



2024 Chartered Public School Annual Progress & Accountability Report

Instructions:

The Chartered Public School Annual Report complies with the requirements of RSA 194-B:10 and New Hampshire Department of Education (NHed) Administrative Rules Ed 318.17. The filing of this report by **AUGUST 31** for the preceding school year is an annual requirement for each chartered public school. For more information, visit the website for the NHed [Office of Chartered Public Schools](#).

This report must be completed, filling in all fields and with appropriate attachments by the due date specified above. Compliance with the deadline and the contents of this report may be used to determine eligibility for federal CSP grant funding and in other compliance activities including renewal of your charter.

Please submit this report, signed and completed, as an electronic copy to doe.nhcsp@doe.nh.gov. Questions regarding this form and process may be directed to the Office of Chartered Public Schools in writing to doe.nhcsp@doe.nh.gov.

Contact Information

Please complete the information below.

School Name: <i>(as registered with NH Secretary of State)</i>	Virtual Learning Academy Charter School									
School's Primary Address:	19 Hampton Rd. Building B, Suite 11 Exeter, NH 03833									
Mailing Address (if different):										
Main Telephone Number	603-778-2500									
Head of School Name and Title:	Steve Kossakoski, Ph.D.									
Email Address:	skossakoski@vlacs.org									
Cellphone Number:	603-418-4893									
Board Chair Name and End of Term Date:	Dr. Kent Chamberlin, Chair (June 30, 2025)									
Email Address:	kent.chamberlin@unh.edu									
Telephone Number:	(603) 862-3766									
Did any of the information above change since last report?	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">X</td> <td style="text-align: center;">No</td> </tr> <tr> <td colspan="3">If yes, were these changes updated in i4see?</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">X</td> <td style="text-align: center;">No</td> </tr> </table>	Yes	X	No	If yes, were these changes updated in i4see?			Yes	X	No
Yes	X	No								
If yes, were these changes updated in i4see?										
Yes	X	No								



New Hampshire Department of Education

Office of Charter Schools

School Development & Services

- 1. Please provide a statement on the progress the school is making toward its mission as described in its charter. Please include a brief statement of the mission. ED 318.17(a)(1)**

The mission of the Virtual Learning Academy Charter School is to provide elementary school, middle school, high school, and adult learners with rigorous, personalized, flexible learning via a relationship-focused, online experience designed to ensure college, career, and life readiness.

To that end, we continue to offer a rigorous, flexible learning environment where students complete their work with pacing guidelines wherever they want and during times that meet their individual needs and schedules, advance when they are ready, and work one-on-one with their instructors along the way. We find that when students are empowered to make decisions about their own education, they learn to advocate for themselves. When that advocacy is coupled with the meaningful relationships they form with VLACS instructors and advisors, we witness a powerful trust develop, and because of that trust, our students excel.

Our instructors and advisors listen to the needs and interests of students and their families. Instructors and advisors have the flexibility to think beyond the traditional constraints of school to create meaningful, relevant experiences for each student. At VLACS, we've created a learning environment where place and time are no longer limits; instead, they are assets that our students use to gain real-world experiences and build new skills through internships, career connections, project-based learning, and more.

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- 2. Please provide a statement on the progress the school is making toward goals established within your charter. List the goal and progress made. ED 318.17(a)(1)**

We continue to make progress on our Academic, Programmatic, and Organizational Goals.

Academic Goals

Academic Goal 1: Students in our full-time program will meet or exceed state averages on state assessments and Advanced Placement tests.

Our state assessment scores have been higher than the state average in ELA, Math and Science since 2020 (and several years before). A majority of our AP test scores have been consistently at or above the state average. Please see the charts in the Appendix regarding [State Test Scores](#) and [Advanced Placement Scores](#).

To address weaknesses identified by assessment scores, we have implemented additional services for our students. In math, we offer Math Topics to address identified deficiencies at the middle and high school levels. We have adjusted our discussion based assessment at the middle school level to more strongly address areas in which our students have struggled. In primary grades, we have developed math supports for foundational skills for those who are struggling.

In English Language Arts, we offer foundational reading skills at the primary level.



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We also provide full-time students with academic and executive skills coaching which is initiated by advisor or instructor referrals. The goal of skills coaching is to refresh a student's understanding of core concepts and skills.

Academic Goal 2: Students in our full-time program will meet or exceed the state average for five-year graduation rates. The drop-out rate will be at the state average or lower.

VLACS was identified as a comprehensive school in need of improvement based on our four-year graduation rate in June of 2022. We were released from this designation in the fall of 2023.

About 20% of the students who come to VLACS in high school are *already behind* their OGY; most in their junior or senior year. These are some of our most vulnerable students - asking them to accelerate their completion to catch up to their OGY is not in their best interest. In most cases, they will complete in five years.

For others, we have done the following to support increased completion by a student's OGY:

- We have implemented a new cohort monitoring system to achieve better optics into our (annual) projected graduation rates and provide more proactive completion support to full-time students.
- We have added several new instructors to our Academic Support Coaching team to support an increasing need for executive function skills assistance in our full-time population.
- We have revised how we monitor quarterly pace and attendance to include a required assignment each quarter in the Advisory course. Often, this is the course that can hold a student back from completing during their OGY.
- We have revised our senior capstone project and Advisory curriculum to be more engaging and purposeful in students' pursuit of their near and far-term goals. Junior and senior year Advisory updates are complete and ready for Fall 2024 launch. Advisors and Counselors are currently being trained and will have ongoing support, including office hours and regular training sessions, throughout the year specifically to support them while they support their students in Advisory. Freshman and sophomore Advisory curriculum will be updated during the 2024-25 academic year and ready for launch in Fall 2025.
- We have made [tutor.com](https://www.tutor.com), a 24/7 academic support resource, available to our students in grades 6 through 12 to help provide them with more 'just in time' support.

