



OHIO
VIRTUAL ACADEMYSM

2009-2010 Annual Report

From our Head of School

Dear OHVA Parents and Community Stakeholders,

The Ohio Virtual Academy remains a popular school choice for Ohio families. Student enrollment in the early days of October 2009 was 8,400. A comparable enrollment snapshot for October 2010 shows a school size of approximately 10,200 students - roughly a 21% increase over last year. We are truly humbled knowing that we have been entrusted to provide such an important service to our state's most valuable resource - your children - Ohio's children - Ohio's future!



Jeff Shaw

This edition of the Ohio Virtual Academy Annual Report provides a limited, but insightful overview of the school's academics, student activities, and finances for the 2009-2010 school year.

Your taxes provided funds that were made available to OHVA through the American Recovery and Reinvestment Act of 2009 (ARRA), Federal Title I, and State School Improvement Grants. These grants allowed us to increase our efforts at providing additional levels of family and student support. These targeted, one-time grant funds, permitted us to create a number of new staff positions to work directly with students, parents, and teachers to raise student achievement.

Our shared vision for a comprehensive system of student, parent, and teacher support is realized more and more with each new professional hire. Before any of these grant dollars were committed to new staff positions, decisions were made about how the new hires would interface with existing and new staff to increase our professional resources and capacity to deliver extra support services. These new staff began supporting OHVA's families and teachers last year and they continue their services in 2010-2011.

A Family Transitions Coordinator began overseeing a new school-community-based program and five Transition Services Liaisons as they worked with students and local service agencies throughout the state in order to facilitate a successful transition from school- to- adult, family, and community, and to work - for qualifying students. A dedicated school-based Behavior Specialist, Speech and Language Pathologist, and a 504/Response to Intervention (RTI) Coordinator contributed their unique expertise in support of students with disabilities and participated in IEP meetings, provided direct related services to the students, and assisted teachers in their efforts to implement the relevant goals and objectives established in students' IEPs.

Two Differentiated Instruction Specialist positions were created for the 2010-2011 school year to implement an expanded vision (more frequent student engagement and diverse programming in grades K-8) for Advanced Learners. A Title I Parent Involvement Coordinator and a Supplemental Education Services Coordinator were added to our staff. The primary goals behind each of these two positions were to foster school/parent collaboration and increase the rate of student participation in Title I supplemental academic services and no-cost after-school tutoring. Both positions were effective as student enrollment and participation in the school's Title I program and after school tutoring reached full capacity in 2009-2010.

The Ohio Virtual Academy 2009-2010 School Year Report Card awards OHVA with "Continuous Improvement" status for a second consecutive year. Increases in individual student performance raised the school's overall Performance Index Calculation by 2 points; scoring 88 out of a possible 120 points. Specifically, the Performance Index reflects the achievement of every student enrolled at OHVA for the full academic year. The Performance Index is an important data point because it is used to compare a school's achievement trends across years. A gain of two additional Performance Index points will allow OHVA to be awarded "Effective" status. The teachers and administrators are committed to earning this recognition on the 2010-2011 School Year Report Card.

OHVA's Ohio Graduation Test (OGT) scores remained steady in 2009-2010. Student test performance in high school has contributed extensively to OHVA's "Continuous Improvement" award. Once again, **our high school students' ACT scores for this year exceeded both National and State averages.** In an article appearing in the August 20, 2009 edition of Education-Week, less than twenty-five percent of the previous year's graduating high school seniors who took the ACT scored at the "college-ready" level in all four core subject areas. However, 40% of 2009 graduating seniors in OHVA met all four ACT college-readiness benchmarks.

This year's improvement efforts will continue to focus on two key academic subjects - mathematics and reading. Direct instruction sessions using ClassConnect will carry forward as our primary instructional improvement strategy.

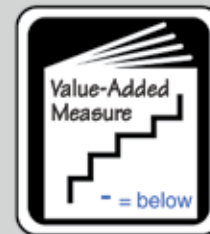
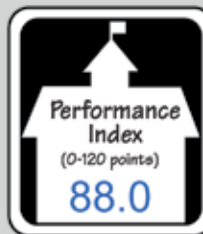
Best wishes for an exciting school year filled with meaningful academic challenges and a joy for learning and growing as a student and learning coach.

Ohio Virtual Academy

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

2009-2010 School Year Report Card

Current Administrator: Jeffrey Shaw 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 2009-2010 school year shows the progress schools have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

