

the reading team, inc.

2008 Annual Report



Big results for little kids.





Mission Statement



The Reading Team, Inc. is dedicated to enabling young children who are at high risk of reading failure to become strong and enthusiastic readers, writers, listeners, and speakers. Through lively and engaging literacy programs, we provide children with a positive introduction to reading and an enthusiasm for learning. The Reading Team believes that all children can learn to read and that early intervention paves the way to educational success.



Message from the Founder & President

Dear Friends,

What a wonderful year 2008 was for the Reading Team! We are deeply grateful to our foundation and corporate partners, government and institutional supporters, Board of Directors and the many generous individual donors, dedicated staff and volunteers who have made possible another year of excellence and educational innovation in service to the young children of Central Harlem.

This past year, we achieved success on several fronts:

- Children who attended our Preschool Program in 2003 - 2004, who were in third grade in 2008, significantly outperformed the third graders in their school districts and citywide on the 2008 New York State English Language Arts exam.
- The third graders in our After-School Program significantly outperformed the third graders in their school districts and citywide on the 2008 New York State English Language Arts exam.
- Our programs are more and more in demand. We now have waiting lists of day care centers, Head Start programs, parents and educators who are eager to enroll their children in Reading Team programs.

As we continue to provide the children we serve with a positive and successful introduction to reading and to themselves as learners, we are laying the groundwork to replicate our programs at additional program sites so that we can serve many more children and families. We value your commitment to young children and we are honored by your confidence in the Reading Team.

Sincerely,



Maureen Rover

Founder and President



Reading Team Background

Many children in the Reading Team neighborhood enter kindergarten so profoundly deficient in language and literacy skills that they are utterly unprepared to meet the challenges of their schooling and to succeed in a complex world. The instructional needs of these children are so great that they simply cannot be met by a single teacher in a typical classroom of more than twenty children. Fully 57% of the third graders in our community's schools failed the 2008 New York State English Language Arts exam.

Research tells us that children who enter first grade ready to learn to read will almost assuredly learn to read; children who don't are almost certain to struggle in school for years to come. The difference is one of opportunity, one of giving young children a positive and successful introduction to reading instruction and to themselves as learners. Researchers have learned a great deal about the activities and experiences that make all the difference in this challenge. We make certain that Reading Team children engage in those activities and have those experiences.

The Key to Our Success: The Reading Team Model

The Reading Team's innovative and uniquely successful model of early literacy education was created specifically to serve young children who are at high risk of reading failure. The Reading Team Model utilizes six essential and interdependent elements:

- *The Waterford Early Reading Program*, a technological whiz-bang of an early intervention reading curriculum for young children
- Lively and engaging small group literacy-nurturing activities led by our professional staff and Literacy Mentors
- Creative Dramatics/ Public Speaking activities that include poetry recitations, readers' theater, puppet shows, story enactments, and imagination journeys
- A Book Distribution Program through which every Reading Team child gets to select at least ten books and assorted instructional materials each year to keep and enjoy at home
- Parent Programs to engage the children's parents in supporting their children's developing literacy and school success
- A Professional Development Program to support the classroom instructional programs of the teachers of our Preschool Program.



Childrens' Program



Preschool Program

The Reading Team Preschool Program serves four- and five-year-old children who come to the Reading Team from neighborhood day care centers and Head Start programs. Children come to the Reading Team with their teachers in groups of about 40 to 45 three times a week for half of the school year and twice a week for the other half of the year.

The children spend 90 minutes per session at the Reading Team, where they take part in 30 minutes of literacy-nurturing games and activities, 30 minutes of the computer-based *Waterford Early Reading Program*, and 30 minutes of Creative Dramatics.

