



Report to the
Commissioner's Task Force on State Funding for the
Virtual Learning Academy Charter School

November 18, 2010

TABLE OF CONTENTS

SECTION I: STUDENT ENROLLMENT DATA	3
STUDENT ENROLLMENT BY SCHOOL TYPE	3
SCHOOL DEMOGRAPHICS: ETHNICITY	4
SCHOOL DEMOGRAPHICS: GENDER.....	4
SCHOOL DEMOGRAPHICS: ALL STUDENTS, TOWN OF RESIDENCE	5
ENROLLMENT BY COURSE	13
SECTION II: PUBLIC SCHOOL DATA.....	16
SCHOOL DEMOGRAPHICS: PUBLIC SCHOOL DISTRICT ENROLLMENT COUNT	16
SCHOOL DISTRICT SURVEY RESULTS.....	19
INTERVIEW QUESTIONS AND RESPONSES	20
STUDENT ENTRANCE SURVEY RESULTS: PUBLIC SCHOOL STUDENTS BY CATEGORY AND ENROLLMENTS	25
STUDENT ENTRANCE SURVEY RESULTS: PUBLIC SCHOOL STUDENTS COMMENTS.....	27
SECTION III: APPENDICES	35
APPENDIX A: ENTRANCE SURVEY, ALL SCHOOLS, BY ENROLLMENT	35
APPENDIX B: ENTRANCE SURVEY, PUBLIC SCHOOLS, BY ENROLLMENT	37
APPENDIX C: ENTRANCE SURVEY, ALL STUDENTS BY CATEGORY AND ENROLLMENTS	39
APPENDIX D: PRESS RELEASE - FINANCIAL EXPERTS SUPPORT ADEQUATE FUNDING FOR VIRTUAL PUBLIC SCHOOLS IN GEORGIA	40
APPENDIX D: LETTER - FROM SUSAN PATRICK TO GEORGIA CHARTER SCHOOL COMMISSION	42

SECTION I: STUDENT ENROLLMENT DATA

NOTE: INCLUDES ALL SCHOOL TYPES

STUDENT ENROLLMENT BY SCHOOL TYPE

2010-2011 Fiscal Year as of November 8, 2010

School Type	High School		Middle School		Elem. School		Total	
	#	%	#	%	#	%	#	%
Public	4039	72%	326	29%	2	67%	4367	65%
Home	828	15%	722	65%	1	33%	1551	23%
VLACS FT	345	6%	0	0%	0	0%	345	5%
Dropout	168	3%	22	2%	0	0%	190	3%
Private	140	2%	31	3%	0	0%	171	3%
Charter	85	2%	7	1%	0	0%	92	1%
Total	5605	100%	1108	100%	3	100%	6716	100%

SCHOOL DEMOGRAPHICS: ETHNICITY

November 16, 2010

Race	Female	Male	All Students
African American	1.4%	0.7%	1.1%
Asian	1.7%	2.1%	1.9%
Hispanic	1.8%	1.6%	1.7%
Multi-Ethnic	1.8%	2.4%	2.1%
Native American	0.8%	0.5%	0.7%
Not Listed	2.2%	1.0%	1.6%
White Non-Hispanic	90.3%	91.8%	91.0%
Grand Total	100.0%	100.0%	100.0%

SCHOOL DEMOGRAPHICS: GENDER

November 16, 2010

Gender	%
Female	57.0%
Male	43.0%

SCHOOL DEMOGRAPHICS: ALL STUDENTS, TOWN OF RESIDENCE
November 16, 2010

Town/City	Total
Albany	2
Alexandria	12
Allenstown	12
Alstead	7
Alton	16
Alton Bay	3
Amherst	50
Andover	10
Antrim	15
Ashland	3
Atkinson	16
Auburn	12
Barnstead	7
Barrington	23
Bartlett	2
Bath	7
Bedford	92
Belmont	42
Bennington	10
Benton	1
Berlin	18
Bethlehem	26
Bethlehem,	1
Bethlehm	1
Boscawen	15
Bow	80
Bradford	15
Brentwood	21
Bridgewater	2
Bristol	13
Brookfield	4
Brookline	30
Campton	6
Canaan	26
Candia	12
Cannan	1
Cannann	1

Canterbury	16
Center Barnstead	10
Center Conway	13
Center Harbor	17
Center Ossipee	2
Center Sandiwich	1
Center Sandwich	7
Center Tuftonboro	1
Chalestown	1
Charlesrown	1
Charlestown	19
Chester	4
Chichester	9
Chocorua	5
Claremont	32
Clarksville	2
Colebrook	13
Columbia	1
Concord	112
Contoocook	13
Conway	16
Conway (North Conway)	1
Cornish	4
Croydon	4
Ctr Sandwich	1
Ctr. Barnstead	2
Ctr.Ossipee	1
Dalton	6
Dalton N.N	1
Danbury	7
Danville	8
Deerfield	19
Deering	25
Deering Nh	1
Derry	23
Dorchester	2
Dover	76
Dublin	11
Dunbarton	25
Durham	69
East Andover	1

East Conway	1
East Hampstead	2
East Kingston	13
East Kingson	1
East Rochester	3
East Wakefeild	1
East Wakefield	3
Easton	1
Eaton	3
Effingham	2
Elkins	5
Ellsworth	1
Enfield	26
Enfield Center	1
Epping	33
Epsom	11
Etna	2
Exeter	56
Farmington	1
Farmington	1
Farmington	69
Fitzwillam	1
Francestonw	1
Francestown	9
Franconia	8
Franklin	38
Freedom	12
Fremont	30
Georges Mills	3
Gilford	36
Gilmanton	15
Gilmanton Iron Works	5
Gilmanton lw	4
Gilsum	3
Glen	4
Goffstotwn	1
Goffstown	101
Goffstown Nh	1
Goffstwn	1
Gofftown	1
Gonic	4
Goofstown	1

Gorham	59
Goshen	5
Grafton	7
Grantham	16
Greenfield	13
Greenland	9
Greenville	8
Groton	1
Groveton	17
Hampstead	5
Hampton	26
Hampton Falls	6
Hancock	11
Hanover	6
Hanovr	1
Haverhill	4
Hebron	2
Henniker	11
Henner	1
Hillsboro	1
Hill	10
Hillsboro	69
Hillsborough	8
Hinsdale	39
Holderness	2
Hollis	32
Hooksett	44
Hooskett	1
Hopkinton	23
Hudson	1
Hudson	136
Intervale	6
Jackson	2
Jaffrey	24
Jefferson	7
Keene	15
Kensington	4
Kingston	36
Laconia	34
Lancaster	33
Landaff	1
Langdon	3

Lebanon	36
Lebanon,	1
Lee	33
Lempster	5
Lincoln	23
Lisbon	21
Lisbon, Nh	1
Litchfield	56
Littleton	74
Londonderry	63
Loudon	36
Lyman	5
Lyme	3
Lyndeborough	15
Madbury	22
Madison	7
Madsion	1
Manchester	311
Manchester Nh	1
Marlborough	4
Marlow	1
Mason	5
Melvin Village	1
Meredith	42
Meredith,	2
Meriden	2
Merrimack	61
Merrimck	1
Middleton	22
Middleton	1
Milan	5
Milford	39
Milton	14
Milton Mills	3
Miltonmills	1
Monroe	2
Mont Vernon	13
Moultonboro	1
Moultonborough	33
N Sandwich	1
N Woodstock	1
N. Conway	3

N. Stratford	2
N. Woodstock	6
Nahsua	1
Nashua	135
Nelson	1
New Boston	35
New Castle	3
New Durham	5
New Hampton	10
New Ipswich	15
New London	20
Newbury	11
Newfields	11
Newington	1
Newmarket	40
Newport	31
Newton	37
Nh	1
No. Haverhill	1
North Conway	18
North Hampton	4
North Haverhill	4
North Sandwich	2
North Stratford	3
North Sutton	3
North Woodstock	9
Northfield	44
Northumberland	1
Northwood	18
Nottingham	17
Orford	9
Ossipee	5
Pelham	37
Pembroke	17
Penacook	19
Peterborough	30
Peterborourh	1
Piermont	1
Pike	4
Pittsburg	2
Pittsfield	21
Plainfield	4