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

Percentage of Students at and above the Proficient Level

	Your School 2009-2010	School Comparison Group* 2009-2010	State 2009-2010
3rd Grade Achievement			
<i>The state requirement is 75 percent</i>			
1. Reading	74.1 %	70.4 %	78.4 %
2. Mathematics	61.6 %	55.3 %	76.9 %
4th Grade Achievement			
<i>The state requirement is 75 percent</i>			
3. Reading	84.0 % ✓	78.2 %	81 %
4. Mathematics	62.3 %	56.6 %	76.2 %
5th Grade Achievement			
<i>The state requirement is 75 percent</i>			
5. Reading	70.0 %	65.2 %	71.8 %
6. Mathematics	50.9 %	45.2 %	67 %
7. Science	55.7 %	53 %	69.9 %
6th Grade Achievement			
<i>The state requirement is 75 percent</i>			
8. Reading	83.9 % ✓	78.3 %	84.1 %
9. Mathematics	65.6 %	60.3 %	77.4 %
7th Grade Achievement			
<i>The state requirement is 75 percent</i>			
10. Reading	79.9 % ✓	73.1 %	80.2 %
11. Mathematics	58.7 %	50 %	71.1 %
8th Grade Achievement			
<i>The state requirement is 75 percent</i>			
12. Reading	75.6 % ✓	71.6 %	80.9 %
13. Mathematics	42.2 %	40 %	69.2 %
14. Science	50.9 %	45.1 %	64.8 %
Ohio Graduation Tests (10th Grade)			
<i>The state requirement is 75 percent</i>			
15. Reading	90.3 % ✓	77.8 %	83.1 %
16. Mathematics	78.5 % ✓	62.1 %	80.6 %
17. Writing	85.3 % ✓	73.4 %	84 %
18. Science	73.7 %	55.6 %	73.1 %
19. Social Studies	83.7 % ✓	66.4 %	79.7 %
Ohio Graduation Tests (11th Grade) **			
<i>The state requirement is 85 percent</i>			
20. Reading	96.9 % ✓	60.2 %	56.2 %
21. Mathematics	94.1 % ✓	47.4 %	49.4 %
22. Writing	97.3 % ✓	61.5 %	52.2 %
23. Science	93.0 % ✓	40.6 %	45.4 %
24. Social Studies	95.3 % ✓	47.6 %	48.6 %
Attendance Rate			
<i>The state requirement is 93 percent</i>			
25. All Grades	99.9 % ✓	95.4 %	94.3 %
2008-09 Graduation Rate			
<i>The state requirement is 90 percent</i>			
26. School	54.1 %	36.3 %	83 %

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 Maumee City

** 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.



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%.

Jeff Shaw, OHVA Head of School announces retirement

After serving the students of Ohio for the past 31 years, I am retiring effective January 1, 2011 from my position as Head of School for OHVA.

I have enjoyed every day of my association with OHVA and K12, Inc. I have never been so proud of a team of teachers and administrators as I have been while at OHVA. My final six plus years as an administrator at OHVA have been the most fulfilling of my career.

Before coming to OHVA I had little to no understanding of the commitment required of parents and students who school at home. Today, I have so much respect for what you do each day. I have seen direct evidence of your love and appreciation for teaching and learning. Your children have so much to be grateful for because I know teaching children is hard work and not every parent is willing to or able to make such an intensive sacrifice.

I am grateful for your willingness to assume such an important role in your children's lives. I am proud to have been able to work alongside you each day in our efforts to challenge your student(s) intellectually and to prepare them for a future which will demand so much from them.

My greatest hope for you is that you truly believe your students can achieve proficiency or better on this year's OAA/OGT and OHVA earns a well-deserved rating of Effective on this year's academic report card. Keep working the plan our academic improvement and this will surely happen.

Thank you all for your support over the years.

Best Wishes,
Jeff Shaw, Head of School



OHVA students travel to Peru and break ground for future student travel

High school Spanish teacher, Erinn Lawson, and a few of her Spanish students helped trigger the need for our Board of Trustees to adopt a foreign educational travel policy when she approached Mr. Shaw about a potential student trip to Peru. Before considering their request further, Mr. Shaw began outlining policy guidelines and administrative procedures required in order to ensure a safe travel experience for student travelers and staff chaperones. The OHVA Board of Trustees considered the travel policy and adopted a resolution supporting student travel. Their action cleared the way for Mrs. Lawson and her students to begin planning their educational travel and subsequent travel to Peru.

On June 8, 2009 these OHVA students and their travel chaperones set out for an adventure of a lifetime.

Erinn Lawson and her husband, Matthew, met Hannah Powell, Josiah Hayes, Shannon Otis, Ivan Colon and his mother, Sandra Rivera, at the Miami airport. They were joined there by Mariam Barth-Paul, from K12's PowerSpeak, Michaela Milem, a fellow Arizona Virtual Academy student, and her mother, Teri Milem. These students had at least two things in common: all were virtual academy students and they were learning Spanish using the K12 PowerSpeak world language program. With this in common, they were off to experience Peru.

They began their official adventure into Spanish culture in Lima, Peru. Lima sits on the Pacific coast but is all desert land. In Lima, they joined with a group of five students from the Colorado's Virtual Academy and a group of seventeen from the South Carolina Virtual Academy. For the next 10 days, they toured the country and learned about the culture, history, religion, food, and lives of the Peruvian people. Their travel experience was coordinated and tours supervised by Education First (EF) Tours.

After exchanging their dollars to Nuevo Soles and adjusting to the time zone differences and jet lag, they were ready to explore and try out their newly acquired Spanish language skills. They toured beautiful cathedrals, monasteries, the Plaza Mayor, Government Palace, archaeological and anthropological museums and ate wonderful local seafood.



A few even tried eating a local favorite - Octopus. They enjoyed taking in the beauty of the South Pacific Ocean, shopping at the open-air "mall," drank "Chicha Morada," the popular and favored Peruvian corn drink, ate Peruvian fast-food at "Bembos" (How about a fried egg on your hamburger?) The students especially enjoyed speaking Spanish and hearing the local residents speaking Spanish back to them.

