

THE Reading Team

LITERACY FOR LIFE




2014 Annual Report



Message from the President

Dear Friends,

ver the past several years, the Reading Team has raised the bar for ourselves and for the children and families we serve. We have expanded and enriched our programs and are enabling more children than ever to become critical readers and thinkers, intent listeners, and persuasive writers and speakers.

The obstacles to success have been formidable, and the external environment for small academically-focused non-profit organizations remains challenging— from a tough fundraising climate to discouraging public perceptions about what constitutes real progress in education. Yet what always shines through is a steadfast commitment, by all who participate in our work, to enabling high-risk young children and their families to take charge of their academic success and thrive.

Although the Reading Team faced its share of challenges in 2014, I am pleased to report that we saw notable successes. Chief among them was our children's 80 percent pass rate on the 2014 New York State English Language Arts Exam, an exam taken annually by all third through eighth graders in New York State public schools. Please be sure to take a look at page 8, where you will surely be impressed by how our children's performance measures up to that of children citywide and throughout the state.

If you are reading this, you probably share our view that academic success begins with the basics of reading, writing, listening, and speaking. You might have contributed to our work in

some way. Your generosity enriches daily—when a kindergartner decodes a new word, when a second grader learns to craft a paragraph, when a fifth grader writes an essay about *Macbeth*, and when a dad reports that his once struggling daughter has become an honor student.

As you look over this report, please remember that your contributions make our children's achievements possible. We are grateful to you all for another successful and memorable year.

Sincerely,



Maureen Rover
President



Reading Team Children Excelled in 2014

Last year, Reading Team children, in the midst of challenges both cultural and economic, gained substantial ground on one of the cruelest of human foes, illiteracy.

Our 850 pre-kindergartens through fifth graders achieved remarkable gains in reading ability and demonstrated improvements across the full array of literacy skills and concepts—from oral language development and listening to phonemic awareness and comprehension.

What's compelling about this is that children who come to us face some of the most severe literacy deficits of children anywhere, posing major obstacles to their academic success.

Core Programs

In 2013-14, our Preschool Program at our main program site served 500 four-year olds from 11 day care and Head Start programs. By rigorously focusing on key early literacy skills and concepts throughout the year, we made certain our preschoolers were ready and eager to learn when they entered kindergarten in 2014.

Our School-Day Program at PS 36 served 225 four- to seven-year-old children. It introduced them to key foundational skills and concepts that translated to widespread reports from parents and teachers of better classroom behavior, stronger report cards, and positive feedback.

In our After-School Program at our main program site and at PS 36, we served a total of 155 children in grades K-5.

Eighteen public, charter, and private schools referred their lowest-performing children to the Reading Team.

In the spring, 80 percent of our third through fifth graders passed the New York State English Language Arts Exam, outperforming the overwhelming majority of their peers across the city and state.

Reading Team 3rd and 4th graders enjoyed independent reading time.



USA & NYC Literacy by the Numbers

67% of America's fourth graders cannot read proficiently at grade level.

32,000,000 adults in the United States cannot read.

\$2,000,000 is spent each year on students who repeat a grade because they have reading problems.

70.2% of children citywide failed the New York State English Language Arts Exam* in 2014.

4x Children who do not read proficiently by third-grade are four times as likely to drop out of school later.

40% Over a lifetime, earnings can be as much as forty percent lower for illiterate individuals than for their literate counterparts.

1,000,000+ American youngsters drop out of school each year, costing the nation \$24,000 a year per dropout in lost earnings, forgone tax revenues, and social service expenditures.

84.6% of the children in the Reading Team neighborhood in Harlem failed the New York State English Language Arts Exam* in 2014.

*The New York State English Language Arts Exam is a test given annually to public school students in grades 3-8 statewide. It assesses how well they have mastered skills in reading, writing, and listening based on the Common Core Learning Standards.