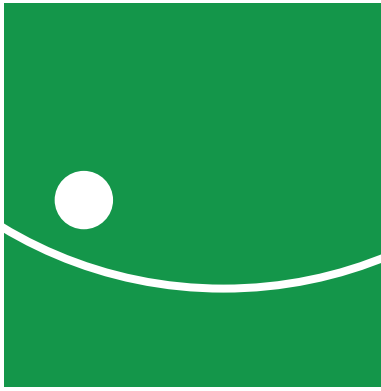


After-School Program

The Reading Team After-School Program serves children in kindergarten through grade three from neighborhood elementary schools. The children enter the program in kindergarten and return each year through third grade. The children are referred to us by their teachers or principals, usually because they are struggling to learn in school and sometimes because they have associated behavior problems as well.

The children come to the Reading Team on school days from September through June. As the children arrive from school, they have a snack and receive assistance with their homework. Then they divide into groups to take part in reading and writing activities with our professional staff and Literacy Mentors, the computer-based *Waterford Early Reading Program*, and Creative Dramatics and Public Speaking activities.

We do everything it takes to support the children's success, from one-on-one tutoring with our reading specialists to daily read-aloud sessions for every reader. Every child has regular opportunities to engage in expository and creative writing and to speak and perform in front of the group in Creative Dramatics and Public Speaking.



The Waterford Early Reading Program



The Waterford Early Reading Program is an innovative, research-based early literacy computer program. The program integrates an individualized and carefully-sequenced curriculum with complex and engaging lessons and activities, high-quality graphics, classical music and children's songs from around the world. The Reading Team was the first to use the Waterford program with four-year-old children, a move that is now transforming early education as more and more preschool programs across the country are implementing the program.



Waterford Early Reading Program Curriculum Overview

- Level One *Level One* (emergent reading) enables Reading Team four- and five-year-old children to develop phonological awareness, build automatic letter name and letter sound recognition, understand print concepts, and build vocabulary.
- Level Two *Level Two* (beginning reading) teaches Reading Team six year olds phonemic blending and segmentation, word recognition, grammar and punctuation conventions, and beginning reading comprehension. Level 2 also introduces students to the writing process.
- Level Three *Level Three* (fluent reading) teaches Reading Team seven-year-old children complex word patterns and advanced spelling and writing skills. Students build reading fluency and learn higher level comprehension strategies.



The impact **The Reading Team** has had on our students who take part in their After-School Program is clear in the children's new-found confidence, their use of comprehension strategies, and their enthusiasm for reading.



– Adjowah K. Scott,
Head of the Lower School/Director of Academic Support Services,
The Children's Storefront

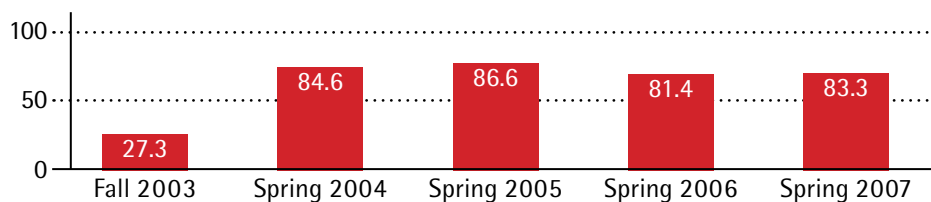
Preschool Program Longitudinal Study Results 2007–2008

The Reading Team Preschool Program is the subject of a longitudinal study that has followed the literacy development of two cohorts of children through the early elementary grades. Cohort 1 students participated in the program in 2003–2004 and Cohort 2 students in 2004–2005. Study participants were given the Test of Early Reading Ability – 3rd Edition at the start and end of their participation in the Preschool Program and then annually each June through second grade. The New York State English Language Arts exam, which is administered to all third graders in New York City Public Schools, constitutes the third grade measure of the effectiveness of our Preschool Program.

The study found that children who participate in our Preschool Program typically gain more than 50 percentiles in reading ability during their year in the program and maintain those gains through second grade. In third grade, the Reading Team Cohort 1 students significantly outperformed students from the two geographical districts in which most of their current schools are located and students citywide.

