



New Philadelphia City Schools

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To: Ohio Department of Education
Department of Community Schools

From: New Philadelphia City Schools

Re: 2016-2017 Ohio Community School Sponsor Annual Report
Quaker Digital Academy (000241)
Sponsor School: New Philadelphia City Schools (044487)

Date: November 27, 2017

DESCRIPTION

Quaker Digital Academy (000241) was as a classified Drop Out Recovery School, but lost that designation in December 2016 due to the student population of 16 -22 year olds being below 50%. Therefore, Quaker Digital Academy was given a standard school report card for the 2016 - 17 school year and is sponsored by the New Philadelphia City Schools 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 the 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 in need in the areas of reading and mathematics.

Assessment of legal compliance for 2016-2017. Rating are listed by area:

Academic Performance

Compliance Rating: 2 – Did Not Meet

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 their goal is to advance each individual student to a higher level of performance.

Quaker Digital Academy students participated in the Fall 2016, Spring 2017 and Summer 2017 administrations of the OST, OGT, MAP, KRA and other state mandated assessments as required by Ohio Department of Education.

Quaker Digital Academy report card for 2016-17 can be found on the ODE website and is attached to this report. Tutoring services are provided for students that need assistance in the areas of Mathematics, Language Arts and Reading. Quaker Digital Academy utilizes Study Island, Lexia Learning and Kuder to strengthen students' academic needs in core academic areas.

Quaker Digital Academy lost their Drop Out Recovery School Status for the first time and received a traditional school report card for the 2016-17 school year. This greatly affected their academic performance and ranking as the student population did not significantly change.

Quaker Digital Academy received a component rating of F. It did receive a D in the performance index with a 54.5%. In closing the Gap component it received an F. K-3 Literacy component it received a NR. Under the Graduation component, which looks at students who are successfully finishing high school with a diploma in four or five years, QDA received an F rating. *In reviewing the graduation trend, QDA showed a 10.8 % growth on students graduation from 2015 (30.1%) to (41.9%) in 2016. QDA did have 100% of their third graders that met the Third Grade Reading guarantee requirements for promotion to 4th grade. This past year's report card is not indicative of the help and success of the QDA student when it is compared to a traditional school since it has been operating as a Drop-Out Recovery school for the past 12 years.* The student population is still an at risk population and when rated as a DOPR school, QDA exceeds or meets all standards and ratings. QDA has reapplied for its DOPR status for the 2017-18 school year. However, to help meet student needs, QDA has expanded its tutoring program and is providing supportive online programs to students to help them meet academic requirements. QDA staff and administrators have attended professional development to strengthen their knowledge and expertise on delivering and working in the online environment. It is working with its curriculum providers to develop pre-assessments that lead to specialized curriculum to address students' individual needs.

The above rating of Quaker Digital Academy was based on data provided by the Ohio Department of Education Report Card that was issued to the school and other academic performance measures like NWEA MAP and Graduation Rates.

Fiscal Performance

Compliance Rating: 4 – Met

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 (Academy) has a Board of Directors consisting of five members that are approved by the Sponsor Board. The Board meets quarterly to provide oversight for the Academy. As oversight, the Board reviews and approves the financial reports, budgets and the five year forecast. They also establish policy and procedures to provide guidance and expectations to the Superintendent and Treasurer. The Board of Directors meeting agenda includes a Report of the Treasurer and Superintendent/CEO that includes management recommendations.

Additionally, The Academy is audited by the Auditor of State of Ohio. They audit the books and records to ensure compliance with laws as well as fiscal stability. As of November 2017, the fiscal year 2017 audited financial statements are not completed. The fiscal year 2016 audit report was issued with an unqualified opinion stating that the financial statements are fairly presented and without material misstatement. However, there were four items noted in the schedule of findings which the Academy provided a response and a correction. The first finding noted non-compliance with tracking on-line and non-computer based learning opportunities. The finding referred to tracking the number of hours each student spent working on coursework. This is a monumental task due to the number of courses and the various curriculum offered by the Academy. The Academy responded to the finding by adopting policy #2370.01 Student Learning Opportunities. In addition, the Academy purchased a student information system that will track the number of hours each student spends on his/her coursework.

The second finding was regarding an elementary curriculum that is not computer based. The Calvert curriculum has been used by the Academy since inception. It was originally approved by the Ohio Department of Education, Office of Community Schools. The Academy responded to the finding with an attempt to explain how the Calvert system is incorporated into each student's education. Calvert expects to be digital in the near future.

The third finding addressed the 105 hour rule of attendance. The Academy adopted a new policy and updated the EMIS calendar.

The fourth and final finding was a result of a test of the Full Time Equivalent status of attendance. The Auditors noted instances where the enrollment date did not coincide with the

student receiving a computer. The Academy responded by implementing a new procedure of enrollment that includes receipt of a computer.

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 five year forecast is attached. The forecast is reviewed and approved by the Academy Board as well as the Sponsor Board.

In summary, the Quaker Digital Academy is financially strong. The Academy has more than a year of cash in reserves. The Superintendent and Treasurer communicate on a daily basis in an effort to be fiscally responsible and make sound management decisions.

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

Organization & Operation

Compliance Rating: 4 – Met

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 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 drop-out recovery school and we feel it will obtain that classification once again during the 2017-18 school year. It services K – 12 student's through-out the State of Ohio. Its educational goal is to provide for the individual needs 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 such as Odyssey, Edmentum, Lincoln Learning, Calvert, and Global Academics. 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 Scantron and MAP to assess student Reading and Mathematics levels. Quaker Digital Academy has met all State of Ohio requirements for providing special education classes and support to students identified as special needs. Quaker Digital Academy has received an "in compliance" rating on special education from Ohio Department of Education. Student services provided by Quaker Digital Academy 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 students IEP's are written to meet the online environment. Quaker Digital Academy assigns an Instructional Supervisor for all students enrolled. 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

to students in Reading and Mathematics. Quaker Digital Academy has conducted all required State assessments. Quaker Digital Academy believes that students should have the opportunity to be exposed to extracurricular activities, schedules academic field trips throughout the school year for students and parents to attend and has an active Junior and Senior High National Honor Society.

The above rating was reached based on Quaker Digital Academy's review of curriculum utilized and the use of supportive software for expanding student learning opportunities. The above rating was also reached based how successfully QDA complied with and executed the educational program defined in the contract.

Legal Compliance

Compliance Rating: 4 – Met

As required by Section 3314.03 of the Ohio Revised Code, Quaker Digital Academy is organized as a nonprofit corporation established 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 makeup of the Quaker Digital Academy Board of Directors meets all provisions of HB 79.

The five voting members of Quaker Digital Academy Board of Directors includes: Perry Hershberger, President, Charles Gil Snyder, Vice President, Agnes Swigart, Greg Goodie and Hugh Berry.

The New Philadelphia City School's Treasurer, Julia Erwin serves as the Treasurer for Quaker Digital Academy. The Treasurer will provide Quaker Digital Academy Financial Statements to the sponsoring school on a monthly basis.

The Board of Directors serve as the ultimate governing authority of Quaker Digital Academy. The role of the governing board encompasses:

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

Quaker Digital Academy has met all legal requirements having updated their charter and operational approval through 2018 from the Ohio Department of Education – Office of Community Schools. In addition, the Quaker Digital Academy utilizes the legal firms of Day Ketterer 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. The sponsor feels all contractual requirements and agreements have been met for the 2016-2017 school year. All necessary paperwork has been submitted to the Ohio Department of Education as required.

The above rating was reached by Quaker Digital Academy having up to date board policies and having legal services provided by Day Ketterer Associates, NEOLA, being part of an e-school legal coalition, and meeting all legal requirements and expectations.

REINFORCEMENT & GROWTH

The Quaker Digital Academy is in full compliance with the New Philadelphia CSD's expectations as the sponsor. The Quaker Digital Academy has multiple strengths and serves its students well. Specifically, The NPCSD would like to commend the Quaker Digital Academy for its tradition of exceeding expectations and standards in Graduation Rates for a Drop Out Recovery School and their increase in their Graduation Rate. As with any strong organization, the Quaker Digital Academy is self-reflective and continually seeks to improve. One growth area would be in student academic performance. The NPCSD is satisfied with the professional development plan and action plan to address the growth area of student academic performance.

SUMMARY

In overview, the operations of Quaker Digital Academy are in full compliance with the sponsor school's expectations. The sponsor feels all contractual requirements and agreements have been met for the 2016-2017 school year. All necessary paperwork has been submitted to the Ohio Department of Education as required.

The organizational standards set by the home district have been effectively met. Communications between sponsor school and Quaker Digital Academy are excellent and on-going. There are monthly meetings between the Sponsor's administration and Quaker Digital Academy administration, as well as routine emails and phone calls. In addition, there is periodic presentation to the Sponsor Board dealing with all aspects of Quaker Digital Academy operation. Financial Statements are provided to the sponsor school on a monthly basis.

Respectfully Submitted by,



David Brand
Superintendent/CEO
New Philadelphia City Schools

Attached: 5 Year Forecast
QDA Report Card
QDA Formal Annual Published Report

FIVE YEAR FORECAST

FY18 - October 2017
IRN No.: 000241
Type of School: Internet/Computer Based

County: Tuscarawas

School Name:
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2013 through 2017, Actual and
the Fiscal Years Ending 2018 through 2022, Forecasted