Plaistow	18
Plymouth	8
Portsmouth	31
Randolph	3
Raymond	74
Richmond	3
Rindge	18
Rochester	76
Rollinsford	9
Rotchester	1
Rumney	14
Rye	7
Rye Beach	2
S. Sutton	2
Salem	59
Salisbury	7
Sanbornton	18
Sanbornville	7
Sandown	17
Seabrook	17
Sharon	2
Shelburne	4
Silver Lake	1
Somersworth	28
South Sutton	1
Spofford	2
Spring Field	1
Springfield	4
Springfield Nh	1
Sratham	1
Stark	3
Stewartstown	3
Stoddard	1
Strafford	25
Strafford,	1
Stratford	1
Stratham	38
Sugar Hill	8
Sullivan	2
Sunapee	14
Sutton	4
Sutton Mills	1

Swanzey	7
Tamworth	10
Temple	4
Thornton	12
Tilton	12
Troy	5
Twin Mountain	4
Twin Mountiain	1
Union	2
W. Chesterfield	1
W. Ossipee	1
Wakefeild	1
Wakefield	4
Walpole	11
Warner	23
Warren	6
Washigton	1
Washington	16
Waterville Valey	1
Waterville Valley	7
Weare	39
Webster	11
Wentworth	2
West Canaan	1
West Chesterfield	1
West Lebanon	11
West Nottingham	1
West Ossipee	1
West Peterborough	1
Westmoreland	1
Whitefield	14
Wilmot	5
Wilton	24
Winchester	2
Windham	31
Windsor	1
Winnisquam	2
Wolfeboro	17
Wolfeboro Falls	1
Woodstock	4
Woodsville	5
Grand Total	4903

ENROLLMENT BY COURSE
2010-2011 Fiscal Year as of November 8, 2010

Course	Male	Female	HS	MS	Elem	Total
Advisory	28	22	50	0	0	50
Algebra 1	180	160	278	62	0	340
Algebra 1A	60	50	98	12	0	110
Algebra 1B	18	23	40	1	0	41
Algebra 2	99	160	257	2	0	259
American Government	40	69	104	5	0	109
American History	151	148	298	1	0	299
American History - Conspiracy Code	1	8	9	0	0	9
AP Biology	7	10	17	0	0	17
AP Calculus AB	8	6	14	0	0	14
AP Computer Science A	15	0	15	0	0	15
AP Macroeconomics	11	8	19	0	0	19
AP Microeconomics	13	8	21	0	0	21
AP US History	8	15	23	0	0	23
Biology 1	103	144	234	13	0	247
Chemistry	52	93	143	2	0	145
Comp Algebra 1	1	0	1	0	0	1
Comp Algebra 1B	0	1	1	0	0	1
Comp Algebra 2	2	0	2	0	0	2
Comp American History	7	0	7	0	0	7
Comp Biology	7	1	8	0	0	8
Comp English 1	4	0	4	0	0	4
Comp English 2	1	1	2	0	0	2
Comp Fitness Lifestyle Design	4	0	4	0	0	4
Comp Geometry	2	2	4	0	0	4
Comp Liberal Arts Math / Algebra 2	7	1	8	0	0	8
Comp Life Management Skills	6	2	8	0	0	8
Comp Marine Science	4	0	4	0	0	4
Comp Personal Fitness	3	0	3	0	0	3
Comp Physical Science	4	1	5	0	0	5
Comp Spanish 2	0	1	1	0	0	1
Comp Spanish 3	1	0	1	0	0	1
Comp Spanish 4	1	0	1	0	0	1

Competency Computing for College and Careers	1	0	1	0	0	1
Computer Programming Basic 1	26	13	32	7	0	39
Computing for College and Careers	68	68	136	0	0	136
Earth-Space Science	63	81	135	9	0	144
Economics	73	106	178	1	0	179
English 1	140	131	250	21	0	271
English 2	87	126	213	0	0	213
English 3	120	148	266	2	0	268
English 4	75	158	233	0	0	233
eStart: American Government	2	2	4	0	0	4
eStart: Biology 1	4	7	11	0	0	11
eStart: English Composition	5	10	15	0	0	15
eStart: French 1	1	0	1	0	0	1
eStart: French 2	0	1	1	0	0	1
eStart: French 3	1	0	1	0	0	1
eStart: French 4	0	1	1	0	0	1
eStart: Introduction to Literature	0	2	2	0	0	2
eStart: Introduction to Music	2	3	5	0	0	5
eStart: Introduction to Nutrition	1	4	5	0	0	5
eStart: Introduction to Psychology	5	6	11	0	0	11
eStart: Introduction to Sociology	1	6	7	0	0	7
eStart: Medical Terminology	0	10	10	0	0	10
eStart: Principles of Marketing	1	1	2	0	0	2
eStart: Software Applications	1	3	4	0	0	4
eStart: Statistics	3	9	12	0	0	12
eStart: Western Civilization	0	1	1	0	0	1
Fitness Lifestyle Design	11	33	44	0	0	44
GED	1	0	1	0	0	1
Geometry	134	162	278	18	0	296
Global Studies	47	45	92	0	0	92
Latin 1	60	133	166	26	1	193
Latin 2	18	34	48	4	0	52
Latin 3	9	18	27	0	0	27
Liberal Arts Math / Algebra 2	37	45	82	0	0	82
Life Management Skills	52	89	131	10	0	141
Mandarin Chinese 1	28	36	45	19	0	64
Mandarin Chinese 2	8	7	15	0	0	15
Marine Science	37	111	144	4	0	148

MS Language Arts 1	35	41	0	76	0	76
MS Language Arts 2	22	31	6	47	0	53
MS Language Arts 3	44	29	7	66	0	73
MS Keyboarding	11	11	3	19	0	22
MS Comprehensive Science 1	45	41	7	79	0	86
MS Comprehensive Science 2	16	13	1	28	0	29
MS Comprehensive Science 3	22	18	4	36	0	40
MS Computer Literacy 1	12	2	6	8	0	14
MS Math 1	56	38	6	88	0	94
MS Math 2	33	35	6	60	2	68
MS Math 3	55	31	18	68	0	86
MS Reading V1	12	15	0	27	0	27
MS Spanish	20	49	6	63	0	69
MS World Cultures	25	37	7	55	0	62
MS World Geography	57	30	6	81	0	87
Personal Fitness	47	124	167	4	0	171
Physical Science	72	110	173	9	0	182
Physics 1	33	43	76		0	76
Pre-calculus	29	62	89	2	0	91
SAT Preparation	30	61	90	1	0	91
SNHU - American Politics	2	5	7	0	0	7
SNHU - Applied Finite Mathematics	4	1	5	0	0	5
SNHU - Interactive 3-D Virtual Environments	4	0	4	0	0	4
Spanish 1	70	110	141	39	0	180
Spanish 2	40	71	107	4	0	111
Spanish 3	12	34	46	0	0	46
Thinking and Learning Strategies	6	12	17	1	0	18
Web Design 1	54	77	111	20	0	131
Web Design 2	8	2	10	0	0	10
World History	74	119	185	8	0	193

SECTION II: PUBLIC SCHOOL DATA

SCHOOL DEMOGRAPHICS: PUBLIC SCHOOL DISTRICT ENROLLMENT COUNT November 16, 2010

Count of District	
District	<i>Total</i>
Alton	1
Amherst	1
Bedford	91
Berlin	34
Bow	71
Campton	2
Candia	2
Claremont	45
Coe-Brown Northwood Academy	5
Colebrook	5
Concord	91
Contoocook Valley	99
Conway	85
Cornish	1
Derry Cooperative	12
Dover	67
Dresden	7
East Kingston	2
Epping	20
Exeter Region Cooperative	117
Fall Mountain Regional	39
Farmington	113
Franklin	56
Fremont	3
Gilford	61
Goffstown	154
Gorham Randolph Shelburne Cooperative School District	31
Goshen-Lempster Cooperative	8
Governor Wentworth Regional	33
Hampton	3
Hampton Falls	5

