



2025 Chartered Public School Annual Progress & Accountability Report

Section 1: Contact and School Information

For guidance on this section [CLICK HERE](#)

School Name:	Virtual Learning Academy Charter School
Head of School Name and Title:	Steve Kossakoski, Ph.D., Chief Executive Officer
Main Telephone Number:	603-778-2500
Email Address:	skossakoski@vlacs.org
Cellphone Number:	603-418-4893
Board Chair Name:	Dr. Kent Chamberlin
End of Term Date:	June 30, 2025
Email Address:	kent.chamberlin@unh.edu
Telephone Number:	603 862 3766 or 603-978-9064
Verify you have updated all contacts in i4see for the coming school year:	X Yes, this information was reviewed and completed for the start of the 25/26 school year, including board member information.

Section 2: RSA 194-B and Administrative Rule 318.17(a) Requirements

For guidance on this section [CLICK HERE](#)

1. Please provide information in the space below on any changes in the membership of the board of trustees or in the trustees' methods of operations or amendments to the by-laws in the last year.

During the 2024/25 school year, there were no changes to the trustees' methods of operations or amendments to the by-laws. The only change to membership of the board of trustees was the addition of Kyle Cote.





2. Describe in the space below any recusals made by a member of the board of trustees.

During the 2024/25 school year, there were no recusals made by the members of the board of trustees.

3. Below, please provide a statement on the progress the school is making towards its mission and goals described in its charter.

The Virtual Learning Academy Charter School's mission 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.

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. Students 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.

We continue to make progress on our Academic, Programmatic, and Organizational Goals, which we share in the following sections.

Academic Goals

Our Academic Goals include the following:

1. Students in our full-time program will meet or exceed state averages on state assessments and Advanced Placement tests.
2. Students in our full-time program will meet or exceed the state average for five-year graduation rates.
3. The drop-out rate for students in our full-time program will be equal to the state average or lower.





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

Our progress toward each of our Academic Goals is shared below.

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 Table 1 for state assessment scores and Table 2 for AP test scores.

Table 1. State Assessment Scores (Assessment Proficiency)

	2020		2021		2022		2023		2024	
Subject	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH
ELA GR 3 - 8	COVID	COVID	85%	52%	79%	51%	83%	52%	74%	53%
MATH GR 3 - 8	COVID	COVID	60%	38%	68%	40%	61%	42%	46%	41%
SCIENCE GR 5, 8	COVID	COVID	67%	37%	*N	37%	50%	37%	64%	36%
ELA GR 11	COVID	COVID	89%	52%	>90%	51%	81%	52%	84%	53%
MATH GR 11	COVID	COVID	58%	38%	43%	40%	57%	42%	42%	41%
SCIENCE GR 11	COVID	COVID	*N	37%	83%	37%	86%	37%	81%	36%

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





Table 2. AP Test Scores (Average Score Per Subject)

	2020		2021		2022		2023		2024		2025	
Subject	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH	VLACS	NH
Art History	3.00	3.50	2.25	2.50	2.50	3.55	3.25	3.88	4.00	3.71	3.0	2.89
Biology	3.30	3.35	2.71	3.15	2.78	3.48	3.36	3.33	2.67	3.36	3.13	3.53
Calculus AB	2.86	3.34	3.20	3.18	3.00	3.25	3.19	3.19	3.00	3.56	2.73	3.46
Calculus BC	4.13	3.83	3.71	3.79	3.82	3.74	4.11	3.7	4.05	3.84	4.13	3.93
Chemistry												
Computer Science A	4.00	3.69	3.10	3.34	3.71	3.47	3.21	3.42	3.24	3.41	3.76	3.44
English Language and Composition	4.05	3.30	3.59	3.24	3.47	3.22	3.27	3.22	3.06	3.15	3.79	3.52
English Literature and Composition	3.67	3.21	3.24	2.81	4.00	3.69	3.29	3.65	4.17	3.45	4.18	3.65
Environmental Science	3.36	3.28	3.33	3.00	3.11	3.17	3.67	3.23	3.71	3.13	3.88	3.37
European History												
Human Geography	3.64	3.68	4.10	3.26	4.00	3.08	5.00	3.06	4.38	3.19	4.43	3.46
Macro-economics	4.15	3.41	3.67	3.13	3.94	3.17	4.50	3.38	3.15	3.42	4.09	3.46
Micro-economics	3.71	3.41	3.56	3.24	3.90	3.08	4.00	3.38	3.73	3.37	3.75	3.41





