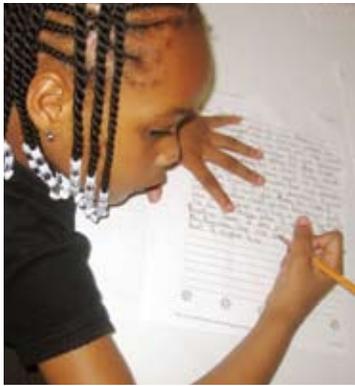


the reading team, inc.

2007 Annual Report

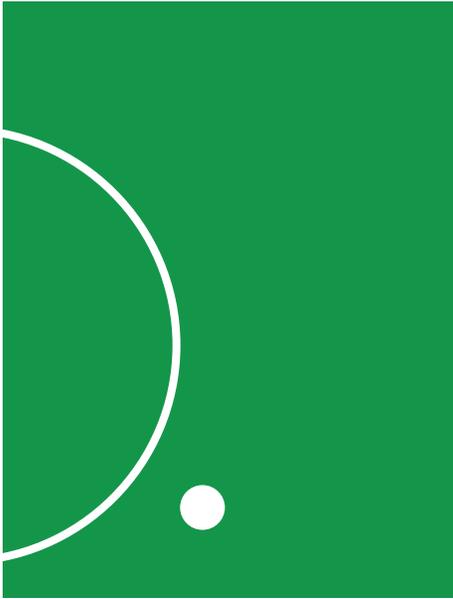


Big results for little kids.

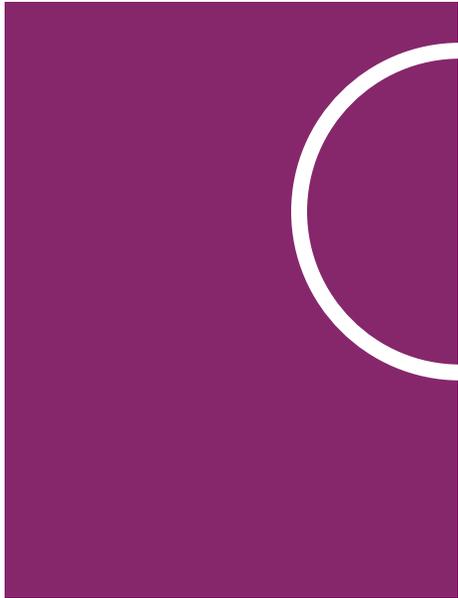




Mission Statement



The Reading Team, Inc. supports the literacy success of young children who are at high risk of reading failure. 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 President & Founder



Dear Friends,

Welcome to the Reading Team's 2006-2007 Annual Report. Every picture that appears in this report, every statistical detail, tells a unique and powerful story made possible by our generous supporters, dynamic Board, dedicated professional staff, talented Literacy Mentors, and the children we are so proud to serve. We are grateful to you all for a successful and memorable year.

At our program site in Central Harlem, the Reading Team conducts a Preschool Program for four- and five-year-old children from neighborhood day care centers and Head Start programs and an After-School Program for five- through eight-year-olds from neighborhood schools. We also conduct programs for the parents of Reading Team children and for the teachers of the children in our Preschool Program. All of our programs are focused on enabling the children to develop the literacy skills and concepts that will form the foundation of their success in school and in life.

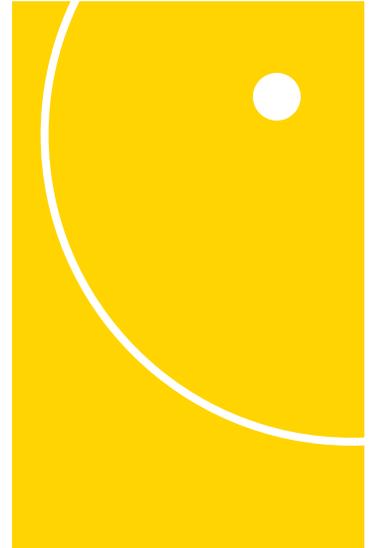
Reading Team programs have been at their capacity for several years. Every year, we must turn away parents, day care centers, and Head Start programs who plead with us to accept their children into one of our programs. So that we can enable more children and families to participate in our successful programs, we will expand to a second program site, also in Central Harlem, in the fall of 2008.

