

**SUBJECT**

Taylor's Crossing Public Charter School Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5209

**BACKGROUND**

Taylor's Crossing Public Charter School (TCPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Idaho Falls since 2006, TCPCS serves students in grades K-12 using the Harbor Method.

**DISCUSSION**

TCPCS will provide an annual update regarding the status of the school. Staff has reviewed the attached materials and makes the following observations:

1. The 2011-2012 school year presented many cultural and financial challenges to the school, including a decrease in secondary enrollment, strained teacher and administration relationships, financial challenges, and stakeholder concern.
2. Last December, a new leadership team took control of the school and appears to have made significant strides in bringing the school back on track.
3. Enrollment has increased, especially in the secondary program. Currently, 411 students are enrolled in grades K-12. An additional 240 names are on the waiting list. Student attrition is low at 5.67%. The school does plan to decrease enrollment in grades K-3 by reducing class caps from 32 to 30. The amendment will be proposed at a later date.
4. School culture has dramatically improved. Policies and procedures have been put into place to ensure charter compliance and achievement of goals. Additionally, steps are being taken to revise and update the charter to reflect actual practice and alignment with the mission and vision of the school.
5. Preliminary 2012 ISAT results indicate that AYP was met with overall school improvement in all subjects. 2011 ISAT scores revealed that TCPCS students performed above state and district levels in numerous grades and subject areas.
6. The school reports meeting all MSES in the approved charter.
7. Since fall 2011, the financial outlook of the school has improved dramatically. At that time, TCPCS projected year-end deficit; now the school anticipates an operating income of approximately \$9,500 and has retained its reserve of

\$363,500. This was achieved primarily through increasing secondary enrollment, elimination of one administrative position, in addition to other cost-cutting and revenue-generating initiatives.

Additionally, TCPCS's transportation contract has been renegotiated for next year, resulting in a more cost effective plan. FY13 projections anticipate an operating year-end income of about \$6,000 and a substantial reserve.

8. Stakeholder survey results show dissatisfaction in the areas of science, art, and Spanish. Furthermore, behavioral expectations, communication, service learning, and extra-curricular activities do not meet the expectations of stakeholders.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

Taylor's Crossing Charter School Site Visit Report

January 6, 2012

Interview with Board Members:

Two board members participated in the interview. They express the mission of the school as using the Harbor Method philosophy of teaching to achieve academic excellence and develop character and leadership attributes. According to the board members, the mission is being fulfilled. Board members are exploring options that will allow for students to surpass current achievement levels in the future.

Board function is self-reported as being good. Members work well together, have diverse backgrounds, and respect each other. Likewise, the board works well with the administration. The board understands their role is policymaking and vision; the administration understands this vision. A shared leadership model is in place wherein all parties fulfill their specific roles. There has been a seamless transition to the new administration. A committee approach is being explored to aid in communication and managing workloads.

The board considers the administrator to be highly effective, stating that Jared Emfield understands his role and the goals of the school. He has made impressive strides, communicates well with staff, has the ability to collaborate, and has built a strong rapport with the staff. Mr. Emfield has surpassed board expectations. Mr. Meyer was previously brought in to help restore the financial stability of the school. Currently efforts are focused on stabilizing the culture.

According to the board, TCPCS' financial situation is tenuous but improving significantly. They have been able to secure the reserve requirements set forth by the bank. Building and other reserves are at a minimum level. The school is working to increase reserves through fundraising.

Currently, there are no facility issues that are of concern to the board. They do plan to implement annual facility reviews to keep appraises of possible future concerns.

New board member training has consisted of providing new members with a copy of the charter and a manual. The manual is being updated and committees are being established from which new members could be drawn. Current board members have the necessary training to understand baseline operating principles but there is an ongoing need for additional training.

School strengths are described as being the curriculum, learning environment, and staff. Weaknesses include moving too fast in some directions without giving staff and stakeholders time to catch up and other issues that are being addressed through a refocus of what the school wants to accomplish.