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Physics 1									2.80	2.73	3.91	3.29
Physics 2												
Physics C: Mechanics												
Psychology	5.00	2.96	3.38	2.98	3.78	2.99	3.07	3.06	3.36	2.82	3.83	3.18
Statistics	3.91	3.42	3.54	2.83	3.00	3.00	2.86	2.99	2.68	2.91	3.33	3.05
United States Government and Politics	3.63	3.09	4.00	3.24	3.43	3.08	3.86	3.08	4.05	3.94	3.94	4.02
United States History	3.17	3.27	2.44	2.70	2.20	2.70	3.11	2.8	3.41	3.40	3.57	3.55
World History: Modern											2.0	3.58

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.

To support students in improving their state assessment scores, additional services have been implemented, including the following:

- At the middle school and high school levels, Math Topics are offered to address identified deficiencies.
- At the middle school level, discussion-based assessments have been modified to more clearly align in the areas where students are struggling.
- In the primary grades, Math and English Language Arts supports for foundational skills have been developed for students who are struggling.
- For our full-time students, academic and executive skills coaching to refresh a student's understanding of core concepts and skills are offered based on advisor or instructor referrals.

Academic Goal 2: Students in our full-time program will meet or exceed the state average for five-year graduation rates.





Note: For this question, the reporting guidelines have changed at the state level, and that change affects VLACS reporting due to our unique and innovative model. Last year, the cohort date was September 30. This year, the cohort date is August 15. That is a 45-day difference, and consequently, this impacts the reporting timeframe for our four- and five-year graduation rates. Our team has had conversations with state accountability personnel, and they have conveyed that they are not concerned, they understand the circumstances and that they will accept our data by 10/1/25.

One of the advantages of the VLACS model is that students can move at a pace that meets their needs. This is especially important for students who are already struggling or who have fallen behind their original graduation year (OGY). Instead of labeling them as failures, we support them and build a mindset that fosters success. We believe that imposing a strict four-year timeline on these students can be counterproductive, as it removes the very advantage our learning model provides. Forcing acceleration on an already vulnerable population, which includes a growing number of students with IEP/504 plans, is not in their best interest. By offering an extended timeline for completion, often five years, we ensure they have the time they need to master the material and graduate successfully.

We have done the following to support increased completion by a student's OGY:

- We continue to use a cohort monitoring system to achieve better optics into our (annual) projected graduation rates and provide more proactive completion support to full-time students.
- Several new instructors have been added to our Academic Support Coaching team to support our full-time students who have an increasing need for executive function skills assistance.
- 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 short- and long-term goals.
 - Advisory 3 and 4 launched in Fall 2024.
 - Advisory 1 and 2 are launching this Fall (2025).
 - Advisors and Counselors receive ongoing support, including office hours and regular training sessions, throughout the year specifically to support them while they support their students in Advisory.
- [Tutor.com](#), a 24/7 academic support resource, is available to our students in grades 6 through 12 to offer them more "just-in-time" support.





Our full-time graduation rates are shared in Table 3. As noted above, we have received an extension until 10/1/25 to submit our 2025 4YR and 5YR data.

Table 3. Full-Time Graduation Rates

	2020-21	2021-22	2022-23	2023-24	2024-25
VLACS 4YR Graduation Rate	66.88%	66.67%	70.79%	69.75%	Avail. 10/1
NH 4YR Graduation Rate	86.64%	87.16%	87.73%	88.61%	Avail. 10/1
VLACS 5YR Graduation Rate	87.69%	83.44%	81.93%	88.44%	Avail. 10/1
NH 5YR Graduation Rate	90.45%	89.63%	89.40%	90.06%	Avail. 10/1

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). See Table 4 for full-time dropout rates. Most of the students who drop out come to VLACS during their senior year of high school; they are not students that VLACS has served for many years. To support students to persist to completion, we've added HiSet and GED prep courses, which highlights our commitment to supporting students who are seeking alternative means to completing without dropping out. Students 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.