	Actual					Forecasted				
	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Operating Receipts										
State Foundation Payments (3110, 3211)	\$ 3,518,513	\$ 4,042,526	\$ 4,265,239	\$ 4,206,042	\$ 4,891,374	\$ 3,684,442	\$ 3,660,000	\$ 3,774,375	\$ 3,888,750	\$ 4,003,125
Charges for Services (1500)	-	-	-	103,385	117,221	110,000	110,000	110,000	110,000	110,000
Fees (1600, 1700)	-	-	-	-	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1880, 3190)	78,827	147,382	158,576	91,196	76,105	150,000	150,000	150,000	150,000	150,000
Total Operating Receipts	\$ 3,597,340	\$ 4,189,908	\$ 4,423,817	\$ 4,400,625	\$ 5,064,700	\$ 3,944,442	\$ 3,920,000	\$ 4,034,375	\$ 4,148,750	\$ 4,263,125
Operating Disbursements										
100 Salaries and Wages	\$ 1,091,214	\$ 1,274,772	\$ 1,397,496	\$ 1,492,809	\$ 1,649,486	\$ 1,755,166	\$ 1,901,686	\$ 1,951,686	\$ 2,011,686	\$ 2,071,686
200 Employee Retirement and Insurance Benefits	297,094	350,206	445,143	454,174	526,062	575,000	575,000	575,000	625,000	675,000
400 Purchased Services	1,560,956	1,685,917	1,757,583	1,967,540	1,290,913	1,350,000	1,450,000	1,500,000	1,500,000	1,500,000
500 Supplies and Materials	82,667	86,570	54,811	41,199	123,830	167,500	150,000	150,000	150,000	150,000
600 Capital Outlay - New	104,827	108,102	162,245	106,332	114,361	130,000	135,000	135,000	140,000	150,000
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-	-	-
800 Other	11,682	7,369	10,256	11,589	37,109	30,500	12,000	12,000	12,000	12,000
819 Other Debt	-	-	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ 3,148,440	\$ 3,552,936	\$ 3,827,534	\$ 3,873,643	\$ 3,743,761	\$ 4,008,166	\$ 4,223,686	\$ 4,323,686	\$ 4,438,686	\$ 4,558,686
Excess of Operating Receipts Over (Under) Operating Disbursements	\$ 448,900	\$ 636,972	\$ 596,283	\$ 726,982	\$ 1,340,939	\$ (63,744)	\$ (303,686)	\$ (289,311)	\$ (289,936)	\$ (295,561)
Nonoperating Receipts/Disbursements										
Federal Grants (all 4000 except fund 532)	-	-	-	-	-	-	-	-	-	-
State Grants (3200, except 3211)	-	-	-	-	-	-	-	-	-	-
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-	-	-	-	-
Donations (1820)	-	-	-	-	-	-	-	-	-	-
Interest Income (1400)	-	-	-	2,271	-	-	-	-	-	-
Debt Proceeds (1900)	-	-	-	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	(2,175)	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	-	-	-	-	-	-	-
Transfers - In	12,000	48,500	1,000	30,516	40,000	-	-	-	-	-
Transfers - Out	(48,500)	(1,000)	(30,516)	(40,000)	(5,850)	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ (36,500)	\$ 47,500	\$ (29,516)	\$ (9,388)	\$ 34,150	\$ -	\$ -	\$ -	\$ -	\$ -
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	\$ 412,400	\$ 684,472	\$ 566,767	\$ 717,594	\$ 1,375,089	\$ (63,744)	\$ (303,686)	\$ (289,311)	\$ (289,936)	\$ (295,561)
Fund Cash Balance Beginning of Fiscal Year	\$ 2,075,660	\$ 2,488,060	\$ 3,172,532	\$ 3,739,299	\$ 4,456,893	\$ 5,831,982	\$ 5,768,238	\$ 5,464,552	\$ 5,175,241	\$ 4,885,305
Fund Cash Balance End of Fiscal Year	\$ 2,488,060	\$ 3,172,532	\$ 3,739,299	\$ 4,456,893	\$ 5,831,982	\$ 5,768,238	\$ 5,464,552	\$ 5,175,241	\$ 4,885,305	\$ 4,589,744

Assumptions

Staffing/Enrollment

	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Total Student Enrollment	637	685	655	711	656	600	610	619	638	657
Instructional Staff	38.00	38	38	38.00	38.00	38.00	38.00	38	38	38
Administrative Staff	21.00	21	21	20.00	20.00	20.00	20.00	20	20	20
Other Staff	7.00	7	7	7.00	7.00	7.00	7.00	7	7	7

Purchased Services

	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Rent	\$ 55,786.02	\$ 77,059.95	\$ 96,943.65	\$ 106,561.25	\$ 45,972.29	\$ 114,200.00	\$ 114,200.00	\$ 114,200.00	\$ 114,200.00	\$ 114,200.00
Utilities	34,574.34	43,810.61	50,724.83	52,998.66	60,473.17	83,700.00	83,700.00	83,700.00	83,700.00	83,700.00
Other Facility Costs	1,789.05	1,320.55	1,101.83	1,144.34	691.62	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
Insurance	12,207.00	12,420.00	13,538.00	13,287.00	13,467.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00
Management Fee	-	-	-	-	-	-	-	-	-	-
Sponsor Fee	390,000.00	425,000.00	425,000.00	425,000.00	224,958.49	250,000.00	250,000.00	250,000.00	250,000.00	250,000.00
Audit Fees	9,421.50	5,945.00	6,170.50	7,093.00	15,307.50	16,000.00	16,000.00	16,000.00	16,000.00	16,000.00
Contingency	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-
Food Service	39.87	39.88	39.88	98.31	-	500.00	500.00	500.00	500.00	500.00
Legal	6,018.27	1,175.00	3,234.50	75.00	24,666.75	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00
Marketing	114,558.87	66,236.17	128,736.87	87,015.40	73,508.22	91,554.00	91,554.00	91,554.00	91,554.00	91,554.00
Consulting	-	-	-	-	-	-	-	-	-	-
Total	\$ 624,374.92	\$ 633,107.16	\$ 725,490.06	\$ 693,272.96	\$ 459,045.04	\$ 611,154.00	\$ 611,154.00	\$ 611,154.00	\$ 611,154.00	\$ 611,154.00

Receipts

	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Opportunity Grant per FTE Student	\$ -	\$ 3,810,715.95	\$ 3,974,392.00	\$ 3,916,249.00	\$ 3,372,180.00	\$ 3,684,442.00	\$ 3,660,000.00	\$ 3,774,375.00	\$ 3,888,750.00	\$ 4,003,125.00
Targeted Assistance per FTE Student	-	-	-	-	-	-	-	-	-	-
K-3 Literacy Funding per FTE Student	-	-	-	-	-	-	-	-	-	-
Econ Disadvantaged Funding per FTE Student	-	-	-	-	-	-	-	-	-	-
Career Tech Funding per FTE Student	-	-	-	-	-	-	-	-	-	-
Gifted Funding per FTE Student	-	-	-	-	-	-	-	-	-	-
LEP Funding	-	-	-	-	-	-	-	-	-	-
State Special Education Funding	-	201,611.51	346,865.38	232,197.95	311,722.43	372,865.38	375,000.00	375,000.00	375,000.00	375,000.00
Transportation Funding	-	-	-	16,802.75	14,050.75	14,914.50	15,200.00	15,500.00	15,750.00	16,000.00
Facilities Funding per FTE Student	-	-	-	-	-	-	-	-	-	-
Food Services Receipts per FTE Student	-	-	-	-	-	-	-	-	-	-
Title I-A Allocation per Eligible FTE Student	161,034.83	250,202.35	116,426.34	204,638.71	201,271.28	270,000.00	150,000.00	150,000.00	150,000.00	150,000.00
Title II-A Allocation per Eligible FTE Student	2,399.05	5,706.10	3,963.58	9,884.63	38,827.62	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Title VI-B (IDEA B) Funding	108,225.50	153,807.65	74,417.09	112,704.99	120,678.95	121,000.00	81,000.00	81,000.00	81,000.00	81,000.00
USDOE Competitive Grants	-	-	-	8,272.98	6,230.70	-	-	-	-	-
ODE Competitive Grants	10,820.81	-	-	-	-	-	-	-	-	-
E-Rate Grants	15,169.43	20,226.17	46,564.23	22,461.35	35,085.28	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Board Philanthropic Grants	-	-	-	-	-	-	-	-	-	-
Foundation Grants	28,000.00	-	-	-	779.40	-	-	-	-	-
Other Grants	1,800.00	1,800.00	3,800.00	11,300.00	3,800.00	4,800.00	4,800.00	4,800.00	4,800.00	4,800.00

Disbursements

	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Instruction Percentage of Budget	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Admin/Operations Percentage of Budget	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Instruction Supplies/Tech per FTE Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instruction Supplies/Tech per Teacher	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflation Adjustment for Instruction Staff	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Admin/Ops Staff	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Instruction Sup/Tech	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Admin/Ops Sup/Tech	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Facilities Expenses	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
One-Time Facilities/Utilities Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sponsor Fees (% of State Foundation)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other Unrestricted Expenses / Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Financial Metrics

	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Debt Service Payments	\$ 0.00	\$ 0.00	\$ 0.00	\$ 335.29	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Debt Service Coverage	XXXX	7.54%	-4.38%	8.55%	-7.74%	-8.54%	1.67%	1.48%	3.07%	2.86%
Growth in Enrollment	XXXX	3.12%	50.08%	-34.46%	7.55%	13.68%	3.85%	0.00%	3.70%	7.14%
Growth in New Capital Outlay	XXXX	16.47%	5.58%	-0.52%	15.34%	-22.43%	-0.62%	2.92%	2.64%	2.76%
Growth in Operating Receipts	XXXX	-230.14%	-162.14%	-68.19%	-463.76%	-100.00%	0.00%	0.00%	0.00%	0.00%
Growth in Non-Operating Receipts/Expenses	XXXX	0.66	0.70	0.83	1.02	1.19	1.46	1.37	1.26	1.17
Days of Cash										

Assumptions Narrative Summary

Enrollment is shown using the month of September of each year. However, enrollment fluctuates throughout the school year. For FY17, the enrollment ranged from 613 to 802 children.

QDA has no debt as of 7/1/17.

State Foundation Payments

The decrease from FY17 to FY18 is due to the new FTE requirements. The amount is estimated to decrease by 25%. Due to the FTE adjustments, it is not clear the number of students to use for forecasting purposes. Professional judgment has been used to determine all future ADM.

Employee Benefits Retirement and Insurance

The increase in benefits and insurance is due to an 7.7% increase in health insurance premium in FY18. The increase for FY18 will be 7.7%.

Purchased services

The decrease in purchased services from FY16 to FY17 is due to realigning the curriculum budget.

Capital outlay

All equipment costs are shown under the 600 expense code. Increases in future budgets are due to expected increases in enrollment.