Haverhill Cooperative	24
Henniker	4
Hillsboro-Deering Cooperative	75
Hinsdale	39
Holderness	2
Hollis	2
Hollis-Brookline Cooperative	59
Hooksett	6
Hopkinton	25
Hudson	145
Inter-Lakes Cooperative	34
Jaffrey-Rindge Cooperative	41
John Stark Regional	40
Kearsarge Regional	63
Keene	32
Kensington	1
Laconia	36
Lebanon	59
Lincoln-Woodstock Cooperative	13
Lisbon Regional	5
Litchfield	54
Littleton	44
Londonderry	28
Manchester	460
Marlborough	6
Mascenic Regional	44
Mascoma Valley Regional	107
Merrimack	67
Merrimack Valley	112
Milford	28
Milton	19
Monadnock Regional	16
Mont Vernon	3
Moultonborough	28
Nashua	123
Newfound Area	45
Newmarket	14
Newport	20
Northumberland	23
Northwood	5
Oyster River Coop	115
Pelham	18

Pembroke	28
Pemi-Baker Regional	30
Pinkerton Academy	19
Pittsburg	7
Pittsfield	17
Plainfield	1
Plymouth	7
Portsmouth	45
Profile	46
Prospect Mountain JMA	21
Raymond	60
Rivendell Interstate School District	9
Rochester	76
Rumney	6
Salem	81
Sanborn Regional	104
Shaker Regional	49
Somersworth	23
Souhegan Cooperative	37
Strafford	10
Stratford	5
Sunapee	7
Thornton	2
Timberlane Regional	55
Wakefield	2
Washington	1
Waterville Valley	18
Weare	12
White Mountains Regional	68
Wilton-Lyndeborough	33
Windham	9
Winnacunnet Cooperative	36
Winnisquam Regional	50
Grand Total	4322

SCHOOL DISTRICT SURVEY RESULTS

November 14, 2010

1. From the following list, please choose all that apply as reasons your school allows students to enroll in VLACS courses

Acceleration: Enroll in courses before typical age/grade	49%
Acceleration: Enroll in courses to graduate early	35%
Credit recovery: Retake failed courses	68%
Resolve course conflict within school schedule	54%
Student finds it easier to learn online	27%
Flexibility of online courses schedule	49%
Enroll in a course that is not offered by local school	76%
Competency recovery	22%
Extended Learning Opportunities	19%
Advanced Placement	27%
Advanced courses: Dual high school & college credit	32%
Need credit to graduate with class	65%
Need credit to graduate	62%
Meet required technology standards	14%
Enroll in course as an alternative to withdrawing from local school	27%
Other, please specify	8%

2. Please choose from the following list the support(s) your school provides for students taking VLACS courses

Computer lab staffed with school personnel	46%
Online coordinator	35%
After school program	14%
Use of a study hall period	62%
Other, please specify	30%

3. We believe that the number of online courses taken by our students will increase in the future

Yes	81%
No	19%

INTERVIEW QUESTIONS AND RESPONSES

Interviews conducted May through July, 2010

SCHOOL QUESTIONS

1. Are VLACS courses becoming a popular option in your school? 100% of School Partnerships interviewed responded "yes".

Why?

- Advancement
 - Personal interests - courses that aren't offered
 - Caliber of courses - rigorous & challenging
 - Resolve scheduling conflicts
 - Allow for outside activities - music, theater, sports, volunteerism
 - Course recovery
 - Addresses the student who has difficulty with traditional environment (emotional or physical illnesses)
 - Has helped keep students in school - lowered the dropout rate
2. How do you see VLACS courses being used in your school next year, in two years, in three years?
- Meeting the educational needs of those over 21 -
 - Enabling students to work senior year for college money or to begin college early
 - Advancement - leave high school with college credits
 - VLACS will begin to be offered at more Middle Schools
 - VLACS will be a integral part of after school programs
 - Growth with competency connection

PARENT/GUARDIAN QUESTIONS

1. How have VLACS classes helped your child?
- My child needs more 1 on 1 attention - traditional environment teacher deals with multiple students. VLACS teachers do 1 on 1 instruction.
 - Developed responsibility
 - Learned time management skills
 - Took control of his/her instruction/learning
 - More focused on learning
 - Child now "wants to learn" as opposed to "has to learn"
 - VLACS committed themselves to supporting child through medical crisis, enabling her to keep up with her work to graduate on time. The child advanced with VLACS instruction and could have actually graduated early.

2. Describe how VLACS classes have helped your child to become an independent learner and/or prepared your child for college.
 - Developed the understanding that their education is in their own hands
 - Developed confidence
 - Developed the ability to distinguish the difference between “good and bad” pacing.
 - Developed a broader spectrum of learning methods
 - Developed strong research skills
 - Developed strong problem solving skills
3. Describe the strengths of VLACS courses.
 - Challenged the child - more required of the child
 - Curriculum is rigorous
 - Students enhanced their communication abilities - their knowledge was delivered in a variety of forms.
 - Courses are accessible anytime, anywhere
 - Courses are solid
 - Teacher assistance is always available
 - Encourages students to seek out help more
4. Would you recommend VLACS courses to another parent/guardian? 100% of parents interviewed responded “yes” and all have recommend VLACS courses to other parents.

Why?

- Was the best educational experience for their child
- The level of professionalism
- The level of teacher support
- The flexibility - have class will travel (great for students in sports)
- Collaborative - all equally involved/committed - teacher, student & parent(s)
- Answers the educational need for the “non traditional” child/student
- Develops maturity, responsibility, critical thinking & problem solving skills

STUDENT QUESTIONS

1. How have VLACS classes helped you?
 - Online requires you to focus more
 - Have become a better listener
 - Follow directions better
 - Received HS diploma while experiencing the working world
 - Built self confidence
 - Assisted in targeting future goals
 - Actively participated in classroom discussions
 - Able to pursue outside activities – sports, music, community/civic jobs

- Teaches you to be disciplined
2. Describe how VLACS classes have helped you become an independent learner and/or prepared you for college.
 - Requires you to be responsible for your own learning
 - Encourages you to ask questions
 - Develops critical thinking skills
 - Develops problem solving skills
 - Offers SAT classes
 - 1 on 1 attention without “hand holding”
 - Develops high level time management skills
 - Helps diminish or eliminate test phobia
 3. Describe the strengths of the VLACS courses.
 - Teacher availability – 24/7
 - Flexibility
 - Teachers’ goal is to assist you in excelling
 - Pace – you can learn at your own pace – fast or slow.
 - More teacher/parent/student communication and collaborative involvement
 - Courses are very organized
 - Teachers allow for creativity and “thinking out of the box”
 - Fewer distractions – therefore you can concentrate better/focus – no teenage drama
 4. Describe how online learning classes differ from traditional school-based classes.
 - More individual attention
 - Round the clock teacher attention
 - Round the clock course/class availability
 - Ability to do coursework anywhere
 - More flexibility
 - Exposed to students from other areas – (NH towns and other states), allowing you to be exposed to different perspectives
 - More structured curriculum
 - Eliminates the fear of participating in discussions or speaking in front of people
 - Classmates have more in common regarding learning – goals, attitudes, desire to achieve
 - Pace – you can fast track or take your time
 - Convenience of studying when it’s best for you