Table 4. Full-Time Dropout Rate

	2020-21	2021-22	2022-23	2023-24	2024-25
VLACS Dropout Rate	1.85%	2.67%	1.13%	2.21%	Avail. 10/1
NH Dropout Rate	1.35%	1.51%	1.34%	1.12%	Avail. 10/1





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. We serve as an academic resource to other students in the state. In general, we add or update hundreds of courses annually. New courses developed and available to students focus on information technology, healthcare, business, arts, and world languages. For both full- and part-time students, we've increased our focus on offering academic programming that advances and sustains students and provides them options to customize their learning based on their passions and needs, including job shadows, internships, and interest investigation opportunities.

Full-Time Enrollment Data

Year	# of Students Enrolled Full-Time*
2024-25	720
2023-24	642
2022-23	731
2021-22	816
2020-21	658

* Data were retrieved as of May 1 of each academic year.



Part-Time Enrollment Data

Year	# of Students Enrolled Part-Time
2024-25	11,739*
2023-24	10,341
2022-23	10,636
2021-22	10,252
2020-21	12,137

* Data were calculated as “students who submitted at least one assignment in the 2024-25 school year.

Programmatic Goals

Our Programmatic Goals include the following:

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





Our progress toward each of our Programmatic Goals is shared below.

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. We expanded learning opportunities based on interests, including providing students the ability to earn credit for learning they completed prior to enrolling at VLACS. Students continue to take advantage of the badging opportunities. In 2024-25, we awarded 2,689 badges; in 2023-24, we awarded 3,101 badges; and over the last five years, we've awarded a total of 16,425. In Fall 2024, we launched Advisory 3 and 4, which were revised to include a more robust future plan, which has allowed students to find more purpose, engagement, and reflection in their advisory experience and a more meaningful collection of artifacts. Because of these updates, students have a clearer vision of where they are going after they complete their VLACS experience and have a portfolio that they can add to and take with them into their future endeavors.

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-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). We have increased our support to partner schools with in-person information sessions and to home educators through dedicated webinars.

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 48 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 our AE program as a stepping stone to college. For example, Biology and Chemistry are our most popular AE courses because of the number of students who need these courses as prerequisites for healthcare-related programs at community colleges. During the 2024 and 2025 graduation ceremonies, we've seen a greater number of AE students joining, which indicates increased engagement in the AE program. VLACS has partnered with Southern New Hampshire University to offer a graduate-level certificate that was in development during the 2024-25 school year. The certificate program has been approved and is launching this fall (2025).

Organizational Goals

Our Organizational Goals include the following:

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.
2. To provide the best possible customer service to the students, families, and schools that access our programs and services.
3. To provide our employees with the training and support required to meet our academic, programmatic, and organizational goals.

Our progress toward each of our Organizational Goals is shared below.

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. In the 2024-25 school year specifically, we focused on building relationships and our communication efforts by intentionally training our instructors and employees in best practices. To support this effort, we hired a part-time customer experience role that ended on August 25, 2025, when the goals we set were achieved. Now that our customer experience projects have been completed, we are institutionalizing the changes by assigning related tasks to our current staff.

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. As noted in the discussion regarding Organizational Goal 1, we hired a part-time customer experience role that ended on August 25, 2025, when the goals we set were achieved. Now that our customer experience projects have been completed, we are institutionalizing the changes by assigning related tasks to our current staff.

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

Training and support for employees includes quarterly virtual meetings and a two-day, in-person summer conference. These meetings and the conference are required for all staff. Additionally, all faculty have an instructional support team member who helps them develop and meet individualized PD goals. We also 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. Follow-up synchronous sessions throughout the rest of the year are offered by the





New Hampshire Department of Education Office of Charter Schools

keynote for ASPIRE; this year's keynote's focus was on how to cultivate a culture around the importance of career learning and how to inspire students about career learning.

4. Please provide information in the space below 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.

5. 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. All partnering public schools (serving students in K - 12) participate in the Partnership program, which provides training on how to access the VLACS' SIS to track student progress. This training includes specific introductory and ongoing support to brick-and-mortar schools that support students taking online courses. Parents and organizations that support student learning through VLACS are provided regular, ongoing Open Houses and Information Sessions that explain program and enrollment options, and answer specific questions. During the summers of 2024 and 2025, 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. We are hosting quarterly in-person open house information sessions (with pizza) for interested families at our offices in Exeter that include VLACS' administrators, instructors, advisors/school counselors.

Check here if **NONE** ☐

6. Does the school contract for teaching or instruction from a nonpublic school? If yes, provide a description including the school name and location in the space below.