2016 - 2017 Report Card for Quaker Digital Academy

SCHOOL GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

54.5%..... **D**

Indicators Met

0.0%..... **F**

COMPONENT GRADE
F



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value Added

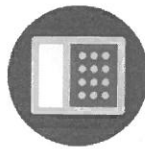
Overall..... **F**

Gifted..... **NR**

Students with Disabilities..... **F**

Lowest 20% in Achievement..... **F**

COMPONENT GRADE
F



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

3.1%..... **F**

COMPONENT GRADE
F



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates

41.9% of students graduated in 4 years..... **F**

38.2% of students graduated in 5 years..... **F**

COMPONENT GRADE
F



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

NC..... **NR**

COMPONENT GRADE
Not Rated



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE
F

Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

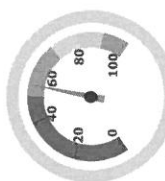
F

GRADE

D

Performance Index

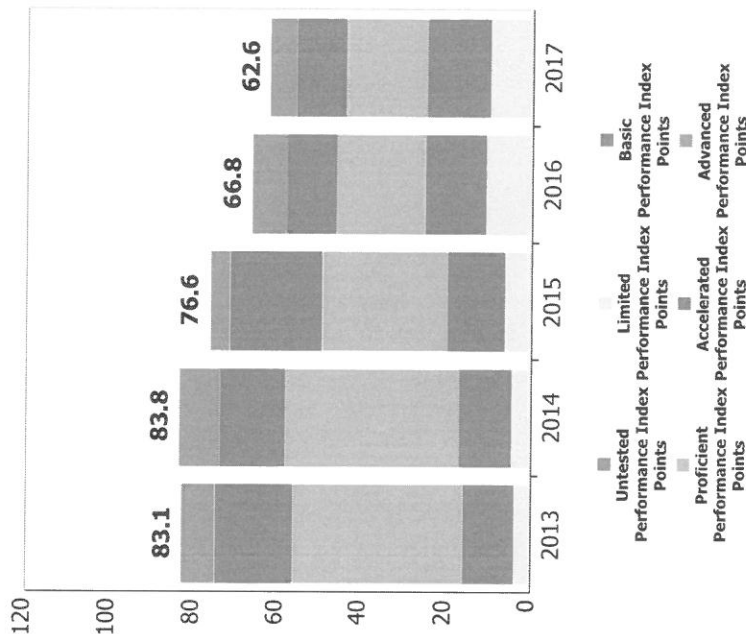
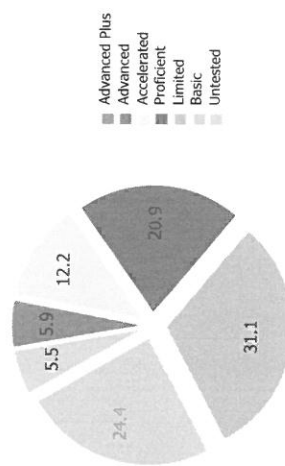
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.



54.5%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students	Points this Level	Points Received
Advanced Plus	0.0	x 1.3	= 0.0
Advanced	5.9	x 1.2	= 7.0
Accelerated	12.2	x 1.1	= 13.4
Proficient	20.9	x 1.0	= 20.9
Basic	24.4	x 0.6	= 14.7
Limited	31.1	x 0.3	= 9.3
Untested	5.5	x 0.0	= 0.0
			65.4



Indicators Met

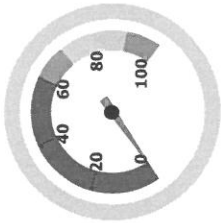
GRADE

F

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

0.0%

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

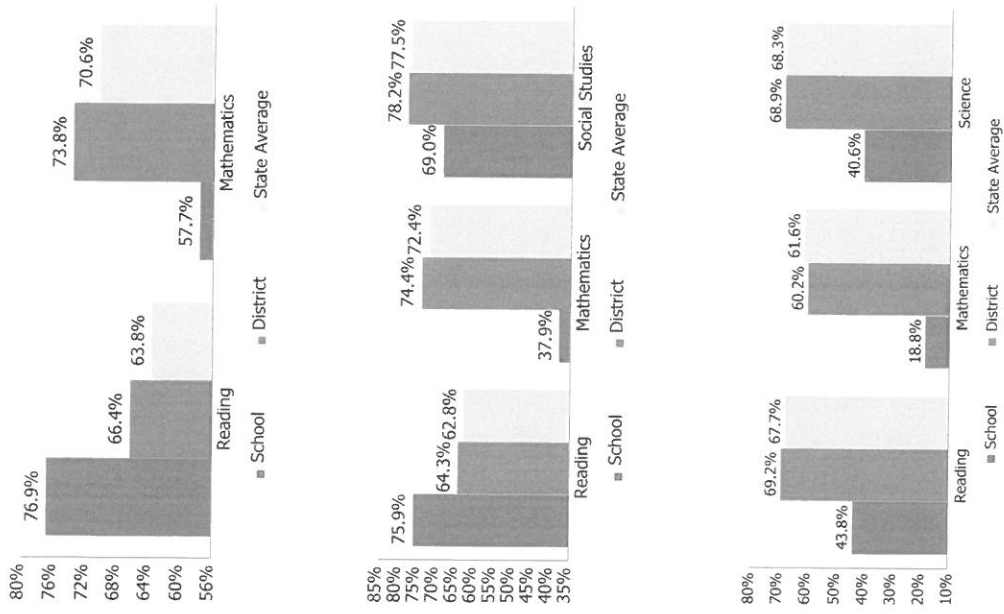


3rd Grade	English Language Arts	76.9%	X
	Mathematics	57.7%	X
4th Grade	English Language Arts	75.9%	X
	Mathematics	37.9%	X
	Social Studies	69.0%	X
5th Grade	English Language Arts	43.8%	X
	Mathematics	18.8%	X
	Science	40.6%	X

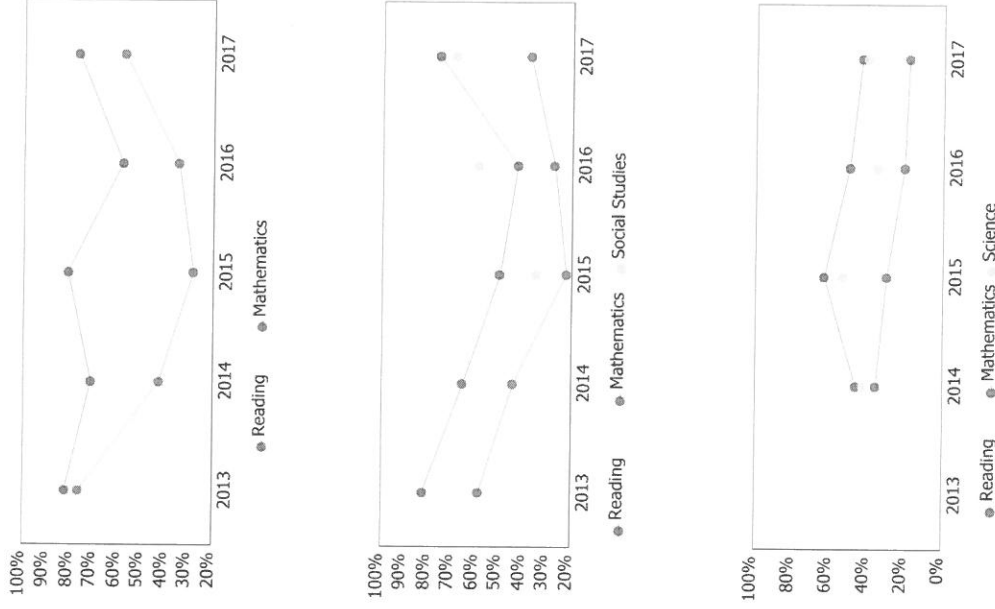
6th Grade	English Language Arts	44.7%	X
	Mathematics	28.9%	X
	Social Studies	37.8%	X
7th Grade	English Language Arts	51.1%	X
	Mathematics	28.9%	X
8th Grade	English Language Arts	27.0%	X
	Mathematics	19.4%	X
	Science	37.8%	X

GIFTED INDICATOR NC

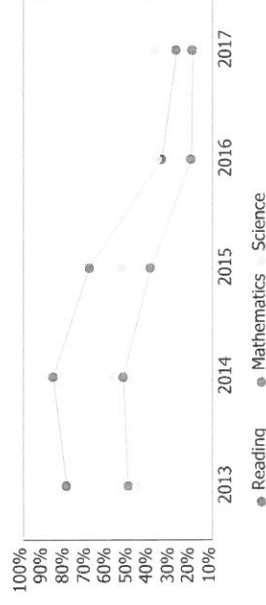
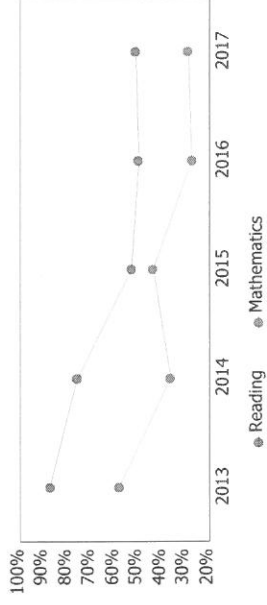
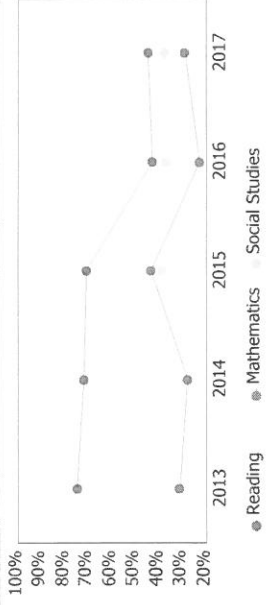
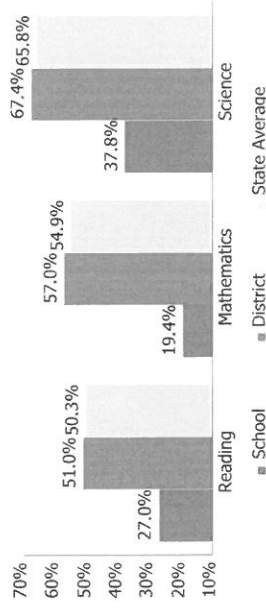
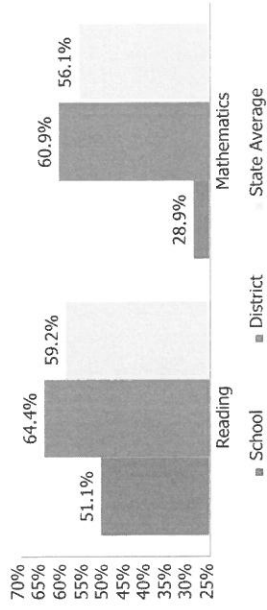
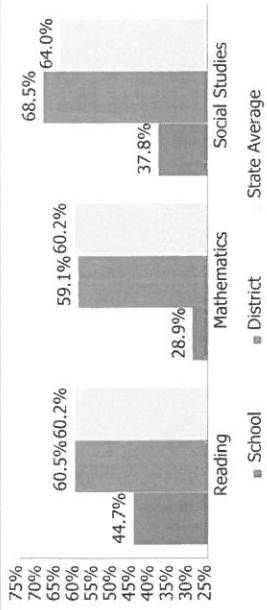
Achievement Levels by Grade



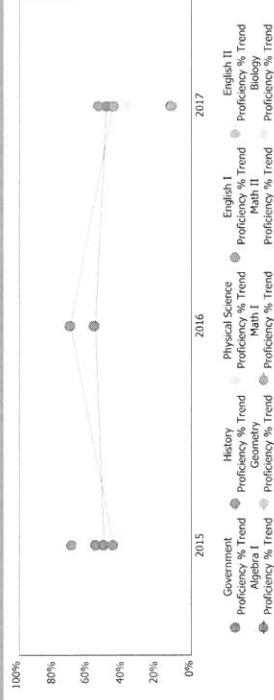
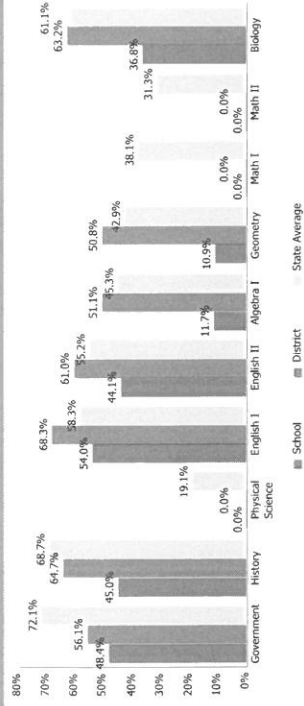
Proficient Percent Trend by Grade



2016 - 2017 Report Card for Quaker Digital Academy



2016 - 2017 Report Card for Quaker Digital Academy



Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

NC

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

A performance index cannot be calculated for this school because there are not enough students.