The Reading Team by the Numbers

150+ hours. On average, Reading Team children receive more than 150 hours of literacy instruction each year.

80.0% of Reading Team children passed the New York State English Language Arts Exam* in 2014.

850 children, from grades pre-K-5, received focused literacy instruction in Reading Team programs last year.

5,000+ children have attended the Reading Team since we opened our doors in 2001 and have gone on to achieve lasting academic success.

60,000+ Since 2001, we have given more than 60,000 free books to our children through our Book Distribution Program.

\$0 The price families pay for having their children enrolled in one of our successful early literacy programs.

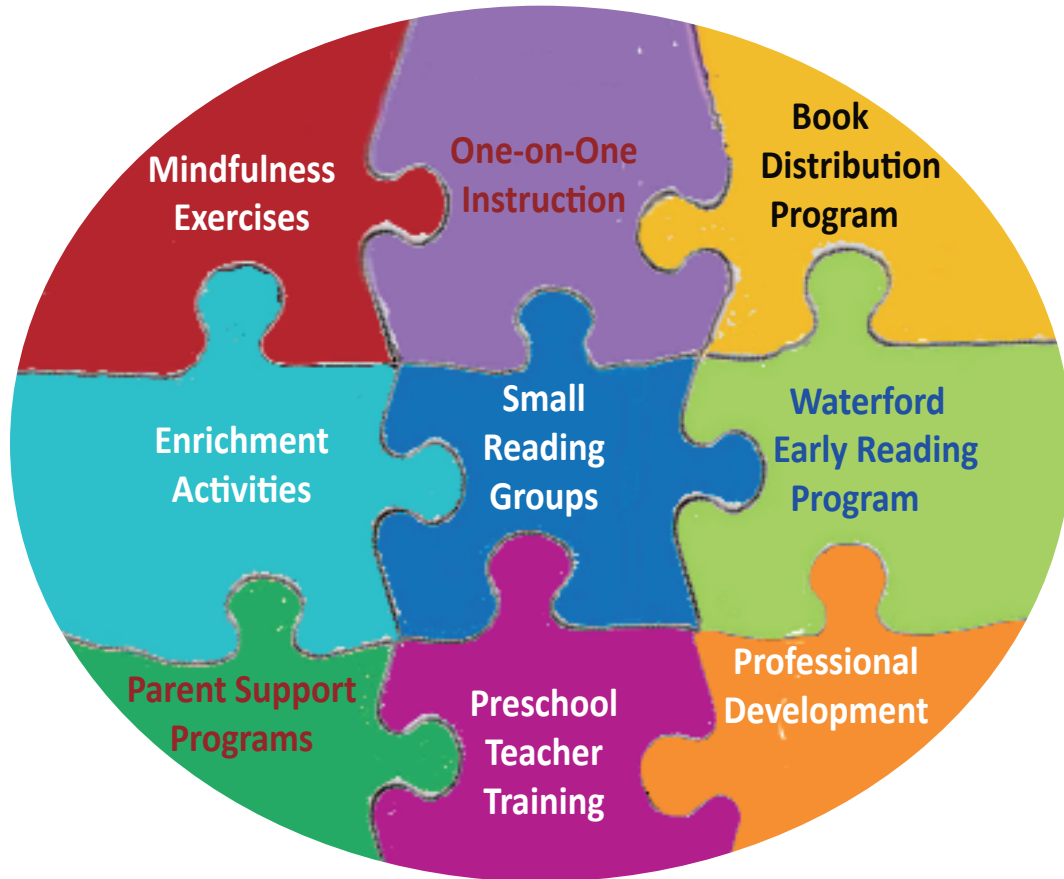
213,100 people have learned about the Reading Team online in 2014 through our enhanced social media outreach efforts.

55+ Reading Team children typically gain more than 55 percentiles in reading ability in their first year in one of our programs.

99% of low-literacy children who take part in our Preschool Program for a year are ready to succeed in kindergarten.