Our programs and the children we serve are thriving. Just look at the results. We have realized extraordinary progress in the enthusiastic readers, strong writers, attentive listeners, and proud public speakers so many of our children have become. Meanwhile, our professional staff and Literacy Mentors have strengthened their own sense that we are on the right track as they have seen their students achieve so much. Everybody learns. Everybody succeeds.

Sincerely,

A handwritten signature in black ink that reads "Maureen Rover". The signature is written in a cursive, flowing style.

Maureen Rover
President and Founder



Reading Team Background

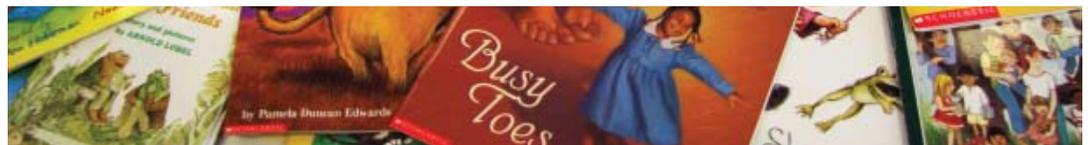
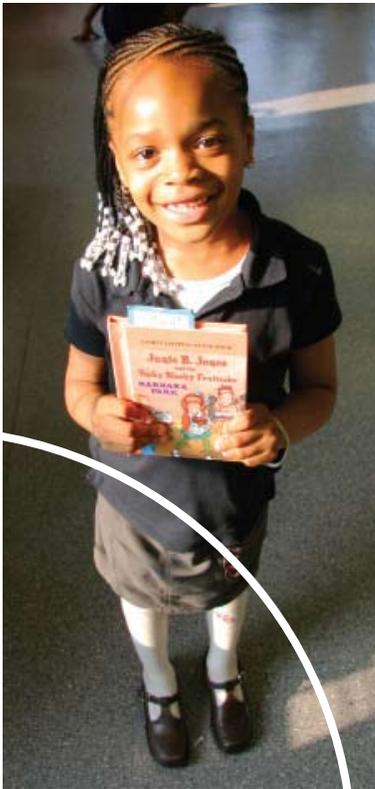
The Reading Team's program site is located in Central Harlem at 2090 Adam Clayton Powell Jr. Boulevard at 125th Street. This neighborhood is one of New York City's most distressed communities with respect to child poverty, health and safety. In 2007, 58% of the General Education students in grades three to eight in neighborhood schools failed the citywide reading test.

Many children in the Reading Team neighborhood enter the school system deficient in the basic literacy skills needed for success due to inadequate support for their early language development at home or in preschool programs. Many of the area's Pre-K programs and public schools are not equipped to provide their students with the one-on-one and small-group attention they need to become strong readers. As a result, the children become frustrated and disenchanted with reading.

Through lively and engaging early intervention literacy programs, the Reading Team has helped hundreds of disadvantaged young children become strong and enthusiastic readers, writers, listeners and speakers.

Key Highlights:

- The Reading Team conducts both a *Preschool Program* that serves four- and five-year-old children and an *After-School Program* for five- through eight-year-old children.
- The Reading Team employs a professional staff and Literacy Mentors to direct the children's activities and lessons. Literacy Mentors are college students, graduate students, and experienced educators whom the Reading Team hires and trains.
- The Reading Team Preschool Program has been the subject of a longitudinal study that is following the literacy development of two groups of children from the program through the early grades. The study has established that the children who participate in the program typically **gain more than 50 percentiles** during their year in the program and they maintain their gains even three years after completing the program.
- In addition to the children's programs, the Reading Team also conducts Parent Programs to engage parents in their children's educational goals and a Professional Development Program for the teachers of the children in the Preschool Program.
- The Reading Team conducts a book distribution program ten times a year that enables each child to choose from a broad selection of books to take home and keep.



