



New Philadelphia City Schools

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TREASURER
Julie A. Erwin, CPA

To: Ohio Department of Education, Department of Community Schools

From: New Philadelphia City School District

Re: 2024-2025 School Sponsor Annual Report
Quaker Digital Academy (000241)
Sponsor School: New Philadelphia CSD (044487)

Date: November 30, 2025

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 2024-2025. 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.

Quaker Digital Academy (QDA) provides comprehensive educational platforms tailored to support students at every stage of their academic journey:

Core Learning Platforms by Level:

- High School: Edmentum serves as our primary learning platform
- Elementary School: Lincoln Empowered and SAVVAS My View
- QDA Special Services: Edmentum, Lincoln Empowered and SAVVAS My View

Literacy and Reading Programs: QDA implements a robust literacy framework across all grade levels. For grades K-5, we utilize SAVVAS My View for Science of Reading instruction, complemented by Zaner Bloser practice books to ensure proper handwriting development, which research shows positively correlates with improved reading scores. Our Title I program strengthens reading instruction through the UFLI program alongside Orton-Gillingham practices to enhance students' reading proficiency. IXL serves as an intervention program across all grade levels and subject areas, providing targeted support where students need it most.

High School Credentialing and Career Pathways: Our high school credentialing program has expanded significantly to include Edmentum Interplay, along with extended career pathway offerings in Welding, Rise-Up, and Electrical programs.

Assessment Tools: QDA employs comprehensive diagnostic assessments across K-12 education to monitor student progress and inform instruction:

- STAR Assessments: Utilized across all grade levels (K-12), including within our Special Education program - Elementary is tested three times per year and DOPR students are tested two times per year

- Kindergarten Readiness Assessment-Revised (KRA-R): Administered to kindergarten students
- Phonological Awareness Skills Test (PAST): Conducted for students in grades K-3 to assist with Dyslexia and Reading Intervention data

Multi-Tiered System of Supports (MTSS): Our intervention framework provides targeted support at multiple levels:

- Tier I & II: Lexia Power UP and Exact Path
- Tier III: Individual tutoring with live sessions delivered via Zoom and/or Class
- Data Management: Branching Minds serves as our electronic platform to maintain, organize, and collect relevant data, enabling us to effectively determine needs and implement our MTSS process.

Quaker Digital students also participated in the 2024-2025 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.

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 67.9 percent compared with 44.3 percent for all dropout recovery schools in Ohio. For the five-year it was 67.2 to 48.3. For six years it was 70.2 to 49.4. The seven-year rate was 60.4 to 48.9 in favor of QDA and for the eight year it was 60.78 for QDA and 48.0 for all dropout recovery schools. The combined total was 65.5 percent for QDA and 47.6 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 2023-2024, QDA had an attendance rate of 89.2 percent but they increased that rate to 90.2 in 2024-2025..

In terms of Academic Achievement on the Ohio State Tests, QDA was rated overall as Exceeds Standards after last year's rating of Exceeded Standards overall as a school. In terms of Achievement, QDA Meets Standards with a score of 65.6 which bests last year's number of 63.7. Comparable schools scored a 44.8 in 2024-2025. QDA Meets Standards in Progress with Exceeding Standards in Reading and Meeting Standards in Math. For Gap Closing, QDA Exceeds Standards after achieving Meets Standards in 2023-2024. This year their Gap Closing was at 56.8. Finally, for Graduation Rate, they Exceed Standards.

In recent achievements, QDA celebrated the accomplishment of 75 students who earned Industry Credentials and 1 post-secondary credit. Chronic absenteeism was at 18.2 percent with enrollment at 753 for the year.

The above rating of Quaker Digital Academy was based on data provided by the Ohio Department of Education Report Card for 2024-2025.

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 2024 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 2024-2025 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. Diane Lewis is the Assistant Treasurer.

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. Quaker Digital excels in the area of fiscal management and responsibility and governance. Academically, they meet the standards set forth by our sponsor contract and when compared with other Ohio Community Schools. They are currently working on increasing their Special Education Graduation numbers while focusing on literacy with assistance from State Support Team 12. In terms of Ohio State Tests, QDA will continue to strive to create Proficient students.

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 2024-2025 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 2024-2-25
QDA Formal Annual Published Report

FY26 - October 2025 submission

IRN No.: 000241

Type of School: Internet/Computer Based

Contract Term: expires 6/30/2030

County: Tuscarawas

School Name:

Quaker Digital Academy

**Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2023 through 2025 Actual 2026 and
the Fiscal Years Ending 2027 through 2029 Forecasted**