The Reading Team Instructional Model



■ **Small Reading Groups** engage children in a wide range of literacy-nurturing activities.

■ **One-on-One Instruction** with a reading specialist for struggling students builds academic strength, interpersonal skills, trust, and self-confidence.

■ **Waterford Early Reading Program** is a computer-based learning program that enables young children to develop important early literacy skills and concepts, while they learn to read and become competent users of a critical learning tool.

■ **Parent Support Programs** include an Elementary School Advisory Program and Parent Conversations that advise parents about school choices and support strategies.

■ **Enrichment Activities** reinforce literacy lessons through story enactments, imagination journeys, poetry recitations, theater games, music, and dance.

■ **Mindfulness Exercises** give after-school children a way to calm themselves when unsettled, so that they can conquer behavioral blocks to success in school and in life.

■ **Book Distribution Program** enables children to choose books and educational materials to keep, so that they enjoy learning activities outside of school.

■ **Preschool Teacher Training** gives participating day care and Head Start teachers the skills and resources to support their children's emergent literacy.

■ **Professional Development** ensures all Reading Team instructional staff members are versed in the most effective literacy teaching methods.

No Wonder Our Instructional Model Works!

The hallmark of the Reading Team is early intervention, before a lack of success in school dampens the children's inherent enthusiasm for learning. We delve deeply into concepts and skills that build and sustain learning, ensuring that every child masters the building blocks of literacy success for reading and writing.

A distinguishing feature of our programs is the amount of time children spend engaged in active learning. Our programs maximize opportunities to learn by providing from 108 to 540 hours a year of focused literacy instruction. For children in our After-School Program this translates to over 3,000 hours of reading, writing, listening, and speaking during the course of their participation from kindergarten to fifth grade. No wonder they do so well! (See page 8.)

Our instructional model girds and guides programming. It features a dynamic combination of literacy building blocks whose multi-dimensional approach tackles the individual, social, and environmental obstacles to literacy proficiency and academic achievement. The model erases the achievement gap and enables our children to make substantial literacy gains.

Supported by a language-intensive environment and agility to pace and customize lessons to individual learning styles, our instructional model enables children to build a full array of literacy skills.

Mom of after-school children Immanuel and Gabriella beams, following positive conversations with their Literacy Mentors.

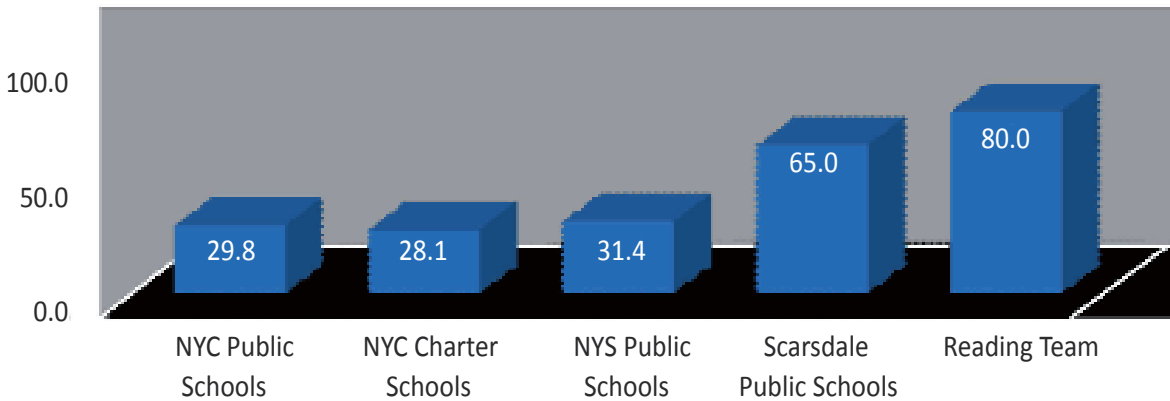
It gives children a variety of techniques to use when problem solving, e.g., text analysis, comparative investigation, hypotheses, imagination, prediction, research, persuasive writing and speaking, and more

Children often are referred to us by their teachers when they are struggling in school and sometimes because they exhibit behavior problems as well. Thanks to our comprehensive instructional model, these children come to recognize themselves as capable readers and learners on a sure path to academic success.