Preschool Program

The Preschool Program serves four- and five-year-old children who come to the Reading Team with their teachers from neighborhood day care centers and Head Start programs. Children come in groups of about 40 with their teachers 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 reading and literacy games in the Reading Center, 30 minutes of a computer-based early literacy program in the Computer Center, and 30 minutes of Creative Dramatics or free choice activities.



Activity Breakdown:

The Reading Center: During the Reading Center session, children work in small groups with the Literacy Mentors. The Literacy Mentors engage the children in a wide range of literacy-nurturing activities, including letter and word games, reading and writing, conversation and story telling and retelling.

The Computer Center: In the Computer Center, the children's teachers watch over and assist the children as they take part in the Waterford Early Reading Program, an innovative and successful computer-based early reading curriculum for children from ages four to eight. The Waterford program utilizes interactive research-based strategies and techniques to enable every child to learn.

Creative Dramatics: During the Creative Dramatic session, children engage in puppet show story enactments, imagination journeys, poetry recitations, theater games, music, and dance. These activities strengthen the children's memory, listening skills, attention to detail, and pictorial imagination.

Free Choice: Free Choice time allows children to select their own activities from a variety of literacy-supporting puzzles, board games, card games and reading and writing activities.

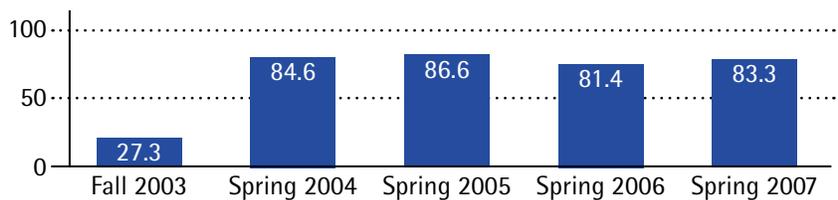
Preschool Program Longitudinal Study Results



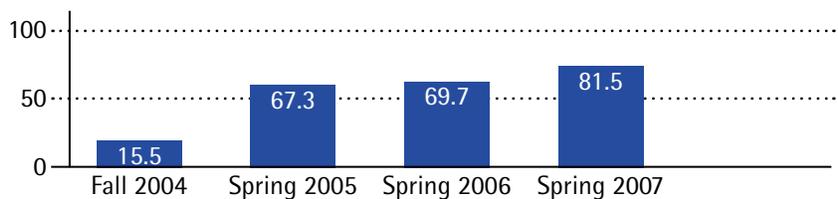
The Reading Team's Preschool Program is the subject of a longitudinal study that has followed the literacy development of two groups of children from the program through the early elementary grades. The study has established that children who participate in our Preschool Program typically:

- gain more than **50 percentiles** in reading ability during their year in the program, and
- maintain their literacy gains and keep pace with their peer group, even three years after their completion of the program.

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



**Participants' Matched Mean Normal Curve Equivalent Scores
Converted to Percentile Rank Equivalents for Group 2 at Four Time Intervals**



Participants in the longitudinal study of the Reading Team Preschool Program were given the Test of Early Reading Ability – 3rd Edition (TERA-3) at the start and end of their year in the Preschool Program and then annually each June since then.

After-School Program

The After-School Program serves children in kindergarten through grade three. Students are referred to the Reading Team by their teachers, principals and parents. The program is held five days a week from 3:00 to 6:00 p.m. from September through June.

The goal of the After-School Program is to enable the children to become strong and enthusiastic readers, writers, listeners and speakers. While children entering the After-School Program are at different levels of reading and comprehension, the Reading Team ensures that students are challenged at the appropriate level so that their attention does not wander.

The Reading Team does everything it takes to support the children's success, from one-on-one tutoring sessions with our reading specialist 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.