	Actual			Current	Forecast		
	Fiscal Year FY2023	Fiscal Year FY2024	Fiscal Year FY2025	Fiscal Year FY2026	Fiscal Year FY2027	Fiscal Year FY2028	Fiscal Year FY2029
Operating Receipts							
State Foundation Payments (3110, 3211)	\$ 4,551,254	\$ 5,091,648	\$ 6,013,930	\$ 7,300,969	\$ 7,900,986	\$ 6,700,951	\$ 7,000,960
Charges for Services (1500)	13,351	21,148	5,103	25,000	25,000	25,000	25,000
Fees (1600, 1700)				-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	65,244	89,443	91,714	1,869,860	120,000	120,000	120,000
Total Operating Receipts	\$ 4,629,849	\$ 5,202,239	\$ 6,110,747	\$ 9,195,829	\$ 8,045,986	\$ 6,845,951	\$ 7,145,960
Operating Disbursements							
100 Salaries and Wages	\$ 2,098,367	\$ 2,479,620	\$ 2,998,475	\$ 4,604,984	\$ 5,907,448	\$ 3,181,082	\$ 3,276,515
200 Employee Retirement and Insurance Benefits	773,288	828,384	1,127,056	1,550,297	1,821,650	1,453,370	1,541,954
400 Purchased Services	1,531,596	1,681,418	1,509,789	1,638,555	1,648,525	1,604,554	1,613,554
500 Supplies and Materials	238,316	297,410	119,288	300,000	300,000	235,000	235,000
600 Capital Outlay - New	27,673	315,594	716,689	1,803,565	55,000	180,000	55,000
700 Capital Outlay - Replacement	-	-	-	-	-	-	-
800 Other	33,469	40,027	42,010	45,000	45,000	45,000	45,000
819 Other Debt	-	-	-	-	-	-	-
Total Operating Disbursements	\$ 4,702,710	\$ 5,642,452	\$ 6,513,307	\$ 9,942,401	\$ 9,777,623	\$ 6,699,006	\$ 6,767,022
Excess of Operating Receipts Over (Under)							
Operating Disbursements	\$ (72,861)	\$ (440,213)	\$ (402,560)	\$ (746,572)	\$ (1,731,637)	\$ 146,945	\$ 378,938
Nonoperating Receipts/(Disbursements)							
Federal Grants (all 4000 except fund 532)	\$ 799,428	\$ 1,149,126	\$ 739,004	\$ 960,000	\$ 960,000	\$ 750,000	\$ 750,000
State Grants (3200, except 3211)	3,123	5,119	1,991	1,991	3,000	3,000	3,000
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-	-
Donations (1820)	2,000	1,000	1,000	1,000	2,500	2,500	2,500
Interest Income (1400)	110,587	253,778	236,856	325,000	325,000	325,000	325,000
Debt Proceeds (1900)	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	-	-	-	-
Transfers - In	300	-	-	10,000	10,000	10,000	10,000
Transfers - Out	(300)	-	(14,687)	(10,000)	(10,000)	(10,000)	(10,000)
Total Nonoperating Revenues/(Expenses)	\$ 915,138	\$ 1,409,022	\$ 964,164	\$ 1,287,991	\$ 1,290,500	\$ 1,080,500	\$ 1,080,500
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	\$ 842,277	\$ 968,809	\$ 561,604	\$ 541,419	\$ (441,137)	\$ 1,227,445	\$ 1,459,438
Fund Cash Balance Beginning of Fiscal Year	\$ 4,059,540	\$ 4,901,817	\$ 5,870,626	\$ 6,432,230	\$ 6,973,650	\$ 6,532,513	\$ 7,759,958
Fund Cash Balance End of Fiscal Year	\$ 4,901,817	\$ 5,870,626	\$ 6,432,230	\$ 6,973,650	\$ 6,532,513	\$ 7,759,958	\$ 9,219,395

Assumptions**Staffing/Enrollment**

	Actual			Current	Forecast		
	Fiscal Year FY2023	Fiscal Year FY2024	Fiscal Year FY2025	Fiscal Year FY2026	Fiscal Year FY2027	Fiscal Year FY2028	Fiscal Year FY2029
Total Student FTE	543	624	882	877	957	797	837
Instructional Staff	42	43.00	73.00	82.00	82.00	60	60
Administrative Staff	18	17.00	13.00	16.00	16.00	13	13
Other Staff	7	7.00	9.00	10.00	10.00	6	6

Purchased Services

Rent	\$ 61,969.81	\$ 110,762.89	\$ 111,961.70	\$ 112,500.00	\$ 112,500.00	\$ 112,500.00	\$ 112,500.00
Utilities	46,994.18	45,446.26	50,276.70	63,000.00	80,000.00	80,000.00	80,000.00
Other Facility Costs	31,644.01	27,559.66	22,108.50	30,000.00	30,000.00	30,000.00	30,000.00
Insurance	26,170.00	28,163.00	35,981.00	45,000.00	45,000.00	45,000.00	45,000.00
Management Fee				-	-	-	-
Sponsor Fee	117,773.63	127,310.93	185,451.66	237,030.00	245,000.00	201,029.00	210,029.00
Audit Fees				-	-	-	-
Contingency				-	-	-	-
Transportation				-	-	-	-
Legal	8,965.00	9,065.00	22,751.00	25,000.00	10,000.00	10,000.00	10,000.00
Marketing				-	-	-	-
Consulting	146,460.38	106,647.76	121,565.18	130,000.00	130,000.00	130,000.00	130,000.00
Salaries and Wages							
Employee Benefits							
Special Education Services	22,794.10	79,970.05	159,022.05	198,000.00	198,000.00	198,000.00	198,000.00
Technology Services	-	-	-				
Food Services	-	-	-				
Other	933,626.75	996,670.22	800,670.94	798,025.00	798,025.00	798,025.00	798,025.00
Total	\$ 1,396,397.86	\$ 1,531,595.77	\$ 1,509,788.73	\$ 1,638,555.00	\$ 1,648,525.00	\$ 1,604,554.00	\$ 1,613,554.00

Financial Metrics

Debt Service Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	0.00%	14.92%	41.41%	-0.61%	9.12%	-16.72%	5.02%
Growth in New Capital Outlay	0.00%	1040.43%	127.09%	151.65%	-96.95%	227.27%	-69.44%
Growth in Operating Receipts	0.00%	12.36%	17.46%	50.49%	-12.50%	-14.91%	4.38%
Growth in Non-Operating Receipts/Expenses	0.00%	53.97%	-31.57%	33.59%	0.19%	-16.27%	0.00%
Days of Cash	315.08	317.09	328.98	236.14	260.33	355.93	418.56

Assumptions Narrative Summary

In fiscal year 2025 the only debt held by QDA was the clawback and that was paid back by the end of fiscal year 2025.

Fiscal Year 2025-2026 Projected Debt						
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/ Creditor	Debitor/ Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Line of Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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STATE FOUNDATION:

The enrollment is projected to increase slightly between fiscal years 2025 through 2027 due to the merger with Quaker Preparatory Academy . The decrease in fiscal year 2028 and beyond is due to the changes in the ORC for student age requirements for DOPR schools.

The foundation revenue was calculated using the annual amount per student times the corresponding (FTE evaluation) increase or decrease in enrollment. The calculations are as follows:

	FY25	FY26	FY27	FY28	FY29	FY30
Prior Year total Foundation (A)	\$ 4,649,448	\$ 5,192,807	\$ 6,392,842	\$ 6,992,859	\$ 5,792,824	\$ 6,092,833
Revenue Per Student	\$ 8,242	\$ 8,242	\$ 8,242	\$ 8,242	\$ 8,242	\$ 8,242
FTE percentage	90%	91%	91%	91%	91%	91%
Projected increase in revenue for each student	\$ 7,422	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Projected increase year-over-year per student - Actual Attended	73	160	80	-160	40	40
Expectation of Increase in revenue (B)	\$ 543,359	\$ 1,200,035	\$ 600,018	\$ (1,200,035)	\$ 300,009	\$ 300,009
Foundation Revenue Posted to 3110	\$ 5,192,807	\$ 6,392,842	\$ 6,992,859	\$ 5,792,824	\$ 6,092,833	\$ 6,392,842
Foundation Revenue Posted to 3218 - (Student Wellness)	\$ 259,227	\$ 339,377	\$ 339,377	\$ 339,377	\$ 339,377	\$ 339,377
Foundation Revenue Posted to 3217 - (EL Funding)	\$ 10,687	\$ 14,917	\$ 14,917	\$ 14,917	\$ 14,917	\$ 14,917
Foundation Revenue Posted to 3215 - (Career Tech)	\$ 10,479	\$ 13,097	\$ 13,097	\$ 13,097	\$ 13,097	\$ 13,097
ODE Community School Hybrid Program (3110)	\$ 540,736	\$ 540,736	\$ 540,736	\$ 540,736	\$ 540,736	\$ 540,736
Posted to Purchased Services (479):						
FY16 FTE Adjustment (Total \$1,991,849.76) began in 2020	\$ (331,975)	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ (331,975)	\$ -	\$ -	\$ -	\$ -	\$ -
Net Foundation	\$ 5,671,482	\$ 7,287,872	\$ 7,887,889	\$ 6,687,854	\$ 6,987,863	\$ 7,287,872

CHARGES FOR SERVICES:

Charges for Services consist of Tuition related fees. These fees vary based on the needs of the students.

OPERATING RECEIPTS

The increase in other receipts is attributed to the cash balance of Quaker Preparatory Academy is merger with Quaker Digital Academy.

SALARIES AND WAGES:

In fiscal year 2025, salaries are calculated using the board adopted schedule. From 2026 to 2029, the increase is calculated at 3% each year. The increase in salaries results from merging 11 staff members from Quaker Preparatory Academy into Quaker Digital Academy.

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 10 positions listed in the other category including computer recovery and custodial. The decrease in staffing in 2028 and beyond is due to changes in the ORC for student age requirements for DOPR.

EMPLOYEE RETIREMENT AND INSURANCE:

During fiscal year 2025, the health insurance increase was 13%. For the fiscal year 2026, the insurance increase is 17.2%. Quaker Preparatory Staff that participates in insurance are included in the increase. The increase in all future years are calculated at an estimated 8% increase beginning in fiscal year 2027. The remaining retirement and benefits are calculated as a percentage of the salaries.

	FY25	FY26	FY27	FY28	FY29	FY30
Salaries	\$ 2,998,475	\$ 4,604,984	\$ 5,907,448	\$ 3,181,082	\$ 3,276,515	\$ 3,374,810
Benefits @ 16% of salaries	\$ 563,718.12	\$ 736,797.43	\$ 945,191.63	\$ 508,973.14	\$ 524,242.33	\$ 539,969.60
Pickup on CEO and Treasurer	\$ 36,106.88	\$ 38,258.60	\$ 39,406.36	\$ 40,588.55	\$ 41,806.20	\$ 43,060.39
Annual Health Insurance	\$ 525,986.16	\$ 772,641.19	\$ 834,452.48	\$ 901,208.68	\$ 973,305.38	\$ 1,051,169.81
Annual Life Insurance	\$ 1,245.06	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00	\$ 2,600.00
Total Estimated Benefits:	\$ 1,127,056.22	\$ 1,550,297.21	\$ 1,821,650.47	\$ 1,453,370.37	\$ 1,541,953.91	\$ 1,636,799.80

PURCHASED SERVICES:

The fiscal year 2025 actual amount is used to project throughout the forecast. The increase in purchase services for FY 25 is due to the increase in student enrollment. In fiscal year 2026, the increase in purchase services is due to the 100 students projected to come from the merger with Quaker Preparatory Academy. Legal fees have increased as a result of the merger. Also, Audit Fees are listed in the USAS Manual under the 800 Object code. They are not included in purchased services.

SUPPLIES AND MATERIALS:

In fiscal year 2026, the increase in supplies and materials is due to the 100 additional students projected from the merger with Quaker Preparatory Academy.

CAPITAL OUTLAY:

All equipment costs are shown under the 600 expense code. The district did purchase a building in fiscal year 2025. This forecast includes the purchase of the building at \$550,000 in fiscal year 2025 plus building improvements totaling \$1,753,565.00 in fiscal year 2026.

OTHER DEBT:

Audit fees are included in the 800 account codes per the USAS Manual.

QUAKER ACADEMIES

THE FUTURE OF EDUCATION



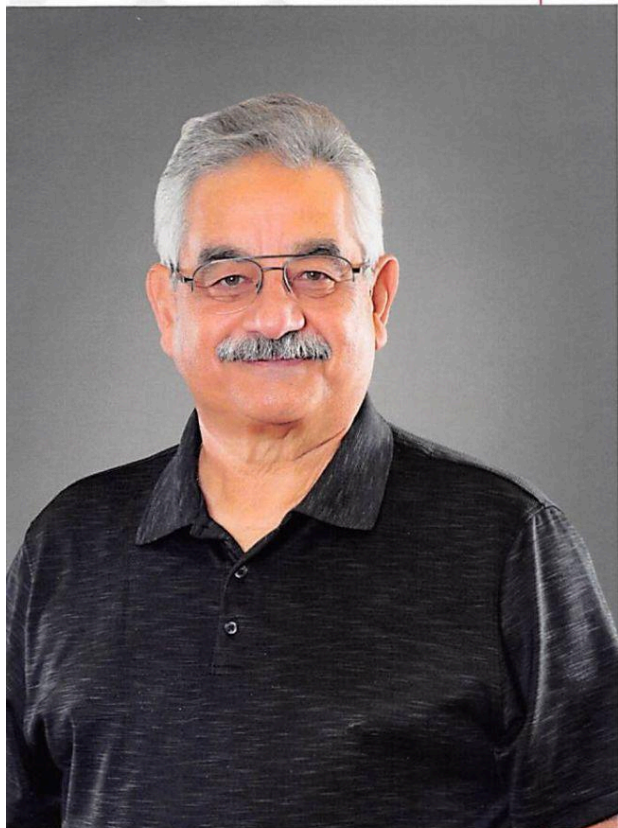
2024 / 2025

PARENT ANNUAL REPORT

OHIO'S PREMIERE E-SCHOOL

www.go2qda.org

LOOKING TO THE FUTURE



THE 2024-2025 SCHOOL YEAR marked a period of significant growth and achievement for QDA, alongside the successful navigation of new educational challenges. Our school community demonstrated resilience and adaptability while maintaining our commitment to academic excellence and student success.

