



OHIO VIRTUAL ACADEMYSM

2010-2011 Annual Report

From our Head of School

**Dear OHVA Parents and
Community Stakeholders,**

We are excited to share our news of the 2010-2011 school year. The Ohio Virtual Academy continued to be a popular choice by Ohio parents. In 2010 approximately 10, 600 students attended OHVA. Our October, 2011 attendance snapshot shows an enrollment of over 12,300 students. This growth demonstrates that OHVA has become a viable option for many Ohio families. We are excited, yet humbled, by the trust parents have placed in our school. We cherish the fact that we can partner with parents to provide an outstanding educational experience for our students.



Kristin Stewart

This edition of the Ohio Virtual Academy Annual Report provides you with an understanding of our school's academic achievements, student activities, and finances for the 2010-2011 school year.

Through Race to the Top funds, Title 1 federal funds, and state funding we have been able to serve you and your child in a variety of ways while continuing to provide top-notch curriculum and support to help students grow academically. The funds were used to provide supplemental programs such as Study Island and Formula Writing. They also assisted in providing additional training for our teachers to use programs to help identify student placement.

We continued to utilize funds to support staffing in the family transition, speech therapy, and behavior specialist departments. These staff members continue to offer their distinctive expertise along with our highly qualified special education staff in providing support for our students with specific academic needs. These departments are growing and will continue to fine-tune the services offered to our students with specific academic needs.

We are extremely excited that OHVA was designated as "Effective" by the Ohio Department of Education. This distinction is very difficult to achieve in a virtual school, and OHVA achieved this rating through value added academic growth. While OHVA is still in Continuous Improvement

status for the 2010-2011 school year due to not meeting Adequate Yearly Progress (AYP) in two subgroups, we are still very excited that the hard work of our families and staff was recognized by ODE. Our high school students continue to achieve high scores on state testing, but K-8 students also improved and grew academically which is how we achieved the Effective rating on our school report card.

OHVA teachers worked passionately to serve our students and used many tools and interventions to meet student's individual needs. Teachers used ClassConnect sessions to meet with students in large group, small group, and individual sessions to help remediate and provide academic instruction in reading, writing, math, history and science. These sessions were well attended, and parents and students provided feedback that they found them to be helpful and informative.

During the 2010-2011 school year OHVA launched several pilot programs. The Cohort Academy helped to provide specific guidance and support for students who entered high school later in the school year. This pilot was very successful, and the passing rates for these students were among some of our highest at OHVA. Fifth and eighth grades offered a synchronous teaching model which allowed students to work from the K-12 curriculum with OHVA teachers providing instruction to the students. Students and families found these programs to be beneficial and shared that the synchronous instruction helped students to grow exponentially in their academic skills.

As always it has been a pleasure serving our OHVA families, and the OHVA team looks forward to continued partnership with the students and parents who are enrolled with us. It is my hope that the remainder of this report provides you with a thorough overview of the Ohio Virtual Academy and the success we achieved in the 2010-2011 school year.



Ohio Virtual Academy

1655 Holland Rd Ste F, Maumee, OH 43537-1622 – Grades K-12 – Lucas County

2010-2011 School Year Report Card

Current Administrator: Jennifer Sims (419) 482 - 0948



† Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2010-2011 school year shows the progress schools have made based on four measures of performance.



The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
 - Excellent
 - Effective
 - Continuous Improvement
 - Academic Watch
 - Academic Emergency