Instructor Questions

1. What attracted you to online teaching?

- Flexibility – hours
 - Flexibility – location
 - Flexibility – students engaging when they're focused & "ready". They work with you when they're usually at their best
 - Understood the online process and was eager to teach in that environment – knew it helped students who were afraid to participate
 - Ability to reach "certain" students
 - Wanted to do "at home/online" teaching through technology
 - Online is cutting edge – some "trad" schools not there yet
 - 1 on 1 instruction
 - Teach to the individual needs – tailored to each student
 - Able to target the lessons
2. Describe how you have changed your traditional teaching as a result of your experience teaching online.
- Improved time management
 - More available for 1 on 1 instruction
 - Improved communication with students/parents
 - More effective with pacing for different levels of learning
 - Incorporating more technology into classroom
 - Using resources that aren't available to other classroom teachers
 - Incorporating a stronger sense of student responsibility
 - Allowing "redo/re-grade" before the end of the course
 - Aligning instruction based on students' learning styles and abilities
 - Impacted coaching style
 - Energizes classroom instruction
3. Describe the process of online teaching.
- Welcome Call – begins relationship building with student (their age, their goals, their reasons, interests, etc), relationship building with parent/guardian
 - Communication and connection is tantamount for monitoring pace chart, remediation, FAQ, any personal issues disrupting the learning experience, maintaining motivation
 - Defining instructor focus for each assignment
 - Provide tools to find answers not give answers
 - Feedback on work – "make it better"! Encourages "redos" so they "**know** the material not **go through** the material"
4. Comment on your relationship with parents/guardians and students.
- We're a "team"
 - Parents are grateful and communicate "beyond"
 - Relationships are calm rather than frantic
 - Parents more supportive
 - Parents consider themselves a "partner"
 - Students are "in the front row"

- Parents are more comfortable communicating – calling, emailing (anytime)
 - More private – no one waiting in the hall for a conference
 - More accountability – easier to demonstrate the students' progress, participation, time management
 - Breaks down the “fear factor” – parents able to let their guard down
 - Contact is for “all things – “good things as well as problems”
 - Very personal – ability to care and be involved beyond the classroom
 - “A collaboration between student, parent & teacher, grounded in a respectful, unbiased learning environment.”
 - There are parent activities so parents “know” their child’s education.
 - Relationship is based on “who they are and not what they are”.
 - Students don’t feel like you’re making them do the work – you’re the tour guide only
5. Does this differ from your relationship with parents/guardians in a traditional school?
- Parent involvement is better due to students wanting them to know about their accomplishments.
 - Convenience of communication enhances the relationship – don’t have to attend a Parent Teacher Conference
 - Traditional setting - there are so many other peripheral duties that impact communication availability
 - PT conferences in traditional setting have to be kept to a minimum, whereas online the communication can be any length.
 - Quality of communication is better
 - Traditional school communication tends to be more for negative situations whereas the online tends to be more positive.

STUDENT ENTRANCE SURVEY RESULTS: PUBLIC SCHOOL STUDENTS BY CATEGORY AND ENROLLMENTS
November 15, 2010, N= 4,081

Reason	Male %	Male count	Female %	Female count	High School %	High School count	Middle School %	Middle School count	Elem %	Elem count	Total %	Total count
Drop out recovery	0.5%	19	0.3%	11	0.7%	30	0.0%	0	0.0%	0	0.7%	30
I have dropped out of school and I would like to earn credits toward my diploma	0.1%	5	0.1%	5	0.3%	10	0.0%	0	0.0%	0	0.3%	10
This course is part of my adult education diploma program	0.3%	14	0.2%	6	0.5%	20	0.0%	0	0.0%	0	0.5%	20
High risk student	27.5%	1124	32.0%	1304	58.9%	2403	0.6%	24	0.0%	1	59.5%	2,428
I'm re-taking a course I previously failed	9.0%	368	7.8%	317	16.4%	670	0.4%	15	0.0%	0	16.8%	685
I need credits in order to graduate	9.3%	380	13.9%	568	23.2%	946	0.1%	2	0.0%	0	23.2%	948
I need credits in order to graduate on time with my class	8.2%	335	9.5%	389	17.7%	722	0.1%	2	0.0%	0	17.7%	724
Enrolling in this course is an alternative to withdrawing from school	0.8%	32	0.7%	29	1.4%	56	0.1%	5	0.0%	0	1.5%	61
I have been suspended from school and I am required to take this course	0.2%	9	0.0%	1	0.2%	9	0.0%	0	0.0%	1	0.3%	10
Meet high academic standards	7.3%	297	8.9%	363	13.2%	537	2.8%	115	0.2%	8	16.2%	660
I want to earn advanced placement credit in this course	1.0%	40	1.0%	41	1.8%	72	0.2%	9	0.0%	0	2.0%	81
I want to earn high-school and college credit for this course	4.0%	164	5.3%	216	8.4%	341	1.0%	39	0.0%	0	9.3%	380
I'm an advanced student and I'm taking this course before the traditional age or grade level	2.3%	93	2.6%	106	3.0%	124	1.6%	67	0.2%	8	4.9%	199
Require flexible schedule	11.0%	449	20.5%	838	30.6%	1247	1.0%	40	0.0%	0	31.5%	1,287
I want the flexible schedule that online courses provide	6.8%	276	11.6%	475	17.9%	731	0.5%	20	0.0%	0	18.4%	751
I need to work and require the flexible schedule provided by online courses	2.0%	82	2.7%	111	4.5%	182	0.3%	11	0.0%	0	4.7%	193
I need to work from home due to illness or injury	0.8%	33	2.6%	107	3.4%	139	0.0%	1	0.0%	0	3.4%	140
I need to work from home for reasons other than illness or injury	0.5%	22	1.6%	65	2.0%	80	0.2%	7	0.0%	0	2.1%	87
I'm involved in activities that require me to miss traditional school classes (sports, arts, travel, etc)	0.9%	36	2.0%	80	2.8%	115	0.0%	1	0.0%	0	2.8%	116

School limitation	12.7%	517	20.6%	840	31.2%	1273	2.0%	80	0.1%	4	33.3%	1,357
My school doesn't offer this course	4.3%	175	6.4%	262	8.9%	365	1.7%	68	0.1%	4	10.7%	437
I'm working around a scheduling conflict at my school	8.4%	342	14.2%	578	22.3%	908	0.3%	12	0.0%	0	22.5%	920
Meet State mandate	5.4%	219	7.3%	297	12.4%	504	0.3%	12	0.0%	0	12.6%	516
I need to fulfill my school's competency requirements for this subject	4.7%	192	6.0%	244	10.5%	427	0.2%	9	0.0%	0	10.7%	436
I need to meet required technology standards	0.7%	27	1.3%	53	1.9%	77	0.1%	3	0.0%	0	2.0%	80

STUDENT ENTRANCE SURVEY RESULTS: PUBLIC SCHOOL STUDENTS COMMENTS
November 15, 2010, N= 278

Meet High Academic Standards

- 1 failed algebra 2 twice in one year and my parents and teachers think it would benefit me to try taking it online
- 2 want to take advanced math next year
- 3 to improve in language arts
- 4 SAT prep
- 5 so I can have my math done with
- 6 I want to become a nurse
- 7 I need another science credit to get into the college I'm looking at.
- 8 to get ready for the SATs
- 9 I want to continue my Spanish and learn more
- 10 review
- 11 I want to fill in the parts I don't understand about in this subject
- 12 I failed it
- 13 I want to get ahead so that I can take AP Calculus my senior year.
- 14 I didn't take it yet
- 15 I want to be able to graduate with the math level that most Engineering colleges want
I wanted to be a step ahead of everyone else by finishing Spanish 3 already but I have no intention of graduating early etc.. and
- 16 I am doing this willingly because I thought it would be a good idea even though it's not
I won the school Spelling Bee since 4th grade. This year I made it to the top 3 in the Nashua Region Spelling Bee. I want to win
the State Spelling Bee and go to DC. I'm hoping that Latin will help me become a better speller.
- 17 the State Spelling Bee and go to DC. I'm hoping that Latin will help me become a better speller.
- 18 I need to improve SAT scores.
- 19 to brush up before Spanish three
- 20 Need it to take adv chem
- 21 taking to replace previous grade and for the learning
- 22 to replace a lower grade in this previous course
- 23 better sat scores
- 24 I'm filling in open time.
- 25 To attain an academic reward through Nashua North
- 26 to attain a reward
- 27 I am advanced so I am taking this course while taking regular classes at middle school.
- 28 I'm preparing for the SATs in December.
- 29 Help benefit me for SAT
- 30 Want to learn
- 31 I have already taken the course but want a better grade.
- 32 Took course before but got a C-. Want to improve skills in order to move into higher math.