This academic year brought notable milestones in student enrollment and graduation outcomes. QDA experienced a substantial increase in student enrollment, reflecting growing confidence in our educational programs and community support. Most significantly, we celebrated our largest graduation class in the county, a testament to the dedication of our students, faculty, and families working together toward academic success.

In response to new State reading requirements, QDA implemented a comprehensive live instruction program for language arts. Students in grades K-5 now receive three days of live instruction through Zoom, ensuring they meet essential literacy standards, while maintaining the flexibility of our educational model. This initiative represents our commitment to adapting our instructional methods to meet evolving educational standards without compromising the quality of our programs. Our teaching staff has demonstrated exceptional dedication in preparing and implementing the new state-approved curriculum. Through careful planning and professional development, they have successfully tailored these materials to meet the diverse needs of their students while maintaining QDA's educational standards.

QDA is pioneering the integration of virtual reality technology to enhance career-focused education and provide students with innovative learning experiences. Our expanded curriculum now includes virtual reality courses designed to offer students a broader range of educational opportunities that directly connect to future career paths.

Virtual reality technology exposes students to simulated real-life experiences within a controlled virtual environment, allowing them to develop and transfer practical skills and knowledge to real-world applications. This immersive approach to learning bridges the gap between theoretical knowledge and practical application, preparing students for success in their chosen career fields.

Currently, students are gaining hands-on experience in welding through Lincoln Virtual Welders, marking our initial step into virtual world learning environments. This program allows students to develop technical skills safely and efficiently while experiencing the challenges and requirements of professional welding work.

The virtual reality welding program represents just the beginning of QDA's expansion into innovative educational technologies. We are actively developing additional courses and opportunities that will be available in the near future, all designed to provide students with comprehensive career and academic preparation.

Our overarching goal remains constant: To provide students with a diverse range of career and academic opportunities that thoroughly prepare them for their future endeavors. Through the combination of traditional academic excellence, state-of-the-art technology, and career-focused programming, QDA continues to evolve as a leader in innovative education that meets the needs of today's students and tomorrow's workforce.

Dr. Richard Varrati
CEO, Quaker Digital Academies

MERGER OF QPA INTO QDA

DUE TO EVOLVING EDUCATIONAL DEMANDS, Quaker Preparatory Academy has merged with Quaker Digital Academy (QDA), effective at the end of the 2025/26 school year.

This decision was not made lightly, but represents the best path forward to ensure compliance with state educational mandates, while also continuing to provide quality education to our students.

The merger allows additional staff for our students enrolled in QDA, as well as some changes required by the Ohio Department of Education and Workforce. Among these changes, the K-5 English Language Arts program will feature three live sessions per week where students will receive direct instruction on reading strategies aligned with the Science of Reading.

By retaining staff from QPA, staff members will already be trained and ready to begin on the first day of school. This smooth transition ensures continuity of education and maintains the high standards our families have come to expect.

We are looking forward to our schools combining into one unified institution that builds on the strengths of both academies while meeting the needs of all our students in the upcoming academic year.

Debra Kennedy
Assistant Superintendent



YOUR QDA STAFF OF 2024/25



ANNUAL REPORT

AT QUAKER ACADEMIES, the technology and student data team members had another busy year, ensuring that prospective students had the opportunity to enroll at our school. The enrollment team processed over one thousand applications for the 2024-25 school year. Each family typically collaborates with our enrollment team to ensure that the application is processed in a timely manner, and we have opened numerous channels of communication to support our families. Over the last few years, we have expanded our text messaging capabilities and added a live chat feature to our website.

We are proud to report that over one hundred users gave a five-star rating when they communicated with us via live chat.



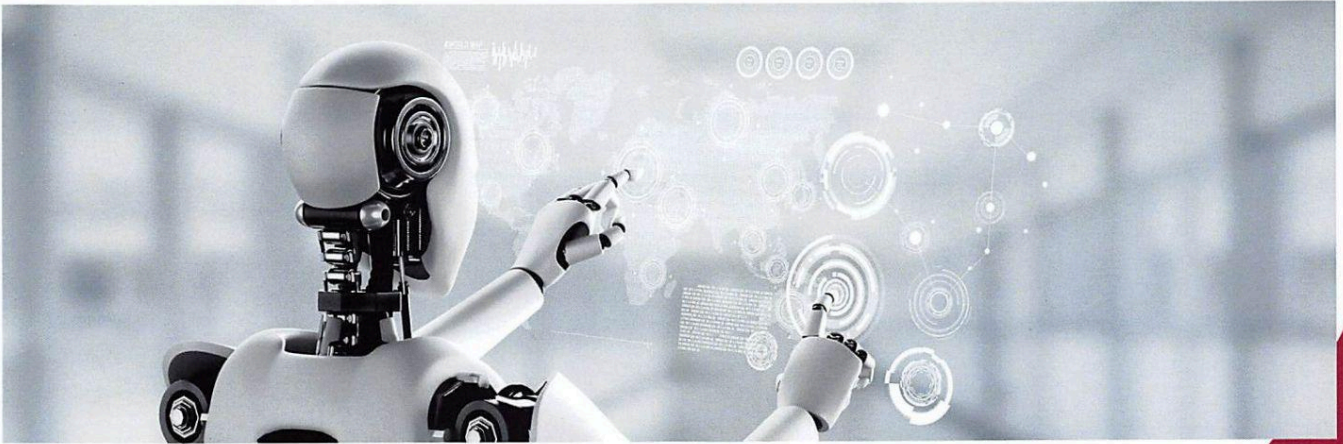
We will continue to analyze communication trends to enhance the efficiency and reliability of the enrollment and support process.

The technology team oversees nearly two thousand technology devices that are provided to students, staff, and our office locations. We are committed to implementing the highest standards of cybersecurity and best practices to ensure our network and devices remain secure and reliable. While we utilize a variety of services to deliver our online experience, our curriculum access uptime was 99.99%, ensuring that our students can access their courses at their convenience.

Michael Cieszeszewski
Assistant Superintendent,
Technology & Data

ARTIFICIAL INTELLIGENCE

AI CAN ENHANCE EDUCATION by providing personalized learning experiences, adapting to each student's pace and needs. It can automate administrative tasks, giving teachers more time for instruction. AI-powered tools can offer real-time feedback, help identify learning gaps, and suggest targeted resources. Additionally, AI can support remote learning, facilitate language translation, and assist students with disabilities, making education more accessible and inclusive.