☐ Yes
☒ No





7. A chartered public school shall not discriminate nor violate individual civil rights in any manner prohibited by law. A chartered public school shall not discriminate against any child with a disability as defined in RSA 186-C. A chartered public school shall provide due process in accordance with state and federal laws and rules. 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.

Section 3: Operational Questions

For guidance on this section [CLICK HERE](#)

1. Please provide a brief description of the requirements for your Board of Trustees as written in your charter. Include the number of members and makeup requirements.
(Example: The board shall consist of no less than 7 and no more than 9 members. Two members shall be parents of currently enrolled students and at least one member shall have 5 or more years' experience in business management or finance.)

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. In order to determine compliance with RSA 91-A, RSA 292:6-a, RSA 194-B:5, II and your charter, please provide the following information regarding your Board of Trustees composition. **Please do not share student member names, unless your policy is to make them publicly available (list as student member and quantity, Student Members (2)).** **Role:** please list the member's role on the board (for example: Chair, Treasurer, Member) **Representing Group:** please provide the group the member represents as written into your charter. Depending on how your charter describes its board membership, this could be a skill set, community representation, parent member, etc.





New Hampshire Department of Education
Office of Charter Schools

	Name of Member, Role	Email	Representing Group (eg. parent)
1	Kent Chamberlin, Chair	kent.chamberlin@unh.edu	Retired UNH professor
2	Kimberly Casey, Vice Chair	caseycorps@aol.com	Former state legislator
3	Mark Joyce, Secretary	markjoyce@me.com	Retired school administrator
4	Matt Treamer, Treasurer	treamer@gmail.com	Retired Director NCES
5	Will Arvelo, Member	wildolfo.arvelo@gmail.com	President of the Thrive Collective.
6	Nathan Lunney, Member	nlunney@sau52.org	Portsmouth Business Admin, parent of former students
7	Kyle Cote, Member	kylevcote@gmail.com	School counselor at Dover High School, parent of students who have recently attended VLACS.

3. Please review the statements below, and if you can certify, check the corresponding box. **For any statement you can't certify, provide a description below along with the steps the board is taking to come into compliance with RSA.** *Please note, that you may want to have this section completed by the board. The board chair is required to countersign this report in the certification section.*

X I certify that, through due diligence, which may include executed conflict of interest disclosures, the board complies with RSA 292:6-a, which states, in part, the board of directors of a charitable nonprofit corporation shall have at least 5 voting members, who are not of the same immediate family or related by blood or marriage. No employee of a charitable nonprofit corporation shall hold the position of chairperson or presiding officer of the board.

X I certify that, to the best of my knowledge, the board complies with RSA 194-B:5.II, which states, in part, that no greater than 25 percent of the membership of a school board, or one member, whichever number is greater, may simultaneously serve as members of the board of trustees of a charter, charter conversion school, or any school board and that, the board of trustees shall include no fewer than 25 percent or 2 parents of pupils attending the chartered public school, whichever is greater.





Pecuniary Benefit Transactions

I certify that, the board ☐ **has** ☒ **has not** identified transactions that fall under RSA 7:19-a “Pecuniary Benefit Transactions”.

☒ I certify that the board complies with RSA 7:19-a “Pecuniary Benefit Transactions”, including the limitation and prohibition of certain transactions and the reporting of these transactions in Schedule C of their annual report to the Charitable Trust Unit.
[pecuniary-benefit-transactions.pdf](#)

4. If you are unable to check the boxes above, provide a reason and the steps taken to come into compliance.

Regarding parent representation on board: Given the dynamic nature of our part-time and full-time student population, changes to board membership could occur multiple times each year when students complete a course or courses, which could jeopardize the ability of the board to fulfill its mission and duties. To mitigate this challenge, we have successfully retained at least two board members who represent recent students and/or have children who are eligible to enroll in VLACS courses in the near future.

As vacancies arise on the board, we will actively seek to identify parents of full-time students who are committed to long-term attendance at VLACS. While we believe we have addressed the spirit of the requirement by ensuring parental representation, technically this requirement remains outstanding. Therefore, the compliance box has not been checked.

5. 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 discussed this requirement at recent meetings and identified a review of recent legislation as an area of need. The board is planning to meet with our school's attorney in November.