It's important to note that we are seeing a higher number of students admitted to our full-time program that could be considered 'high risk' for a number of reasons. We have also seen a spike in the number of students coming in with active IEP/504 plans; many of these students require an extended completion plan to be successful.

Academic Goal 3: The drop-out rate for students in our full-time program will be equal to the state average or lower.

We aim to keep our dropout rate as low as possible through flexibility and individualized support for those students who need it most (to graduate). In the event that a student and/or their family make a decision to drop out, we highly recommend the HiSet so that they have a credential; those who age out of the HS program at age 21 (or 21 inclusive if they receive special education services) are encouraged to enroll in our Adult Education program.



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- Most of the students who drop out come to VLACS **during** their senior year of high school; they are not students that we have served for many years.

Please see the charts in the Appendix regarding our [Full-Time Dropout Rate & Graduation Rates](#).

Academic Goal 4: VLACS will serve 10,000 or more students each year in grades K-12.

We served 10,000 or more students each year from 2019 to present. Please see the charts in the Appendix regarding our [Full-Time Enrollment Data](#) and [Part-Time Enrollment Data](#). We serve as an academic resource to other students in the state. In 2020-2021, we significantly expanded our offerings to address the individual needs of students as well as the larger needs that New Hampshire faced during the pandemic. Specifically, we added grades K-5 in response to the pandemic. In general, we added or updated hundreds of courses. New courses developed and available to students focus on information technology, healthcare, business, as well as courses in the arts, including multiple levels of guitar, filmmaking, and several Adobe options. For both full- and part-time students, we offer academic programming that advances and sustains students and provides them options to customize based on their passions and needs.

Programmatic Goals

Programmatic Goal 1: VLACS will provide students with the opportunity to customize their learning by allowing them to determine when, where, and how they learn based on their needs, interests, and talents.

VLACS continues to lead the way for New Hampshire students to customize their learning experience. We serve students who are full-time, as well as part-time through blended, online, and in-person opportunities at both their local high school and through the wide array of options and pathways we offer. In 2019, we added a K-5 program. We also added additional career-related offerings, including badges, pathways, experiential learning, projects, and career connections. In 2023-24, we awarded 3,101 badges; in 2022 and 2023, we awarded 2,404; and over the last five years, we've awarded a total of 13,934. We regularly update our Advisory curriculum based on the changing needs of our students. Advisory is required for our full-time students and has increased from half a credit to a full credit per year. Students have choices to learn via projects and experience-based approaches that may include face-to-face internships and job shadows.

Programmatic Goal 2: VLACS will provide schools and families with informational sessions and training opportunities on a regular basis.

VLACS partners with schools through our VLACS Partnership program, which offers just-in-time support and PD opportunities to school personnel (administrators, curriculum coordinators, and school counselors) who are new to online learning and wish to know more about VLACS learning pathways, course navigation, and communication tools as well as how to utilize our student information system to monitor and support their students' VLACS enrollments. VLACS also provides additional virtual training for Partner school staff members in order to deliver seamless support for parents/guardians, students, and colleagues in traditional school environments. We also distribute a weekly partnership newsletter.

VLACS provides support to parents/guardians of full- and part-time students, including ongoing open houses and information sessions that both explain program and enrollment options and provide just-



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in-time support. We also conduct regular parent surveys that help us understand parent needs and inform our academic, programmatic, and organizational goals. In addition, we offer webinars on pertinent topics for parents/guardians to help them as they support their child(ren).

Programmatic Goal 3: VLACS will provide adults with the opportunity to earn a high school diploma, enroll in college prep courses, and access enrichment opportunities through its self-funded adult education program.

We offer adult education, including diplomas and other learning opportunities. Our Adult Education (AE) program has awarded 43 diplomas in the past five years. We're a self-funded adult program, as we do not receive any state or federal funds to run the program. Students have also used this as a stepping stone to college programs. For example, Biology and Chemistry are our most popular AE courses because of the number of students who need these courses as a prerequisite for healthcare-related programs at community colleges.

Organizational Goals

Organizational Goal 1: To ensure that every employee understands that our most important job is to build strong and positive relationships with our students, families, and NH schools and have the support required to achieve this goal.

Our school's organizational goals connect closely to our academic goals in that we develop quality relationships with multiple stakeholders in order to best support our students. In order to accomplish this, we provide regular professional development to all staff, including quarterly virtual meetings as well as a two-day, in-person summer conference. In addition to these learning opportunities, we support ongoing instructional and technical training and strategies that communicate the importance of building strong and positive relationships with our students, families, and NH schools.

Organizational Goal 2: To provide the best possible customer service to the students, families, and schools that access our programs and services.