USING DATA TO STRENGTHEN TEACHING & LEARNING

THE USE OF DATA in schools is essential for understanding and improving student outcomes, as it provides critical insights into academics, interventions, attendance and behavior, ultimately helping educators make informed decisions that drive student success. A strong data culture allows schools to move beyond intuition and anecdotal evidence, ensuring that decisions are grounded in concrete evidence and targeted toward areas of greatest student needs.

This year, QDA has increased efforts to make data-based instructional and strategic decisions across the district, including several new initiatives. The first initiative included data coaching, which provides teachers and administrators with the support they need to interpret and apply data effectively in their instructional practices. Additionally, regular data presentations to the administration and district leadership team were conducted to ensure that critical data trends were reviewed and discussed for all district decision-making. The establishment of a district-wide Data Team has also created a structured approach to exploring specialized data topics (e.g., Graduation and Attendance; Special Education). This allows for a deeper analysis of data to inform key instructional and operational decisions.

Beyond internal improvements, QDA remains committed to monitoring and aligning its efforts with state and federal accountability measures to ensure compliance with education policies while also striving for continuous improvement. By leveraging data in a strategic and systematic way, QDA aims to enhance student achievement, refine instructional approaches, and support staff in making meaningful, research-based decisions that positively impact student learning and overall district performance.

Dr. Megan Brannon
School Improvement Coordinator



QDA GRADUATION CEREMONY HONORS THE CLASS OF 2025



THE QUAKER DIGITAL ACADEMY GRADUATION CEREMONY FOR THE CLASS OF 2025 was held on the 12th of June at the Performing Arts Center in New Philadelphia at 7 p.m. 110 graduates attended the ceremony, and QDA had 236 students graduate this school year. Over 700 friends and relatives attended the ceremony to honor the graduates.

QDA Board of Education members; Dr. Richard Varrati, CEO; Debra Kennedy, Assistant Superintendent; Steve Eckert and Casey Havens, Principals; 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 2025 Quaker Digital Academy Foundation Scholarships to four students in the Class of 2025. Two students received \$1,500 scholarships and two received \$2,000 scholarships.

Eight members of the National Honor Society received gold tassels and 9 students received Honors Cords in recognition of their academic excellence.



Jill Westbrook
QDA Counselor

CONGRATULATIONS TO OUR SAFE HARBOR GRADUATE!

IT IS WITH GREAT JOY THAT I CAN ANNOUNCE one of our residents has earned her high school diploma and has officially joined the **CLASS OF 2025!**

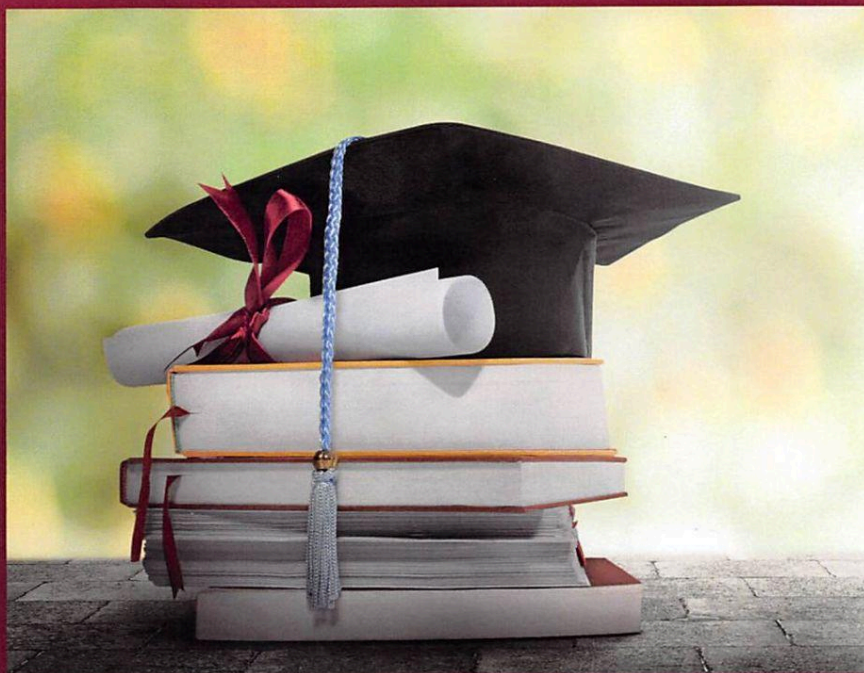
When this girl arrived, she thought she was a senior, only to find out when all credits were pulled, that she was only a junior. She was beyond disappointed.

We worked with Quaker Digital Academy and they developed an individualized education plan that would allow her to complete her junior year as well as her senior year – two years of schooling, in one year!

This education plan would require effort, hard work, and determination. If I am being honest, there were days we weren't sure if she would be able to finish. But our incredible team of Treatment Specialists encouraged her on tough days and were able to sit with her and literally cheer her through the finish line of two state finals.

She told us that no one in her family has earned a diploma. **SHE IS THE FIRST!**

With her diplomas in-hand, she is the first to make a generational change for her family, and we are so proud of her!



2025 QDA EDUCATIONAL FOUNDATION SCHOLARSHIP RECIPIENTS

The QDA Education Foundation awarded four scholarships to students in the Class of 2025. Two recipients received \$1,500 each and two recipients received \$2,000 each. Those receiving \$1,500 scholarships are Paige Flowers and Kylie Mutti.

Paige is the daughter of Shane Flowers and resides in Gnadenhuttan. Paige plans to attend Kent State University at Tuscarawas and major in Nursing.

Kylee is the daughter of Keith and Lori Mutti and resides in Stone Creek. Kylee plans to attend Ohio State University Agricultural Technical Institute and major in Dairy Production and Management.

Those receiving \$2,000 scholars are Savannah Callender and Evan Ernst. Savannah is the daughter of David and Jessica Callender and resides in Newcomerstown. Savannah plans to attend Point Park University and major in Dance (specifically ballet).

Evan is the son of David and Denise Ernst and resides in North Canton. Evan plans to attend Stark State College and may major in Business.

ANNUAL REPORT

QDA 2024-2025: Measuring Our Impact

Total 2024-25
Graduates

236

Highest in school history!