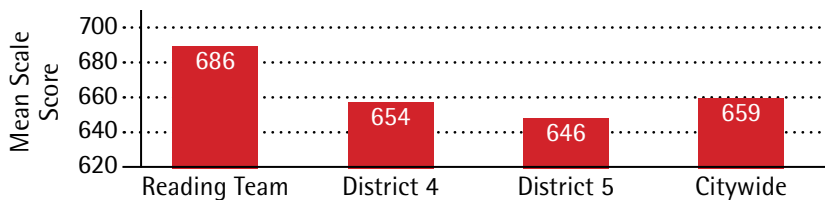
COHORT 1

Participants' Matched Mean Normal Curve Equivalent Scores
Converted to Percentile Rank Equivalents for Cohort 1 at Five Time Intervals



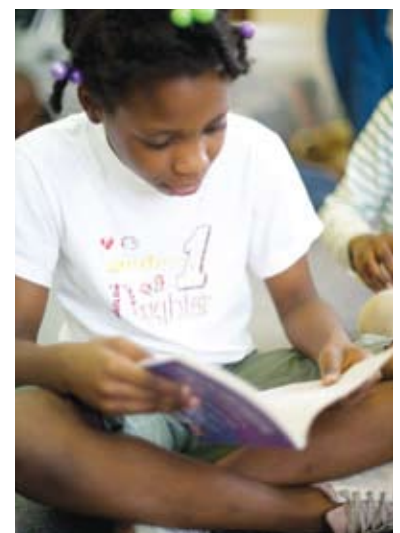
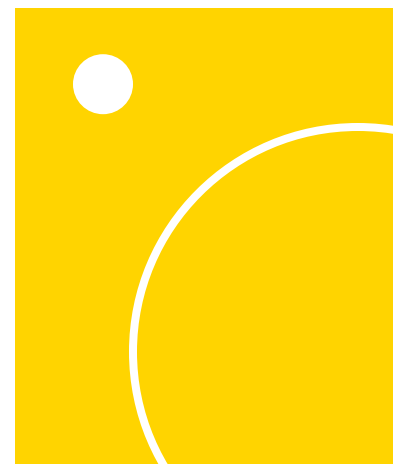
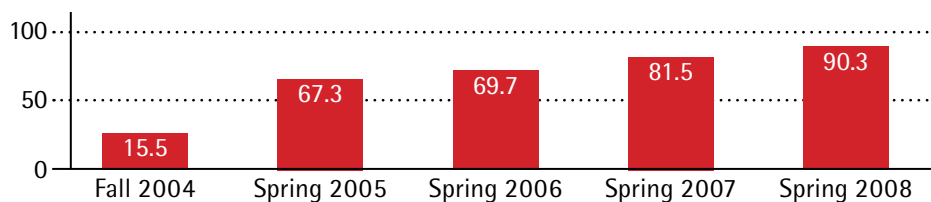
The figure below displays Cohort 1 students' performance on the 2008 New York State English Language Arts exam.

Cohort 1 Third Grade Student Performance on the 2008 NYS English Language Arts Exam



COHORT 2

Participants' Matched Mean Normal Curve Equivalent Scores
Converted to Percentile Rank Equivalents for Cohort 2 at Five Time Intervals





After-School Program Test Results 2007-2008

Reading Team After-School students are given the Test of Early Reading Ability – 3rd Edition on entry to the program and then each June thereafter through second grade. The New York State English Language Arts exam, which is administered to all third graders in the New York City Public Schools, constitutes the final measure of the effectiveness of our After-School Program.

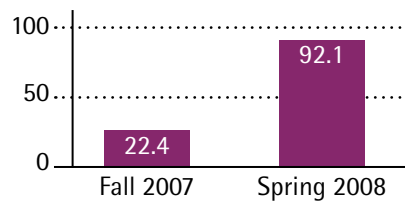
The results show that children who participate in the Reading Team After-School Program typically gain more than 60 percentiles in reading ability in their first year in the program, and they maintain those gains through second grade. Our third graders significantly outperformed third graders in the two geographical districts in which most of their schools are located and third graders citywide on the 2008 New York State English Language Arts exam.



Kindergarten

Kindergartners who entered the Reading Team After-School Program in September 2007 were tested at the start and at the end of the 2007-2008 program year. The following graph shows students' performance from the start of kindergarten to the spring of their kindergarten year.