Reading Team Children Thrive in Our Programs

In 2014, 80 percent of Reading Team children in grades 3-5 passed the New York State English Language Arts Exam, a test given annually to all third through eighth graders in New York State public schools. The chart below shows their performance compared to that of their peers in New York City and New York State.



2014 New York State English Language Arts Exam – Grades 3-5 Pass Rate %

Percentiles Explained



In education, percentiles often are used as indicators of performance. We apply them to determine how the reading ability of a student, or small group of students, compares to that of a larger group. A nationally standardized test allows us to compare our children's scores to those of same-age students across the country.

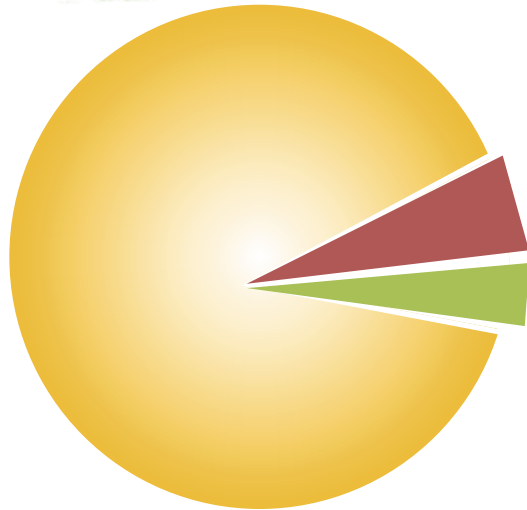
Reading Team children rise high and rapidly. They typically start in one of our programs at about the 20th percentile and finish their first year at about the 80th percentile. As they continue with us, they maintain those gains and keep pace with their high-performing peers.

In other words, at the start of program participation, our children score better than only 20 percent of children their age across the country. By the end of a year, they score higher than 80 percent of this national group—leaping past 60 percent of their age-mates in reading ability.



Ryan zoomed to the top of his kindergarten reading group.

Reading Team Expenses for 2013-14



- Programs - 86.8%
- Management and General - 9.6%
- Fundraising 3.6%

Statements of Activities Years Ended June 30, 2014 and 2013



	<u>2014</u>	<u>2013</u>
Changes in unrestricted net assets:		
Revenues:		
Contributions	\$ 924,483	\$ 825,181
Total unrestricted revenues	<u>924,483</u>	<u>825,181</u>
Net assets released from restrictions:		
Satisfaction of program restrictions	<u>45,000</u>	<u>99,000</u>
Total net assets released from restrictions	<u>45,000</u>	<u>99,000</u>
Total unrestricted revenues	<u>969,483</u>	<u>924,181</u>
Expenses:		
Program services	872,048	886,076
Management and general	96,979	80,962
Fundraising	<u>36,093</u>	<u>35,915</u>
Total expenses	<u>1,005,120</u>	<u>1,002,953</u>
Decrease in unrestricted net assets	<u>(35,637)</u>	<u>(78,772)</u>
Changes in temporarily restricted net assets:		
Contributions	45,000	99,000
Net assets released from restrictions	<u>(45,000)</u>	<u>(99,000)</u>
Change in temporarily restricted net assets	<u>-</u>	<u>-</u>
Decrease in net assets	<u>(35,637)</u>	<u>(78,772)</u>
Unrestricted net assets – beginning of year	<u>262,226</u>	<u>340,998</u>
Unrestricted net assets – end of year	<u>\$ 226,589</u>	<u>\$ 262,226</u>

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Support The Reading Team



We are deeply grateful to the people and organizations whose generosity enables us to make a positive difference in the lives of the children we serve. For more than 13 years they have supported our focused literacy programs that have helped over 5,000 disadvantaged children in Harlem achieve substantial and lasting academic success. Listed below are the foundations, corporations, and government agencies that have made our work possible.