Typical After-School Program schedule:

- 3:00 p.m. – 4:20 p.m. Children arrive from school, have snacks and complete school homework.
- 4:20 p.m. – 4:55 p.m. Reading Center: reading and writing activities with Literacy Mentors
- 4:55 p.m. – 5:30 p.m. Computer Center: *Waterford Early Reading Program*
- 5:30 p.m. – 6:00 p.m. Creative Dramatics: Public speaking



“The Reading Team embodies the ideals, goals, and principles that we at Harlem Link are working to instill in our students. The Harlem community is **lucky to have the Reading Team.**”

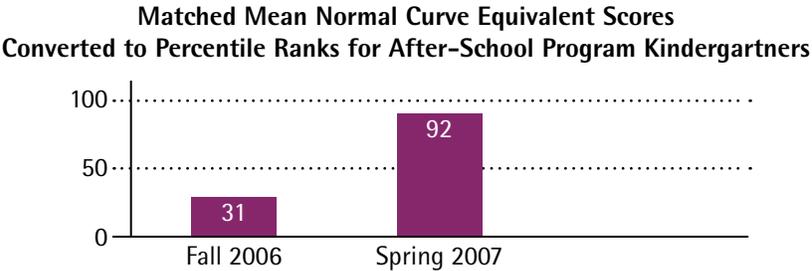
– John Reddick,
Dean/Founding Board Member, Harlem Link Charter School



After-School Program 2006-2007 Test Results

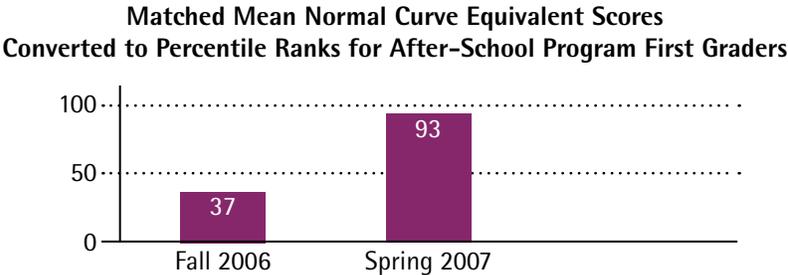
Kindergarten

Kindergartners who entered the Reading Team After-School Program in September 2006 were tested at the start and at the end of the 2006-2007 program year. The following graph shows students' performance from pretest to posttest.



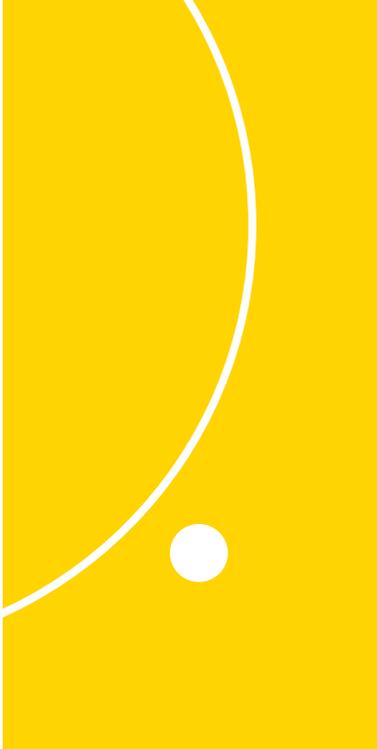
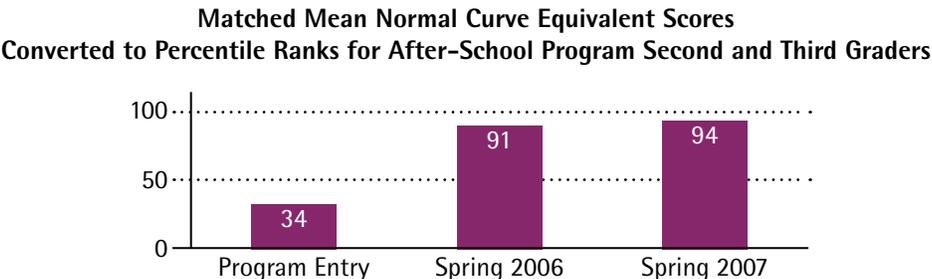
First Grade

First graders who entered the After-School Program in September 2006 also were tested at the start and at the end of the program year. Overall, the children achieved significant gains from fall 2006 to spring 2007. The following graph shows students' performance from pretest to posttest.