State Indicators To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

State Indicators	Percentage of Students at and above the Proficient Level		
	Your School 2010-2011	School Comparison Group* 2010-2011	State 2010-2011
3rd Grade Achievement	<i>The state requirement is 75 percent</i>		
1. Reading	78.7% ✓	72.6%	79.9%
2. Mathematics	71.1%	64.0%	82.0%
4th Grade Achievement	<i>The state requirement is 75 percent</i>		
3. Reading	79.3% ✓	74.6%	83.8%
4. Mathematics	63.5%	57.3%	78.1%
5th Grade Achievement	<i>The state requirement is 75 percent</i>		
5. Reading	71.4%	68.4%	74.1%
6. Mathematics	46.4%	42.3%	66.1%
7. Science	59.6%	56.6%	71.1%
6th Grade Achievement	<i>The state requirement is 75 percent</i>		
8. Reading	80.4% ✓	78.3%	85.6%
9. Mathematics	56.6%	52.9%	77.5%
7th Grade Achievement	<i>The state requirement is 75 percent</i>		
10. Reading	80.1% ✓	71.5%	77.3%
11. Mathematics	61.0%	52.7%	74.8%
8th Grade Achievement	<i>The state requirement is 75 percent</i>		
12. Reading	82.1% ✓	78.1%	85.1%
13. Mathematics	60.5%	53.6%	74.3%
14. Science	57.9%	53.8%	67.4%
Ohio Graduation Tests (10th Grade)	<i>The state requirement is 75 percent</i>		
15. Reading	89.3% ✓	84.2%	87.2%
16. Mathematics	76.0% ✓	68.1%	82.6%
17. Writing	88.3% ✓	83.9%	89.5%
18. Science	73.4%	61.0%	74.7%
19. Social Studies	78.0% ✓	68.5%	80.1%
Ohio Graduation Tests (11th Grade)**	<i>The state requirement is 85 percent</i>		
20. Reading	96.6% ✓	89.8%	92.4%
21. Mathematics	91.1% ✓	80.4%	89.1%
22. Writing	97.1% ✓	90.5%	93.4%
23. Science	91.0% ✓	74.9%	84.2%
24. Social Studies	93.9% ✓	81.4%	88.0%
Attendance Rate	<i>The state requirement is 93 percent</i>		
25. All Grades	99.6% ✓	96.3%	94.5%
2009-10 Graduation Rate	<i>The state requirement is 90 percent</i>		
26. School	58.8%	39.5%	84.3%

Any result at or above the state standard is indicated by a ✓
 * Your school comparison group is based on the performance of all schools in all statewide e-schools.
 ** Cumulative results for students who took the tests as 10th or 11th graders. -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

On the Web: reportcard.ohio.gov



AIMSweb used in Grades K-2

Kindergarten through 2nd grade OHVA teachers successfully implemented the AIMSweb assessment tool virtually. The AIMSweb benchmark assessments were given three times throughout the school year: fall, winter and spring. The purpose of these assessments was to find out where students were in their learning in the areas of reading and math. This snapshot provided teachers and learning coaches with information that could be used to move forward in working together to help students. This student data helped guide instruction at the appropriate level. It was also used to establish learning targets in specific areas for those students who may need more assistance. OHVA is the only virtual school to successfully implement AIMSweb.

Synchronous Teaching

Grades 3 through 6 continued to work weekly with students using the “power standards” and Scantron Achievement assessments. Each week students completed assessments, and teachers used the data to provide remedial ClassConnect sessions to help students grow academically.

Three 5th grade teachers took this opportunity to synchronously teach the K12 curriculum with their students. The students in the three pilot classrooms participated in online lessons each day. Math, language arts, and science lessons were taught to the students using a variety of innovative tools and methods. The success of this program helped spark the implementation of similar programs in 4th and 6th grades for the 2011-2012 school year.

OHVA High School 2010-2011

The 2010-2011 school year saw changes in the high school that helped many of our students reach unparalleled levels of success. Along with the hard work and perseverance of teachers, advisors, guidance counselors, and support staff, our students and learning coaches worked together to, once again, achieve most of the indicators on the state report card.

One area that broke new ground and helped the high school students achieve like never before was the Cohort Academy. This novel approach helped turn around our previously most at-risk population of students into some of the highest performing students in the high school. The Cohort Academy staff applied every effective tool in the arsenal of the online educator to help these students become some of our best and brightest. The staff supported these students with daily ClassConnect sessions, weekly contacts, and delightful homeroom sessions. The feedback from the students and learning coaches was extremely positive. Many of these students have remained with us, and they are now prepared and equipped for success in the regular high school.

The high school also continued to reach out to students as they prepared to take the Ohio Graduation tests. The innovative and content rich preparation sessions clearly made a positive difference as the high school students achieved 9 out of 10 state indicators on the state report card. The high school staff is committed and excited to turn that nine into a complete ten for the 2011/2012 school year.

The Ohio Virtual Academy High School is becoming better equipped every year to serve our flourishing elementary and junior high students. The high school is another critical piece of the puzzle as we strive to make the Ohio Virtual Academy the number one place for effective, and excellent online learning.