Following their time in Lima, the group boarded a domestic air carrier for a short flight to Cuzco. The students and their chaperones spent their first day acclimating to the extreme altitude of Cuzco. It was difficult to breathe and it took a full day for the group to grow accustomed to the change in altitude. They visited several Inca ruins: Puca Pucara; Kenko (Q'Enqo); Tambomachay; and Ollantaytambo. They were especially excited to tour the Saqsayhuaman Fortress, Korikancha Temple and Cuzco Cathedral. A highpoint was a horseback ride in the Sacred Valley of the Incas. The views were beautiful! Cuzco is an amazing city cradled by the surrounding mountains.

During their time in Cuzco, they also enjoyed the markets of Pisac. This was a wonderful place to buy souvenirs. The students purchased "Inca Kola" T-Shirts. "Inca Kola is a popular Peruvian soda and it was a big hit for the teens on the trip. While in the markets, students bartered, as is customary, in Spanish for the best price on their souvenirs. Now that's applying what you have learned in the ultimate way. It truly did pay to be a good student while shopping in the market.

Everyone was surprised to see Guinea Pig "Farms." Guinea Pig is a national dish and all of our OHVA students tried it; Mr. Lawson and Mrs. Lawson weren't so open to the experience. Other surprises included adobe ovens, huge hunks of raw meat hanging outside for sale, quail eggs (just break open and eat), wild homeless dogs were everywhere, police with large guns and protective shields, extreme poverty and shanty-towns on the mountainsides. The students all agreed that Cuzco was an amazing place and nobody was eager to leave.

The last portion of the trip consisted of a three-hour train ride to Machu Picchu. It was purely amazing! Mrs. Lawson overheard one student say, "I cannot do it! I cannot take the right picture to show everyone back home just how amazing this is!" According to the students, it was a true statement - you simply cannot take a "bad" picture in Machu Picchu, but you can't possibly capture the wonder, the beauty, the height, or capture the amazement of the mountains and ruins of Machu Picchu, either.

The group hiked the main trails of Machu Picchu and toured the main ruins. Llamas roamed the area freely and were in abundance. Students even toured a place called "Awana Kancha" in order to understand how to tell the difference between a llama, alpaca and a vicuña. Alpaca is actually eaten for their meat—"mmmm, it was good!" They all tried it a few times and loved it.

On their second day at Machu Picchu, OHVA's students took a side trip and hiked the trail to the "Sun Gate" where two mountains join to make a "V" for the sun to shine through onto the main parts of Machu Picchu. It was considered a "moderate" hiking trail, but the "older" members of the group only made it half way up the trail. The students went to the top. Word has it's a good thing they didn't attempt the highest trails it was straight up Huayna Picchu Mountain, no wider than the width of a typical man, had no guard rails and sheer 1,000 feet drops.

The group had a wonderful trip and all of the students and the chaperones returned home safely. Mrs. Lawson hopes to coordinate another trip in the near future.

OHVA graduating Class of 2010 exceeds state averages on ACT

Once again, for a second consecutive year, OHVA's students, parents, and teachers are celebrating student achievement. Thirty-nine percent of OHVA's 2010 graduating seniors who took the ACT assessment met all four ACT College Readiness Benchmarks. Although this percentage is down one percentage point from last year, the number of students taking the ACT assessment in 2010 increased by 77% from 35 students testing in 2009 to 62 students testing in 2010. Jeff Shaw, OHVA Head of School said, "I think there are two wins present in this data.

that students can indeed get an outstanding education using a full time online high school model such as OHVA/K12." Since the ACT is an independent assessment of students' college readiness, and the testing process is conducted under extremely secure conditions absent any proctoring by OHVA staff, student outcomes cannot be manipulated by the school in order to benefit the statistical outcome. Mr. Shaw attributes the school's continued success to hard work, outstanding teacher support, and a solid K12 high school

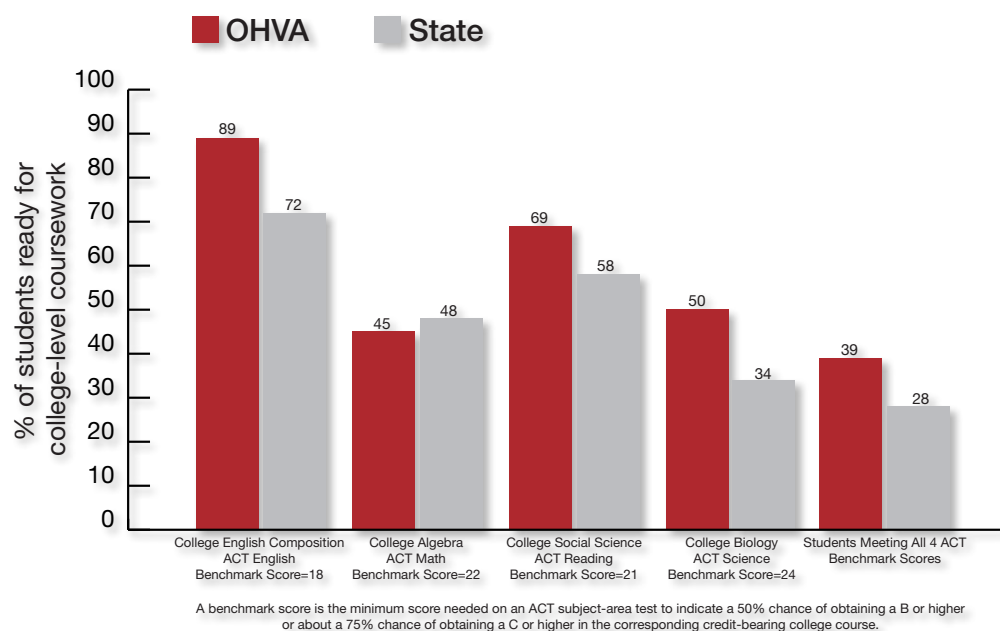


Figure 1

As a collective group OHVA's graduating class of 2010 outscored the State comparison groups by a significant margin in four of five benchmark scores. (Figure 1)