If you want to make a donation, go to www.readingteam.org. Or send your gift to the Reading Team, 2090 Adam Clayton Powell Jr. Blvd., Suite 100, New York, NY 10027.

Thank You Reading Team Supporters

Achelis and Bodman Foundations, Adeona Foundation Adventium, Alliance Bernstein Foundation Fund, Apple Hill Fund, Lily Auchincloss Foundation, BJ's Charitable Foundation, Bank of America, Barker Welfare Foundation, Barnett Fund, Bay and Paul Foundations, Bendit Family Foundation, Best Yet Market, Robert Bowne Foundation, Build-A-Bear Workshop Foundation, Bulova Stetson Foundation, William C. Bullitt Foundation, Louis Calder Foundation, JP Morgan Chase Foundation, Kathy Chazen Family Charitable Trust, Colgate-Palmolive Company, Cranshaw Corporation, Credit Suisse, Cruise Industry Charitable Foundation, Frances and Edwin Cummings Memorial Fund, John P. and Constance A. Curran Charitable Foundation, Dana Foundation, Eleanor Naylor Dana Charitable Trust, Inner City Education Fund, NYC Council Manhattan Delegation, NYC Council Member Inez Dickens, Richard Davoud Donchian Foundation, Jean and Louis Dreyfus Foundation, Max and Victoria Dreyfus Foundation, Dworman Family Foundation, Englewood Golf and Tennis Association, First Book, Frankfurt Furnit Klein & Selz, Get Together for Children Foundation, Glickenhau Foundation, Goldman Gives, Horace W. Goldsmith Foundation, Russell Grinnell Memorial Fund, Graphic Systems Group, Stella and Charles Guttman Foundation, Hyde and Watson Foundation, Juice Pharma Worldwid, Kinder Morgan Foundation, Lincoln Fund, Lisa Libraries, Shayna Loeffler Design, Josiah Macy, Jr. Foundation, Markle Foundation, Virginia Cretella Mars Foundation, S.T. Marx + Associates, Mattel Children's Foundation, May Family Foundation, Sue and Gene Mercy Foundation, Meringoff Family Foundation, Metzger-Price Fund, Miller Ellin & Co., LLP, NAMS Foundation, Daniel Neidich and Brooke Garber Foundation, New York Community Trust, Henry E. Niles Foundation, Nicholas B. Ottaway Foundation, Oxford University Press, Pearson Education, Pinkerton Foundation, Prep for Prep, Reading Is Fundamental, Rheinstrom Hill Community Foundation, Rhodebeck Charitable Trust, Richman Family Foundation, Rover Family Philanthropic Fund, Helena Rubinstein Foundation, Saint James' Church, Charles and Mildred Schnurmacher Foundation, SHG Planning, Edith Glick Shoolman Foundation for Children, Springold Foundation, Stairway Fund, TD Bank, Target, Tiger Woods Foundation, Two West Foundation, US Airways Foundation, Verizon, Laura B. Vogler Foundation, Waterford Institute, Arthur K. Watson Charitable Trust, West Harlem Development Corporation, West Side Children's Fund, WLXT, Wolverine Foundation, Tiger Woods Foundation, NYS Assemblyman Keith Wright, Xerox Corporation, York New York City

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The Reading Team, Inc.

2090 Adam Clayton Powell Jr. Blvd.
Suite 100
New York, NY 10027

212-280-2042
readingteam.org
info@readingteam.org



The Reading Team serves children from 26 day care centers, Head Start programs, and public, charter, parochial, and private elementary schools in New York City.