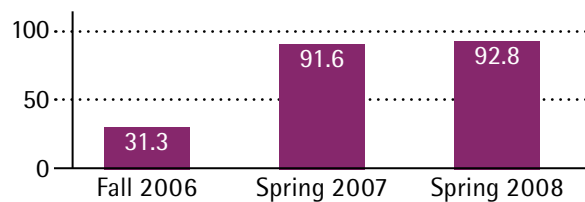
**Matched Mean Normal Curve Equivalent Scores
Converted to Percentile Ranks for After-School Program Kindergartners**



First Grade

First grade participants in the After-School Program in 2007-2008 also took part in the program in 2006-2007. The following graph shows the children's progress from program entry in kindergarten to the end of first grade in the spring of 2008.

**Matched Mean Normal Curve Equivalent Scores
Converted to Percentile Ranks for After-School Program First Graders**

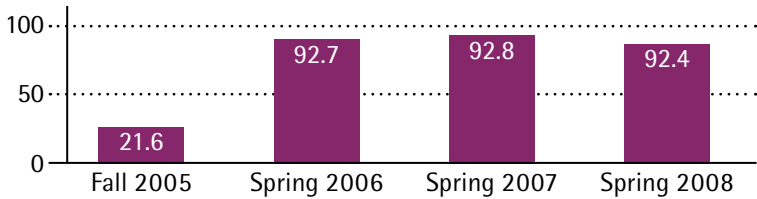




Second Grade

The second graders who participated in our After-School Program in 2007-2008 also took part in the program the prior two years. The following graph shows student performance from program entry in kindergarten to the end of second grade in the spring of 2008.

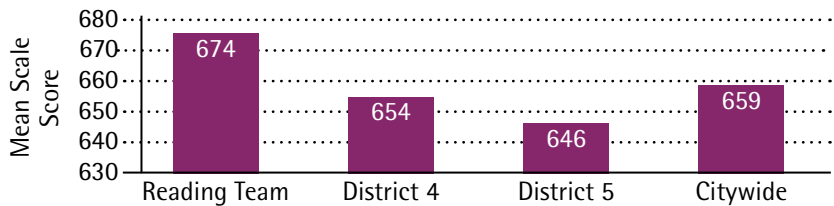
**Matched Mean Normal Curve Equivalent Scores
Converted to Percentile Ranks for After-School Program Second Graders**



Third Grade

The figure below shows the After-School Program third grade students' performance on the 2008 New York State English Language Arts exam as compared to the performance of third grade students from the two geographical districts in which most of their current schools are located and to students citywide.

**After-School Program Third Grade Student Performance
on the New York State English Language Arts Exam**



Thanks to The Reading Team, my daughter is reading more than a full grade level above her grade.

- Kahadijah Harley, mother of third grader Yamira Hairston





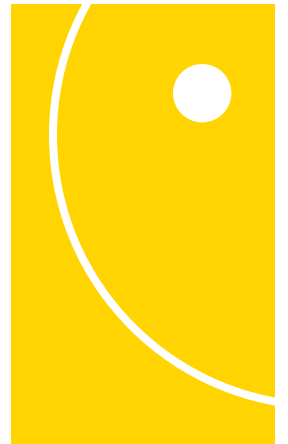
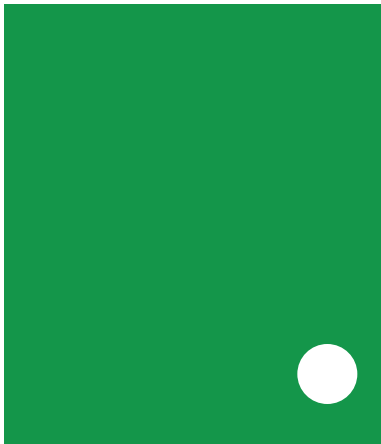
Statement of Financial Position