- 33 I am taking geometry and can not take this class until I am finished and I do not want to be behind
34 I received a bad grade in this course at my school my Junior year.
35 get ahead
36 I am using this course to help prepare me for Honors Chemistry in the fall
37 enrichment
38 better learning experience
39 I didn't understand the subject that well when I took it at my school so I want more practice with it.
40 prerequisite for ap us history
41 This course will help me with colleges
42 I want to become a doctor
43 This algebra course covers more material and at a faster pace than the algebra at my school
44 Raise SAT Scores
45 I need this course to fulfill my college acceptance requirements.
46 I need a science class for the NH scholars
47 I do not want to take this course next year.
48 I need chemistry to get into the nursing program at my college.
49 I like the Honors option especially because my school offers few honors level classes.
50 My L.A. class was too hard.
51 Going to college early don't want to pay for the course there
52 I like challenging stuff.
53 I hear knowing Latin comes in handy on your SAT's.
54 Want to get ahead in math so I can take Calculus Senior Year
55 I want to receive better sat scores
56 To further my education
57 I love math.
- 58 My parents and my teachers and the superintendant agreed that this would be a good way for me to expand my knowledge
59 I was put into a level that was a a faster pace than I had previously learned
Extra math practice to learn more about math and to help improve my math grade (without getting any credit from my high
60 school.)
61 To further my understanding of the scientific world
62 Good knowledge for SATs and ACTs
63 its helping me
64 Need to prepare for SATs
65 Taken A java course during the summer and I am now interested is continuing with computer programming
66 I want to be able to take Precalculus AP in my freshman year
67 I am good at both music and math so I thought that I would do well in this class
68 more education
69 to improve my grade

- 70 In order to be at grade-level math I am taking this course.
71 this class helps with what I want to do in life.
72 To help me with math
73 Didn't understand Physical Science Last Year
74 I wanted more AP classes then what is offered at my high school.
75 Failed a class
76 I was placed in a lower level of this class so to catch up I'm taking a higher level
77 I didn't pass the class.
78 I want to learn more about a healthy diet and a healthy life.
79 I want more math credits for collage
80 taking instead of physics
81 taking it so I don't have to do it next year
- 82 I want to take more subjects and also want to fulfill subject require I'm trying hard to help my self to look good in college.
83 Trying to get a better grasp on the information
84 It's the language I need to take to get me ahead in college and with what I want to do when I'm older.
85 I didn't take this course as a freshman
86 I want to take classes that require getting this out of the way
87 map program
88 to be able to attend NEIA
- 89 Taking SATs this year
90 I want to translate in Chinese so taking this course is giving me a head start to what I'll be learning in college
91 I don't want to take this course next year.
92 The class was to easy at my school
93 My class was to easy for me.
94 I previously took this course and want to improve my grade
95 Get ready for the SAT!!
96 the colleges I'm looking at require three years of a language
97 to help me get my grades up on math
98 Grade Acceleration
99 I failed the previous coarse I toke in school and thought this would be easier.
100 I missed the first 6 weeks of school
-

Credit or Graduation Requirement

- 101 need a gym class
102 I need this this course to graduate
103 I need this credit to graduate

- 104 went to a school the didn't require this course but my current school requires I take this course in order to graduate
- 105 I went to a school that didn't require this course and my current school does require this course in order to graduate
- 106 I'm trying to finish four years of high school in two because of certain situation
- 107 I'm trying to do four years in two because of a certain conflicts.
- 108 graduating early
- 109 extra credit in high school
- 110 I want to graduate on time
- 111 To Graduate
- 112 as credit recovery
- 113 I need this to graduate
- 114 need to graduate
- 115 Grad. Early
- 116 Dropped chemistry
- 117 I need credit recovery
- 118 trying 2 get all my credits
- 119 To be able to graduate
- 120 Credit
- 121 need the extra credit
- 122 want to graduate
- 123 I can only have 7 credits per year
- 124 I need a language credit and was not interested in the ones offered at my school.
- 125 I need this class to graduate. I was supposed to take it last year but I took a different class instead.
I transferred schools and the first high school I went to didn't require this course. The high school I go to now requires it but
- 126 most took it their freshman and sophomore years.
- 127 I changed schools and did not receive credit for this class
- 128 I'm basically trying to do four years in two due to some conflicts with credits
I had a conflict in which I was not able to transfer my home-schooled credits to public school so now I'm trying to do four years
- 129 in two.
- 130 I need to make up competencies
- 131 get more credits
- 132 I moved schools at a weird time. Now I need to take this to get an English credit.
- 133 need the math credits
- 134 need the credit
- 135 I need the credit to graduate with my class.
- 136 I need to take this class to graduate. My privet school I transferred from didn't offer this class.
- 137 I need this class subject to graduate
- 138 Required class to graduate

- 139 I moved and was short credits so I needed this class to graduate.
140 It's a requirement for me at the high school to graduate.
-

Flexibility

- 141 to work at own pace
142 I had a baby so I'm finishing this year on here.
143 I'm finishing this year on here because I had a baby but I'm going back next year
144 I want to do geometry my first year of high school instead of my second.
145 I have a child so this works out
146 need the class to get out of high school so I can raise my son
147 Hockey
148 pregnant and working full time during the day. doing school at night
149 I ride horses and need more time
150 never took it now have no time. this is my best option
151 I'm having a baby and this provides me without having to miss a lot of school
152 Not enough Time.
153 I am in France so I can not take this course at my school this year.
154 Need the flexible schedule of online courses.
155 had a child and trying to make up classes
156 I will be gone for a semester and VLACS had flexible classes for me to take
157 in Spain for the first semester and needed to have school that worked with my public school
158 I ride horses and need the day time to ride and night to do school work
159 early release needed for work.
-

Medical Issue

- 160 504 exempt in classroom
The teacher at my school wasn't able to help me with my special needs. So I needed an alternative so I can still learn the
161 language I want to learn.
I missed a lot of school last year because of mono and it was easier for me to drop out of the class during my freshmen year and
162 take it online to earn my credit.
163 health problems
164 I am having surgery on my wrist
165 I do not have the attention span to sit in a class that doesn't interest me for 52 minutes.
166 Injury
167 Unable to attend school because of a chronic illness.
168 injury
169 had to drop advanced English due to illness
170 health
171 medical reasons
172 I missed this course at my school due to a prolonged illness

- I have ADHD inattentive type so "thinking and learning" strategies could lead to developing invaluable skills for helping me deal with it.
- 173 with it.
 - 174 failure due to illness
 - 175 I've missed a lot of school this past year because my mother has been in and out of the hospital all year.
 - 176 I had mono and needed to take this class
 - 177 my therapist said I should take this
 - 178 Missed allot of school.
 - 179 I have a joint disease that doesn't allow me to go to school full time
-

Personal Preference

- 180 I like languages
 - 181 My parents made me
 - 182 I want to
 - 183 I wanted to take this course online.
 - 184 I'd rather take it online than at school
 - 185 I wanted to.
 - 186 Dropped a class to take it online instead
 - 187 I enjoy learning things about computers.
 - 188 interesting class
 - 189 computer class
 - 190 I have never done an online course and wanted to try it.
 - 191 I really like technology and am really good with it and would like to learn more :)
 - 192 I find it easy and fun to do online classes.
 - 193 Personal preference
 - 194 I just wanted to try something new
 - 195 I wanted to try an online course
 - 196 I wanted to.
 - 197 I like how it sounds!
 - 198 my real dad is Mexican
 - 199 friend's recommendation
-

Scheduling Conflict

- 200 Getting ahead of the math curriculum at my school so I can take calculus senior year.
- 201 too many study halls
- 202 wanted to keep going to school every other day.
- 203 Something to do
- 204 it will be quicker than taking a course through school
- 205 wanted to be able to take other classes during school
- 206 I'm taking this class to remove it from my schedule to make room for more advanced classes.
- 207 I'm taking this course online so that I will be able to fit more advanced classes.