6. Provide a statement of how the school complies with RSA 91-A: Open Meeting Law.

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

7. What percentage of your students re-enrolled in your school for the 25/26 school year from the 24/25 school year?

Approximately 87% of FT students re-enrolled in VLACS from last year to this year. Note this is a moving target because VLACS is a flexible model that allows students to be admitted and graduate throughout the year (rolling admission and graduation).

8. What was your attendance rate for the 24/25 school year?

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 at which they choose to progress. We intentionally do school differently. Because of this unique model, we do not capture data aligned to this request.
9. What is your enrollment cap as noted in your charter?	N/A
10. Do you have a waitlist for any grades in the 25/26 school year?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, how many students are on the list?	N/A





11. Who owns your school's facility? If you have multiple facilities, check all that apply.

- ☒ The school
- ☐ An organization/individual affiliated with the school
- ☐ An unaffiliated organization/individual

12. Is growing within your existing location feasible? Choose the best option

- ☒ Yes, we have not fully maximized the space we have
- ☐ Yes, we could easily add more space if we needed and were financially able
- ☐ Potentially, but finances or student demand are the biggest hurdle, not the location or availability of space.
- ☐ No, our space is maximized and there are no adjacent spaces to grow into.
- ☐ No, our space is mostly maximized, and we do not have any agreements with the landlord that would give us priority on available adjacent space.
- ☐ Its more complex than all of these:

Section 4: Subgrantee Questions Only

This section is required ONLY for schools with active charter school program grants for expansion, replication or startup. If your grant was not used during the 24/25 school year, you do not need to answer these questions. For guidance on this section, [CLICK HERE](#)

- | | |
|--|--|
| 1. Did the school utilize any available title funds in the 24/25 school year? If yes, indicate which program(s) funds you utilized. | X Yes <input type="checkbox"/> No
<input type="checkbox"/> Title I
X Title II
<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV |
| 2. Do you have a formal, written plan (process or procedures) to identify and support struggling students? | X Yes <input type="checkbox"/> No |
| 3. Has a member of your school staff, administration, or board attended a conference, workshop or other training session offered by any member or team at the | X Yes <input type="checkbox"/> No |





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department of education where local district schools
were present in the past school year?

4. Have you provided a best practice to share with the
community?

X Yes ☐ No

Section 5: Attachments & Submission

For guidance on this section, [CLICK HERE](#)

To complete the submission of this APAR form, please submit the following items via email. [CLICK HERE TO OPEN AN EMAIL TO
SUBMIT THESE DOCUMENTS.](#)

- ☐ Lottery process and procedures - N/A. Given our delivery mode and instructional model, we do not need to hold a lottery; at this time, we have the capacity to admit all full-time applicants who meet our admission criteria.
- X Best Practice Submission (optional separate form attached)
- X Additional pages or information needed to answer the questions within this report.
- X A signed copy of this completed report.

Section 6: Certification

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

Signature of School Leader

August 29, 2025

Date

Signature of Board Chair

August 29, 2025

Date





2025 Chartered Public School Annual Progress & Accountability Report VLACS REPORTING OF ALTERNATIVE MEASURES

As VLACS operates an innovative model that does not align to the existing performance measures, we are requested alternative data points to recognize this unique operational model and still allow for VLACS to be held to the same indicators of success. This form will be sent to VLACS via email from the Office of Charter Schools to complete along with their standard Annual Progress and Accountability Report.

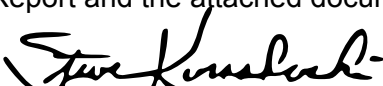
STUDENT ENGAGEMENT MEASURE FOR HIGH SCHOOL STUDENTS	
In lieu of attendance measures, provide the percent of students that have met or exceeded the required credits for their grade level to maintain full-time status (5.5 per year), inclusive of summer session work.	Available 10/1
SCHOOL ENVIRONMENT MEASURE FOR SCHOOL	
In lieu of out-of-school suspension rates, please provide the dismissal rate for reasons other than attendance.	0%

Required Attachments: Please provide the following attachments to support your reporting.

- ☐ A system report that provides the data on student credit status. - Will be generated on October 1, 2025.
- ☐ A system report giving the total dismissals for other than attendance. - No data

Certification

I, the undersigned, do hereby certify that the information presented in this Report of Alternative Measures as a supplement to the Chartered Public School Annual Progress and Accountability Report and the attached documentation is true and accurate to the best of my knowledge.