Second and Third Grades

The second and third graders who participated in our After-School Program in 2006-2007 also took part in the program the prior year. The following graph shows student performance from program entry to the spring 2007 posttest.



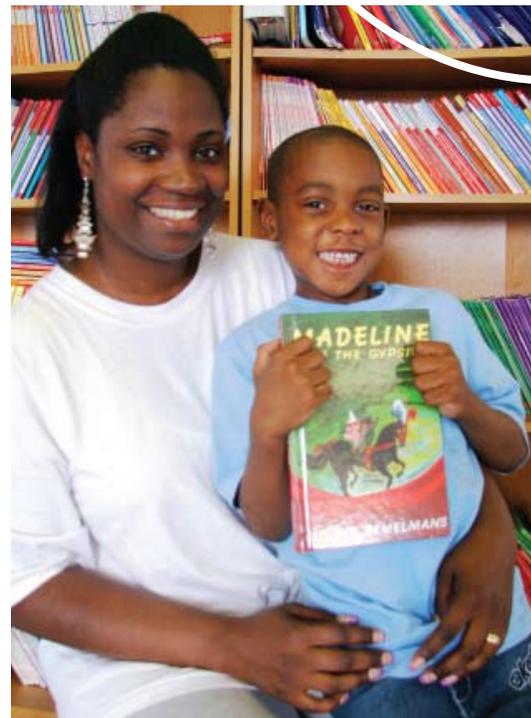
Parent Programs

Parent Conversations

A crucial element in a child's literacy development is the support he or she receives at home for reading, speaking and writing. The Reading Team strives to involve parents in their children's education through a series of Parent Conversations held each year. The conversation topics include the developmental stages of children and their literacy-related abilities at each stage; literacy-nurturing activities that can be shared at home; and the parents' responsibility for their children's education.

Elementary School Advisory Program

The Reading Team offers an Elementary School Advisory Program to help parents make important decisions about where to send their children to school. The Reading Team meets with parents both individually and in small groups to discuss the possible options for their children. Parents are provided with lists of schools and programs for their children as well as referrals to appropriate testing services. The Reading Team also provides reference letters and writing assistance with school applications.



“

I am a pre-school teacher and have been bringing students to the Reading Team since 2001. They made it possible for nearly 150 of my students to enter kindergarten **ready and able to succeed.**”

– Kisha Pressley-Vann, mother of six-year-old Julian

Professional Development Program

The Reading Team is dedicated to the professional development of all of the teachers at the day care and Head Start programs that take part in our Preschool Program. The Reading Team gives the centers children's books and instructional materials for use in their classrooms. Our professional staff models literacy-nurturing classroom practice for the teachers and meets with the teachers several times a year to discuss their classroom programs. The Reading Team Reading Specialist works with participating teachers in their classrooms and conducts literacy workshops at the day care and Head Start sites.





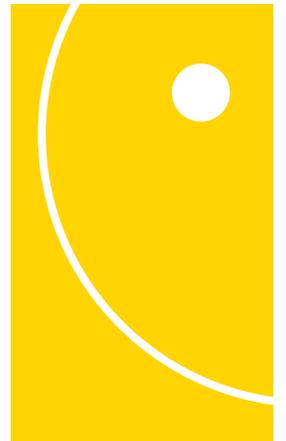
Statement of Financial Position

Selected Financial Data

	Years Ended June 30,	
	2007	2006
Assets		
Cash	\$165,007	\$164,281
Property and equipment - net	46,973	30,640
Security deposits	<u>13,000</u>	<u>13,000</u>
Total assets	\$224,980	\$207,921
Liabilities		
Accrued expenses	<u>—</u>	<u>1,136</u>
Total Liabilities	—	\$1,136
Net Assets - Unrestricted	<u>224,980</u>	<u>206,785</u>
Total liabilities and net assets	<u>\$224,980</u>	<u>\$207,921</u>

Note: Financial Statements for the periods ending June 30, 2006 and 2007 were audited by Miller, Ellin and Company, LLP. Full audited financials are available from the Reading Team.