Ohio Report Card Ratings

Overall Rating

**Exceeds
Standards**

2024-25
Enrollment

753

QDA Mission:

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

Achievement Component Rating

**Meets
Standards**

Progress Component Rating

**Meets
Standards**

Gap Closing Component Rating

**Exceeds
Standards**

Combined Graduation Component Rating

**Exceeds
Standards**

QDA Vision:

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

Attendance
Rate for
2024-25

90.2%

QDA 4-Year Graduation Rate vs.
Ohio Average 4-Year Graduation Rate



Number of
Credentials
Issued in
2024-25

157

School behavior
incidents
reported in
2024-25

0

QDA students
reporting feeling a
sense of belonging
in the district for
2024-25

95%

9

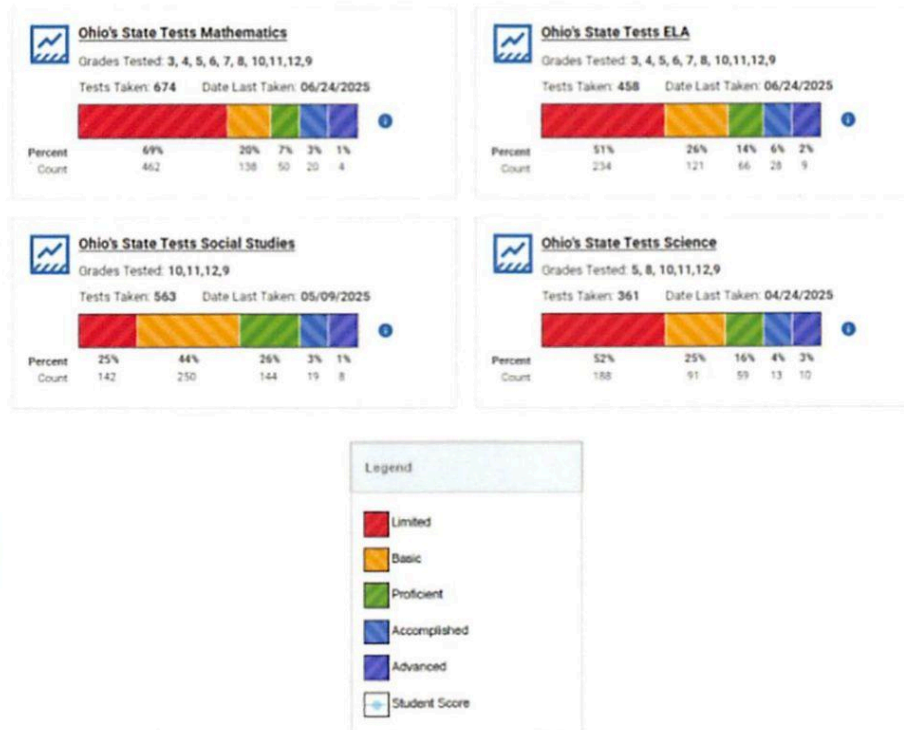
College Credit Plus (CCP) Students
2024-25 CCP University Partnerships

Clark College
Kent State University
Lakeland Community College
Ohio University
Sinclair Community College
Stark State College

ANNUAL REPORT

2024-25 State Test Scores

QDA



QPA



NATIONAL HONOR CEREMONY



THE ANNUAL NATIONAL HONOR SOCIETY CEREMONY was held on May 8th, 2025, at a beautiful new location in Dover called the Warther's Event Center. The evening started with a warm welcome by Mr. Steve Eckert and the Pledge of Allegiance led by current NJHS members Jaide Endres and Emily Sanford. Mr. Eckert thanked board members: Mrs. Vickie Wittkop, Mr. Don Kemp, Mr. Gil Snyder, and Mrs. Karen Sterling for attending. Mrs. Casey Havens was the master of ceremonies making sure everyone was introduced and the evening was enjoyable.

Alex Devore, a current NHS member, read about scholarship and lit the candle to represent this quality in honor society members. Likewise, Basil Till, a NJHS member, read about service, Aria Lymberopoulos, a NJHS member, read about leadership, Alex Devore, returned and read about character, and Ba'al Stewart, NHS member, shared about citizenship. Nine new members were inducted at the event and one by Zoom who could not be in attendance. New honor society members are: Jeffery Endres, Brennan Higgins, Kyla Hayashi, Cali Hershberger Slemmer, Caira Hoang, Alexander Sanford, Kiana Stevens, Tyler Williams, Dakota Young, and Macey Anderson. These outstanding young people came from as far as Defiance and Cleveland, Ohio, to be a part of the ceremony. As these candidates read the pledge in front of family, administrators, and instructional supervisors, they became members of the National Honor Society.

Escher Saint-Giles was inducted into the National Junior Honor Society and bravely repeated the pledge with support from current members. A highlight of the night was to see Jaide Endres pin her brother as he became a NHS member, to see Alexander Sanford pinned by his sister Emily Sanford, and to celebrate these outstanding young people.

SPECIAL SERVICES

CHILD FIND

Each year, school districts throughout Ohio participate in an effort to identify, locate, and evaluate all children with disabilities, birth through 21; for ages birth to 3, an established condition known to result in delay or documented developmental delay; for ages 3 through 21, identification of one or more of the following conditions: Autism Spectrum Disorder, developmental disability, deaf-blindness, hearing impairment-including deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury and/or visual impairment-including blindness. Parents are not always aware that there are programs and services available for children identified with a disability. If you know of a child who may have one or more of the above-suspected disabilities, including preschool-age children, please contact the Special Services Office at karpe@go2qda.org or 330-364-0618

WHAT DOES 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 by 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 significant 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 a child may be eligible under this federal definition, please contact the Director of Student Services office at karpe@go2qda.org or 330-364-0618

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 or 330-364-0618

PARENT RESOURCES

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

- Parents' guide to special education
- Ohio Coalition for Education For Children with Disabilities <https://www.occad.org/>
- Opportunities for Ohioans with Disabilities <https://ood.ohio.gov/>
- Audiobooks are perfect for students learning reading skills, allowing them to follow along independently while you're teaching remotely.
- Varsity Tutor is 1:1 online tutoring with a live instructor and is available at Quaker Academies
- One to One tutoring with Intervention Specialists
- 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 Student Services



Strategic Plan

A.C.E. BEYOND BOUNDARIES

ODA comes alive through personalized digital learning pathways that adapt to individual strengths and challenges.