- 208 I am taking this class online in order to make room for my upcoming classes.
209 So I could take Horse Science 2
210 I didn't have room in my schedule at my school
211 I cannot fit this class into my schedule.
212 this didn't fit in my schedule
I was going to graduate early but I have now made up my mind that I'm going to take this year as a 11th grader I will be taking
213 this class because I would need to next year but I want to take other classes.
214 My schedule didn't fit Spanish III
215 I'm a senior so I cant fit this course into my schedule and most colleges require the class.
216 Could not fit all of my classes in one school day
217 I couldn't fit all of my classes in one school day
218 I could not fit the school's course into my schedule
219 This class is not offered at my school when I can take it.
220 Don't have the time for the in school class
221 Wanted to take more math classes than I could fit into my schedule at school.
222 Making room for theatre
223 It doesn't fit into my schedule with all the other classes I want to take next year.
224 Schedule Issues
225 course wasn't offered at my school.
226 Not offered at our school
227 JROTC fills my school schedule
228 I couldn't fit the in my normal schedule.
-

School Requirement

- 229 want to take a lot of electives so I'm taking some required classes online
230 Cooperative Middle school pilot
231 Teacher makes us
232 I am taking this course so that I may be approved to transfer to VLACS.
233 my school is offering us an opportunity to be exposed to online learning.
234 It is a required course to be a member of the Academy of Finance
235 referral from Dir of Curriculum
236 My school is requiring me to take a course
237 Cooperative Middle school pilot program
238 Requirement
239 It is required to take a vlacs course for my school
240 middle school requirement
241 required part of curriculum?
242 The school wanted to try something new.
243 I have to

Issue or Conflict with School

- 245 My work in school is boring.
- 246 I hate school
- 247 teacher doesn't teach
- 248 to get away from all other teachers
- 249 Didn't want to be lectured by another teacher.
- 250 Don't like the school teachers teaching methods.
- 251 Couldn't learn from teacher I was taking it with
- 252 Don't like the way the other teacher teaches this subject.
- 253 My parents were not happy with the science program at Concord High
- 254 my other teacher is very mean and she expects us to know the answers.
- 255 I had problems with the only 12th grade English teacher
- 256 I want to take online classes to get out of the school I am in now.
- 257 I dislike being in the classroom
- 258 I don't like the schools teaching strategies for math...its confusing
- 259 got kicked out of two math classes
- 260 I preferred the online teacher to the school course teacher.
- 261 My parents don't like the math program at my school.
- 262 math class in school too slow
- 263 avoid the teacher who is teaching it
- 264 not connecting with math teacher
- 265 to many kids in the class
- 266 Didn't like the schools offered health class
- 267 it's better then going back next year
- 268 I do not like the gym class offered at my school
- 269 Biology teacher here isn't good.
- 270 The math teacher at my school was not properly fulfilling my needs as a student.
- 271 Not comfortable in classrooms
- 272 The teacher I originally had wasn't the best.
- 273 I do not feel comfortable taking gym at school.
- 274 I don't like being in a class room
- 275 I hate school a lot
- 276 Would rather take the class online than in school.
- 277 racism in school
- 278 there is a lot of racism

SECTION III: APPENDICES

APPENDIX A: ENTRANCE SURVEY, ALL SCHOOLS, BY ENROLLMENT November 15, 2010, N= 7,022

Reason	Male %	Male count	Female %	Female count	High School %	High School count	Middle School %	Middle School count	Elem %	Elem count	Total %	Total count
Enrolling in this course is an alternative to withdrawing from school	0.80%	56	1.01%	71	1.68%	118	0.11%	8	0.01%	1	1.81%	127
I have been suspended from school and I am required to take this course	0.23%	16	0.07%	5	0.27%	19	0.01%	1	0.01%	1	0.30%	21
I have dropped out of school and I would like to earn credits toward my diploma	0.56%	39	0.78%	55	1.31%	92	0.03%	2	0.00%	0	1.34%	94
I like learning online	13.34%	937	17.47%	1227	25.12%	1764	5.34%	375	0.36%	25	30.82%	2164
I need credits in order to graduate	9.11%	640	14.10%	990	23.11%	1623	0.10%	7	0.00%	0	23.21%	1630
I need credits in order to graduate on time with my class	5.58%	392	6.91%	485	12.38%	869	0.11%	8	0.00%	0	12.49%	877
I need to fulfill my school's competency requirements for this subject	3.66%	257	5.04%	354	8.46%	594	0.24%	17	0.00%	0	8.70%	611
I need to meet required technology standards	0.64%	45	1.03%	72	1.58%	111	0.09%	6	0.00%	0	1.67%	117
I need to work and require the flexible schedule provided by online courses	2.26%	159	3.20%	225	5.10%	358	0.37%	26	0.00%	0	5.47%	384
I need to work from home due to illness or injury	0.94%	66	2.71%	190	3.45%	242	0.20%	14	0.00%	0	3.65%	256
I need to work from home for reasons other than illness or injury	0.78%	55	2.16%	152	2.68%	188	0.27%	19	0.00%	0	2.95%	207
I want the flexible schedule that online courses provide	7.97%	560	13.70%	962	19.54%	1372	2.05%	144	0.09%	6	21.67%	1522
I want to earn advanced placement credit in this course	0.81%	57	0.93%	65	1.52%	107	0.21%	15	0.00%	0	1.74%	122

I want to earn high-school and college credit for this course	3.75%	263	5.04%	354	7.92%	556	0.87%	61	0.00%	0	8.79%	617
I'm an advanced student and I'm taking this course before the traditional age or grade level	1.95%	137	2.26%	159	2.62%	184	1.40%	98	0.20%	14	4.22%	296
I'm interested in learning more about this subject	8.49%	596	11.14%	782	15.29%	1074	4.07%	286	0.26%	18	19.62%	1378
I'm involved in activities that require me to miss traditional school classes (sports, arts, travel, etc)	0.94%	66	1.92%	135	2.63%	185	0.21%	15	0.01%	1	2.86%	201
I'm re-taking a course I previously failed	5.84%	410	5.24%	368	10.81%	759	0.27%	19	0.00%	0	11.08%	778
I'm trying to graduate early	3.18%	223	6.25%	439	8.60%	604	0.80%	56	0.03%	2	9.43%	662
I'm working around a scheduling conflict at my school	5.18%	364	8.94%	628	13.93%	978	0.20%	14	0.00%	0	14.13%	992
My guidance counselor/teacher suggested that I take this course	13.60%	955	17.00%	1194	28.62%	2010	1.92%	135	0.06%	4	30.60%	2149
My parent(s) suggested that I take this course	13.97%	981	15.17%	1065	20.81%	1461	7.83%	550	0.50%	35	29.14%	2046
My school doesn't offer this course	3.46%	243	4.96%	348	6.94%	487	1.41%	99	0.07%	5	8.42%	591
This course is part of my adult education diploma program	0.34%	24	0.43%	30	0.71%	50	0.06%	4	0.00%	0	0.77%	54
This course is part of my home school curriculum	7.79%	547	9.58%	673	11.75%	825	5.35%	376	0.27%	19	17.37%	1220

APPENDIX B: ENTRANCE SURVEY, PUBLIC SCHOOLS, BY ENROLLMENT
November 15, 2010, N= 4,081

Reason	Male %	Male count	Female %	Female count	High School %	High School count	Middle School %	Middle School count	Elem %	Elem count	Total %	Total count
Enrolling in this course is an alternative to withdrawing from school	0.78%	32	0.71%	29	1.37%	56	0.12%	5	0.00%	0	1.49%	61
I have been suspended from school and I am required to take this course	0.22%	9	0.02%	1	0.22%	9	0.00%	0	0.02%	1	0.25%	10
I have dropped out of school and I would like to earn credits toward my diploma	0.12%	5	0.12%	5	0.25%	10	0.00%	0	0.00%	0	0.25%	10
I like learning online	9.80%	400	12.62%	515	20.07%	819	2.08%	85	0.27%	11	22.42%	915
I need credits in order to graduate	9.31%	380	13.92%	568	23.18%	946	0.05%	2	0.00%	0	23.23%	948
I need credits in order to graduate on time with my class	8.21%	335	9.53%	389	17.69%	722	0.05%	2	0.00%	0	17.74%	724
I need to fulfill my school's competency requirements for this subject	4.70%	192	5.98%	244	10.46%	427	0.22%	9	0.00%	0	10.68%	436
I need to meet required technology standards	0.66%	27	1.30%	53	1.89%	77	0.07%	3	0.00%	0	1.96%	80
I need to work and require the flexible schedule provided by online courses	2.01%	82	2.72%	111	4.46%	182	0.27%	11	0.00%	0	4.73%	193
I need to work from home due to illness or injury	0.81%	33	2.62%	107	3.41%	139	0.02%	1	0.00%	0	3.43%	140
I need to work from home for reasons other than illness or injury	0.54%	22	1.59%	65	1.96%	80	0.17%	7	0.00%	0	2.13%	87
I want the flexible schedule that online courses provide	6.76%	276	11.64%	475	17.91%	731	0.49%	20	0.00%	0	18.40%	751