Gifted Value Added

Value Added Grade:	NR	Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.
Value Added Met?:	NC	

Gifted Performance Index

Performance Index:	NC	Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	NC	

Gifted Inputs

Total Points:	0.0	Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Not Met	

Gifted Indicator Final Result

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

INDICATOR

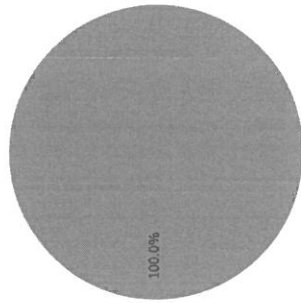
NC

Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

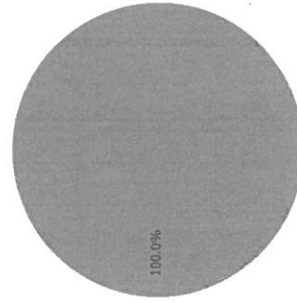
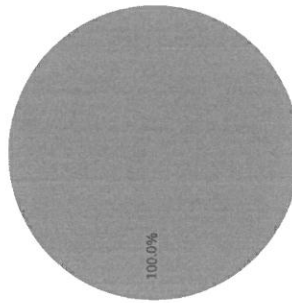
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking



Disadvantaged Students

Minority Students

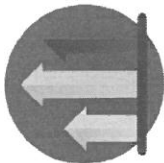


Receiving Gifted Services

Identified as Gifted, but
not receiving services

Not Identified as Gifted

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

F

GRADE

F

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

F

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

F

Students with Disabilities

This measures the progress for students with disabilities.

GRADE

F

High Mobility

For districts and schools with a mobility rate of 25% or higher, this measures the progress of a subset of students that have been in the district for at least two years. This measure will not be included in the Progress component grade.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
Test Grade	Progress Score		Test Grade	Progress Score	
	English I	English II		Algebra I	Geometry
High School			High School		

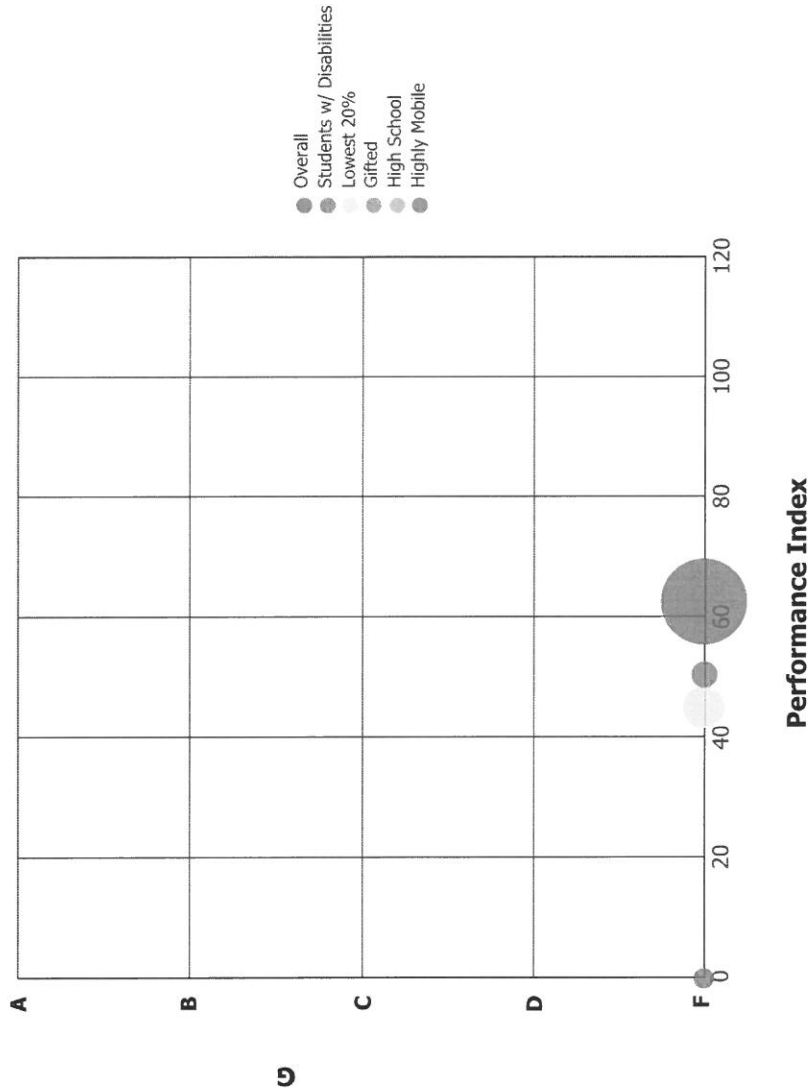
What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

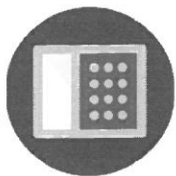
- Students made more progress than expected – significant evidence
- Students made more progress than expected – moderate evidence
- Students made progress similar to the statewide expectation – evidence
- Students made less progress than expected – moderate evidence
- Students made less progress than expected – significant evidence

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

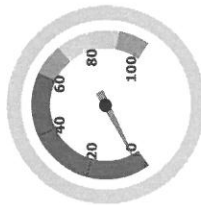
F

GRADE

F

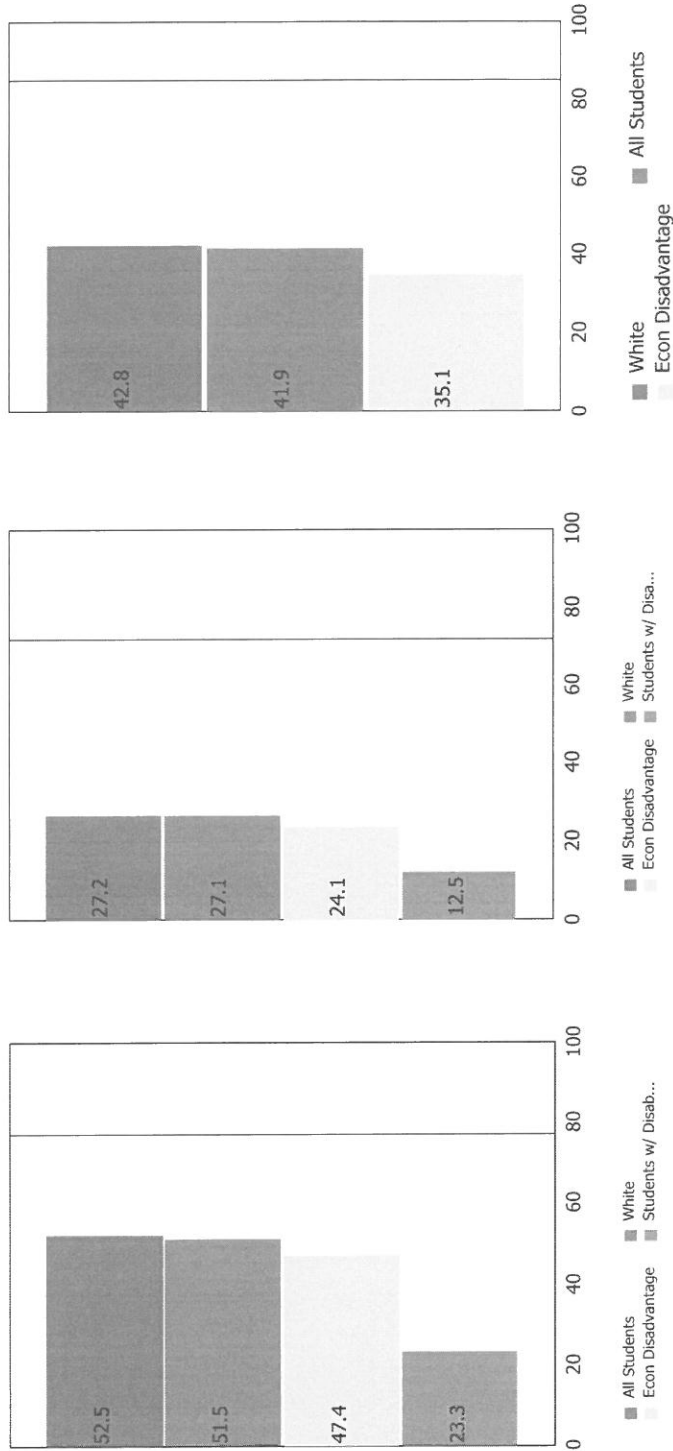
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



3.1%

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%



The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

F

4-Year Graduation Rate

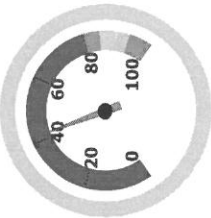
The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

GRADE

F

41.9%

- A = 93.0 - 100.0%
- B = 89.0 - 92.9%
- C = 84.0 - 88.9%
- D = 79.0 - 83.9%
- F = 0.0 - 78.9%



5-Year Graduation Rate

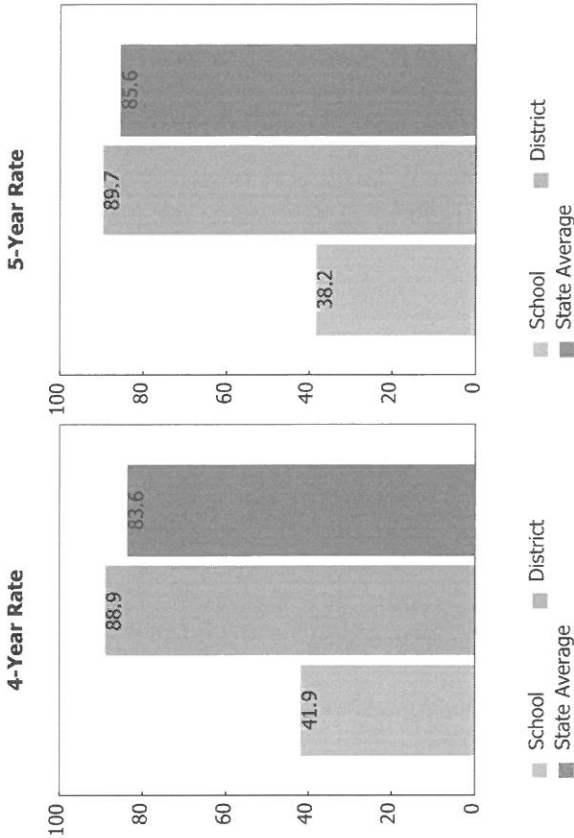
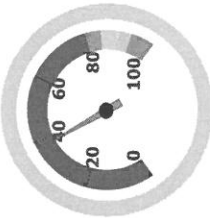
The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.