All components of our school – from our office and technical support staff to our administrative, advising, counseling, and instructional staff – provide the highest level of customer service for current and prospective parent/guardians and students, current and potential partner schools, state-level contacts, as well as businesses and organizations that provide opportunities for our students, such as internships and career experiences. We continually expand on that service. In 2020-2021, VLACS offered free PD to 3500+ educators, including NH teachers and other educators from around the world, to meet the needs for online and remote teaching, especially during the pandemic. In 2022, we upgraded our technology infrastructure, which included our student information system and the learning management system, to improve the user experience of those two systems. Our administrative offices moved to a new location in 2023 to address hybrid work requirements (collaborative spaces, video conferencing options, updated security) and ADA compliance. Our old offices were located in a building that was over one hundred years old and no longer met our needs. The new location is used as a training site to host our instructors and staff, as well as partners and special events. We held three in-person trainings for school partners and two open houses for parents. We also let the statewide ELO coordinators group use our office for one of their monthly meetings. For the 2024-2025 fiscal year, we have added a part-time customer experience position to push our level of service to the exemplary level.



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Organizational Goal 3: To provide our employees with the training and support required to meet our academic, programmatic, and organizational goals.

In addition to what was mentioned previously regarding our quarterly virtual meetings and two-day, in-person summer conference, all faculty have an instructional support team member who helps them develop and meet individualized PD goals. These meetings and the conference are required for all staff. Additionally, we have a range of support and offerings for staff, including a 24/7 interactive system (Zoom Team Chat) for messaging, an Internal Knowledge Base powered by Salesforce, bi-weekly meetings with support staff, and new platform training to provide just-in-time training /assistance for all employees. We also provide extensive mentoring as we onboard new staff and offer *Essential Friends Groups*, in which 60 instructors/staff participate in professional learning communities to examine our practices and work toward improvement as well as provide ongoing collaboration and support. Our elementary instructors are a welcome addition to these groups.

- 3. Please provide information on how transportation services are provided to students. Include information on transportation to and from school for the standard day and for student activities or opportunities outside the regular school day. ED 318.17(a)(13)**

Transportation is not required to access our services.

- 4. Describe any community services available at the chartered public-school site, if any. ED 318.17(a)(10)**

VLACS continues to do outreach and offer Partnership services to all schools so that they can better support students taking online courses on a part-time basis. Essentially all public high schools and middle schools participate in the Partnership program, which provides training with access to our SIS to track their student progress; along with specific introductory and ongoing support to onsite brick-and-mortar schools that support students taking online courses. Community services are also offered to parents and organizations that support student learning in the form of regular, ongoing Open Houses and Information Sessions that explain program and enrollment options, and answer specific questions. During the summer 2024, we implemented “VLACS on Tour” where we held in-person information sessions for parents around the state. Locations included Keene, North Conway, Plymouth, Nashua, and Exeter. At these sessions, we explained our programs and enrollment options. We also featured VLACS’ parents and teachers through a fireside chat format.

- 5. Has the school performed a needs assessment in the last 3 years? Yes No**

The last needs assessment we did was completed as part of the CSP Grant Programmatic Measure 2g.

If so, when?

We assess our needs at least twice a year as part of our routine budgeting process beginning in January and at the end of the year when new goals are set for the school.



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Has a plan been developed to implement the needs? Yes No

Please use the space below to provide any supplemental information or share outcomes below. Include any timelines to complete the implementation.

1. Our “backoffice technology” served us well for many years, however, we needed to replace these platforms to better serve our customers (students, families, and partners) into the future. During the 2023-2024 FY, we brought a new payroll and HR system online and began the development of a new student information system that will be customized to the unique needs of our school. We also began development of our new customized student information system on the Salesforce platform. This project is almost entirely funded through state administered federal funds.
2. A significant portion of our student population have not developed executive skills to help them excel in our rapidly changing world. We continue to develop new curriculum modules that instructors can use with students to provide “just in time” learning opportunities that will build executive skills. We are also providing our employees with training in this area. We are offering webinars for parents and provide professional development opportunities to educators who are not employed at our school.
3. We are working to improve college and/or career readiness of our students through our career-centered offerings and our advisory program. Continued professional development is required to ensure that we have the skills to motivate and engage students in real-world learning and exploration of their interests and careers. Additionally, we need to develop improved methods for “getting the word out” regarding the many opportunities that we provide.
4. We are implementing two new programs that will expand our ability to help engage students and prepare them for post-secondary life. The introduction of student interest-driven learning allows students to take ownership of their education, fostering a deeper sense of engagement and motivation. By enabling students to explore topics they are passionate about, VLACS empowers them to discover connections to “school learning” and, potentially, to discover pathways to a career or a vocation. Additionally, recognizing the value of prior knowledge and experiences, the school is opening avenues for students to earn credit for their existing competencies, further personalizing their learning journey.
5. We are significantly increasing our post-secondary options for both high school and adult education students. In addition to our ongoing partnership with CCSNH, we have had discussions with Southern New Hampshire University and the University of New Hampshire about expanding our college-level offerings. Building on the New Hampshire Education Department’s partnership with Modern States, we will be offering CLEP preparation courses for students in the fall of 2024.



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Governance, Oversight, & Compliance

1. Please provide the requirements for your Board of Trustee membership as written in your charter and include number of members and makeup requirements. ED 318.17(a)(2)

The Board of Trustees will consist of a minimum of two members chosen from parents of students enrolled on either a full-time or part-time basis and shall consist of other qualified members as may be designated by the Board of Trustees.