"Not only did our school's benchmark scores remain steady, or rise in each subject area, we significantly increased the number of students taking the ACT assessment. This represents a very healthy trend for our school. I couldn't be more proud of our students and staff."

Mr. Shaw added, "Critics of online education should take particular note of this statistic since it does validate the fact

curriculum. Perseverance, solid parental guidance, independence, and self-motivation were important qualities for the early OHVA high school adopters.

The ACT is a curriculum-based measure of college readiness. The ACT measures academic achievement in English, math, reading, and science. The ACT is the only college readiness test for which scores can be tied directly to standards. ACT standards are reviewed periodically in order to verify that the tests do in fact measure the skills high school teachers teach and instructors of entry-level college courses expect.



OHVA Class of 2010 college acceptances:

“Reflecting back on my decision to enroll in the Ohio Virtual Academy, I take great pride and thanks of the decision I made to further my education. Transitioning from a brick and mortar school that I had spent my entire education in to an online high school which was entering its first year was a worrisome decision. However in looking back, I have little doubt that it was a decision that opened up great possibilities for my future. The self-discipline and responsibility associated with an online school, along with the outstanding curriculum, has contributed to college life as I have entered my sophomore year at Wright State University in Dayton, Ohio while majoring in management information systems. Being involved in extracurricular activities, such as student council and having a presidential position of a school club, greatly assisted with the development of leadership abilities. With the outstanding opportunities, curriculum, staff, and teachers of OHVA, I highly regard the school as one of the reasons why I was awarded a four year Army Reserve Officers’ Training Corps national scholarship, which has ensured my college education and also a career after college. Although I have to explain quite a bit to people when I tell them where I graduated high school from, my pride remains the same and as the OHVA high school continues to grow, I earnestly hope it will continue to fulfill achievements for its students and continue in being a premier form of education within the state of Ohio.”

Gregory A. Bush
Class of 2009

OHVA College Acceptances
Allegheny Wesleyan College
Anderson University
Ashland University
Belmont Technical College
Bowling Green State University
Bradford School
Brigham Young University, Idaho
Butler University
Cedarville University
Cincinnati State Community College
Cleveland Institute of Art
Columbia College
Columbia College Chicago
Columbus State Community College
Cornell University
Cuyahoga Community College
DeVry University
Duke University
Edinboro University
Edison Community College
Florida State University Panama
Gateway Community
and Technical College
God’s Bible School and College
Grace College
Grove City College
Hondros College
Indiana Wesleyan University
Iowa Central Community College
John Brown University
Johnston Community College
Kent State University
Kent State University, Stark
Lee University
Liberty University
Lorain County Community College
Loyola University, Chicago
Malone University
Miami University
Miami University, Oxford
Miami-Jacobs College
Mount Aloysius College
Mount Union College
Mount Vernon Nazarene University
Northern Kentucky University
Ohio Wesleyan University
Owens Community College - Toledo
Pennsylvania State University
Princeton University
Rhoades State College
School of Advertising Art
School of the Art Institute of Chicago
Sinclair Community College
Stanford University
Stark State College of Technology
Strayer University
Taylor University
The College of Wooster
The Ohio State University
The Ohio State University,
Agricultural Technical Institute
The Ohio State University, Newark
The Ohio University -Eastern Campus
The University of Akron
University of Cincinnati
University of Cincinnati,
Raymond Walters College
University of Dayton
University of Miami
University of Michigan
University of Pennsylvania
University of Rochester
University of Toledo
Vanderbilt University
Walsh University
Washington and Jefferson College
Washington State Community College
Westminster College
William Jessup University
Wilmington College
Wright State University
Xavier University
Zane State College

One OHVA 4th grader makes a difference in the lives of many

On a chilly Thanksgiving Day in 2004, 4-year-old Hannah Turner was helping serve dinner to the needy at Toledo's Cherry Street Mission.

In the middle of the hustle and bustle of doing her part to fill plates, she tugged on her mother Doris' sweater.

"Mommy, won't his feet be cold?"

Hannah had focused on a man in line wearing shoes that had split open to reveal he wasn't wearing socks, and her small face reflected concern.

Doris tried to reassure her: "His shoes will keep his toes warm." She didn't know how they could help with all staff focused on the meal, and she didn't want her daughter carrying a burden.

Hannah — too smart, too big of heart — was unconvinced.

"Mommy, he can have my socks," she said.

The next day, Doris took Hannah to purchase and distribute socks to local shelters. They were able to collect and donate more than 100 pairs around Toledo.