Middle School begins a new pilot program

The 2010-2011 school year was a huge year of growth for the middle school at Ohio Virtual Academy. Part of the academic growth was due to a pilot program implemented in the 8th grade. Tanya Parisi and Angela Morris teamed together to work with a select group of students. Mrs. Parisi’s math students were taught middle school math using the high school platform. On the high school platform, the tools allow for more ways for students and teachers to interact (ClassConnect sessions and recordings, daily announcements, discussion threads, synchronous sessions, etc.). The high school platform contains a grade book which teachers and learning coaches can easily access, providing more detailed achievement data than the K-8 version.

Because the high school platform was used to run this pilot program, the teachers involved could see assessment statistics. This allowed the instruction to target students’ needs. In addition, teachers were able to grade assessments in the high school platform, again giving them a better understanding of student mastery. From a communication standpoint, the LMS high school platform has a ClassConnect section that can be used to share Elluminate links. Furthermore, the high school platform enables the teacher to post announcements and answer questions. It also allows students to interact and help each other as well as answer questions any student may have of the teacher.

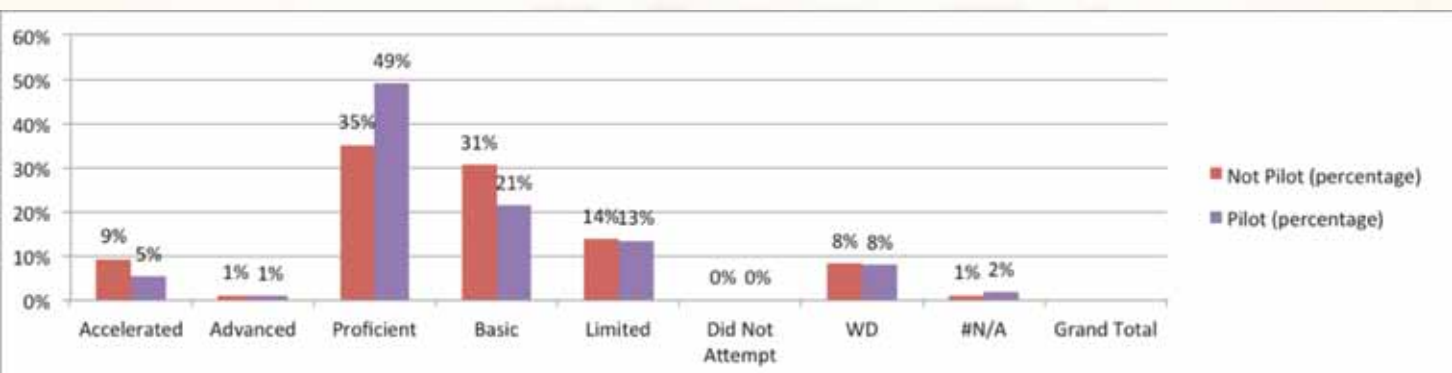
Due to the daily synchronous teaching, students were able to show significant growth in math and also had a real “high

school” experience as they entered into their 9th grade year. This program allowed students to improve their transition moving from the K-8 mastery-based program to the high school with much less confusion.

The chart below shows how 8th grade students in the Pilot program compared, on the OAA assessments in April, 2011, with their classmates taking the same Pre Algebra course. Due to the impressive growth that was shown in the Pilot program, the program will continue for the 2011-2012 school year and also incorporate both math and a new English component.

In addition to achieving the impressive results in the Pilot program, the middle school teachers worked extremely hard to offer more ClassConnect and teaching sessions to students. Both a Math Zone and Grammar Zone were set up to provide students a place to work one-on-one with a teacher to have specific curriculum questions answered. These sessions were offered multiple times a week along with regular ClassConnect sessions.

The Middle School as a whole continued their efforts to support students socially as well, creating weekly homeroom sessions, providing new and exciting clubs and also offering a middle school dance and an 8th grade recognition ceremony at the end of the year. The 2010-2011 school year was a very exciting year for the 7th and 8th graders at OHVA, and growth was seen on many levels!



Ohio Virtual Academy Becomes a Schoolwide Title I School

The Ohio Virtual Academy receives federal grant funds, through the Title I program, to provide remedial support to students who need extra help in reading and mathematics instruction. The amount of funding we receive is based on a formula that includes the number of students in our school who are defined as low income (in brick and mortar schools, these students would be eligible for free or reduced lunches).

