ 238,658	
Posted to Purchased Services (479):							
FY16 FTE Adjustment (Total \$1,991,849.76) began in 2020	\$ (331,975)	\$ (331,975)	\$ (331,975)	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ (331,975)	\$ (331,975)	\$ (331,975)	\$ -	\$ -	\$ -	
Net Foundation	\$ 4,232,593	\$ 4,552,392	\$ 4,910,568	\$ 5,594,322	\$ 6,042,041	\$ 6,489,760	
<b>CHARGES FOR SERVICES:</b>							
Charges for Services consist of Tuition related fees. These fees vary based on the needs of the students.							
<b>SALARIES AND WAGES:</b>							
In fiscal year 2024, salaries are calculated using the board adopted schedule. From 2025 to 2028, the increase is calculated at 3% each year.							
As noted in the Budget, Administration is not hired by grade level. They are hired based on need; 16 administrators manage the entire entity. There are 7 positions listed in the other category including computer recovery and custodial.							
<b>EMPLOYEE RETIREMENT AND INSURANCE:</b>							
During fiscal year 2024, the health insurance increase is 6.9%. The increase in all future years are calculated at an estimated 8% increase. The remaining retirement and benefits are calculated as a percentage of the salaries.							
	FY24	FY25	FY26	FY27	FY28		
Salaries	\$ 2,943,865	\$ 3,032,181	\$ 3,123,147	\$ 3,216,841	\$ 3,313,346		
Benefits @ 16% of salaries	\$ 471,018.47	\$ 485,149.02	\$ 499,703.50	\$ 514,694.60	\$ 530,135.44		
Pickup on CEO and Treasurer	\$ 35,055.22	\$ 36,106.88	\$ 37,190.08	\$ 38,305.79	\$ 39,454.96		
Annual Health Insurance	\$ 389,182.48	\$ 420,317.08	\$ 453,942.44	\$ 490,257.84	\$ 529,478.47		
Annual Life Insurance	\$ 1,003.38	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00		
Total Estimated Benefits:	\$ 896,259.55	\$ 942,672.98	\$ 991,936.02	\$ 1,044,358.23	\$ 1,100,168.86		
<b>PURCHASED SERVICES:</b>							
The FY23 actual amount is used to project throughout the forecast. Also, Audit Fees are listed in the USAS Manual under the 800 Object code. They are not included in purchased services.							
During 2024, we have planned expenditures in Purchased Services to enhance our Curriculum due to the ESSER funding. The fluctuation fiscal year 2021 to 2024 in Consulting includes those expenditures.							

<b>SUPPLIES AND MATERIALS:</b>								
The fluctuation fiscal year 2021 to 2024 in supplies includes monies spent using ESSER dollars. Supplies and materials are projected to remain constant throughout fiscal years 2025 to 2027 at approximately \$100,000 per year.								
<b>CAPITAL OUTLAY:</b>								
All equipment costs are shown under the 600 expense code.								