GRADE

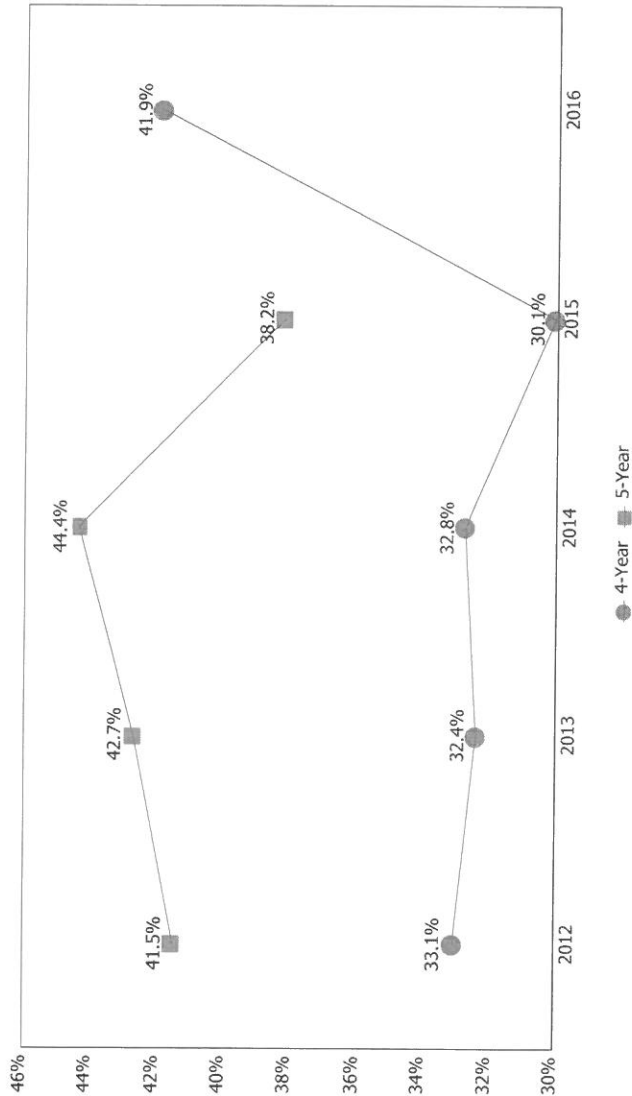
F

38.2%

- A = 95.0 - 100.0%
- B = 90.0 - 94.9%
- C = 85.0 - 89.9%
- D = 80.0 - 84.9%
- F = 0.0 - 79.9%



Graduation Rate Trend



K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

Percentage On-Track in Reading Diagnostic

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

100.0 %

How many third graders scored proficient on the state Reading test?

76.9%

Prepared for Success



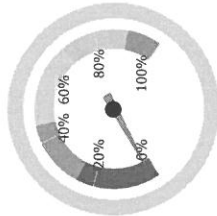
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

F

COMPONENT GRADE

F



2.6%

- A = 90.0% - 100.0%
- B = 70.0% - 89.9%
- C = 45.0% - 69.9%
- D = 25.0% - 44.9%
- F = 0.0% - 24.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

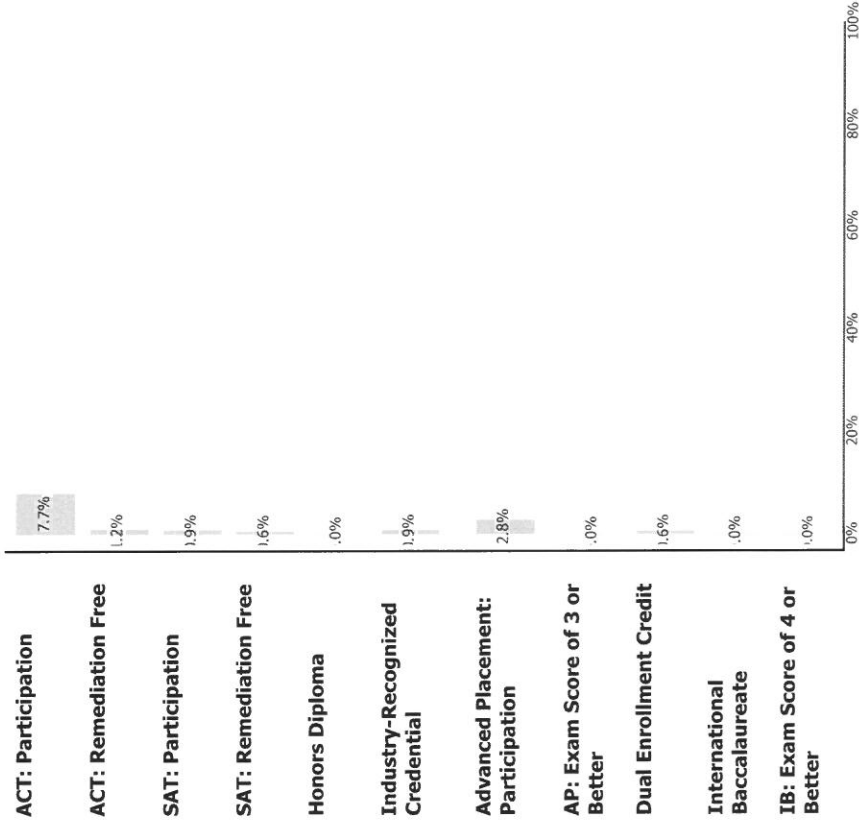
Number of Students	Point Value	Points Earned
8	1	8.0
1	0.3	0.3

Total Points: 8.3

Graduation Cohort: 324

Percentage: 2.6%

How Prepared were Your 2015 and 2016 Graduating Classes?



Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2014 Graduating Class Entered College within Two Years?

15.5%



What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?

9.2%





Principal: Stephen C. Eckert
Address: 248 Front Ave SW
 New Philadelphia OH 44663-2150

Phone: (330) 364-0618
**Career Technical
 Planning District:** Buckeye JVSD CTPD

Your School's Students

**Average
 Daily
 Enrollment:**

560

**Number of
 Limited English
 Proficiency
 Students
 Excluded from
 Accountability
 Calculations:**

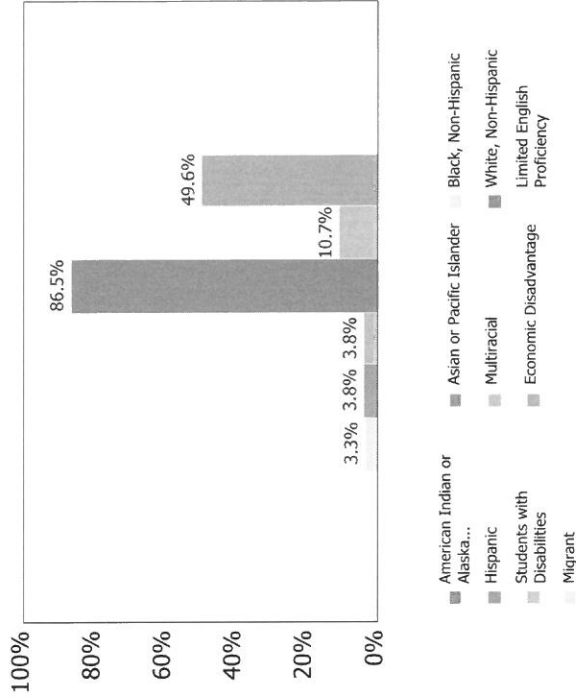
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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	19	3.3%
Hispanic	21	3.8%
Multiracial	21	3.8%
White, Non-Hispanic	484	86.5%
Students with Disabilities	60	10.7%
Economically Disadvantaged	278	49.6%
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

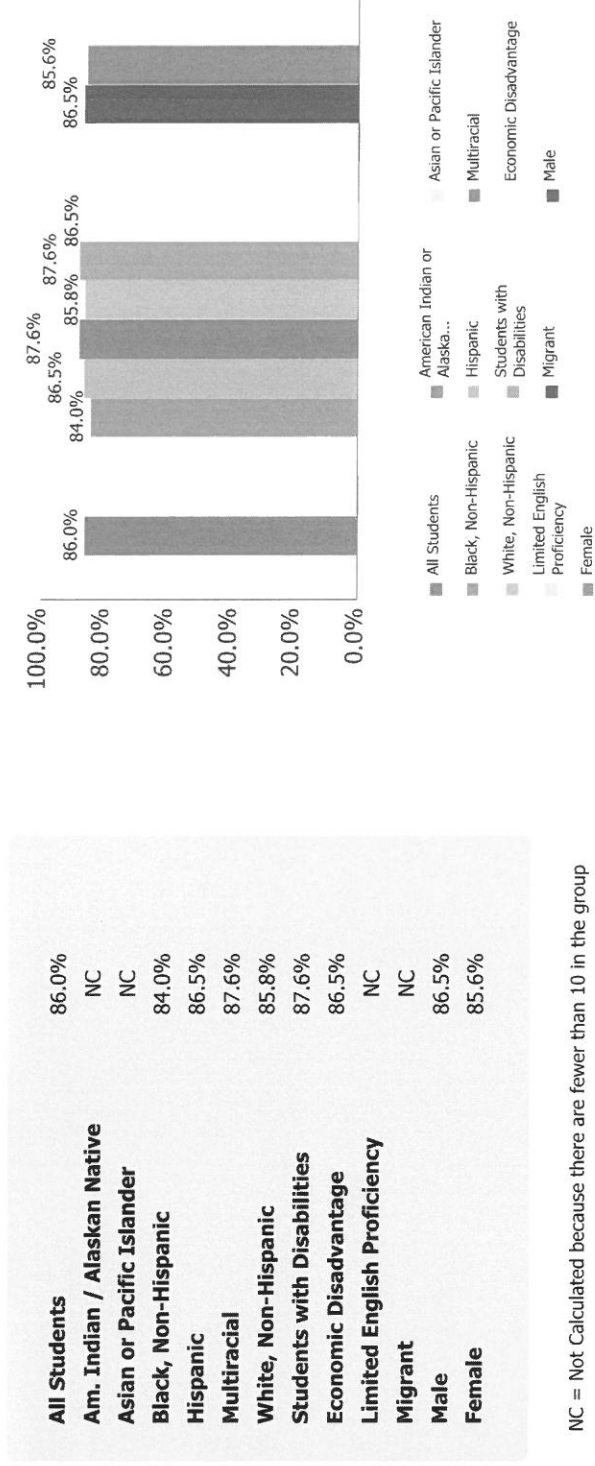
State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.