Hannah's Socks
warm feet • warm hearts

Doris and husband Vic quickly discovered that of all the materials donated to shelters, new socks and undergarments are given the least and needed the most. They created Hannah's Socks with the goal of addressing that problem.

Six years later, Hannah's Socks is a growing non-profit that serves the less fortunate through direct outreach and partnerships with more than 50 homeless and domestic violence shelters in the Midwest.

Donations have come from around the globe, and Hannah's Story has been told by *People* magazine, *The Oprah Winfrey Show* and several other national media outlets.

In 2009, the organization collected more than 125,000 pairs of socks, and Hannah's Socks is on track to reach its goal of 150,000 pairs in 2010.

Hannah, who started at OHVA as a fourth grader this year, and her act of kindness remain the central focus of the Hannah's Socks mission.

Learn more about Hannah's Socks by visiting www.hannahssocks.org.

Students learn virtually, but dance face-to-face at COSI

Perhaps the most exciting and highly anticipated event of the school year was the OHVA Student Council-sponsored Spring Dance. One hundred and twenty four students in grades nine through twelve came together as one from all areas of our state for an amazing traditional school social experience.

OHVA's Spring Dance was held this year at COSI in Columbus, Ohio on the first day of May. While staying on budget, students hired an event photographer, DJ,

provided light catering and decorations creating a formal, yet fun dance club atmosphere. The dance was a success and judging from this parent's comment, there will be more dances in OHVA's future:

"As a parent of an OHVA student who attended the dance, I was most surprised at how nice the students were to one another. Even though they may never have met, they complimented each other on their hair, clothes, shoes and even their dance moves. My daughter had a Cinderella experience! Thank You OHVA!"

OHVA recognized by the creators of Study Island

**Give me a "T", Give me an "R", Give me an "O",
Give me a "P", Give me an "H", Give me a "Y"**

What's that spell? **TROPHY** – that's right. OHVA students demonstrated they are the most spirit-filled, root'n, toot'nist, Study Island School in the country so say the folks at Study Island.

On March 15, 2010, the OHVA's middle school students participated in Study Island's first Study Island Pep Rally as part of the Spring Study Island Contest sponsored by Archipelago Learning.

The Pep Rally drew nearly 400 OHVA students from across the state into a virtual pep rally where presentations of home-room achievements and contests were featured. Students

"cheered" for their own homerooms utilizing the tools in Elluminate to show support for their efforts and to offer a "shout out" to their fellow classmates.

The Pep Rally was a huge success and OHVA received an HONORABLE MENTION AWARD and trophy for their entry in the contest. OHVA was the only virtual school in the nation to enter the contest and student participation in the presentations, music, and attendance made the event one of Study Island's most popular milestones this year.

To watch the pep rally, go to <http://www.youtube.com/watch?v=RK4k4My2-2s>

**Give me a "B", "L", "U", "E".
Give me an "R", "I", "B", "B", "O", "N", "S".**

What's that spell? **BLUE RIBBONS**. Go earn some!



BGSU and OHVA collaborate for student engagement

OHVA's high school science department teamed up with Bowling Green State University to bring the world of scientific research to our virtual high school students across the state of Ohio. OHVA science teacher Roger Gluckin arranged "virtual field trips" to the BGSU's Marine and Herpetology Labs.

Several hundred OHVA students throughout Ohio attended the live science webcasts. During these live sessions, students were able to speak directly with BGSU faculty and its students. They discussed topics of interest to them relating to various ocean creatures, snakes, and reptiles. Students were able to view fish, snakes, lizards, and turtles in the lab and ask questions by voice or in live chat. In addition, a dozen or so students and their families traveled to BGSU's Herpetology and Marine Labs for personalized tours.

OHVA's science teachers are very excited about the potential of these first webcasts. Virtual field trips leverage the power of technology to bring the real world of scientific research to students all over the state.

Virtual field trips allow OHVA teachers to harness technology to overcome barriers to student engagement in virtual learning. Virtual field trips also eliminate transportation costs and some of the logistical challenges associated with hosting large groups of visitors to sites where limited space or security issues prevent actual "in person" field trip experiences, or where travel time to and from the site makes a field trip out of the question. Contextualizing learning and being able to apply one's learning early on enhances the likelihood of content mastery and long term retention. OHVA's parents and students can expect to see many more opportunities for virtual field trips like these in other subject areas such as mathematics, world and language arts, social studies, art, and business.

Elementary teachers focus on single grade levels

In order to better serve the academic needs of our elementary students, OHVA's teachers began serving students and parents differently last year – through grade level-specific teacher assignments. This student to teacher assignment strategy focuses each teacher's primary instruction on more narrowly defined academic content and learning outcomes. According to Kristin Stewart, OHVA elementary principal, "Continued growth in the school's enrollment makes it more feasible to move in this direction because we consistently have a sufficient number of students at each grade level to support individual grade-level student assignments for teachers." Although this isn't new to education, it represents a new way we assign students to our teachers.

In response to this opportunity, grade level teaching teams were created with veteran teachers at each grade level acting as the team's instructional coordinators. Each team met weekly to develop common lessons and orchestrate student engagement through more creative learning activities. An increased level of staff cohesiveness resulted at each individual grade level. Instructional coordinators met as well on a weekly basis. These meetings helped to foster a high level of continuity between and among grade levels

and contributed to more collaboration among staff in the elementary school grades.