I want to earn advanced placement credit in this course	0.98%	40	1.00%	41	1.76%	72	0.22%	9	0.00%	0	1.98%	81
I want to earn high-school and college credit for this course	4.02%	164	5.29%	216	8.36%	341	0.96%	39	0.00%	0	9.31%	380
I'm an advanced student and I'm taking this course before the traditional age or grade level	2.28%	93	2.60%	106	3.04%	124	1.64%	67	0.20%	8	4.88%	199
I'm interested in learning more about this subject	7.91%	323	10.61%	433	14.95%	610	3.31%	135	0.27%	11	18.52%	756
I'm involved in activities that require me to miss traditional school classes (sports, arts, travel, etc)	0.88%	36	1.96%	80	2.82%	115	0.02%	1	0.00%	0	2.84%	116
I'm re-taking a course I previously failed	9.02%	368	7.77%	317	16.42%	670	0.37%	15	0.00%	0	16.79%	685
I'm trying to graduate early	2.60%	106	6.64%	271	8.85%	361	0.34%	14	0.05%	2	9.24%	377
I'm working around a scheduling conflict at my school	8.38%	342	14.16%	578	22.25%	908	0.29%	12	0.00%	0	22.54%	920
My guidance counselor/teacher suggested that I take this course	17.72%	723	21.93%	895	37.47%	1529	2.11%	86	0.07%	3	39.65%	1618
My parent(s) suggested that I take this course	9.97%	407	10.73%	438	17.30%	706	3.11%	127	0.29%	12	20.71%	845
My school doesn't offer this course	4.29%	175	6.42%	262	8.94%	365	1.67%	68	0.10%	4	10.71%	437
This course is part of my adult education diploma program	0.34%	14	0.15%	6	0.49%	20	0.00%	0	0.00%	0	0.49%	20
This course is part of my home school curriculum	1.08%	44	1.37%	56	2.28%	93	0.15%	6	0.02%	1	2.45%	100

APPENDIX C: ENTRANCE SURVEY, ALL STUDENTS BY CATEGORY AND ENROLLMENTS
November 15, 2010, N= 7,022

Reason	Male %	Male count	Female %	Female count	High School %	High School count	Middle School %	Middle School count	Elem %	Elem count	Total %	Total count
Drop out recovery	0.90%	63	1.21%	85	2.02%	142	0.09%	6	0.00%	0	2.11%	148
High risk student	24.74%	1737	33.58%	2358	56.85%	3992	1.41%	99	0.06%	4	58.32%	4095
Meet high academic standards	6.51%	457	8.23%	578	12.06%	847	2.48%	174	0.20%	14	14.74%	1035
Require flexible schedule	12.90%	906	23.70%	1664	33.40%	2345	3.10%	218	0.10%	7	36.60%	2570
School limitation	8.64%	607	13.90%	976	20.86%	1465	1.61%	113	0.07%	5	22.54%	1583
State mandate	4.30%	302	6.07%	426	10.04%	705	0.33%	23	0.00%	0	10.37%	728

APPENDIX D: PRESS RELEASE – FINANCIAL EXPERTS SUPPORT ADEQUATE FUNDING FOR VIRTUAL PUBLIC SCHOOLS IN GEORGIA

Financial Experts Support Adequate Funding For Virtual Public Schools 2010 Georgia Virtual Education Summit Concludes in Consensus

FOR IMMEDIATE RELEASE,

November 9, 2010

Contact: Bernard Reynolds,

404-862-5615

GAVirtualEd@gmail.com

Financial Experts Support Adequate Funding For Virtual Public Schools
2010 Georgia Virtual Education Summit Concludes in Consensus

ATLANTA - Today, the Georgia Families for Public Virtual Education held an education summit where panelists discussed the low funding situation for cyber charter schools in Georgia as well as the current state and future of virtual education in Georgia. Renee Lord, President of the Georgia Families for Virtual Education coalition kicked off the summit with a warm welcome to over 30 panelists and guests.

"We were pleased with today's turnout and happy to see this type of support for virtual public charter schools here in Georgia," said Ms. Lord. "Hearing the three independent financial analysts overview our funding issues and knowing they came to a clear conclusion that \$6,000 to \$7,000 per student is an adequate amount of funding per pupil we are confident the Georgia Charter Schools Commission will increase funding for our virtual public school students."

Recently, the Georgia Charter Schools Commission was asked to review the level of funding provided to public virtual charter schools in Georgia. In June of 2010 the Commission announced that it would fund pupils attending Georgia virtual charter schools at no more than \$3,200 per pupil. This level of funding is currently being reviewed again by the Georgia Charter Schools Commissions as it has become widely acknowledged that \$3,200 is not an adequate funding level for virtual public school students, particularly when their brick and mortar counterparts are receiving an average of \$8,500 per pupil.

Former Wisconsin State Revenue Secretary Rick Chandler participated in a panel with two local Georgia financial experts, Mr. Herb Lewis and Jim Olson to discuss the discrepancy in funding Georgia virtual public schools are currently facing. Mr. Lewis has been a local public accountant for the past 25 years, focusing on his own firm for the past 10 years. Mr. Olson is retired from senior executive positions in the banking and financial industries in Georgia for over 30 years, overseeing community and large banks and financial institutions.

The three financial experts drew conclusions based on comparisons with spending in other states, audits of virtual school spending in other states and a comprehensive study by a well-known education consulting firm.

Rick Chandler said, "It is reasonable to conclude that an accepted appropriate level of per pupil funding for virtual charter schools is in the \$6,000 to \$7,000 per pupil range. A per pupil, funding level in the \$6,000 to \$7,000 range is needed to provide a full level of education services to virtual school students."

Mr. Chandler, Mr. Herb Lewis and Mr. Jim Olson noted that several different approaches can be taken in determining what funding level is appropriate for virtual schools:

The levels of funding that are actually provided to virtual schools in other states can be reviewed to see what levels of funding other states have decided are appropriate. Audits of virtual schools in other states can be reviewed to see what comments audit agencies have about virtual school funding levels. Studies by third party think tanks can be reviewed to see what level of funding education experts think are appropriate for virtual schools.

The second panel focused around the current state of virtual education in Georgia as well as what we can look forward to in the near future. Georgia Families treasurer Christian Kotscher moderated the panel with Georgia State Representative Alisha Thomas Morgan, Georgia Public Policy Foundation's Kelly McCutchen and Mark Peevy, Executive Director of the Georgia Charter Schools Commission.

Virtual public charter schools are statewide, full-time public schools that employ state-certified public school teachers to oversee and guide students' work. Under this program students are able to work at home via computer and Internet connection under the guidance of a parent or responsible adult. Georgia Families for Public Virtual Education is a coalition representing more than 5,000 public virtual charter school students, parents, teachers, and supporters from across Georgia. For more information visit www.GaVirtualEd.org

APPENDIX D: LETTER – FROM SUSAN PATRICK TO GEORGIA CHARTER SCHOOL COMMISSION

From: Susan Patrick,
To: Georgia Charter School Commission

We want to thank you for your passion, time and expertise in serving on the Georgia Charter Schools Commission and creating more educational choices for the children of Georgia. As the President and CEO of the International Association for K-12 Online Learning (iNACOL), I have the privilege of advocating and supporting high quality virtual educational options for students, not only in the United States, but in the global community. As a group, iNACOL represents over 3,100 members from a diverse cross-section of K-12 education from school districts, charter schools, state education agencies, non-profit organizations, research institutions, corporate entities and other content & technology providers. This experience, exposure and collective knowledge positions us to offer well-reasoned, practical and applicable knowledge to both the creation and sustainability of high quality educational options.

