

Under the federal “No Child Left Behind” law, schools must demonstrate Adequate Yearly Progress (AYP) in basic subject areas. Performance data must be broken down in multiple subgroups. Through the 2013-14 school year, four measurements are used to meet the federal mandate in Washington State.

1. Performance of 3rd–8th graders on the Measurements of Student Progress (MSP) and 10th graders on the High School Proficiency Exam (HSPE) in reading and writing and the End-of-Course (EOC) exam in math,
2. The rate of unexcused absences for students in grades 1–8,
3. The graduation rate for high school students, and
4. Participation rate of 95%.

Virtual Learning Academy High School did not meet Adequate Yearly Progress in 4 of 37 categories. Virtual Learning Academy is in Step 2 stage of improvement. For information about AYP including 2014 results: <http://reportcard.ospi.k12.wa.us/ayp.aspx?domain=AYP&groupLevel=District&schoolId=1&reportLevel=State&year=2013-14>.

School Improvement

Teachers and parents work together to make sure Virtual Learning Academy students are successful at school. They create a School Improvement Plan each year to identify and describe specific actions Virtual Learning Academy is taking to improve student achievement. Parents are encouraged to contact the school to see Virtual Learning Academy’s School Improvement Plan.

Virtual Learning Academy also creates personalized Student Learning Plans for each student. The Student Intervention team (RtI) meets weekly to monitor and discuss each student’s progress.

Our highly qualified staff

The ESEA law requires that all teachers who teach core academic subjects be highly qualified. Full certification, a bachelor’s degree, and demonstrated competence in subject knowledge and teaching are required to be highly qualified. In 2012-13, 99 percent of Vancouver’s teachers met or exceeded these standards, and they continue to improve their knowledge and skills with ongoing professional training.

For detailed information, go to www.vansd.org, pull down Schools, then select School Report Cards Data. Printed copies of school reports are available on request.

Annual measurable achievement progress

(2010-2011, 2011-2012, 2012-2013)

Under Washington’s ESEA Flexibility Waiver (2010-2011, 2011-2012, 2012-2013), the state set performance targets referred to as Annual Measurable Achievement Objectives (AMAOs) for districts:

- **AMAO 1** - the annual increase in the number or percentage of ELL students making progress in learning English, based on results of the Washington English Language Proficiency Assessment (WELPA).
- **AMAO 2** - the number or percentage of students attaining English proficiency by exiting the ELL program by scoring a Level 4 on the WELPA.
- **AMAO 3** - the number or percentage of students learning English who reach academic standards in reading and math based on performance on the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE).

For Spanish, Russian or Chuukese translations call,
Stephanie Ongtooguk at 360-771-5479
Katrina Walla, 360-771- 5548 or
Juanita Yasu, 360-771-5343

Si desea que le lean o aclaren este informe en
español, favor de llamar a la intérprete, Sra.
Stephanie Ongtooguk, al 360-771-5479. Gracias.

Если вы хотите, чтобы этот отчёт вам прочитали
или пояснили по-русски, позвоните Екатерине
Валла по телефону 360-771-5548.

Iká pwe ke mochen pwe sipwe aweweóchú
masowan ei taropwe nón fóosun Chuuk, kose
mochen kékkéri Juanita Yasu, 360-771-5343.
Kinisou Chapwúr.

To access information about the National Assessment of
Education Progress (NAEP) click the following link:
<http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?year=2008-09&gradeLevelId=4&waslCategory=1&chartType=1>

Student characteristics

	Virtual Learning Academy	Vancouver School District
October 2013		
Total enrollment	152	23,035
Percent American Indian/ Alaskan Native	4%	1%
Percent Asian/ Pacific Islander	1%	5%
Percent Black	1%	3%
Percent Hispanic	13%	22%
Percent White	76%	63%

For the 2013-14 school year

Low income	51%	53%
In Transitional Bilingual	2%	12%
In Special Education	10%	13%

Expenditure by pupil

In 2013-14, the actual per pupil expenditure rate for instruction was \$8,286.

VIRTUAL LEARNING ACADEMY

10TH GRADE

Group*	Reading		Math		Science		Writing	
	2013	2014	2013	2014	2013	2014	2013	2014
All Students	68	71	*	17	10	43	57	63
Male	*	54	*	*	*	*	*	50
Female	*	83	*	*	*	*	*	75
Native American	*	*	*	*	*	*		
Asian/Pacific Islander	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White	*	68	*	*	*	*	*	63
Limited English	*	*	*	*	*	*	*	*
Special Educ.	*	*	*	*	*	*	*	*
Low Income	*	*	*	*	*	*	*	*

* Subgroups with fewer than 10 members are not reported.

For comparison purposes, percentages of 10th-graders (All Students in Washington who met the standards are as follows: 2013 Reading: 91%; 2014 Reading: 92%;

VIRTUAL LEARNING ACADEMY

Student Performance for End-of-Course (EOC) Math & Biology 2013 - 2014

High School Proficiency Exam (HSPE) Reading, Writing 2013 - 2014; Science -2014

10TH GRADE

Group*	Reading		Writing		EOC Math				EOC Biology	Science
	2013	2014	2013	2014	Year 1/2013	Year 1/2014	Year 2/2013	Year 2/2014	2014	2014
All Students	72	62	75	42	48	*	*	*	*	52
Male	*	*	*	*	*	*	*	*	*	*
Female	*	*	*64	*	47	*	*	*	*	*
Native American	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
White	89	72	77	42	*	*	*	*	*	*
Limited English	*	*	*	*	*	*	*	*	*	*
Special Educ.	*	*	*	*	*	*	*	*	*	*
Low Income	*	*	*	*	*	*	*	*	*	*

* Subgroups with fewer than 20 members are not reported.

For comparison purposes, percentages of 10th-graders (All Students) in Washington who met the standards are as follows: 2013 Reading: 91% 2014 Reading: 92%; 2013 EOC Math 1: 76%; 2014 EOC Math 1: 80%; 2013 EOC Math 2: 83%; 2014 EOC Math 2: 79%.