Teachers on each team shared their instructional skills relative to their specific HQT (Highly Qualified Teacher) academic assignments. Some teachers assumed responsibility for coordinating instruction paralleling Ohio's state content standards. Others taught live Class Connect sessions focusing on Ohio history, phonics, or writing. The more technology-minded teachers in the elementary grades applied their skills to the thebigthink¹² and developed useful instructional-support tools for their colleagues.

An unintended benefit emerged for teachers. Teachers began to think of their teams as learning communities. They assumed responsibility for mentoring one another and especially new teachers. Teachers were more likely to offer up ideas to one another or simply lend an ear to a team member who needed some TLC at the end of a busy work day.

This coming year, the school's intervention specialists and teachers in the Title I program will integrate themselves into these grade level teams. Higher expectations for effective teacher collaboration in a virtual school setting will drive the school's professional development agenda. It's an exciting time to be an elementary school teacher at the Ohio Virtual Academy.

NHS – inaugural year, charter chapter, induction

After a long journey, OHVA HS has an established National Honor Society chapter.

The induction of the first class of members to the OHVA chapter of the National Honor Society (NHS) was held during the 2010 graduation ceremony at Newark's Midland Theater. The OHVA chapter was chartered early spring of 2010. Ms. Maryalice Leister, then high school principal, the OHVA faculty committee, and staff advisor, Amanda Conley, worked together to establish the by-laws and selection process to ensure the class of 2010 would be included in this historic first.

Thirty-eight students met the scholastic requirements for honoree membership; and 19 students effectively demonstrated the four qualities held in high esteem by the National Honor Society: Scholarship, Leadership, Ser-

vice, and Character. The significance of each quality, as worded by the new inductees, was shared with the graduates and graduation attendees in on a slideshow on stage while each inductee was called forward to sign the chapter's registry. Inductees received a traditional National Honor Society blue and white honor cord and a NHS window decal. These students remained on the stage to recite the pledge and received encouraging words from the high school principal.

Advisor, Amanda Conley, would like to remind all NHS members and hopefuls that "when the candle of knowledge is lit, it does not belong under a container, but on a lamp stand to give light to all. The eternal light of knowledge must be shared. National Honor Society members are the bearers of this light."





Anatomy isn't gross, but Gross Anatomy is more than skin deep

Middle School and High School students from OHVA experience science up close and personal each year when they tour the University of Toledo Gross Anatomy Lab on the Health Science Campus. Over the years, tours of 25 students and parents make their way through the halls of the "basement" of the BLOCK BUILDING where body parts are encased to show a multiple array of diseases for students and visitors to view. The distinct smell of formaldehyde offers a preview of what lies behind the smoked windows and heavy metal doors. It is at this stage of the tour, the surgical masks quickly go over the noses of everyone in attendance.

Upon entry to the lab with medical students leading the tour, OHVA families embark on a journey where human cadavers give insight to a human life through dissection and medical research. Participants are offered surgical gloves to keep the fluids in the room from making direct skin contact and to keep cadavers sterile.

The faces of the cadavers are usually covered to protect their privacy, but also to keep students from being 'scared' during the tour. Often, students will ask to view the face and if viewed, are given the opportunity to take a further look into the human brain and dissection of the facial area. Participants are usually divided into two groups: whole body dissection and organs/systems. Medical students like to offer a more personal experience with students by allowing them to examine and hold body parts while explaining how the various systems work in tandem in the body. In every tour,

participants are always amazed at the size and weight of the organs, the texture of the organs, and the actual color of the organ at this stage of the human life.

At the cadaver table, medical students offer an overview of the body, showing layers of the fascia and muscle, the respiratory system and ribcage, the digestive system and intestines and the skeletal system while allowing open discussions about the cadaver and possible cause of death. Each group swaps after 30 minutes to give everyone a chance to experience the full tour in a timely manner.

The tours are held at noon and last until 1:00 PM to accommodate the medical student schedule and lab time for the afternoon hours. With this tour, students truly learn more than just dissection techniques and anatomy. Students learn about taking care of the human body, relationships between physicians and patients, and the real life evidence of death and dying.

"Each year, we usually have a waiting list for students to attend the tour dates scheduled", says Laura Weaver, OHVA Differentiated Instruction Specialist. OHVA families have traveled from Cincinnati, Columbus, Cleveland, and all areas of the state to attend this unique opportunity. The outing has been well received and is one of the most popular outings at OHVA. Each tour consists of 25 members and over 200 students have been through the lab.

The Anatomical Donation Program began at UT in 1969 and each year, over 100 bodies are gifted to the lab to be used for education, training, and research. Over 1,000 students tour the labs annually and nearly 2,000 UT students learn anatomy utilizing the cadavers. Each spring, a memorial service is held in honor of the donors and their families. Anatomy students speak on their experience with dissection and participate in the service to recognize donor families. The University of Toledo and McGraw Hill have joined forces to utilize the lab to create a virtual cadaver dissection for students and teachers.