Chronic
Absenteeism
Rate:

57.3%

Attendance Rate



Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	0.0%
Black, Non-Hispanic	0.0%
Hispanic	0.0%
Multiracial	0.0%
White, Non-Hispanic	0.0%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group

Your School's Teachers

Number of Teachers by Program Area

Your School's Poverty Status: Medium-High	Your School	Your District	#	State Avg per 1000 Students
Percentage of teachers with at least a Bachelor's Degree	100.0	100.0	10.5	46.8
Percentage of teachers with at least a Master's Degree	74.8	68.9	0.2	2.3
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	0.8	2.8	10.9
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	99.7	0.0	7.3
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0	0.0	0.6
Lead or Senior Teachers:	1.0	1.0	0.1	3.0
			0.6	2.5
			1.0	2.8
			0.0	0.3

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Teacher Evaluations

☒ Accomplished
 ☒ Skilled
 ☐ Developing
☐ Ineffective
 ☒ Not Complete

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy

X

Elected to administer BMI screening

X

Participation in Physical Activity Pilot Program

X

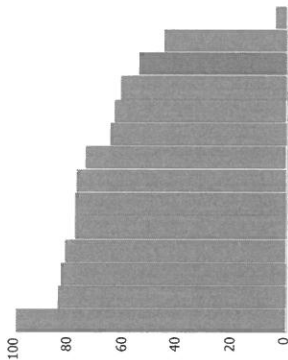
Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Online Community Schools

Classroom Spending Data

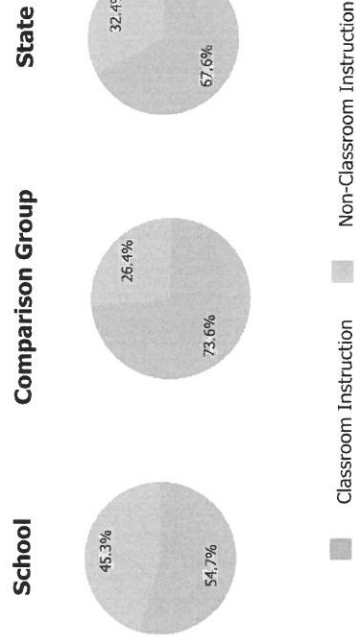


What percent of funds are spent on classroom instruction?

54.7%

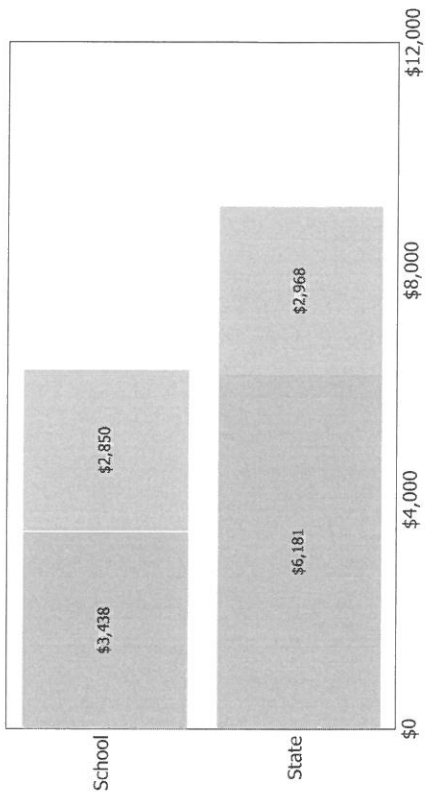
How does this school rank in comparison to other schools of similar size?

19 out of 23



Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$6,289	\$9,149



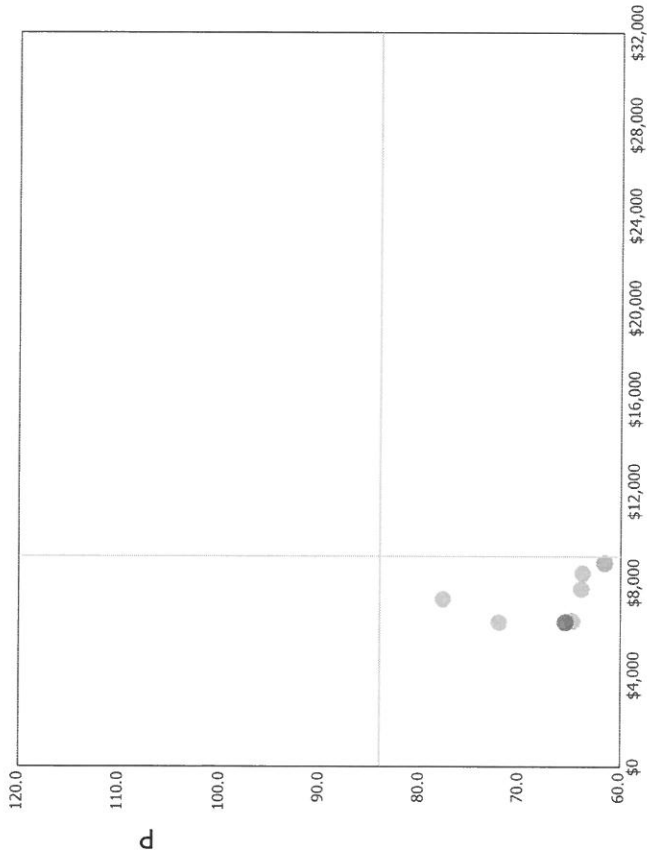
✓ Quaker Digital Academy IS among the 20% of electronic community schools with the lowest operating expenditures per pupil.

✓ Quaker Digital Academy IS among the 20% of traditional electronic community schools with the highest academic performance index scores.

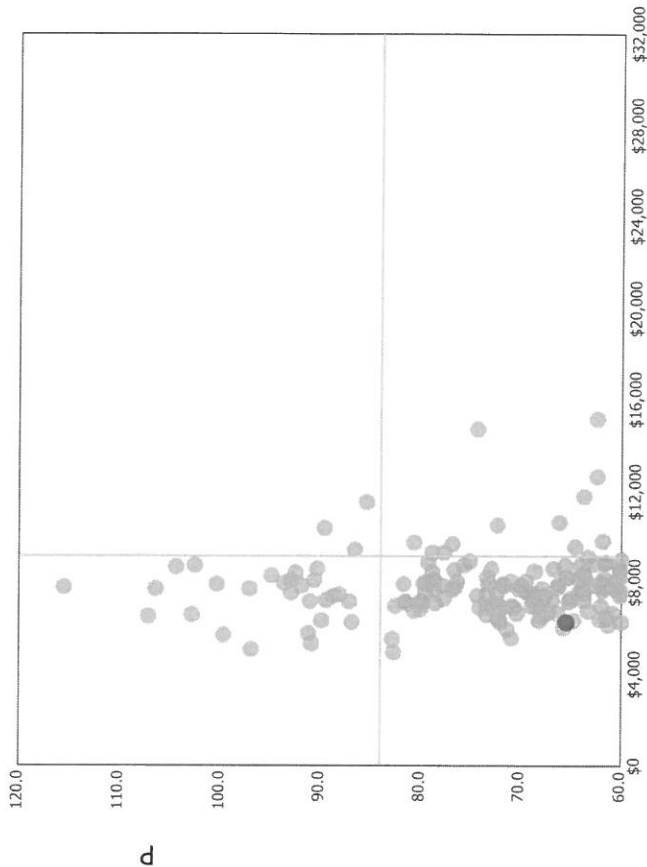
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



All Community & STEM Schools



Spending per Pupil

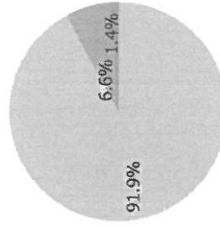
The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

Spending per Pupil

Source of Revenue

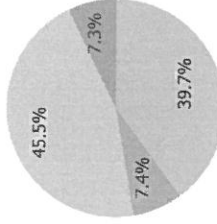
Source of Funds	School	State Total
Local	\$0	\$9,013,382,621
State	\$5,010,395	\$10,330,371,036
Federal	\$361,557	\$1,689,769,806
Other Non-Tax	\$78,104	\$1,662,080,608
Total	\$5,450,056	\$22,695,604,071
	0.0%	39.7%
	91.9%	45.5%
	6.6%	7.4%
	1.4%	7.3%
	100.0%	100.0%