Selected Financial Data

	Years Ended June 30,	
	2008	2007
Assets		
Cash	\$149,051	\$165,007
Property and equipment - net	29,951	46,973
Security deposits	<u>13,000</u>	<u>13,000</u>
Total assets	<u>\$192,002</u>	<u>\$224,980</u>
Liabilities		
Accrued expenses	<u>—</u>	<u>—</u>
Total Liabilities	<u>—</u>	<u>—</u>
Net Assets - Unrestricted	<u>192,002</u>	<u>224,980</u>
Total liabilities and net assets	<u>\$192,002</u>	<u>\$224,980</u>

Note: Financial Statements for the periods ending June 30, 2007 and 2008 were audited by Miller, Ellin and Company, LLP. Full audited financials are available from the Reading Team.

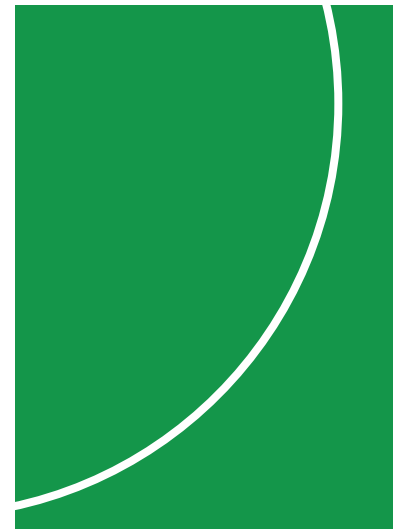
“ Love is evident at **The Reading Team** and it shows in the children's results. My daughter is very excited about reading and has placed her own high value on learning. ”
 – David J. McNeal, father of second grader Ashley



Statement of Activities

Selected Financial Data

	Years Ended June 30,	
	2008	2007
Revenue		
Contributions	\$438,190	\$486,892
Interest and dividend income	<u>577</u>	<u>1,017</u>
Total Revenue And Other Support	\$438,767	\$487,909
Expenses		
Program services		
Preschool Program	157,220	153,164
After-School Program	134,444	128,595
Book Distribution Program	12,440	10,788
Parent Programs	47,372	49,818
Professional Development Program	14,331	9,015
Communication and Outreach	<u>17,566</u>	<u>44,780</u>
Total Program Services	\$383,373	\$396,160
Fundraising	28,765	27,583
Management and General	<u>59,607</u>	<u>45,971</u>
Total Expenses	\$471,745	\$469,714
Increase (Decrease) In Net Assets	(32,978)	18,195
Net Assets at Beginning of Year	<u>224,980</u>	<u>206,785</u>
Net Assets at End of Year	<u>\$192,002</u>	<u>\$224,980</u>