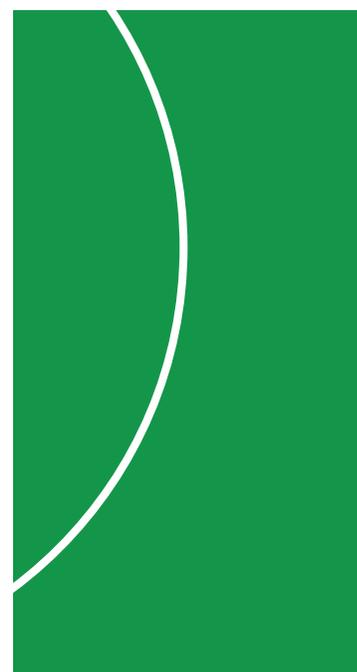
“When my daughter first came to the Reading Team, she was at the bottom of her class. Now she's at the top.”
 – Sioka Cisse, father of six-year-old Awa

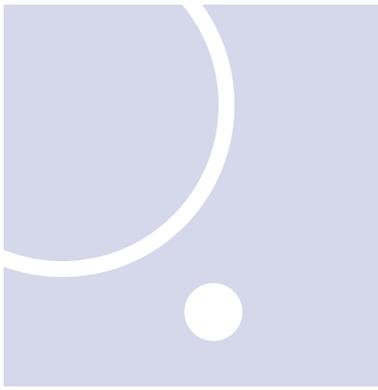


Statement of Activities

Selected Financial Data

	Years Ended June 30,	
	2007	2006
Revenue		
Contributions	\$486,892	\$429,996
Interest income	571	1,377
Dividend income	446	70
Total Revenue And Other Support	\$487,909	\$431,443
Expenses		
Program services		
Preschool Program	153,164	126,159
After-School Program	128,595	94,607
Book Distribution Program	10,788	10,069
Parent Programs	49,818	63,688
Professional Development Program	9,015	8,531
Communication and Outreach	44,780	—
Total Program Services	\$396,160	\$303,054
Fundraising	27,583	21,646
Management and General	45,971	36,078
Total Expenses	\$469,714	\$360,778
Increase In Net Assets	18,195	70,665
Net Assets at Beginning of Year	206,785	136,120
Net Assets at End of Year	\$224,980	\$206,785