School

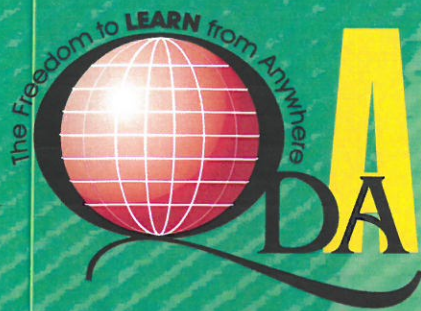


Local State
Federal Other Non-Tax

State



Local State
Federal Other Non-Tax

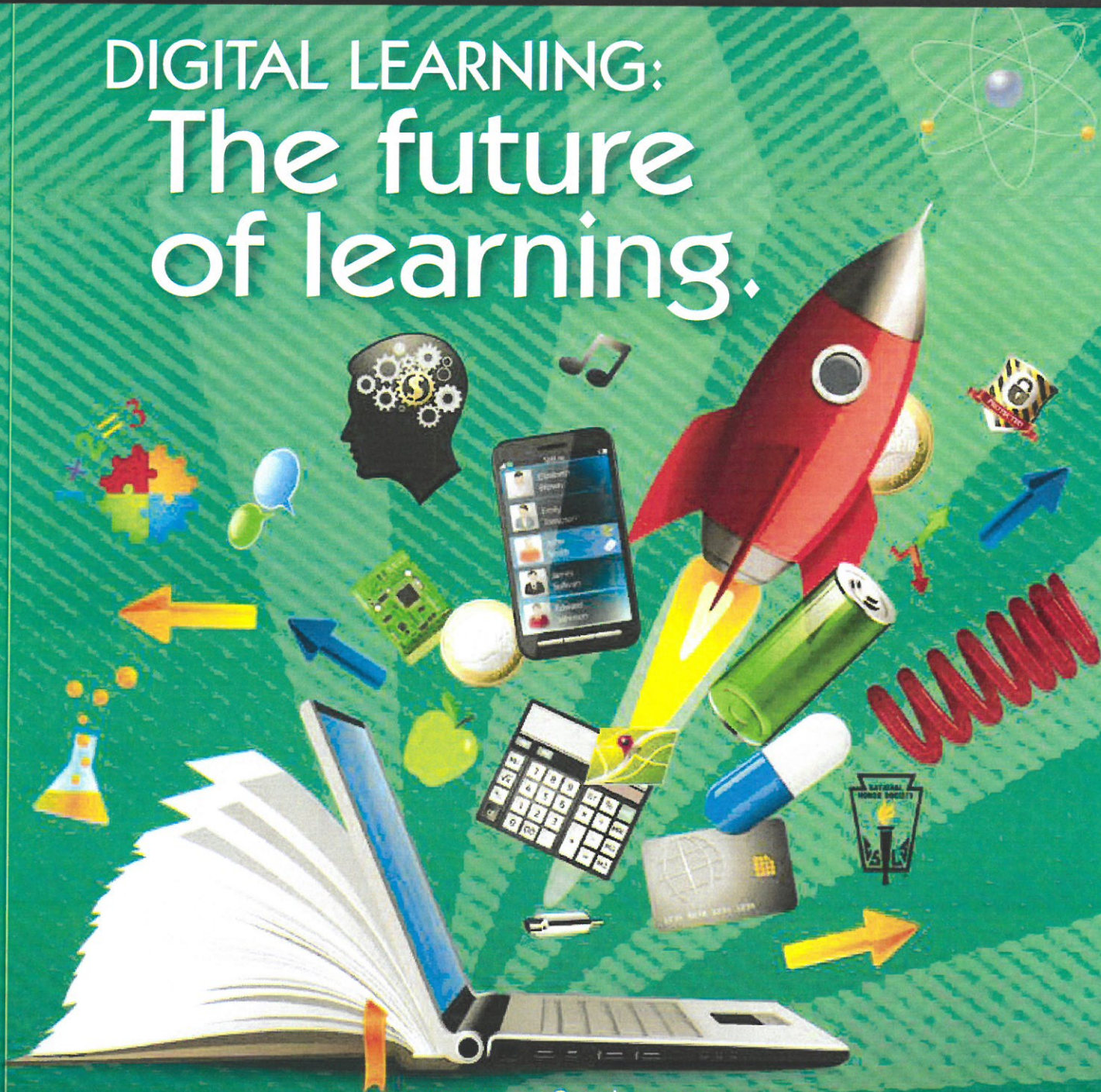


ANNUAL REPORT

OHIO'S PREMIER E-SCHOOL

2017-2018 Parent Informational Booklet | 2016-2017 Annual Report

DIGITAL LEARNING:
The future
of learning.



www.go2qda.org

QDA Chief Officers

Richard Varrati, Ed.D. – CEO
Julie Erwin – Treasurer
Steve Eckert – Principal

QDA Board of Directors

Charles Gil Snyder - President
Hugh Berry - Vice President
Agnes Swigart
Greg Goodie
Perry Hershberger

Sponsorship

The Quaker Digital Academy is a public digital school sponsored by the New Philadelphia City School District.

Academic Goals

The State of Ohio Model Courses of Study are the basis for QDA curriculum K-12. The Academy implements 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 is a non-profit, public online school in the State of Ohio for students in grades K-12. Any student residing in Ohio may enroll in QDA with offices conveniently located in New Philadelphia, Berlin, East Liverpool, and Steubenville. Contact us today to learn how cyber education can meet your child's needs.

QDA is state funded. There is no cost to the student. A computer is provided and up to \$40 a month for internet access. Home schooling parents will save money by sending their children to QDA.

tech update

New Student Information System

The QDA Technology Department has implemented a new student information system for the 2017-18 school year to improve efficiency, accountability, and reliability. The project began in December 2016 with a search to bring multiple systems together. The QDA administration selected MaestroSIS by BocaVox after an extensive search to find a solution that could meet the needs of our students, guardians, and staff.

We continue to expand on the number of features available to students and staff, but we currently are using our new Student Information System for:

- Centralized enrollment processing
- Paperless enrollment and student records
- Course Enrollment
- Progress tracking across our three learning management system to ensure students are making adequate progress in all courses
- Student single sign-on access to coursework
- Parent/Guardian access to student progress
- Instant access to report cards and transcripts
- Communication – students, parents/guardians, and staff get an email for every action that occurs
- Attendance Tracking. Students can now log and see their attendance time

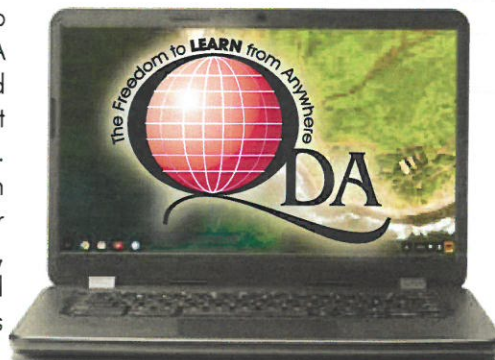


New QDA Homepage

The QDA Technology Department analyzed the QDA homepage data and redeveloped the site with convenience in mind. Information, forms, and events can be quickly found from multiple menus so students and their families are not clicking around to find what they need. We will continue to share QDA student stories on this site and invite you to visit the Alumni Foundation page to view our recent graduates!

Chromebook Pilot Launch

Students continue to connect to more and more devices, so the QDA Technology Department wanted to give them a device that would fit within their technology ecosystem. With a QDA G Suite for Education account, students can sign into their account on the QDA Chromebook, personal device or smartphone and have instant access to all of their files saved to the Google Drive.



A Message from Superintendent Richard Varrati
SUPERINTENDENT AND CEO FOR QDA

Why Quaker Digital Academy?

New Experience, Dedication, and Commitment.



Quaker Digital Academy offers students the opportunity and support to be successful in their academic pursuit for a solid education. QDA is designed to meet the individual needs of a student, which may not always be available in the shuffle of a traditional school classroom. Students are treated as individuals and their academics are selected based on their academic needs. It is designed for the gifted student, the regular student, and the student at risk. QDA provides support to help those enrolled find the path to success. QDA not only has certified Ohio teachers, but assigns all students an

Instructional Supervisor (IS), who serves as their personal counselor and is their main point of contact for the enrolled individual and their family. The IS handles all school related issues for the student, and keeps in regular contact to ensure success in their academic subjects. This support and guidance is extremely important in today's educational climate of Ohio. QDA is fully aware that what helps one student learn may not work for the next. That is why QDA offers varied curriculums that can help provide a custom tailored and personalized learning path for student's individual needs.

With the growing demand from students and families looking for a safe school environment and a 21st century education, QDA has the experience to meet the challenges of providing an academic setting to prepare students for the changing world and meet the needs of the individual student to find their own pathway to success.

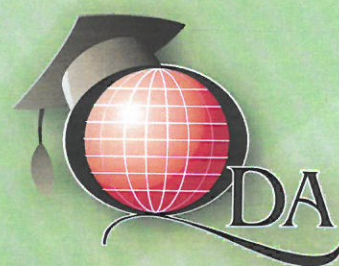
Contact us today to learn more!

Toll Free: 1-866-968-7032 or information@go2qda.org

Dr. Richard Varrati, CEO and Superintendent at QDA, has worked for 36 years in the field of education.



408 book bags were distributed to students of Columbiana County during EDUPALOOZA a QDA sponsored event.



GRADUATION 2017!

Quaker Digital Academy held its first QDA graduation ceremony on Thursday, June 8, 2017, in Founder's Hall Auditorium at Kent State University Tuscarawas Campus. High school seniors and adult 22+ students attended the graduation ceremony and received their school diploma. Special music for the ceremony was provided by Annabelle Cessna and Shawna Hinkle. A reception was held following the ceremony.

Since its inception in 2004, QDA students have been included in the graduation ceremony held by our sponsor school, New Philadelphia City School District. The Class of 2017 was the first year QDA chose to hold its own school ceremony . . . and this is a tradition that will continue.





QDA Initiates Scholarship Foundation

The QDA Educational Foundation is a nonprofit 501(c)(3).

In an effort to assist QDA graduates to further their education, the QDA Education Foundation was formed in 2015. Graduates may apply for scholarships beginning with the Class of 2018. Donations and fund raising campaigns have been initiated and will continue to support this worthy endeavor. The first initiative conceived and coordinated by CEO Dr. Richard Varrati, has been a joint project with the City of New Philadelphia. Assisted by Tom Farbizo, Director of Recruitment and Fundraising for QDA, the Foundation sponsored an advertising campaign to replace windows at New Philadelphia's airport, Harry Clever Field. The Foundation sold ad space to be placed on the windows located on the East High Avenue Building. New windows were installed and updated lighting completed the project. The Foundation banked 60% for the scholarship program, while the city received new windows or 40% of the donation. A similar program will begin next year with City Sanitation Vehicles.

Students at Buckeye Career Center assisted with the lighting and wiring installation, as well as sponsoring one window. Other sponsors included: City of New Philadelphia, East Central Ohio Educational Service Center, Ferris Chevrolet Buick Cadillac, Kennedy Insurance, Kimble Company, MedFlight, New Philadelphia City Schools, Quaker Digital Academy, Sergeant Insurance and Vasco Sports Contractors.

The Community and City are working together with the QDA Foundation to encourage our students to continue their education and to reach their personal goals. If you have any questions or would like to donate to the Foundation, please contact Mr. Farbizo or Dr. Richard Varrati at the QDA New Philadelphia Office (330 364-0618).

Saluting Outstanding QDA Students



Audrey Edgell

Audrey is efficient, detail-oriented, and extremely competent. She often successfully finishes a task well before the deadline. She is extremely organized, and never misses an assignment, all while working a part-time job.

She also has excellent rapport with people of all ages. Audrey has participated in many speaking endeavors at East Liverpool High School for the cosmetology program. Her excellent communication skills allow her to connect with various people and inspire them to put forth their best efforts. She is currently starting an internship in cosmetology since she has already met all of her high school qualifications. As her teacher, I predict that big things will come her way!



- Casey Havens, Instructional Supervisor

Tabytha Kerns

Tabytha is a courteous, cooperative, and energetic QDA student. She will be a junior this school year. Tabytha was a member of the National Junior Honor Society and was recently inducted into the National Honor Society. She maintains a 3.5 GPA and has been accepted into the College Credit Plus Program. She has completed her first class at Franciscan University with a 4.0 and is determined to enter into Pre-Med. Tabytha eagerly volunteers at her local library and at the QDA Steubenville Office in the educational lab. She has a strong sense of responsibility and always strives to do her best. QDA is very proud of this highly motivated and hard-working student.