2. Did the board membership change since the last annual report? Yes No
If yes, please explain the changes. ED 318.17(a)(2)

3. Have there been any changes to the Trustee’s methods or operation or bylaws since the last annual report? Yes No
If yes, please attach documentation (new bylaws or rules). ED 318.17(a)(2)

Have there been any recusals made by board members since the last annual report under RSA 194-B:5, VII? Yes No
If yes, how are these recusals documented? ED 318.17(a)(3)

4. Please describe any training the board has received in regard to their duties and responsibilities for oversight. Include information on which board members have participated in training and the dates.

The board has not participated in training this year. We are fortunate to have a group that has extensive experience serving this school and sitting on other non-profit boards.

5. Provide a statement of how the school complies with RSA 91-A: Open Meeting Law. Include meeting postings, minutes, and public/non-public sessions.

VLACS posts information about meeting dates and location as well as meeting notes on the website. The minutes provide information about public and non-public sessions. Please see <https://vlacs.org/about/board-meeting-info/> for more information.

6. What items do you display publicly on your school’s website? RSA 91-A, 194-B:2 II.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Board Minutes | <input checked="" type="checkbox"/> School’s Charter and Amendments |
| <input checked="" type="checkbox"/> Bylaws | <input checked="" type="checkbox"/> Latest Financial Audit |
| <input checked="" type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Latest Annual Report |
| <input checked="" type="checkbox"/> School Policies | NA-Fundraising Reports |
| NA- Handbooks | NA- School Calendar |



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- 7. Describe the processes, procedures, and policies the chartered public school has to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1).**

VLACS has a non-discrimination policy that meets all provisions required in accordance with state and federal laws and rules covering civil rights and discrimination, including students with disabilities.

- 8. Provide the expiration date on these registrations and filings. RSA 194-B:8 II**

- New Hampshire Secretary of State Valid through: 2025
Additional Comments:
 - Charitable Trust Division of the Department of Justice Valid through: 2023
Additional Comments: 2024 extension filed
 - Federal Tax Filings Valid through: 6/30/2024
Additional Comments:
-



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Student Performance & Engagement

- 1. Provide results from last school year’s state assessments, spring 2024 (NHSAS and SAT). Provide the overall percentage for grade levels that you serve, leave cells blanks for grade levels not served.**

	ELA (SAS or SAT)	Math (SAS or SAT)	Science (SAS for all)
Elementary Students	646 (SAS)	453 (SAS)	554 (SAS)
Middle School Students	679 (SAS)	549 (SAS)	859 (SAS)
High School Students	555 (SAT)	497 (SAT)	1157 (SAS)

- 2. What was the participation rate or rates for your school for the state tests? Were these rates higher, lower or relatively equal to previous years?**

Our [participation rates](#) are traditionally quite low as many of our families exercise their right to opt out of testing. The intentional efforts over the last year to decrease opt-outs and make testing more accessible for families has resulted in an increase in participation across the board. Given our remote (instructional) delivery and that we serve students from all over the state (many with unique reasons for enrolling at VLACS) we have a high number of opt-outs. Although we offer testing sites at (each) north, south, east, and west locations, parents/guardians find taking multiple days off from work to get their students to testing prohibitive. We are currently working with the DOE Assessment and Accountability office to make testing at the students’ local schools a more viable option as a way to additionally increase participation.

- 3. Are there any other takeaways from your assessment scores that you wish to share? Improvements over last year, student growth rates, improved participation, etc.**

At the ES level, VLACS scores went up in ELA and down in Math. At the HS level, VLACS scores went down in ELA and up in Math and Science. At the elementary level, we have developed reading and math support offerings. The reading support addresses fundamental skills developed in grades k-5. Students may enroll directly or based on recommendations for support by their teacher. We use Raz Plus as our primary resource, which allows us to complete a diagnostic assessment and address areas in which the student is behind grade level. We are also expanding support in writing with a focus on grades 3-5 initially. The math support addresses fundamental skills in grades k-2. Students either enroll directly or may be recommended for support by their instructor. Students complete a diagnostic and are supported in developing skills to reach grade-level expectations. Our primary resource is



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Matific. We are in the process of developing support for grades 3-5 and should have this in place by early winter.

- 4. Please provide information on these indicators of student engagement. Use the space below to provide any context to these rates or to provide alternative ways you track and monitor student engagement. (Ed 318.17 (a)(5)):**

VLACS' school model is intentionally designed to meet students where they are. Our attendance is measured by credits completed over the school year and is monitored quarterly. Our flexible learning environment allows our students to choose when, where, and how they learn based on their needs, interests, and talents. Some of our students are musicians, artists, actors, professional athletes, and more. The flexibility our model offers is perfect for students' busy schedules, so much so that it can even offer them opportunities to take fewer classes when they need more balance. Students also graduate when they are ready based on the pace that they choose to progress. We intentionally do school differently. Because of this unique model, we do not capture data aligned to this request.