Historically, OHVA has identified a list of students who, due to low performance on a number of testing measures, were targeted to receive extra help by a defined group of teachers whose salaries were paid by Title I funds. Once a school's student population reaches a 50% or higher level of low-income students, the school is encouraged to become, by the Ohio Department of Education, a Schoolwide Title I school. This means that the Title I funds received by the school can be integrated with the general fund, making all teachers and all students, in effect, Title I teachers and students.

OHVA reached this threshold a few years ago and, after a planning process, will operate as a full Schoolwide program starting with the 2011-2012 school year. This will be beneficial for our students and families for several reasons:

- Students who need extra support in reading and math will not need to be put in a ranked list for eventual service.
- Specific teachers in grades K-6 will still “specialize” in math or reading, and they will still be able to focus more exclusively on students who need extra help. But they can be much more flexible in how they offer this service.
- No longer will OHVA need to segregate teachers, students, purchased items, or programs as to whether they are Title I or not. OHVA can operate much more efficiently, focusing on providing a high level of service to all students according to need.



Ohio Department of Education

In April, 2011, OHVA's federal programs underwent an audit by the Ohio Department of Education. The consultants who examined the components of our academic program, including our plans to become a full Schoolwide Title I program, gave the Ohio Virtual Academy a very positive review, commending us for the exceptional service we provide to our families.

Ohio Virtual Academy was fortunate to receive funding from both Race to the Top and the School Improvement Grant for the 2010-2011 academic year. This influx has allowed for many exciting opportunities across our school!

Race to the Top (RttT) is a 4-year competitive grant funded by American Recovery and Reinvestment (ARRA) dollars. To date, Ohio Virtual Academy has been awarded a total of 1.6 million dollars. This amount has the potential to increase throughout the life of the grant as other districts elect to remove themselves from the grant funding. These removals are predominantly due to union disagreement with provisions regarding merit based pay and student data being directly linked to teachers. Primary areas of focus for RttT at OHVA are Standards and Assessments, Using Data to Improve Instruction, and Great Teachers and Leaders. Race to the Top projects include writing initiatives to familiarize our students with key vocabulary terms and strategies for answering extended response questions on state assessments. In addition, professional development opportunities are being developed for staff regarding new Ohio Core Standards, Value Added Data, and Student



Retention. OHVA is also working to develop our Instructional Improvement System (IIS) to provide an accurate snapshot of student history, trends, and progress. We have developed a RttT Transition Team, comprised of school administrators and teachers, both general and special education, which meets monthly to discuss ongoing RttT progress, to give feedback on their efficiency, and to suggest improvements where necessary.

The School Improvement Grant (SIG) is a 3-year grant also funded by ARRA resources. Ohio Virtual Academy was awarded a total of 2 million dollars with 2011-2012 as Year #1 for funding. School Improvement Grant funds are being used in a variety of ways at OHVA. One such opportunity was realized in September, 2011 when our entire staff was able to meet for training with Dr. Rita Pierson, a colleague of Dr. Ruby Payne. Dr. Pierson's presentation focused on diversity in our student/family populations and direct

strategies to relate effectively to them. This training was extremely well received by everyone in attendance! In addition, we are developing regionally located Professional Learning Communities (PLC's) to permit our staff to collaborate on current events and initiatives. Additional items in focus with our SIG are increasing student and parent engagement, retention, and increasing high school on-time graduation rates. We are beginning this focus in the elementary grades and carrying it through our High School population. OHVA has also established a Freshman Cohort to facilitate smooth transition to High School as well as a Senior Academy to address potential credit recovery needs.

In conclusion, Ohio Virtual Academy is moving towards an Excellent rating by "Building their futures NOW!"



OHVA Students Shine with Diverse Talents and Interests

Ohio Virtual Academy students are hard-working and innovative. Some of them are artists, video game designers, and even race car drivers. It is true! Our students come from all across the state, but one thing is sure: they thrive with the challenge and support that OHVA provides. Enjoy this glimpse into the lives of a few of our students and their families.