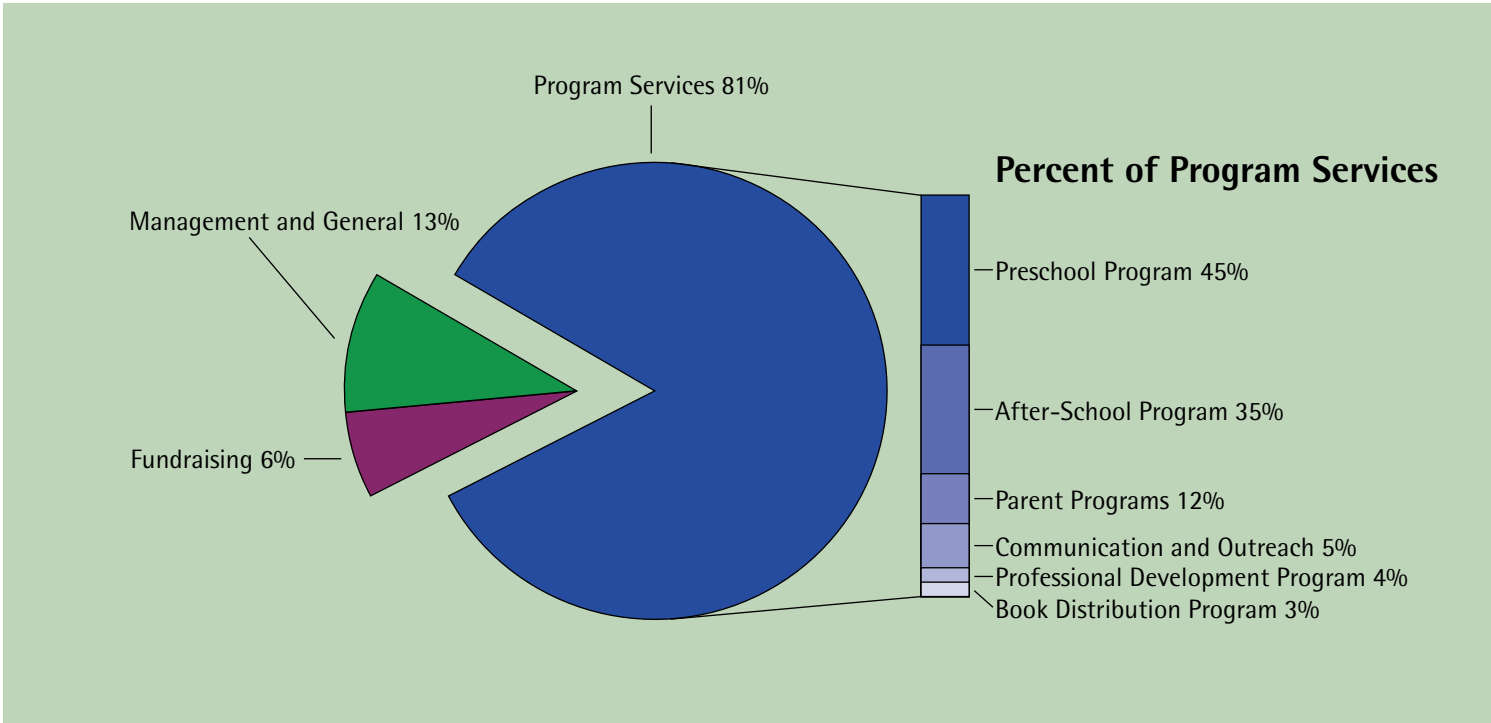




Expense chart

Total Expenses

Fundraising	6%
Management and General	13%
Program Services	81%



“ I like myself when I’m at **The Reading Team**. I’m smart and a good kid when I’m here. – Kaly Conde, First grade ”

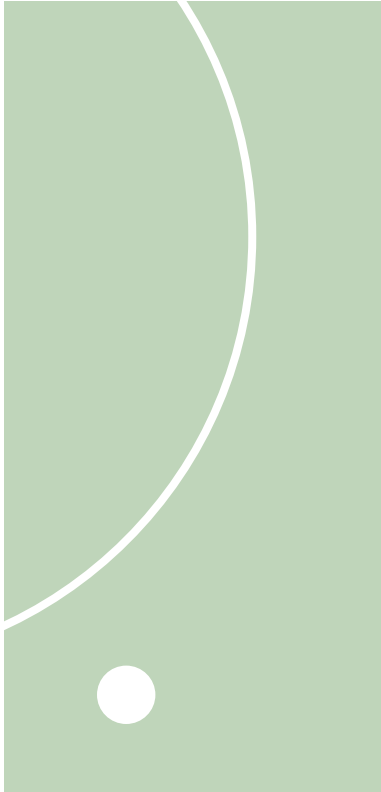




“The Reading Team has taught so much to my children. They now read and write better than I ever thought possible.”
– Abou Touré, father of kindergartner Amara, and second graders Ahmed and Tenenkin



“My Mom was worried about me when I was younger but now I am a star student because of **The Reading Team**.”
– Anna Lee Peña, third grader



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Founder, The Reading Team, Inc.

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Supporters

The Reading Team is deeply grateful for the very real and profound difference our supporters have enabled us to make in the lives of the children we serve. Listed below are the foundations, corporations, as well as government representatives and agencies who have supported our work and contributed to the extraordinary success of the Reading Team children. We also thank the many individuals whose generosity has made our work possible.

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