Average Attendance Rate	N/A
Average Daily Membership	N/A
Student Retention Rate	N/A
Other:	N/A

- 5. Provide the promotion/graduation rates for your school. ED 318.17(a)(9) You may provide additional information or context to these numbers in the space provided below.**

VLACS' school model is intentionally designed to meet students where they are. Our attendance is measured by credits completed over the school year and is monitored quarterly. Our flexible learning environment allows our students to choose when, where, and how they learn based on their needs, interests, and talents. Some of our students are musicians, artists, actors, professional athletes, and more. The flexibility our model offers is perfect for students' busy schedules, so much so that it can even offer them opportunities to take fewer classes when they need more balance. Students also graduate when they are ready based on the pace which they choose to progress. We intentionally do school differently. Because of this unique model, we do not capture data aligned to



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this request. The fiscal year (July 1 to June 30) serves as VLACS' school year. VLACS provides a flexible, rolling approach to their admission and graduation processes.

	Promotion Rate	4 Year Graduation Rate
Elementary Students	93% (13/14)	
Middle School Students	76% (34/45)	
High School Students		70.79%



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School Facilities & Safety

1. Do you currently own or lease your space? Own Lease

Please discuss your current space. Include a description of the facility and former uses, square footage, and available capacity, if any, to grow.

Our current home at 19 Hampton Road in Exeter consists of approximately 4,000 square feet of office space. The layout and construction of the facility meets all current building codes and is ADA compliant. The property was completely renovated and configured to meet our current and future needs and includes conference rooms, workspaces, storage and a large training and meeting area. Prior to renovation, half of the space was configured as a dental office and the remaining area was used as a medical billing office. We anticipate that our new offices will meet our administrative and support needs for the next decade.

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2. Does the chartered public school have a current, approved Certificate of Occupancy for Educational Use? Yes No *If no, please provide an explanation below.*

RSA 194-B:8 II

Comment, if applicable:

-
3. Provide the status for the following include expiration dates, or you may submit your approval for facility use if it covers all of these items: *(If any of these dates are overdue, please note the if the inspection is scheduled and the date.)* RSA 194-B:8 II

As per NHED, we are not required to submit these approvals given that students do not use our administrative offices.

OUR APPROVAL FOR FACILITY USE FROM NHED IS ATTACHED IN LIEU

- Fire Inspection Certificate (to be done annually)
Valid Thru:
- Emergency Operations Plan (due annually by 10/15)
Valid Thru:
- Health Inspection (required every 5 years)
Valid Thru:
- Insurance Certificate (renews annually)
Valid Thru:
- Status of Lead Testing (testing of all drinking water sources)



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Valid Thru:

- Has your school been tested for Asbestos? Yes No
- Do you have an active Asbestos management plan? Yes No, not required

Comments on above, if applicable:

4. Please provide the following information with regard to student safety for the preceding school year. Use the space below each to provide context to these numbers.

Number of incidents under RSA 126-U:7 involving Restraint and Seclusion	0
Number of incidents that occurred on school grounds that required the intervention of local, state, or federal law enforcement. Ed 318.17 (a)(6)	0
Number substantiated incidents of bullying or cyberbullying reported as required under RSA 193-F:6	0
Out of School Suspension Rate	0



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Finances

1. Please provide the following enrollment numbers. Use the space below each to provide context to these numbers. Ed 318.17 (a)(5)

Table with 2 columns: Question, Answer. Rows include enrollment maximum (cap), reported end-of-year enrollment for 23/24 school year, and projected enrollment for 24/25 school year.

* Reported projected end-of-year enrollment for 24/25 since our BOY numbers vary considerably given the part-time status of the majority of our students.

- 2. Did the school make the required submissions: Ed 318.17 (a)(14)
• DOE-25 (due September 1, 2024): [] Yes [x] Not yet. Extension filed.
• Budget (due July 1, 2024): [x] Yes [] No
• Charter School Fiscal Audit (due March 31, 2024 for FY23) [x] Yes [] No
• *Charter School Grant Specific Audit (due March 31, 2024 for FY23) NA for FY23

* For charter schools with charter school expansion, replication or startup grants only

3. Did the school utilize any available title funds in the 23/24 school year? [x] Yes [] No
If yes, which programs?
ARPA ESSER III and CSI

What percentage of your total revenues were federal title funds?
1.83%

4. Does your school charge tuition to any students? [x] Yes [] No
If yes, to whom? RSA 194-B:10 II

We charge tuition to out-of-state and international students.

Does your school charge any student fees? [x] Yes [] No
Please describe these fees and their purpose:

Out-of-state or international students are subject to a non-refundable registration fee of \$20.



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5. **Did the school leverage other funding sources in the previous years?** (ie private grants, fundraising, alternative revenue streams, programs or other)

Yes No

If yes, please describe these sources and provide the approximate percentage of these alternative revenues vs the total revenues. (*attach additional pages as needed, referencing the section and question number*)

VLACS does not engage in formal fundraising. We do pursue grants or foundation funding for programs when our need aligns with those of private or public funding sources. From 2019 to 2022, we received \$40,000 annually from the Nellie Mae Education Foundation to support the creation of educational videos and blog content as well as to update our website. Similar to other schools, we received ESSER funding from the state. We also received \$15,000 from the New Hampshire Charitable Fund for Adult Education to support adult NH resident students who need a diploma. In June of this year, we'll be unveiling the VLACS Equal Opportunity Fund.

We plan to have a continued relationship with the New Hampshire Charitable Fund once we expend our current award, especially if we grow our programming as planned. We will continue to propose projects to private and public foundations to assist with the development of our programs.

We established the VLACS Equal Opportunity Fund during the 23/24FY. To date, we funded the following projects.