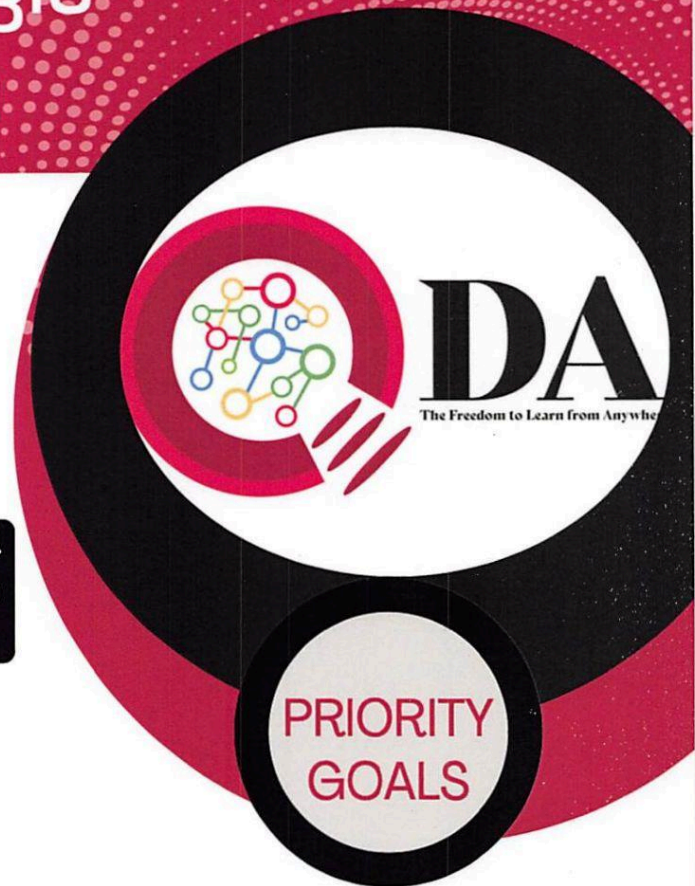
Academics



Climate



Engagement



Goal #1 All Students are engaged in a rigorous education, resulting in college, career, and life readiness.

Goal #2 The environment promotes student well-being, staff engagement, collaboration, innovation, satisfaction, and accountability.

Goal #3 Families and the community are engaged as valued partners in the education process.



400 Mill Ave. SW
New Philadelphia, OH 44663



1866-968-7032



www.go2qda.org



PORTRAIT OF A GRADUATE

PERSEVERANCE

Our students develop perseverance by embracing responsibility for their actions, adapting to changing circumstances, approaching challenges with entrepreneurial creativity, solving problems systematically, and maintaining a learner's mindset that views obstacles as opportunities for growth, rather than insurmountable barriers.

COMMUNICATION

Our students develop communication skills through peaceful conflict resolution, effective team collaboration, critical evaluation of ideas, confident use of technology, empathetic understanding of others' perspectives, and thoughtful discernment of media messages.

GLOBAL CITIZENS

Our students become global citizens by innovatively addressing world challenges, embracing cultural curiosity, acting with conscientiousness and integrity, confidently tackling issues with resourcefulness and courage, fulfilling civic responsibilities through leadership, understanding global economics through financial literacy, and adapting to our interconnected world's constant changes.

ADAPTING TO *CHANGE*

EFFORTS TO MEET NEW ENGLISH LANGUAGE ARTS REQUIREMENTS

IN RESPONSE TO changing state requirements for English Language Arts (ELA), Ohio educators are navigating a significant transition. As part of our commitment to meeting these new standards, we have adopted Savvas MyView, a curriculum celebrated for its robust content and alignment with Ohio's literacy goals. While this selection marks a step forward in providing high-quality ELA instruction, it has presented a unique challenge. Savvas MyView is not designed as an online curriculum.

For a district accustomed to using digital courseware like Lincoln Learning, this posed a critical question—how can we deliver Savvas MyView in a way that maintains our commitment to accessible, online learning? The solution has required innovation, teamwork, and an extraordinary level of dedication from our educators.

Our teachers have risen to the challenge, working tirelessly to convert Savvas into an online format that mirrors the structure and functionality of our existing Lincoln Learning courseware. This effort has involved countless hours of adapting lesson plans, integrating multimedia resources, and designing interactive components to ensure students experience a seamless transition.

Despite these challenges, the commitment of our teaching staff has been unwavering. They understand the importance of providing a curriculum that not only meets state requirements but also supports the diverse needs of our students. By reimagining Savvas for an online environment, our educators are not just meeting a mandate—they are setting a standard for how districts can creatively overcome obstacles in the pursuit of excellence.

We remain dedicated to supporting our teachers and students through this transition. Together, we are building a program that not only meets state standards but also reflects the best of our educational values—flexibility, excellence, and a student-first approach.

Denise Grimm
Curriculum Director



EAST LIVERPOOL OFFICE

ON AUGUST 9, 2024, Quaker Digital Academy (QDA) hosted its 14th annual Back to School Bash, Edupalooza, in East Liverpool, Ohio, continuing its long-standing tradition of supporting students in the community. Over the past 14 years, QDA has distributed more than 5,500 school supply-filled backpacks, ensuring students are equipped and ready for the academic year. This year's event was no different, with 250 backpacks given to students in need. The day was filled with activities, games, and entertainment, creating a festive atmosphere that highlighted QDA's commitment to fostering a sense of belonging and ensuring every student has the tools they need to succeed.



STEUBENVILLE OFFICE

DURING THE SECOND SEMESTER, we introduced CTE welding classes to interested students from our Steubenville office location, which produced outstanding results. Once a week, students attended sessions in our office, progressing through four courses and working with virtual welders to earn 12 industry points. The courses included Fundamentals of Industry 4.0, 3M Safety (covering hearing protection, head, eye, and face protection, as well as respiratory protection), Welding Safety, and Principles of Welding. All enrolled students successfully earned both the Ohio Means Jobs Seal and the Industry-Recognized Credential Seal, contributing to their graduation requirements.



YMCA WELLNESS PROGRAM

OUR YMCA WELLNESS PROGRAM has become a highlight of students' weekly routines, offering a vibrant escape every Friday at the Dover YMCA facility. During these two-hour sessions, students engage in a thoughtfully designed mix of physical activities that promote both fitness and social development. The monthly swimming sessions provide essential water safety skills, while activities like basketball, racquetball, and kickball foster healthy competition and teamwork.

Beyond the physical benefits, these gatherings create valuable opportunities for students to develop crucial social skills in an environment that balances structured activity with genuine fun. The program exemplifies our commitment to whole-child wellness, recognizing that regular exercise paired with positive social interactions contributes significantly to students' overall health and happiness. The enthusiastic participation we've witnessed demonstrates the program's success in making fitness an enjoyable, rather than obligatory, part of our students' lives.