The PFA is a very active group acting on behalf of the school. Marketing plans involve the Halloween carnival, Valentine extravaganza, partnering with businesses for student internships, and efforts to better reach out to the community.

**July 24, 2012**

New legislation has affected the school dramatically. The board believes that Students Come First contributed to last year's challenges. The board sees new legislative requirements as a huge challenge, especially due to the uncertainty of funding. Other concerns relate to PCSC reporting and making the process simpler.

Interview with Administrator:

Mr. Emfield is the new administrator who has recently taken over due to Mr. Meyer's retirement on Dec. 31, 2011. Mr. Emfield feels that the mission of the school is not being entirely fulfilled and indicated the mission statement is being looked at to determine whether revision is needed. He likes the direction things are going but feels the school needs to better adhere to the Harbor philosophy.

The relationship between the board and administration is described as good. Mr. Emfield feels like the board has been possibly grooming him for this position and thus had previously established a relationship with him. Chemistry among all staff and board members has been much improved with resolution of the contract issue. He is hopeful the board is in agreement with a need for renewed commitment to the Harbor philosophy.

In Mr. Emfield's opinion, the board functions well. It has undergone an overhaul which has resulted in a board that is laid back in style but aggressive in managing the school effectively. They are not contentious but stand their ground when appropriate.

No major facility issues exist. The school has a very nice large gym that is underutilized. The intent in building the gym was to use it as a community center. They could use an additional high school classroom and a room for special education.

Currently Mr. Emfield is exceedingly busy. The school is replacing two administrators with one, which results in about a 60 hour work week. Mr. Emfield does not feel overwhelmed at this point and hopes that by next school year the workload is more reasonable. Former administrator Drew Meyer is providing some assistance as a contracted consultant.

Administrative effectiveness is progressing. Mr. Emfield knows what needs to happen and is taking it one step at a time. He is in the process of developing a timeline for addressing issues that will be given to the board. He describes the budget as much improved but is looking for ways to tighten it.

Academic strengths of the school include meeting AYP every year, evident rigor, reduced use of the alternate ISAT assessment, and a good staff. Weaknesses include lack of writing in middle school Language Arts. The high school bar may be set too high as it is two years above the state requirements, and about only one third of ninth grade students return to the school. It is believed the high school requirements are a contributing factor. The policy is being looked at for revision.

All teachers are properly certified and highly qualified. Annual teacher evaluations both formal and informal are conducted. The pay for performance plan needs ironed out and is currently not in place. Administration was unclear about whether or not the middle level credit system is in place. Special education procedures are in place and services are being appropriately provided. A formal evaluation of

the special education department is being conducted in January. A part time special education teacher has been employed fulltime.

Curriculum changes occurred in the 7<sup>th</sup> and 8<sup>th</sup> grade math programs. Saxon math was replaced by McDougal. The school may consider returning to Saxon. Math course requirements are being examined and may be revised to move the bar down one year. Thomas Jefferson curriculum is being used in some high school courses. A committee is being established to explore common core standards and how to implement them.

Data acquisition is based on ISAT scores, beginning of year diagnostic assessments, the RTI model, AIMSWEB, and STAR testing. Administration is working toward making the data more accessible to teachers and providing ISAT strand scores.

Parent involvement has decreased in past months due to the split caused by contract issues. The school is at a point where they can now go back to the community. A public relations plan is in place and staff as well as the board is working more closely with the parent organization. The administrator is making himself more accessible to parents. Marketing plans are in the process of being developed. TCPCS would like to partner with the K-8 charter schools in the area to act as feeder schools. The school is establishing its identity in order to market appropriately.

The administrator is concerned about technology implementation required by the new legislation. Getting on top of funding cuts and how to get some of the funding back through merit pay and other programs is a top priority along with training needed to implement the requirements.

Interview with Business Manager:

Jamie Toop feels she has adequate training. She worked under the previous business manager to gain the knowledge and skills needed. Her workload is busy at times, but manageable. The first interim budget has been completed and was given to the board at the end of December. Another one will be completed in January. A total of four interim budgets are completed throughout the year.