The Sellers Family



Doug and Linda Sellers from Beavercreek, Ohio chose Ohio Virtual Academy for their 4 children, Jared, Sarah, Joseph, and Matthew in 2007. The Sellers students have had strong ACT and OGT (Ohio Graduation Test) scores. Linda has been pleased with the K12 curriculum, stating “It builds on itself. It’s a complete program.” Each of the Sellers students has unique talents, and OHVA has allowed them to pursue their gifts and interests. OHVA offered class options they would not have been exposed to in a traditional setting.

Jared graduated from OHVA High School in 2010 and is currently attending Brigham Young University – Idaho. Jared does free lance work designing uniquely painted shoes. Sarah graduated in 2011. She is a talented graphic illustrator and has an award winning website for role playing. Sarah’s website, Rising Heart, displays some of her talents. www.risingheart.wetpaint.com.

The Sellers creativity still thrives in Joseph with his interest in engineering and robotics. Lest you think he is not artsy as well, Joseph also enjoys community theater. As the youngest member of the family, Matthew began with an interest in video game programming while he was in 5th grade. He now does video game programming. Like brothers Jared and Joseph, Matthew will soon earn the esteemed Eagle Scout award through Boy Scouts of America.

Linda echoed the thoughts of her children, “They would not have been able to do what they have done without OHVA.” When the Sellers said hello to OHVA and the ability to pursue their unique learning interests, they said good-bye to boredom.

Since becoming a part of OHVA, the Sellers have enjoyed more family time (snowboarding is a favorite) and Doug and Linda have been able to see their children develop independence, hone communication skills in our tech savvy society, and pursue their interests and talents. As parents they were easily able to check on progress and grades, ask for support from the school when needed and, in short, be more engaged and involved than in a traditional school setting.

Rachael Yoder & Family



Rachael Yoder joined OHVA as a freshman in 2007 and

graduated in 2011. She remembers those early days, “My mother and I were just about to give up and basically were in tears. We called the school hoping to get some sort of help. Mrs. Leister, the principal at the time, took time out of her busy schedule ... and explained that this was just like a brick and mortar high school in that the first few weeks are always a little hectic, but everything would eventually smooth out; and it did. My teachers, every single one of them, taught me how to be independent and be accountable for myself. I had to set my own class schedule, manage extracurricular activities like 4-H and violin/piano practice, and work. It was sort of a tiny taste for the coming main dish of college life.”

Rachael loved all the experiences OHVA gave her. She was a part of several clubs that provided opportunities to speak to Australia Zoo, the host of “Backyard Habitat” on Animal Planet, and Jack Hanna through the Wildlife Club. She helped make a movie with the Filmmakers Club and toured an ABC News Center. Rachael was a finalist in K12’s National Art competition on several occasions.

As an OHVA graduate, Rachael is following her passion for horses and is attending Asbury University in Wilmore, Kentucky, close to Lexington Horse Park. Almost half of her college costs were covered from scholarships received. With a double-major in Equine Health and English, she is learning stable management and desires to help handicapped children through horse therapy.

What does Tina Yoder, Rachael’s mother, think of her daughter’s experience? Opportunity! They wanted a great education for Rachael but still wanted to be a key influence as she pursued her interests. Tina believes that OHVA provided the opportunity for Rachael to excel without some of the common distractions that can hinder students. Rachael’s younger brothers, Jared and Caleb, are following in their sister’s footsteps and are enrolled in OHVA now, too. They are participating in OHVA’s STAR program in the 5th and 6th grades which features day by day online synchronous instruction with OHVA teachers.

The accountability and support from OHVA are helping this family succeed and enabling dreams to come to fruition. The best part? The love for learning has returned to Tina, and she is now able to inspire her children to love learning as well.

Zach Veach & Family

Zach Veach, OHVA junior from Pike County, has a dream to race in the Indianapolis 500. He is well on his way to seeing that dream come true. In 2011, Veach won the USF2000 Winterfest Championship on the heels of being named one of CNN’s “Intriguing People.” It all began less than 2 years ago. Zach went from racing go-karts to the cockpit of an open-wheel

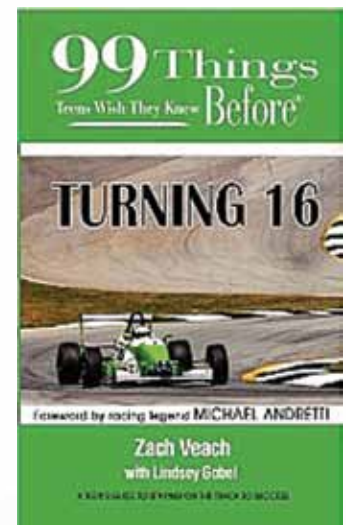
Formula BMW machine. He was handpicked by Michael Andretti for Andretti Autosport, an important stepping stone to a career in the *IZOD IndyCar Series* and *Indianapolis 500*.