Full-Time Student Projects

Full-Time Student Laptops: 5 laptops, subsidized internet access for 3 families

Adult Education Tuition: 38 tuition assistance awards totaling \$3,667

2024 RWL Awards: 6 graduating students

2024 McGarr Scholarship: 4 graduating students

Our Adult Education program also partners with these organizations to fund some of our adult education students' tuition.

- New Hampshire Department of Employment Security, Work Now
- Department of Health and Human Services NH Employment Program
- NH Vocational Rehabilitation Office



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Attachments

Please attach the following documents:

NA School Calendar, **including hours of operation** Ed 318.17 (a)(11), VLACS is open all year, 24x7.

C. List of current Board of Trustee Members including their names, emails, role, and if they fulfill a board makeup requirement as written in your charter (ie: a parent member, a teacher, etc.)

D. [Budget](#) for the upcoming year projecting income and expenses. Ed 318.17 (a)(16)

E. [Copy of year-end financial statements](#) (non-audited) including a statement of revenue and expenditures and the balance sheet showing assets, liabilities, and fund balances or equities. Ed 318.17 (a)(15)

A copy of your admissions process **including any application forms**

- F.
- High School: <https://vlacs.org/programs/high-school/admissions/>
 - Middle School: <https://vlacs.org/programs/middle-school/full-time/>
 - Elementary School: <https://vlacs.org/programs/elementary-school/full-time/>
-

A new best practice to share with the community (optional if you have already shared – see attached form). You may also provide a narrative of new ways you are sharing best practices which will be featured in our newsletter.

CSP Grant Programmatic Measure 3a, 3b, and 3c.

G. We are developing a graduate certificate program on customized learning in partnership with SNHU. This will be a 15 course/15 credit certificate program covering topics such as the foundations of customized learning, customized learning opportunities, the customized learning environment, and customized learning & equity.

In terms of school partner training, we have a webinar on academic honesty where we will share not only our philosophy but how our instruction and curriculum support students in creating authentic work.

In our career mentor webinar, we spend time on strong and weak ties.



New Hampshire Department of Education
Office of Charter Schools

Certification

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Performance and Accountability Report is true and accurate to the best of our knowledge.

Steve Kossakoski
Printed Name of Authorized Representative

CEO
Title

Signature of Authorized Representative

September 13, 2024
Date

Kent Chamberlin
Printed Name of Chairman of Board of Trustees

Signature of Chairman of Board of Trustees

September 14, 2024
Date



New Hampshire Department of Education
Office of Charter Schools

-Appendix A: Test Scores

State Test Scores

(Assessment Proficiency)

Subject	2018		2019		2020		2021		2022		2023	
	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH
ELA GR 3 - 8	68%	58%	55%	56%	COVID	COVID	85%	52%	79%	51%	83%	52%
MATH GR 3 - 8	43%	48%	40%	48%	COVID	COVID	60%	38%	68%	40%	61%	42%
SCIENCE GR 5, 8	*N	41%	49%	39%	COVID	COVID	67%	37%	*N	37%	50%	37%
ELA GR 11	83%	58%	61%	56%	COVID	COVID	89%	52%	>90%	51%	81%	52%
MATH GR 11	60%	48%	28%	48%	COVID	COVID	58%	38%	43%	40%	57%	42%
SCIENCE GR 11	*N	41%	42%	39%	COVID	COVID	*N	37%	83%	37%	86%	37%

*N = Data is suppressed due to the student population being less than 11.

NH SAS & SAT Participation



New Hampshire Department of Education
Office of Charter Schools

NHSAS	2023	2024
Elementary Students - ELA	16%	33%
Middle School Students - ELA	27%	39%
High School Students - ELA	N/A	N/A
Elementary Students - MATH	16%	33%
Middle School Students - MATH	29%	40%
High School Students - MATH	N/A	N/A
Elementary Students - SCIENCE	17%	29%
Middle School Students - SCIENCE	25%	55%
High School Students - SCIENCE	25%	40%
SAT	2023	2024
High School Students	32%	52%

Advanced Placement Scores (Average Score Per Subject)

Subject	2019		2020		2021		2022		2023		2024	
	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH
Art History	3.50	3.80	3.00	3.50	2.25	2.50	2.50	3.55	3.25	3.88	4.00	3.71
Biology	2.86	3.21	3.30	3.35	2.71	3.15	2.78	3.48	3.36	3.33	2.67	3.36
Calculus AB	1.50	3.20	2.86	3.34	3.20	3.18	3.00	3.25	3.19	3.19	3.00	3.56
Calculus BC	3.60	3.82	4.13	3.83	3.71	3.79	3.82	3.74	4.11	3.7	4.05	3.84
Computer Science A	3.91	3.36	4.00	3.69	3.10	3.34	3.71	3.47	3.21	3.42	3.24	3.41
English Language and Composition	3.73	3.28	4.05	3.30	3.59	3.24	3.47	3.22	3.27	3.22	3.06	3.15
English Literature and Composition	3.33	2.94	3.67	3.21	3.24	2.81	4.00	3.69	3.29	3.65	4.17	3.45
Environmental Science	4.00	3.02	3.36	3.28	3.33	3.00	3.11	3.17	3.67	3.23	3.71	3.13
Human Geography	3.40	3.44	3.64	3.68	4.10	3.26	4.00	3.08	5.00	3.06	4.38	3.19
Macro-economics	2.89	3.25	4.15	3.41	3.67	3.13	3.94	3.17	4.50	3.38	3.15	3.42