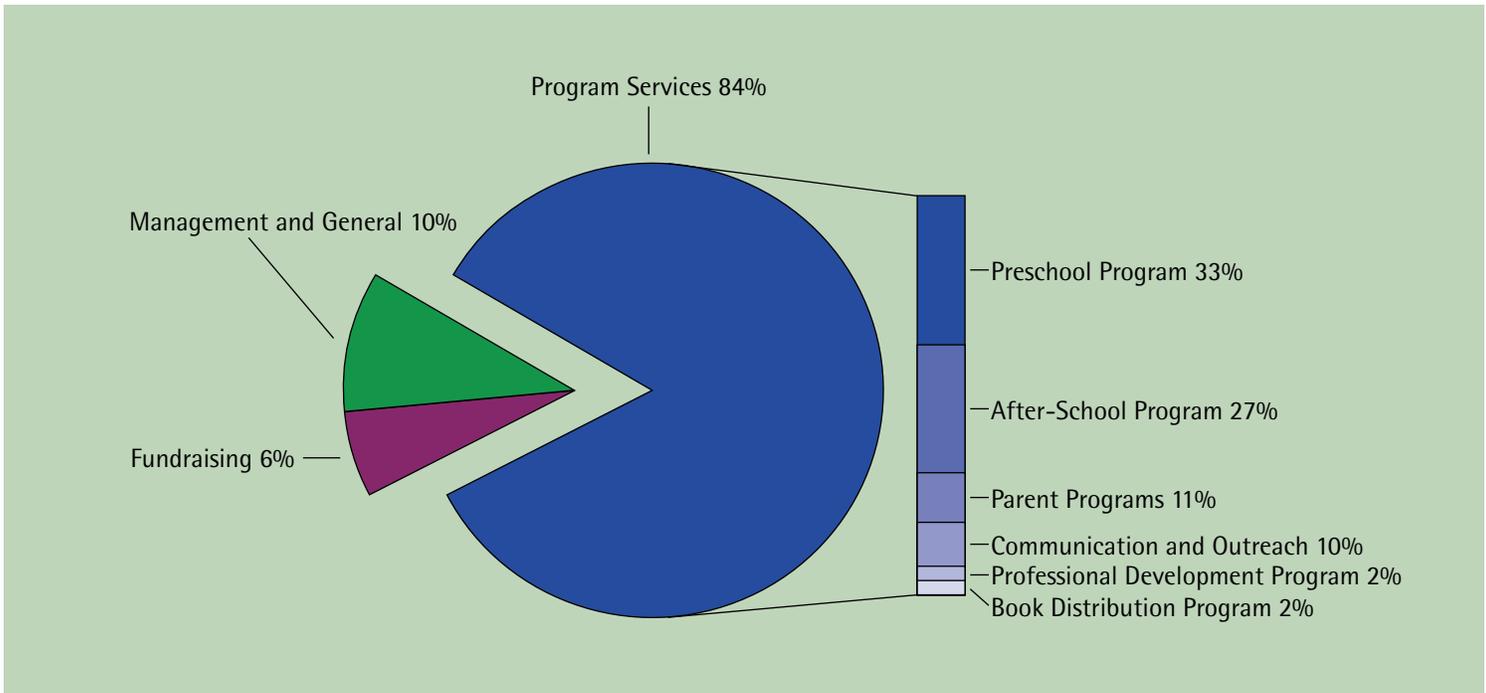


Expense chart



Total Expenses

Fundraising	6%
Management and General	10%
Program Services	84%
Preschool Program	33%
After-School Program	27%
Parent Programs	11%
Communication and Outreach	10%
Professional Development Program	2%
Book Distribution Program	2%



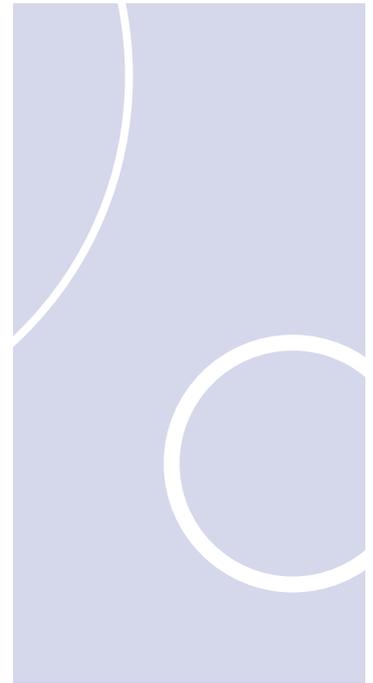
“When I read in my reading group in school, my teacher and the other kids say, “Where did you learn to read like that?”
My teachers are impressed by my work.”
 – Azhane Jackson, eight years old