In addition to his racing, Zach has his own phone-app company, ZaApp, and developed urTXT, an Android application that aims to fight texting behind the wheel. In partnership with the Department of Transportation, Zach is a national spokesperson for FocusDriven, an advocacy group for victims of motor vehicle crashes involving drivers using their cell phones. In March, 2011, he released his first book, *99 Things Teens Wish They Knew Before Turning 16*.

With a busy schedule of training and school work, Zach appreciates the flexibility that OHVA provides. The teachers have been there to answer questions and offer support, even after hours. “The teachers have been great,” Zach explains. He is convinced that the K12 curriculum and teachers helped him to excel on his Ohio Graduation Tests he took in the spring of 2011.

Zach’s family is supportive and encouraging. Zach’s father, Roger, travels with Zach to time trials and races. Roger believes Zach is getting a great education, superior to other online options. With the support of OHVA, Zach is able to be an excellent student and pursue his passion for racing. If you’d like to follow this rising racing star, visit Zach’s website: www.ZachVeach.com.

Ohio Virtual Academy is proud to boast of the accomplishments and dreams of our students. We consider it an honor to partner with them and we celebrate their successes as they pursue their bright futures.



Ohio Virtual Academy School Events

OHVA provided many opportunities for students and their families to gather, connect with others, and take part in activities. All events are open to enrolled families as well as families looking for a public school option for their school-aged children.

Back to School Picnics kicked off the school year for OHVA families and guests. Meeting teachers and other families was a priority and talking about the year ahead took place while students participated in planned park activities. School **Meet & Greets** were offered through the year and included ice cream socials, museum tours, fall nature walks, and movie events. Colder months provided a time for indoor and outdoor activities, and interactive **Online Storytimes** were available as well as fun filled **Winterland of Gingerbread** events. Skating, crafts, and student gingerbread house displays and awards rounded out these exciting events.

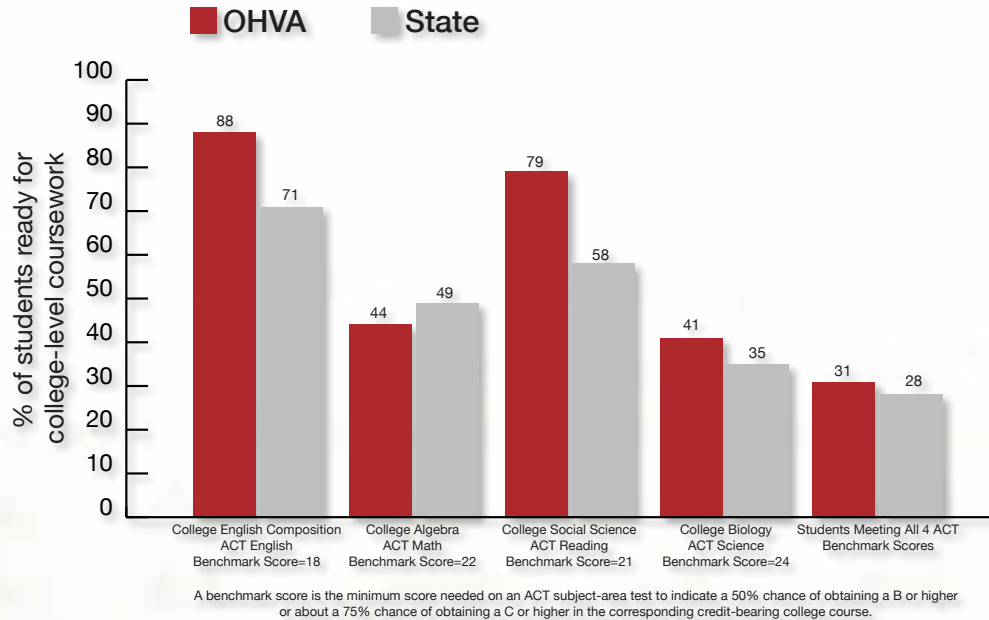
Academic activities were also fun for our students, and OHVA **Spelling Bees** took place in January, 2011. Qualifying students advanced to district and state Bees, and OHVA students also had an opportunity to participate in a Virtual Spelling Bee for the first time. **Science Fairs/Learning Fairs** followed in February, and our students put a great deal of effort into their projects. Advancing to a district science fair and finally to the State Science Day in Columbus is a goal set by some students. A few OHVA students have received college scholarships due to their initial participation in an Ohio Virtual Academy Science Fair.