New Hampshire Department of Education Office of Charter Schools

Micro-economics	3.17	3.49	3.71	3.41	3.56	3.24	3.90	3.08	4.00	3.38	3.73	3.37
Physics 1											2.80	2.73
Psychology	2.67	3.10	5.00	2.96	3.38	2.98	3.78	2.99	3.07	3.06	3.36	2.82
Statistics	2.50	3.01	3.91	3.42	3.54	2.83	3.00	3.00	2.86	2.99	2.68	2.91
United States Government and Politics	3.20	3.11	3.63	3.09	4.00	3.24	3.43	3.08	3.86	3.08	4.05	3.94
United States History	3.30	2.95	3.17	3.27	2.44	2.70	2.20	2.70	3.11	2.8	3.41	3.40

Notes: Scores include exams taken by both full-time and part-time VLACS students.

Green highlighting indicates exams for which the VLACS average was higher than the state average.



Appendix B: Enrollment and Graduation Data

Full-Time Dropout Rate & Graduation Rates

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
VLACS Dropout Rate	1.40%	2.02%	3.02%	1.85%	2.67%	1.13%	Avail. 10/1
NH Dropout Rate	1.06%	1.03%	0.96%	1.35%	1.51%	1.34%	Avail. 10/1
VLACS 4YR Graduation Rate	71.74%	63.81%	72.44%	66.88%	66.67%	70.79%	Avail. 10/1
NH 4YR Graduation Rate	88.37%	87.91%	87.75%	86.64%	87.16%	87.73%	Avail. 10/1
VLACS 5YR Graduation Rate	91.76%	89.77%	83.18%	87.69%	83.44%	81.93%	Avail. 10/1
NH 5YR Graduation Rate	90.77%	90.73%	90.70%	90.45%	89.63%	89.40%	Avail. 10/1

Full-Time Enrollment Data

Year	# of Students Enrolled Full-Time
2023-24	642
2022-23	731
2021-22	671
2020-21	551
2019-20	421
2018-19	329



Part-Time Enrollment Data

Year	# of Students Enrolled Part-Time
2023-24	10,341
2022-23	10,636
2021-22	10,252
2020-21	12,137
2019-20	11,782
2018-19	11,548



Appendix C: Board of Trustees

Name	Email	Role	Board Requirement
Kent Chamberlin	kent.chamberlin@unh.edu	Chair	Retired professor at UNH, parent of former student
Kimberly Casey	caseycorps@aol.com	Vice Chair	Former state legislator
Mark Joyce	markjoyce@me.com	Secretary	Retired school administrator
Matt Treamer	treamer@gmail.com	Treasurer	Retired Director NCES
Will Arvelo	wildolfo.arvelo@gmail.com	Member	Exec. Dir., Cross Roads House
Nathan Lunney	nlunney@sau52.org	Member	Portsmouth Business Admin, parent of former students



New Hampshire Department of Education

Office of Charter Schools

Virtual Learning Academy Charter School

Account Level Balance Sheet As of 06/30/2024

Fiscal Year: 2023-2024

Year To Date

ASSET

		YTD
1.0000.10001	TD BANK CHECKING	\$2,379,503.20
1.0000.10004	NH PUBLIC DEPOSIT INVESTMENT POOL	\$822.70
1.0000.10133	PREPAID EXPENSES	\$265,428.24
1.0000.10142	LEASEHOLD IMPROVEMENTS	\$933,178.02
1.0000.10146	FIXTURES & EQUIPMENT	\$473,051.97
1.0000.10149	ACCUMULATED DEPRECIATION	(\$275,104.33)
1.0000.10500	DUE TO/FROM OTHER FUNDS	(\$2,356.04)
3.0000.10500	DUE TO/FROM OTHER FUNDS	(\$13,320.52)
4.0000.10011	Checking - TD Bank Adult Ed	\$211,497.93
4.0000.10500	DUE TO/FROM OTHER FUNDS	(\$85,686.28)
5.0000.10008	McGarr Fund (non-interest)	(\$7.60)
5.0000.10500	DUE TO/FROM OTHER FUNDS	\$94,049.23
6.0000.10500	DUE TO/FROM OTHER FUNDS	\$7,313.61
	ASSET	\$3,988,370.13

LIABILITY

		YTD
1.0000.20207	ACCRUED EXPENSES	(\$72,727.99)
1.0000.20230	EMPLOYER BENEFIT	(\$121,067.44)
1.0000.20234	PAYROLL CLEARING ACCOUNT	\$1,389.40
1.0000.20240	EMPLOYEE DEDUCTIONS	(\$36,935.57)
1.0000.20241	FSA & DCA WITHHELD	(\$2,740.26)
1.0000.20242	ACCRUED WAGES	(\$643,848.12)
1.0000.20513	TAX WTH NY	(\$3.52)
1.0000.20523	TAX WTH OR Transit, WBF, PFML	\$11.90
1.0000.20533	UI TAX OR	(\$53.62)
1.0000.20534	UI TAX PA	\$11.34
	LIABILITY	(\$875,963.88)