The current budget is based on 398 enrollment, and current ADA is 388. Enrollment has increased so Ms. Toop believes entitlement revenue should be fairly accurate. Due to increases in revenue from unexpected REAP and lottery money, there has been a drastic change in the budget since October. Anticipated year end estimates changed from an operating loss of \$120,000 to \$8,400 operating income. Transportation revenue has decreased by about \$20,000 based on information received from the state department. Salaries decreased by \$35,000 due to Mr. Meyer's retirement and Mr. Emfield becoming administrator. Legal costs have increased as a result of the contract issue and public information requests. Legal fees associated with a parent complaint will be covered by insurance. Special education salaries have increased by \$63,000 to include both Title I and Special education. Special education services are increasing by \$8,000 because of extra revenue received for Title I that is being used to provide a parent effectiveness training. The special education program showed a deficit of about \$20,000.

Last year's carryover was \$354,000. The school anticipates about \$28,000 carryover this year. They are trying to renegotiate the contract for computer services. The bank required building reserve is now \$28,000 per year. The bank also wants a \$22,000 cash flow. However, due to the large carryover amount shown by the school last year, the bank is waiving this requirement which was the contingency fund.

Other information:

Mr. Emfield has a good working relationship with Becky Stallcop. She has provided guidance and advice regarding the Harbor philosophy. However, she has indicated that she will no longer be closely working with school due to her unwillingness to do so without a management agreement with the school.

The state department of education found the school compliant in regard to a significant parent complaint and the case was closed. The attorney brought up a procedural complaint which is currently be examined. Mr. Emfield believes the complaint may be taken to the federal level.

Grade 1 cap is 28 but 30 students are enrolled due to holding back two students after the lottery occurred. The school should allow natural attrition to remedy this situation. Seats should not be refilled if students leave the school until class size is in accordance with the cap requirement. Additionally, the next grade level should not exceed the cap the following year due to this situation.

Elementary reading ISAT as well as middle and high school math scores appear to be below both the state and local district performance levels. The school reports they are examining the math scores and the effect the new curriculum may have. Reading scores will have to be explored as the new administration was unaware of the situation.

Possible Charter Violations:

- Liberty Charter School is an open campus for any TCPCS teacher wishing to spend time in a Harbor classroom for additional observation.
- TCPCS we will create a piano lab within the first two years of the inception of TCPCS where students (grades K – 3) will learn the basics of playing the keyboard. In addition, the music curriculum for older students will focus on American Jazz History and the development of fundamental musician skills, while also exposing students to local musical heritage and culture.
- Effectiveness Goals? Many are very difficult to measure and are not clearly defined. Individual interpretation is needed to determine compliance.

Program Strengths:

- Dedicated staff, administration, and board
- AYP met
- New curriculum implementation
- RTI model has been implemented
- Commitment to returning to the Harbor philosophy

**July 24, 2012**

- Rigorous curriculum
- Teacher and administration evaluations completed
- Board and administration have a good working relationship
- Many issues have been recently resolved
- Administrator accessible
- Active PFA organization

Program Concerns:

- Low elementary reading scores
- Low middle and high school math scores
- Unclear whether effectiveness goals are being met
- Charter violations as noted above
- Lack of middle school writing instruction
- High ninth grade attrition
- Better use of data to drive decision making
- Unclear whether meeting pay for performance and middle school credit system requirements

Possible Amendments:

- Effectiveness goals
- Possible violations as noted above
- Mission and vision statements

Recommendations:

- Update charter so all approved amendments and correct language is in the revised document
- Revise effectiveness goals so they are true measurable student education standards that are specific, measurable, ambitious, attainable, time-specific , and reflect the mission of the school
- Propose possible charter amendments as soon as possible
- Align curriculum to common core standards and begin implementation
- Continue to acquire data and use it to determine program effectiveness and drive decision making.
- Continue to build the culture of the school and be true to the harbor concept
- Find ways to improve reading and math performance
- Improve middle school writing instruction
- Explore ninth grade attrition and find ways to retain these students – perhaps look at an advisory model or explore other ways to help with the transition to high school
- Examine budget to determine areas where expenses may be too high