We were pleased to see that Georgia understands the value of virtual education as evidenced by its consideration of virtual charter high schools in the state. With a statewide high school graduation rate of 58.1% and an estimated 59,510 high school dropouts in 2008, Georgia must take drastic measures to curb both the fiscal and social impact of such a high failure rate. Virtual education has been shown to be highly effective in reaching all students, including “at-risk” kids, and providing them with a path to earn a high school diploma and secure an open door for their future.

However, we were very disheartened to learn two virtual charter schools that were approved were forced to withdraw their application due to an inadequate funding level around \$3,300 per student. It is unclear how the Commission concluded that a quality, full-time virtual charter school can operate at or less than \$3,300 per student, and what, if any, research or analysis was done to arrive at that low amount. We were pleased to read Executive Director Peevy’s comments in the Atlanta Journal Constitution saying, “If our funding level isn’t sufficient enough to attract high-quality virtual charter schools to Georgia, then we want to start a discussion about how we change the funding level.” We are encouraged to learn that the Commission will address the funding inequities at their upcoming meeting on August 19th.

As unbiased experts in virtual education, iNACOL strongly urges the Georgia Charter Schools Commission to re-evaluate its decision and conduct a thorough analysis of costs and funding of quality full-time virtual charter schools to determine a funding level that is fair and adequate, and does not discriminate against the students who need these public schools the most. iNACOL pledges to assist you in identifying the best policy practices and research so that Georgia’s students can have access to many high quality K-12 online public school options. Please consider the following facts:

- *The average amount of funding for virtual charter schools in the U.S. is approximately \$6,500 per pupil. This moderate level of funding has enabled virtual charters schools in states across the U.S. to provide quality, comprehensive, and sustainable programs for students, at less

cost than average public schools.

- *A number of states have conducted comprehensive examinations of the costs and funding of virtual charter schools. For example, in 2005, the Ohio legislature studied the costs of their full-time online charter schools and found they were “reasonable.” The Ohio Legislative Committee on Education Oversight found that online charter schools at that time spent \$5382 per student, compared with \$7452 for students in brick and mortar charter schools, and \$8437 for students in traditional public schools.
- *In 2008, the Wisconsin Legislature passed a law enabling virtual charter schools without modifying the funding which, at the time, was slightly below the national average of \$6,500. An audit by the Legislative Audit Bureau showed that overall the state’s virtual charter school costs were reasonable and the funding they received were in line with their costs. (Appendices 1 and 2 provide further evidence of costs associated with public virtual schools)
- *Some independent national studies suggest virtual schools funding levels should be higher than \$6,500 based on their costs. A 2006 study by Augenblick, Palaich, & Associates on behalf of the BellSouth Foundation on costs and funding for virtual schools concluded that “based on the data it appears that the costs of operating a virtual school are about the same as those of a regular brick-and-mortar school.” It further noted that full-time virtual schools are more expensive than programs that offer supplemental courses and found costs for full-time virtual schools ranged between \$7,200 and about \$8,300 per pupil.
- *There are currently more than 200,000 students enrolled in full-time public virtual schools in 25 states, and the numbers are rising as the demand from parents and students grows every year. Virtual schools do not incur the same level of overhead costs such as facilities and transportation, but they have significant additional costs critical to supporting teaching and individualized education such as learning management systems, online courses, and other technological components, in addition to teacher and administrative costs.

iNACOL’s intention is to be a resource to the Commission and provide you with the facts so that you can make a well informed decision and ensure funding at a fair, equitable and sustainable level for students who choose to enroll in Georgia’s virtual charter schools . Please feel free to contact us at any time for further assistance. We look forward to a bright future for virtual schooling students in your state.

With Respect,

Susan Patrick

iNACOL President/CEO

Source: <http://edreformer.com/2010/10/what-does-a-virtual-education-cost/>



Report to the

**Commissioner's Task Force on State Funding
for the
Virtual Learning Academy Charter School**

November 18, 2010

VLACS Assignment

- Collect data on....
 - Student affiliation and demographics
 - Why do students enroll?
 - How are schools using our services?
 - Interview students, parents, and school officials

Who are our students?

STUDENT ENROLLMENT BY SCHOOL TYPE 2010-2011 Fiscal Year as of November 8, 2010

School Type	High School		Middle School		Elem. School		Total	
	#	%	#	%	#	%	#	%
Public	4039	72%	326	29%	2	67%	4367	65%
Home	828	15%	722	65%	1	33%	1551	23%
VLACS FT	345	6%	0	0%	0	0%	345	5%
Dropout	168	3%	22	2%	0	0%	190	3%
Private	140	2%	31	3%	0	0%	171	3%
Charter	85	2%	7	1%	0	0%	92	1%
Total	5605	100%	1108	100%	3	100%	6716	100%

Who are our students?

Race	Female	Male	All Students
African American	1.4%	0.7%	1.1%
Asian	1.7%	2.1%	1.9%
Hispanic	1.8%	1.6%	1.7%
Multi-Ethnic	1.8%	2.4%	2.1%
Native American	0.8%	0.5%	0.7%
Not Listed	2.2%	1.0%	1.6%
White Non-Hispanic	90.3%	91.8%	91.0%
Grand Total	100.0%	100.0%	100.0%

Who are our students?

Gender	%
Female	57.0%
Male	43.0%

Who are our students?

329 New Hampshire Communities

See page 5 & 16

Who are our students?

Enrolled in 83 courses

See page 13

Our first graduating class



Bard College, Colby-Sawyer College, College of the Atlantic, Champlain College, Culinary Institute of America, Hampshire College, Hobart and William Smith Colleges, Johnson & Wales University, Juniata College, Keene State College, Marlboro College, Mount Holyoke College, Pepperdine University, Quinnipiac University, Roger Williams University, Saint Michael's College, Salve Regina University, University of Maine, University of Massachusetts – Amherst, University of New Hampshire and University of New Haven

VLACS Assignment

- Collect data on....
 - Student affiliation and demographics
 - Why do students enroll?
 - How are schools using our services?
 - Interview students, parents, and school officials

Entrance Survey Results Public School Students

See page 25 & 27

Reasons by Category	Percentage of Students
Drop out recovery	0.7%
High risk student	59.5%
Meet high academic standards	16.2%
Require flexible schedule	31.5%
School limitation	33.3%
Meet state mandate	12.6%

VLACS Assignment

- Collect data on....
 - Student affiliation and demographics
 - Why do students enroll?
 - How are schools using our services?
 - Interview students, parents, and school officials

School Survey Results

See page 19

1. From the following list, please choose all that apply as reasons your school allows students to enroll in VLACS courses	
Acceleration: Enroll in courses before typical age/grade	49%
Acceleration: Enroll in courses to graduate early	35%
Credit recovery: Retake failed courses	68%
Resolve course conflict within school schedule	54%
Student finds it easier to learn online	27%
Flexibility of online courses schedule	49%
Enroll in a course that is not offered by local school	76%
Competency recovery	22%
Extended Learning Opportunities	19%
Advanced Placement	27%
Advanced courses: Dual high school & college credit	32%
Need credit to graduate with class	65%
Need credit to graduate	62%
Meet required technology standards	14%
Enroll in course as an alternative to withdrawing from local school	27%

School Survey Results

2. Please choose from the following list the support(s) your school provides for students taking VLACS courses

Computer lab staffed with school personnel	46%
Online coordinator	35%
After school program	14%
Use of a study hall period	62%

School Survey Results

3. We believe that the number of online courses taken by our students will increase in the future

Yes	81%
No	19%

VLACS Assignment

- Collect data on....
 - Student affiliation and demographics
 - Why do students enroll?
 - How are schools using our services?
 - Interview students, parents, and school officials

Student, parent, and school interviews

See page 20

- [Link to VLACS video](#)

Virtual School Funding

- Emerging data suggests that average costs for a virtual school student is between \$6,000 and \$7,000.
- See pages 40 & 42