Signature of School Leader

August 29, 2025

Date



Best Practice Submission Template

Best Practice Title:	VLACS' Advisory Curriculum Redesign
Applicable Categories:	<ul style="list-style-type: none"><input type="checkbox"/> Accountability and Performance Monitoring<input type="checkbox"/> Business OperationsX Community/Student EngagementX Curriculum Design<input type="checkbox"/> Fundraising<input type="checkbox"/> Leadership & Governance<input type="checkbox"/> Professional DevelopmentX Recruitment and Retention (Staff or Student)X School Culture<input type="checkbox"/> Other _____
School Mission:	The Virtual Learning Academy Charter School's mission 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.
Practice Purpose:	Advisory is a key part of our work at VLACS to support and guide full-time students as they navigate their learning journey. Our Advisory curriculum is intentionally designed to prepare students for what's next in their lives, whether that's enrolling in college, enlisting in the military, starting a business, or something else they are passionate about pursuing. Advisory allows students to explore their interests and talents through relevant coursework, Career Connections, job shadows, internships, other learning opportunities, and more. As part of the Advisory learning experience, students are asked to create a future plan that brings together all of their reflections and learnings about themselves into a culminating project. We regularly revisit the Advisory curriculum and use feedback to improve our students' learning experiences.
Summary:	<p>What is Advisory at VLACS?</p> <p>Advisory at VLACS is more than just a course; it's a core part of how we support full-time students in navigating their academic paths and planning for their futures. From middle school through</p>



high school, Advisory is a required, credit-bearing experience that provides structure, guidance, and connection as students grow both academically and personally.

Through Advisory, students are matched with an advisor who becomes a consistent point of contact, much like a school counselor in a traditional setting. Advisors meet with students regularly in both one-on-one and group sessions to discuss course selection, academic goals, and future plans. These relationships help students feel supported, seen, and prepared as they move forward.

Why Advisory Matters

Advisory is built on the idea that students thrive when they have time, space, and trusted adults to guide them through important questions, such as *Who am I? What am I interested in? Where am I headed? How will I get there?*

As the world of work and education shifts rapidly, it's more important than ever that students are equipped with skills beyond core academics. Advisory helps students explore their interests and talents through:

- Relevant coursework
- Career Connections
- Job shadows and internships
- Community service (10 hours per year)
- Self-reflective journaling and future planning

Students are also asked to create a personalized future plan, bringing together what they've learned about themselves and the world into a meaningful culminating project.

What Students Can Expect in Advisory

Advisory isn't a one-size-fits-all program; rather, it's a flexible, intentional space where students engage in personalized learning and build essential life skills. As part of Advisory, full-time VLACS students are automatically enrolled once admitted, meet monthly with their advisor, participate in group webinars on topics like college planning and career readiness, complete projects focused on self-awareness, academic growth, and future goals, and fulfill community service each year.

Advisory ensures every student has someone in their corner to help them stay on track, make informed decisions, and connect their education to what matters most to them.

Revisiting and Revising Advisory



	<p>To make Advisory relevant to students' lives and aspirations, we regularly revisit and revise the curriculum. Recent updates focused on making the experience more student-centered and reflective. This latest revision included the following:</p> <ul style="list-style-type: none">• New journaling components that invite students to reflect on their goals and interests• Deeper conversations with advisors based on those reflections• Updated modules that speak directly to the world students are entering <p>Our goal with these changes is to ensure that every element, from reflective questions to final projects, resonates with students and gives them tools they can use beyond high school. As student needs, goals, and the world evolve, so must Advisory. Regular updates allow us to:</p> <ul style="list-style-type: none">• keep the content relevant to today's challenges and opportunities;• align learning experiences with real-world skills and expectations;• strengthen the reflective aspects of the course so students can better understand themselves; and• integrate feedback from students and advisors into a living, responsive curriculum. <p>Whether students are college-bound, considering military service, launching a business, or pursuing something uniquely their own, Advisory is designed to help them build the confidence, clarity, and skills to move forward with purpose. It's not just about getting through school; it's about preparing for life after it. At its core, Advisory is where students take the wheel. VLACS gives them the time and support to practice steering.</p>
Partner(s) in Development:	N/A
Contact Person:	Carey Glines
Resources or Documentation:	We can provide access to courses upon request.