**July 24, 2012**

Materials requested:

- Updated charter
- Parent complaint summary of state department findings

July 24, 2012

**CHARTER SCHOOL DASHBOARD**

Date: 07-24-12

**School Name:** Taylor's Crossing Public Charter School

**School Address:** 1445 North Wood River Road, Idaho Falls, ID 83401

**School Phone:** (208)552-0397

**Current School Year:** 2011/2012

**School Mission:** "By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue."

**CHARTER SCHOOL BOARD**

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Aaron Clegg	Chairman	Program Manager	aclegg@tceagles.com	(208)524-3414
David Adams	Vice Chairman	Operations Manager	dadams@tceagles.com	(208)552-0876
Justin Judy	Treasurer	Business Owner	jjudy@tceagles.com	(208)552-3039
Laila Kammerman	Secretary	Business Owner, Teacher	lkammerman@tceagles.com	(208)745-1351
Erica Radford	Member	Respiratory Therapist	eradford@tceagles.com	(208)542-0119
Jean Shippen	Member	Certified Nurse	jshippen@tceagles.com	(208)523-3171

**ENROLLMENT**

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	30	28.66 - 96.86%	38	31	30.28
1	30	29.41 - 96.93%	29	30	28.96
2	30	28.97 - 96.55%	30	30	29.28
3	30	29.13 - 97.10%	22	30	29.01
4	34	32.74 - 96.77%	20	34	32.98
5	34	32.91 - 96.92%	17	34	33.10
6	34	33.38 - 98.17%	15	34	33.21
7	35	34.00 - 97.25%	27	35	33.98
8	35	33.38 - 95.88%	24	34	32.91
9	35	31.45 - 95.05%	10	35	34.02
10	35	30.73 - 95.97%	4	33	31.54
11	25	23.77 - 96.17%	4	25	28.83
12	24	22.57 - 94.59%	0	26	24.42
<b>TOTAL</b>	411	391.10 - 96.20%	240	411	397.52

## July 24, 2012

**Student Attrition Rate:** 25 (or 5.67%) of the 441 students enrolled in our school this year withdrew. 56 new students were enrolled this year.

**Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?** yes.

**If yes, briefly describe planned enrollment changes, including numbers and grades affected:** TCPCS will be proposing an amendment to the school charter that will decrease class sizes in grades K-3 from 32 to 30 students. The school had been operating under the assumption that those class sizes were already 30, so this change should not affect actual enrollment.

### STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
<b>Current</b>	22 - 5.4%	1 - .2%	383- 93.2%	1 - .2%	3 - .7%	0 - 0%	176- 42.8%	31 - 7.5%
<b>Previous</b>	30 - 7.3%	1 - .3%	377- 91.7%	1 - .025%	0 - 0%	0 - 0%	192- 46.7%	39 - 9.5%

### FACULTY AND STAFF

**Administrator Name(s):** Jared Emfield

**Administrator's Hire Date:** 01-02-12

**Administrator Email(s):** jemfield@tceagles.com

**Current Classified Staff (# FTE):** 14.71%

**Classified Attrition Rate:** 4.1%

**Current Faculty (# FTE):** 18.17%

**Faculty Attrition Rate:** 8.4%

### EDUCATIONAL PROGRAM

**Did your school make AYP during the last school year?** Yes

**If no, please specify indicator and status:** n/a

**If no, please describe plan for addressing need:** n/a

**Was your school selected to participate in NAEP this year?** No

### REPORTING

**Date of last programmatic operations audit?** December 1-2, 2011

**Date submitted to authorizer?** June 19, 2012

**Who performed your most recent programmatic audit?** Idaho Charter School Network

**Date of most recent fiscal audit?** August, 2011

**Date submitted to authorizer?** November 2, 2011

### COMMENTS

**Please describe any significant changes experienced by your school in the past year:**

As a result of a high level of discord at the end of the previous school year, TCPCS began 2011-2012 facing some serious cultural and financial challenges. Enrollment in the secondary grades decreased by more than 10%, resulting in a significant loss of funding and teacher/administration relationships were seriously strained. Community members regularly expressed concerns about the school's direction and well being. By December of 2011, TCPCS was on course to end the year with a nearly \$100,000 deficit.