- Robin Ludwig, Instructional Supervisor



Leah Ortt

Leah Ortt is a 2017 graduate of Quaker Digital Academy. Leah is a superior, goal driven student who, most importantly, is an outstanding young lady and perfect role model.

Leah, a member of the National Honor Society, began her QDA career in the 2013-14 school year as an 8th grader. Leah had a 4.0 grade average as a QDA student and a 4.0 grade average as a student at Kent State University. Her determination and drive enabled her to graduate from high school in 3 years.



-Bob Zontini, Instructional Supervisor

The Wright Brothers from Strasburg



fuel pump (pictured), as well as playing a key role in balancing the propeller restoration. Patrick's weight was the perfect number needed to offset the balance as they helped the experts install new bolts. The boys also spend off school time volunteering to cut wood for those in need, as well as repairing small engines with their father. Paul and Patrick are the sons of Sheila and Jerome Wright.



Local brothers, Patrick and Paul Wright, have a shared interest with another set of Ohio brothers, Orville and Wilbur Wright.

Brothers and QDA students Patrick and Paul Wright, are able to take their passion of aviation one step further as they volunteer to be a part of the restoration of a 1942 C-53 Douglas aircraft. The plane is owned by a commercial pilot who hopes to use it as a flying classroom to share WWII history with younger generations. The plane, dubbed the "Beach City Baby" was once

used by the Governor of Ohio and now calls the Beach City Airport home. Because the students attend Quaker Digital Academy, they are able to schedule their school work time and still take part in this historic project. QDA encourages students to follow their dreams and take advantage of exceptional educational experiences such as this venture.

The airplane project is beginning the second year of restoration. The brothers recently assisted in removing the engine's

By attending the Quaker Digital Academy, these local Wright Brothers, are able to have the freedom to pursue their passion and obtain a great education at the same time.

To learn more about this project and the "Beach City Baby" you may visit www.vintagewingsinc.com.





Pictured left to right: NHS: Leah Ortt, Audrey Edgell, Tabytha Kerns, Joseph Mitch, NJHS- Alexandria Baker, NHS- Logan Todd, and NJHS- Logan Ortt

QDA National Honor Society in 7th Year

The QDA National Honor Society and National Junior Honor Society held their 7th annual NHS and NJHS Induction Ceremony on May 4, 2017 at Dover First Moravian Social Hall in Dover, Ohio.

In attendance were Executive Director, Dr. Richard Varrati; Principal, Steve, Eckert; QDA Board Members, Instructional Supervisors, teachers, parents and students. Logan Todd (NHS 2017) delivered the invocation. Leah Ortt (NHS 2016), Tabytha Kerns (NHS 2017), Logan Ortt (NJHS 2016), Darla Kish (NHS Adviser) and Sandy Aksterowicz (NJHS Adviser) participated in the Lighting of Candles. Students were awarded membership certificates and pins. Ice cream and cake was served to celebrate this honorable occasion.

Congratulations to the newest members: Audrey Edgell, Joseph Mitch, and Logan Todd; and to NJHS inductee: Alexandria Baker.

The National Honor Society (NHS) is a nationwide organization for high school students in the United States and is based on four criteria: Scholarship (academic achievement), leadership, service, and character.

National Honor Society groups are not only excellent scholars, but active in community service activities both in their community and at school.

Title One Highlights

REVIEW FROM THE 2016-17 SCHOOL YEAR

QDA had the opportunity to participate in a county-wide Reading Festival sponsored by the Educational Service Center held in New Towne Mall. Instructional Supervisor and Title One Coordinator, Darla Kish, along with Instructional Supervisors Linda Ball and Nikki Gautier, planned literacy activities. The National Honor Society and National Junior Honor Society members assisted as student workers at the very popular event.

QDA students and families attended Class Acts at the Tuscarawas Performing Arts Center. This series is a collection of performances designed for and offered exclusively to local schools. These performances are scheduled during the school day and last between 40 and 50 minutes each. The performances included: *Raptor Encounter*, *Pinocchio*, *Jigsaw Jones and the Case of the Class Clown*, *The Jackie Robinson Story*, and *Rainbow Fish*.

QDA students participated in educational field trips scheduled throughout the state of Ohio during the last school year. Parents as well as students are encouraged to attend. Last Fall we visited Heini's Cheese Chalet in Millersburg. QDA students toured the factory and learned about the art of making cheese, and sampled many different flavors of cheese. In September, QDA students visited Secrest Arboretum in Wooster, Ohio, where we learned about the many plant habitats located throughout our state. We also traveled to West Liberty to tour the Ohio Caverns. Students followed a winding path overlooking the picturesque Mingo Valley and entered the cavern through a sinkhole entrance opened in 2012. The tour covered areas discovered after excavation of the passages in the 1920s. QDA students received an American history lesson as they attended Civil War Days held at Zoar Village where they experienced the sights and sounds of the battlefield, camp, and home front. Re-enactors, first person characters, and costumed interpreters explained what life was like during the Civil War. Two ancient historic sites were visited last fall: Newark Earthworks and Flint Ridge. The Newark Earthworks are the largest set of geometric earthen enclosures in the world. Already a National Historic Landmark, in 2006, the state of Ohio designated the Newark Earthworks as "the official prehistoric monument of the state." Flint Ridge revolutionized the way the Hopewell people lived. The Hopewell learned to quarry, shape, and trade flint. Flint Ridge was a busy place for thousands of years and played an important role in the lives of the Mound Builders.

Last October, students and families enjoyed a tour of the Ashtabula Maritime Museum and Hubbard House. The maritime museum contains models, paintings, maritime artifacts, photos of early Ashtabula Harbor, ore boats and tugs, along with miniature hand-made brass tools and the world's only working scale model Hulett Ore Unloading Machine. At the Hubbard House, students learned about the Underground Railroad and toured an original Underground Railroad home. The Hubbard House served as a northern terminus, or end point, of the UGRR. Hubbard House, once code named *Mother Hubbard's Cupboard* and *The Great Emporium*, is listed on the US Department of the Interior National Register of Historic Places.

QDA scheduled a visit to Ramseyer Farms near Wooster. Students and parents enjoyed a hayride to the pumpkin patch and picked their own pumpkin to take home. The last two field trips of the year were the Ohio River Museum in Marietta and the Toledo Zoo.

Quaker Digital Academy is proud to offer educational and fine arts experiences, which also provide socialization opportunities for our students and their families.



Field Trips for 2017-18



Historic Roscoe Village

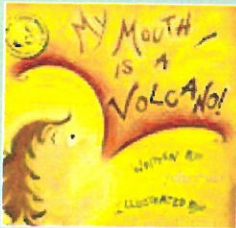
Coshocton, OH | Thurs., Sept. 14, 2017 | 10-4 pm

Tour will include the following activities:

- Canal Town Journey Tour
- Monticello III Canal Boat Ride
- 2 hands on crafts
- Tour of Johnson Humrickhouse Museum

My Mouth is a Volcano

Kent State Performing Arts Center
Tues., Oct. 10, 2017 | 12:30 pm



Based on the award-winning book by Julia Cook, "My Mouth is a Volcano" teaches children the value of respecting others by listening and waiting for their turn to speak.



Maize Valley

Hartville, OH
Thurs., Oct. 12, 2017
11-2 pm
11:30 am scheduled wagon

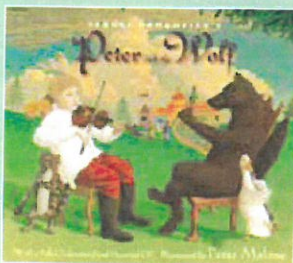


National Museum of the U.S. Air Force

Wright-Patterson AFB
Dayton, Ohio
Oct. 17, 2017 | 11-2 pm
Experience more than 100 years of aviation history.

Peter and the Wolf

Kent State Performing Arts Center | Thurs., Nov. 2, 2017



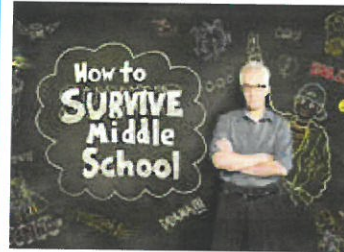
Subtitled a "Symphonic Fairy Tale" by the composer Sergei Prokofiev, "Peter and the Wolf" was written in 1936. Performed with a narrator, the musical work serves as an introduction to the instruments of the orchestra as well as the basis of a delightful ballet.

Solve It Cyrus and the Aftermath of Math Class

Kent State Performing Arts Center
Thurs., Jan. 25, 2018 | 12:30 pm



Cyrus can solve anything - whether it be puzzles, mysteries or riddles! If there's a problem to be solved, Cy's your guy! But in this original musical, produced by Stars Within Reach, Cyrus meets his match: Math Class.



How to Survive Middle School

Kent State
Performing Arts Center
Thurs., Feb. 1, 2018

An absorbing, authentic, and fun program to help students ride a roller-coaster time in their young lives - brought to you by an acclaimed performer and comic genius who started out absolutely hating school. Robert Post.



Freedom Riders

Kent State Performing Arts Center | Wed., Feb. 28, 2018 | 12:30 pm
"Freedom Riders" is a play with music by Mad River Theater Works which explores the valiant and courageous personalities behind one of the most critical chapters in the history of the civil rights movement.

Hale Farm and Village

Bath, OH | March 21, 2018

QDA students and families will have the opportunity to participate in two events at Hale Farm and Village: Maple Sugar Festival and Kids in the Community Long Ago.



Pittsburgh, PA 15206
Thurs., May, 17 2018

did you know?

ACT RESULTS

English	18.7
Math	16.7
Reading	23.6
Science	19.3
Composite	19.9



12 Different Curriculums Available

Students may choose from:

- General Education
- College Preparatory
- Advanced Placement Courses
- QDA Offers Many World Languages



2017 Average Enrollment

GRADE # STUDENTS

K	19
1	24
2	25
3	38
4	34
5	42
6	44
7	57
8	47
9	57
10	102
11	124
12	31



699 Graduates to Date

96 2017 Graduates

QDA Employs:

- 4 Administrators
- 1 Director of Technology
- 1 Computer Technician
- 48 Teachers (Part Time & Full Time)
- 19 Support Staff
- 2 Special Services
- 13 Tutors, Substitutes & Testing Staff



5 QDA Students Participated in College Credit Plus

10 Students Attended a Career Center in 2016-17



3 Students were inducted into National Honor Society in 2016-17

1 Students were inducted into Junior National Honor Society



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5122 State Route 39
Berlin, OH 44610
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Steubenville, OH 43952
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Toll Free: 1-877-427-2863

NEW PHILADELPHIA, OH
New Towne Mall
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Toll Free: 1-866-968-7032

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QDA is a charter school sponsored by the New Philadelphia City School District.