THE RISE UP PROGRAM: EMPOWERING STUDENTS TO GRADUATE

THE 2023/24 ACADEMIC YEAR marked a significant milestone for QDA with the successful launch of the Rise Up program and the addition of a welding Career and Technical Education (CTE) pathway. These innovative initiatives reflect QDA's mission to foster student achievement and equip learners with skills for future success.

The Rise Up program had an extraordinary first year, directly contributing to the success of 39 graduates. It is designed to support students facing graduation challenges, and it did just that. The program has shown that with the right support and structure, our students can achieve remarkable outcomes. We are incredibly proud of the impact this initiative has made in its first year and are excited to see what the future holds. Looking ahead, QDA aims to expand the Rise Up program, ensuring that even more students benefit from this transformative opportunity.

WELDING CTE PATHWAY: FORGING BRIGHT FUTURES

QDA also introduced a welding CTE pathway, opening doors to high-demand career opportunities. The program's first session was a resounding success, with five students earning industry-recognized welding credentials. These certifications not only signify technical expertise but also position students for meaningful employment in a competitive job market. The welding pathway highlights the value of hands-on learning and real-world application. By integrating career-focused education into the curriculum, QDA is preparing students to excel in skilled trades while addressing workforce needs.

A BRIGHT FUTURE

The successes of Rise Up and the welding CTE pathway underline QDA's dedication to innovation and excellence. As we celebrate these accomplishments, we look forward to building on this foundation and continuing to inspire and support our students in reaching new heights.



Casey Havens
Principal

Jill Westbrook
QDA Counselor

ART CLUB I & II



OUR PARTNERSHIP WITH The Center for The Arts has flourished this year, bringing enriching artistic opportunities to our students through Art Club I and II. These free weekly sessions have allowed participants to explore the fundamentals of perspective drawing, discover the tactile creativity of pottery, and experiment with diverse materials across various projects. Under the guidance of professional artists, students have not only developed technical skills, but also cultivated self-expression and creative problem-solving abilities. The enthusiasm and growth demonstrated throughout these sessions highlight the importance of accessible arts education and the value of our continued collaboration with The Center for The Arts in nurturing the artistic talents within our community.



QDA CLASS FIELD TRIPS

OUR GROUP OF 50 participants had an incredible experience at the Akron Zoo's dinosaur exhibit, where the magic of paleontology came alive through an impressive blend of living zoo animals and cutting-edge animatronics. The exhibit featured more than 20 full-size, scientifically-accurate dinosaur displays alongside four interactive activity stations that kept everyone engaged throughout the visit. Highlights included the iconic Stegosaurus with its remarkable back plates that grew directly from the skin rather than connecting to the skeleton, the massive T. Rex that dominated as both king of dinosaurs and heavyweight champion at over 9 tons, and the heavily armored Euoplocephalus, whose tank-like appearance and club tail made it a formidable plant-eater of the Cretaceous period. The combination of educational content, impressive scale, and interactive elements created an unforgettable journey through prehistoric time that left our entire group buzzing with excitement about these ancient giants.



RUBBER DUCKS BASEBALL FUN FAMILY NIGHT

FAMILIES CAME TOGETHER for an unforgettable Saturday evening at the RUBBER DUCKS baseball game in June, joining Mrs. Kennedy for a night of community fun.

While the Ducks may have narrowly missed victory, the real magic happened off the field. Students eagerly participated in between-inning activities, racing around the bases, leaping to catch flying t-shirts, and belting out "Take Me Out to the Ball Game" during the traditional 7th inning stretch. The perfect summer evening concluded with a spectacular fireworks display choreographed to Taylor Swift's hits, creating memories that will last long after the final out.

VISITING KUCHTA FARM

OUR FIELD TRIP to Kuchta Farm in Newton Falls, Ohio, was an enriching and enjoyable experience for everyone involved. The day began with some playtime as everyone was checked in for our private time at the farm. Even though the weather was a bit dreary, the smiles on everyone's faces provided us with our own sense of sunshine.

The students eagerly explored the corn maze and listened to fascinating facts about pumpkins. Many were thrilled to take a hayride around the farm, pulled by a tractor, and enjoyed playing in the corn box. They also had the chance to feed the goats, engage in various games, and navigate the zig-zag paths of the corn maze.

After all the fun, we gathered for our packed lunches and were excited to pick pumpkins to take home with us! The day was filled with laughter and learning, leaving us with great memories of our time at the pumpkin farm.





OHIO STATE HOUSE FIELD TRIP

OUR FAMILY FIELD TRIP to the Ohio State House was truly educational. Around 21 students and families gathered to tour and learn about our State Government. We were fascinated by the architectural differences between the Senate and House of Representatives chambers and enjoyed learning about the historical paintings adorning the walls. Most memorable was discovering that President Lincoln visited multiple times, including when his funeral procession passed through with thousands of mourners paying their respects as his casket lay in state in the Rotunda room.

QUAKER DIGITAL ACADEMIES PROVIDES STATE-ACCREDITED DIGITAL CURRICULUM
AND INSTRUCTORS ALL FROM THE SAFETY OF YOUR HOME.



ADMINISTRATION TEAM

*Dr. Richard Varrati | Debra Kennedy | Julie Erwin | Diane Fearon | Elaine Karp | Steve Eckert
Denise Grimm | Casey Havens | Mike Ciereszewski | Dr. Megan Brannon*

BOARD OF DIRECTORS

Sallie Stroup, PRESIDENT | Vicki Wittkop, VICE-PRESIDENT

MEMBERS

Don Kemp | Gil Snyder | Karen Sterling

School Home

Administrator
Richard J. Varrati

Principal
Stephen C. Eckert

Address
**400 Mill Ave SE Suite 901
New Philadelphia, OH 44663-2150**

Phone
(330) 364-0618

Career Technical Planning District
Buckeye JVSD CTPD

Sponsor
New Philadelphia City

Directory information current as of the 2024-2025 Report Card publication date.



School Overview

[Print](#)

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components.

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.



**Meets
Standards**

[View More Data](#)

Progress

The Progress component looks closely at the growth all students are making during the school year.



**Meets
Standards**

[View More Data](#)

Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.



**Exceeds
Standards**

[View More Data](#)

Graduation Rate

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



**Exceeds
Standards**

[View More Data](#)