In March we welcomed families with a child entering Kindergarten to join us at a **Kindergarten Korral** event to learn more about OHVA, view curriculum, and take home information and treats. Over one thousand families celebrated the successes of the school year by attending **Celebration Days** in locations statewide and large Discovery Day events at four metropolitan museums.





OHVA graduating Class of 2011 averages on ACT



*Pictured from Left to Right
 Ron Simon, Stacia DeRaedt, President Tim Dirrim,
 Rhonda Shappert, David Kalman
 Not Pictured
 Michel Nouafo, Kelly Arndt*

OHVA Administration

- Kristin Stewart**, Head of School
- Kelly Warnke**, Treasurer
- Jill Zdunczyk**, Finance Manager
- Mark Thogmartin, Ph.D.**, Federal Entitlement Programs
- Randy Grieser**, Manager, Special Education
- Susie Ebie**, School/Community Relations Coordinator
- Daniel Zawisza**, Operations Manager
- Debbie Wotring**, K-2nd grade Principal
- Shannon Burke**, 3rd -4th grade Principal
- Mark Thogmartin**, 5th-6th grade Principal
- Amanda Conley**, Middle School Principal
- Jay Wollenburg**, High School Principal
- Corey Baker**, High School Cohort Leader

Charter Sponsor

- Dr. Darlene Chambers** –
 Executive Director, Ohio Council of Community Schools



OHVA Class of 2011 college acceptances:

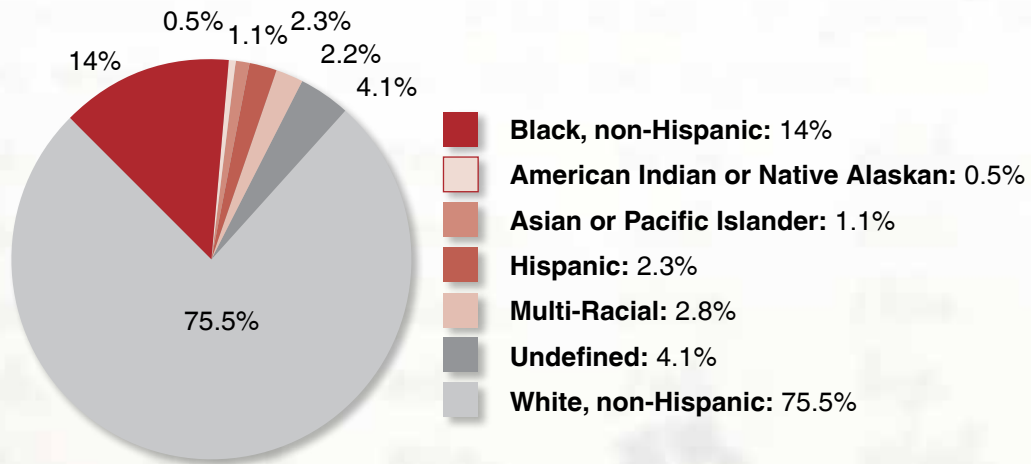
Art Institute of Ohio – Cincinnati	Mount Vernon Nazarene University
Baldwin-Wallace	Northern Kentucky University
Berea College	Ohio Business College
Bluffton College	Ohio University
Bowling Green State University	Owens Community College – Toledo
Brigham Young University, Idaho	Pensacola Christian School
Capital University	Raymond Walters College
Case Western University	Shawnee State University
Cedarville University	Sinclair Community College
Clark State Community College	Slippery Rock
Cleveland Institute of Art	Stark State College of Technology
Cleveland State University	Taylor University
Columbus State Community College	Tennessee Technological University
Cuyahoga Community College	The College of Wooster
Defiance College	The Ohio State University
DeVry University	UCLA
Edison Community College	University of Akron
Grace College	University of Cincinnati
Hiram College	University of Dayton
Hocking Technical College	University of Edinburgh
ITT Technical Institute	University of Michigan
Kent State University	University of Toledo
Kent State University, Ashtabula	University of Virginia
Kettering Medical Arts	Utah Valley University
Lakeland Community College	Virginia Tech
Lorain Community College	Westminster College, Pennsylvania
Lourdes College	Wittenburg University
Malone University	Wright State University
Miami University, Oxford	Xavier University
Moody Bible Institute	Youngstown State University
Mount Union College	