<http://www.mhhe.com/biosci2/anatomyrevealed/demo-sample.php>



Pictured from Left to Right

**Ron Simon, Stacia DeRaedt, President Tim Dirrim,
Rhonda Shappert, David Kalman**

Not Pictured

Michel Nouafo, Kelly Arndt

As Head of School for the Ohio Virtual Academy, I have the pleasure of working directly with members of the Ohio Virtual Academy Board of Trustees. Our school's Trustees are a group of seven individuals from throughout Lucas County (as mandated by our Charter Agreement) and Ohio and they constitute the governing body of the Ohio Virtual Academy. We are fortunate to have a Board comprised of individuals with such diverse professional backgrounds who are committed to helping guide OHVA toward meeting Annual Yearly Progress (AYP) and maintaining a school that is both student and parent friendly. As Head of School, it is my pleasure to introduce the Ohio Virtual Academy Board of Trustees.

Mr. Timothy Dirrim, Board Member, President

Tim has served on the OHVA Board of Trustees since 2004. He has a B.A. in Marketing Management from the University of Toledo. Tim is Vice President of Corporate Segment Communications for Huntington National Bank and lives in Perrysburg with his wife and family. Tim especially enjoys being part of the OHVA Board because of the "... *opportunity to provides families unique education options that help their children learn and grow.*" Tim wants our parents, teachers, and community stakeholders to know that the Board of Trustees take their roles as Board Members very seriously and hold each other and the school's leaders accountable for good education and school management practices."

Tim serves as President of the Board and as a member of the Board's Human Resources Committee.

Mrs. Stacia DeRaedt, Board Member, Vice President

Stacia has served on the OHVA Board of Trustees since 2003. She has an Associate's Degree in Marketing. Stacia is able to contribute her vast knowledge of the K12 curriculum and experiences as an OHVA parent and active learning coach to her position on the Board. She wanted to be involved with the Board of Trustees to help ensure the future of quality charter schools in the state of Ohio. Stacia has represented the OHVA at National and State School Choice Conferences. Stacia wants parents, teachers, and the community to know that, "*OHVA's Board works very hard to ensure OHVA is a well run, quality school worthy of taxpayer's dollars.*"

Stacia serves as Vice President of the Board and as a member of the Board's Academic Committee.

Mrs. Rhonda Shappert, Board Member, Secretary

Rhonda has served on the OHVA Board of Trustees since 2007. She has a B.F.A. from The Ohio State University and is a Certified Life Coach and successful Entrepreneur. Rhonda recognizes that her three children have completely different learning styles and says that OHVA has been a great fit for her family. Rhonda believes her experiences in politics and public service are an asset to the Board, not to mention her six years of experience as an OHVA parent and learning coach. Rhonda says, "*I firmly believe this style of education is the wave of the future.*" She wants parents, teachers, and the community to know the Board is committed to the long term success of the families and students enrolled in OHVA.

Rhonda serves as Secretary on the Board and is a member of the Board's Human Resources Committee.

Mrs. Kelly Arndt, Board Member, Treasurer

Kelly has served on the OHVA Board of Trustees since 2003. She has a Bachelor of Business Administration Degree from the University of Toledo and is a Certified Public Accountant. Kelly's interest in serving OHVA comes from her desire to contribute to the school's success by offering her professional accounting expertise. She wants parents, teachers, and the community to know the Board takes its responsibility seriously and is genuinely committed to the mission of OHVA. Kelly is continually impressed by the quality and commitment of those involved with OHVA (teachers, staff, parents, students, and Board) and proud to be part of OHVA's success.

Kelly serves as a member of the Board's Finance Committee.

Mr. Michel Nouafo, Board Member

Michel has served on the OHVA Board of Trustees since 2004. He has an M.B.A. in International Business from Bowling Green State University and is Vice President of International Sales and Marketing for Libbey Inc. Michel joined the OHVA Board of Trustees to make a positive contribution to top-quality K-12 education for children in Ohio. Michel adds, *"I have remained an OHVA Board Member for three main reasons: 1. OHVA is blessed to employ some of the most talented staff that I know of. Their expertise combined with the quality of the educational programs creates the right environment for achieving excellence. 2. I see on an on-going basis the level of dedication and commitment that the OHVA Board Members have in looking after the best interests of the enrolled children and their parents. 3. I get great personal satisfaction in being part of a school with students that regularly perform well-above average."*

Michel serves as a member of the Board's Finance Committee.

Mr. Ronald Simon, Board Member

Ron has served on the OHVA Board of Trustees since 2008. Ron is a graduate of Bowling Green State University with Bachelor and Master of Education Degrees. He also has an Education Specialist Degree from the University of Toledo. Ron's interest in serving on the OHVA Board of Education stems from his lifelong commitment to education, as he is a retired teacher and school administrator. Ron wants our parents, students, and teachers to know the Board is open and supportive of ideas that help students to grow both educationally and socially. Ron recognizes a need for alternative learning models to the traditional classroom. He believes students can thrive in a virtual school like OHVA and he is very proud of the work being done by our staff and administrative team.

Ron serves as a member of the Board's Academic Committee.

Mr. David Kalman, Board Member

David has served on the OHVA Board of Trustees since 2009. He is a graduate of the University of Arizona with a degree in Marketing. David is a native of Southern California and currently lives in Maumee with his wife and family. David is the Managing Director of Root Learning. His interest in serving on the OHVA Board is due to the school's unique and tailored approach to learning. He sees the OHVA virtual school model as one which truly embraces the role technology plays in enhancing the learning experience and increasing the effectiveness of educational results. David

wants you to know the OHVA Board is truly committed to the success of the students and is extremely focused on protecting the learning experience for students.