2007 Highlights

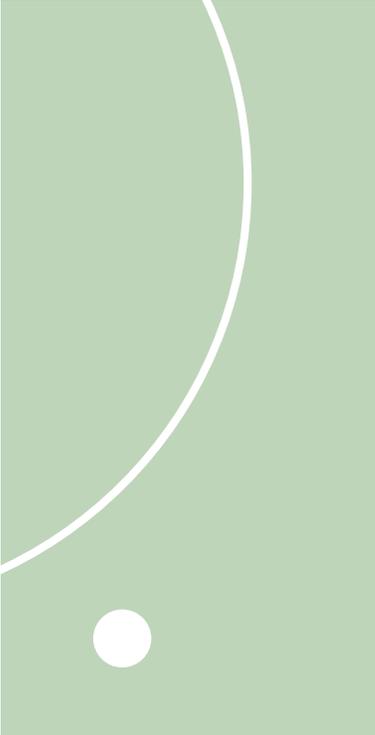


- In the fiscal year ending June 30, 2007, the Reading Team enabled 225 children at high risk of reading failure to make extraordinary gains in literacy development and to progress from school failure to school success. Additionally, we expanded the After-School Program to serve a total of 50 students.
- The Reading Team recruited higher caliber Literacy Mentors, which has borne fruit in the extraordinary literacy gains the children made this past year.
- Through the newly created Communications and Outreach Program, supported by the Taproot Foundation and Graphic Systems Group, we created a new brochure, our first annual report, and a website at www.readingteam.org. These publications have enabled us to inform the parents of the children we serve, the Harlem community, and current and potential supporters about the Reading Team and our programs.
- In 2007, the Reading Team spent only 6 cents of every dollar on fundraising efforts.





Board of Directors



Maureen Rover, President
Founder, The Reading Team, Inc.

Bertrand Brown, Vice President, Secretary
Superintendent Emeritus, New York City Public Schools Community School District 5
Chairman, Education Committee, Greater Harlem Chamber of Commerce
Chairman, Harlem Jazz and Music Festival

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Ashley Garrett
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Evelyn Halpert
Former Head of School, the Brearley School

John J. Iselin
President Emeritus, Cooper Union for the Advancement of Science and Art
President Emeritus, WNET

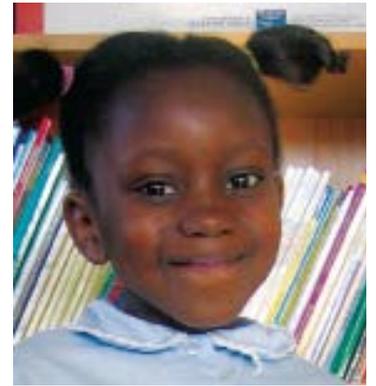
Marianne Johnson
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Marc Weisman
Co-CEO, Sagaponack Management Co., Inc.



Supporters



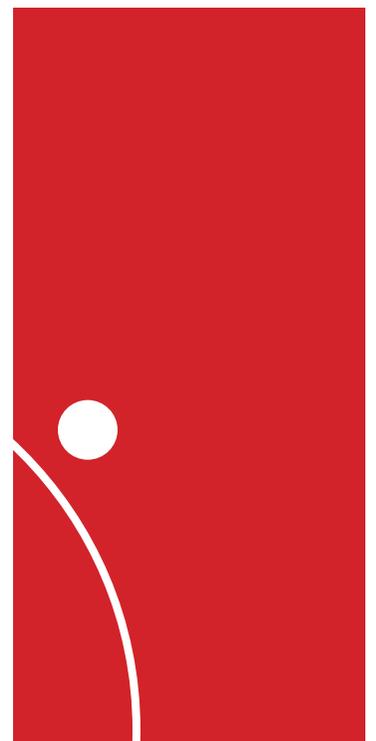
The Reading Team is deeply grateful for the very real and profound difference our supporters have enabled us to make in the lives of the children we serve. Listed below are the foundations, corporations, and government agencies who have supported our work and contributed to the extraordinary success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

AllianceBernstein Foundation Fund
Bay and Paul Foundations
Robert Bowne Foundation
Louis Calder Foundation
Cranshaw Corporation
Credit Suisse
Frances and Edwin Cummings Memorial Fund
Dana Foundation
Eleanor Naylor Dana Charitable Trust
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Speaker Christine Quinn,
and the New York City Council
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New York Community Trust
Pearson Education
Reading Is Fundamental
Rheinstrom Hill Community Foundation
Rhodebeck Charitable Trust
Rover Family Philanthropic Fund
Saint James' Church
Spingold Foundation
Taproot Foundation
Target
Two West Foundation
Verizon
Waterford Research Institute
Tiger Woods Foundation
New York State Assemblyman Keith Wright



Annual report developed by Taproot Foundation: Penny Chuang/Adventium, Allison Wylie, Karen Schoellkopf, Liz Chacko, Marc Frankel, and Richard Greene.





the reading team, inc.

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