OHVA Student and Staff Demographics

OHVA Students 2010 – 2011

Average daily student enrollment: 9,474

Demographic Breakdown



Economically Disadvantaged: 47.55%

Limited English Proficient: Not Calculated

Students with Disabilities: 8.8%

OHVA Teacher Information

Professional qualifications of all public elementary and secondary school teachers in the school:

Number of full-time teachers: 281

At least a bachelor's degree: 100.0%

At least a master's degree: 51.6%

Percentage of Highly Qualified Teachers (HQT): 100.0%

Percentage of teachers properly certified/licensed: 100.0%

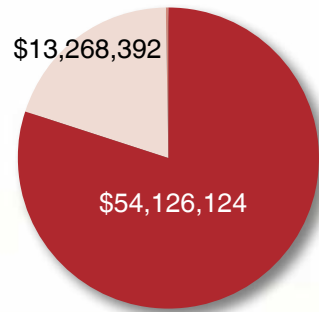
FY'11 Financial Information

Sources of School Revenue

Sources of School Revenue

State Funding	\$54,126,124	80.2%
Federal Grants.....	\$13,268,392.....	19.7%
State Grants	\$5,000.....	0.0%
Local Grants/Program Initiatives.....	\$75,000.....	0.1%
Other Miscellaneous.....	\$9,219.....	0.0%
<hr/>		
Total Revenue.....	\$67,483,735.....	100.0%

\$5,000 | \$75,000 | \$9,219 (less than 1%)



- State Funding
- Federal Grants
- State Grants
- Local Grants / Program Initiatives
- Other Miscellaneous

Expenses

Salaries	\$12,666,816	18.8%
Fringe Benefits	\$4,107,295	6.1%
Purchased Services	\$39,245,906.....	58.1%
Materials and Supplies	\$10,262,058.....	15.2%
Depreciation	\$13,214.....	0.0%
Other Expenses.....	\$1,184,149.....	2.1%
<hr/>		
Total Expenses	\$67,479,438.....	100.0%

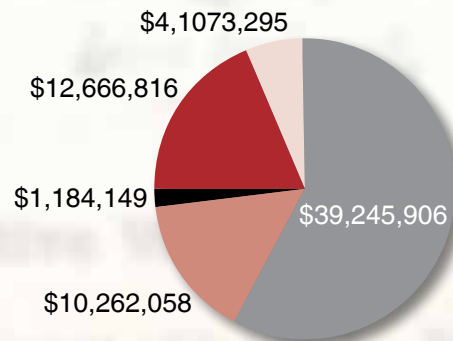
Surplus \$4,297

Expenses

Expenditures Related to Direct Instruction

Teacher Salaries, Benefits & Education-Related Expenses.....	\$17,539,079.....	38.6%
Student On-Line Curriculum.....	\$17,316,548.....	38.1%
Student Instructional Materials	\$9,726,721	21.4%
Special Education Services.....	\$875,696.....	1.9%
<hr/>		
Total Expenditures for Direct Instruction.	\$45,458,044.....	100.0%

% Direct Instruction Expenditures to Total Expenses 67.4%



- Salaries
- Fringe Benefits
- Purchased Services
- Materials and Supplies
- Depreciation
- Other Expenses



Ohio Virtual Academy
1655 Holland Road, Suite F
Maumee, Ohio 43537
419.482.0948



www.ohva.org

OHVA Mission and Vision

Mission

The mission of OHVA is to empower students and their parents with an innovative and effective instructional program to achieve high standards and help students reach their full academic and social potential.

Vision

Our vision is to create a high-performance school that equips teachers and parents with the tools of tomorrow, thereby giving our students all the opportunities they need to succeed in life and creating a new model for the twenty-first century public school.