David serves as a member of the Board's Finance Committee.

The OHVA Board meets every other month at the OHVA Offices in Maumee, Ohio. Meetings are open to the public. A calendar of upcoming meetings can be found at ohva.org by clicking the heading, "Who We Are" then "Governing Board." Share your comments with the OHVA Board of Trustees at board@ohva.org.

OHVA Administration

Jeff Shaw, 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

Ann Reiter, Operations Manager

Kristin Stewart, Elementary Principal

Allison Bentley,

Elementary Assistant Principal

Ryan Clepper, Middle School Principal

Jeff Humason, High School Principal

Jay Wollenberg, High School Pilot Leader

Charter Sponsor

Dr. Darlene Chambers –

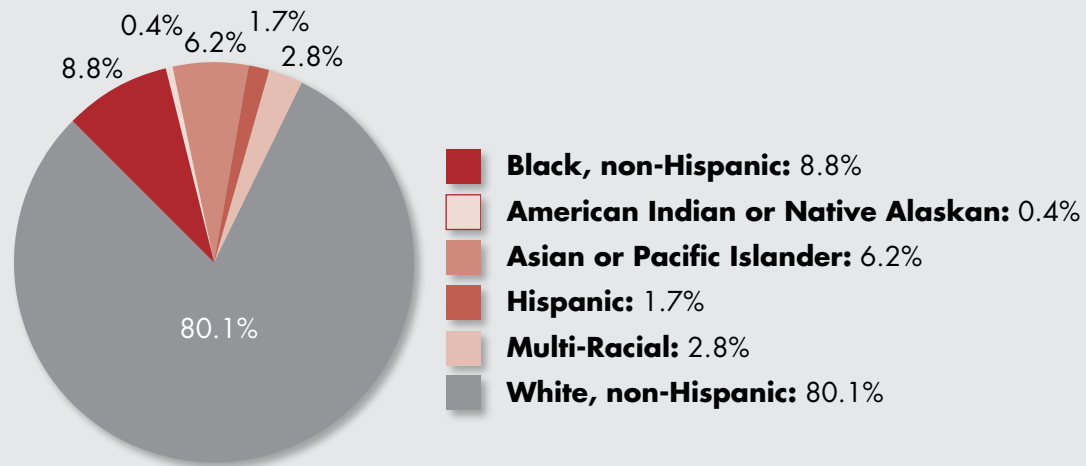
Executive Director, Ohio Council
of Community Schools

OHVA Student and Staff Demographics

OHVA Students 2009 – 2010

Average daily student enrollment: 7,687

Demographic Breakdown



Economically Disadvantaged: 53.1%

Limited English Proficient: Not Calculated

Students with Disabilities: 9.5%

OHVA Teacher Information

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

Number of full-time teachers: 252

At least a bachelor's degree: 100.0%

At least a master's degree: 52.1%

Percentage of Highly Qualified Teachers (HQT): 100.0%

Percentage of teachers properly certified/licensed: 100.0%

FY'10 Financial Information

Sources of School Revenue

State Funding	\$44,779,704	82.6%
Federal Grants.....	\$9,379,242	17.3%
State Grants	\$14,786	0.0%
Local Grants/Program Initiatives	\$75,000	0.1%
Other Miscellaneous.....	\$9,408	0.0%
Total Revenue	\$54,258,140	100.0%

Expenses

Salaries	\$10,102,106	18.6%
Fringe Benefits	\$3,063,040	5.7%
Purchased Services.....	\$31,615,453	58.2%
Materials and Supplies	\$8,338,179	15.4%
Depreciation.....	\$9,424	0.0%
Other Expenses.....	\$1,139,362	2.1%
Total Expenses	\$54,267,564	100.0%
Deficit.....	\$(9,424)	

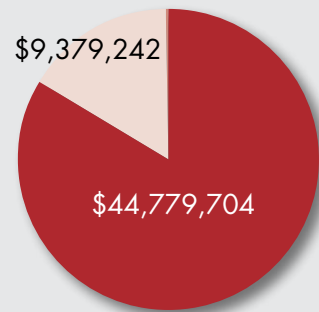
Expenditures Related to Direct Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$14,340,471	39.1%
Student On-Line Curriculum	\$13,697,683	37.3%
Student Instructional Materials	\$8,032,602	21.9%
Special Education Services.....	\$639,000	1.7%
Total Expenditures for Direct Instruction ...	\$36,709,756	100.0%

% Direct Instruction Expenditures to Total Expenses 67.6%

Sources of School Revenue

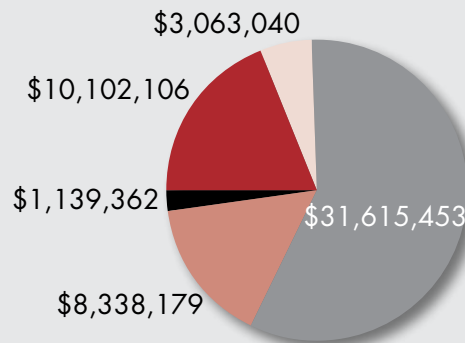
\$14,786 | \$75,000 | \$9,408 (less than 1%)



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

Expenses

\$9,424 (less than 1%)



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

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.



Ohio Virtual Academy

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Maumee, Ohio 43537

419.482.0948

www.ohva.org