FUND BALANCE

		YTD
1.0000.30283	RETAINED EARNINGS	(\$3,247,639.44)
4.0000.30283	RETAINED EARNINGS	(\$67,689.86)
4.0000.30284	RETAINED EARNINGS - NHCF	(\$18,071.00)
5.0000.30283	RETAINED EARNINGS	(\$100,040.74)
6.0000.30283	RETAINED EARNINGS - EOF	\$3,154.00
	FUND BALANCE	(\$3,430,287.04)

Total Liability & Fund Balance	(\$4,306,250.92)
Total (Income)/Loss	\$317,880.79
Total Liability and Equity	(\$3,988,370.13)

End of Report



New Hampshire Department of Education

Office of Charter Schools

2024-2025 VLACS Budget					
Charter School Name	Name of Charter School	District #			
Budgeted Expenditures					
	Acct No	Total	Elementary	Middle	High
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	6,225,585.92	1,120,605.47		5,104,980.45
Special Programs	1200-1299	0.00			
Vocational Programs	1300-1399	0.00			
Other Programs	1400-1499	0.00			
Non-Public Programs	1500-1599		XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1699		XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799		XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899		XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	0.00			
Instructional Staff Services	2200-2299	4,034,434.56	726,198.22		3,308,236.34
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00			
School Board Contingency	2310 / 840		XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	49,000.00	8,820.00		40,180.00
Execuive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Management Services	2320 / 310	300,000.00	54,000.00		246,000.00
All Other Administration	2320-2399	552,479.41	99,446.30		453,033.11
School Admin Services	2400-2499	389,091.14	70,036.40		319,054.74
Business	2500-2599	423,394.76	76,211.06		347,183.70
Operation & Maint. Of Plant	2600-2699	124,622.00	22,431.96		102,190.04
Student Transport	2700-2799	0.00			
Support Services Central/ Other	2800-2999	2,174,620.12	391,431.62		1,783,188.50
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00			
Enterprise Operations	3200	0.00			
Facilities, Acquisitions, Construction		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Site Acquisition	4100	0.00			
Site Improvement	4200	0.00			
Architectural/Engineering	4300	0.00			
Educational Specification Develop	4400	0.00			
Building Acquisition/Constr.	4500	0.00			
Building Improvement Services	4600	0.00			
Other Facilities Acq. And Serv.	4900	0.00			
Other Outlays	5000-5999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Debt Service - Principal	5110		XXXXXX	XXXXXX	XXXXXX
Debt Service - Interest	5120		XXXXXX	XXXXXX	XXXXXX
To Food Service	5220-5221		XXXXXX	XXXXXX	XXXXXX
To Other Special Revenue	5222-5229		XXXXXX	XXXXXX	XXXXXX
To Capital Projects	5230-5239		XXXXXX	XXXXXX	XXXXXX
To Capital Reserve	5251		XXXXXX	XXXXXX	XXXXXX



New Hampshire Department of Education

Office of Charter Schools

To Expendable Trust	5252		XXXXXX	XXXXXX	XXXXXX
To Non-expendable Trust	5253		XXXXXX	XXXXXX	XXXXXX
To Fiduciary Funds	5254		XXXXXX	XXXXXX	XXXXXX
To Charter Schools	5310		XXXXXX	XXXXXX	XXXXXX
To Other Agencies	5390		XXXXXX	XXXXXX	XXXXXX
Supplemental Appropriation	---		XXXXXX	XXXXXX	XXXXXX
Deficit Appropriation	---		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Expenses		14,273,227.91	2,569,181.03	0.00	11,704,046.88
Budgeted Revenue					
	Acct No	Total			
Revenue	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Local Revenue	1111-1990	180,000.00	XXXXXX	XXXXXX	XXXXXX
Tuition from NH LEA (Regular Program)	1321		XXXXXX	XXXXXX	XXXXXX
Tuition From NH LEA (Special Program)	1322				
Tuition From NH LEA (Vocational Program)	1323				
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340	100,000.00	XXXXXX	XXXXXX	XXXXXX
Transportation Fees	1400		XXXXXX	XXXXXX	XXXXXX
Other Local Revenue (e.g. contributions)	1500-1990	80,000.00	XXXXXX	XXXXXX	XXXXXX
State Revenue	3111-3900	13,056,176.71	XXXXXX	XXXXXX	XXXXXX
Adequacy State Revenue	3111	13,006,176.71	XXXXXX	XXXXXX	XXXXXX
Lease Aid State Revenue	3190	50,000.00			
Other State Revenue	3112-3900		XXXXXX	XXXXXX	XXXXXX
Federal Revenue	4100 - 4595	0.00	XXXXXX	XXXXXX	XXXXXX
Title 1	4520		XXXXXX	XXXXXX	XXXXXX
All Other Title Grants Excluding Title 1	4530		XXXXXX	XXXXXX	XXXXXX
Federal CSP Start-up Grant	4590		XXXXXX	XXXXXX	XXXXXX
ESSER	4595		XXXXXX	XXXXXX	XXXXXX
Other Federal Revenue					
Other Revenue	5110 - 5600		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Revenue		13,236,176.71			
Surplus Statement					
Starting Balance		2,228,269.00			
Estimated Revenue		13,236,176.71			
Estimated Expenditures		-14,273,227.91			
Operational Balance Surplus/ (Deficit)		-1,037,051.20			
Ending Balance		1,191,217.80			

NOTE: The expenditure of funds from our surplus is designed to contribute to salary increases, fund the transition to a new student information system, add temporary staff positions, and other projects.