Midway through the year, TCPCS experienced a complete turnover in leadership, including a new superintendent, financial services director, human resources director, food services director, and special services director. Each member of this "interim team" stepped in mid-way through the year, often with significant challenges already facing them.

**July 24, 2012**

**Please describe the greatest successes experienced by your school in the past year:**

Despite facing serious challenges and "jumping in" mid-year, this new/interim team has moved the school forward and made dramatic progress in many areas.

The school is projected to finish the year with an excess of over \$30,000.

School enrollment has increased. This increase includes a 12% growth in secondary enrollment.

Initial ISAT data appears to represent the best performance TCPCS has experienced to-date.

School culture has improved dramatically. Teachers, students, and community members express confidence in the school's direction and well being.

From physical appearance to student behavior, our high school is almost unrecognizable from a year ago. Taylor's Crossing High School has turned the corner when it comes to becoming the college-prep school that our founders and community envisioned.

Policies and procedures have been adopted and revised to bring TCPCS into better compliance with our charter and stated goals. Examples include the adoption of a teacher evaluation plan, development of a written school discipline philosophy, and the completion of a 6-year accreditation report, and programmatic audit report.

In short, in the middle of the year, a group of highly motivated individuals who love our school stepped into a very challenging situation and accomplished amazing things.

**Please describe any challenges you anticipate during the upcoming year:**

TCPCS must continue to remain on firm financial footing while still providing the best possible services to students.

There have been significant changes in public policy and legislation that will take effect over the next few years. TCPCS will have to work very hard to not only stay in compliance, but to excel in this changing landscape.

One of the biggest keys to the future success of our school will be a full, exceptional high school. We have made great strides this year, but will need to continue to tighten things up in the high school until the performance and behavior of our students speak for themselves.

**Please add any additional information of which you would like to make your authorizer aware :**

Our leadership team has a clear vision of where we are going, and is already gearing up for the coming year.

**REQUIRED ATTACHMENTS**

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results

**July 24, 2012**

- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year
- Exit interview data for most recent school year

July 24, 2012

**IRI Results 2012**  
Taylor's Crossing Public Charter School

Grade	Target Goal	Spring Passing Pcnt	Pass Goal	Fall Passing Pcnt	Fall To Spring Delta	Fall To Spring Goal Met	Fall Score3	Spring Score3	Overall Goal Met
K	60.00%	100.00%	Y	56.67%	43.33%	Y	17	29	Y
1	70.00%	70.97%	Y	73.33%	-2.37%	N	22	22	Y
2	80.00%	80.00%	Y	73.33%	6.67%	Y	22	24	Y
3	85.00%	73.33%	N	66.67%	6.67%	Y	20	22	Y



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 3**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic																		
	Reading	Mathematics	Language Usage															
A	>207	>203	>206															
P	192-207	190-203	196-206															
B	187-191	181-189	188-195															
BB	<187	<181	<188															
All Students	30	3.3	6.7	46.7	43.3	30	0	3.3	33.3	63.3	30	10.0	16.7	26.7	46.7			
Male	14	7.1	7.1	42.9	42.9	14	0	7.1	21.4	71.4	14	14.3	14.3	21.4	50.0			
Female	16	0	6.3	50.0	43.8	16	0	0	43.8	56.3	16	6.3	18.8	31.3	43.8			
American Indian / Alaskan Native	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Asian	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Black / African American	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Native Hawaiian / Other Pacific Islander	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
White	28	3.6	7.1	46.4	42.9	28	0	3.6	35.7	60.7	28	10.7	17.9	28.6	42.9			
Hispanic or Latino Ethnicity	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*			
Two or More Races	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Economically Disadvantaged	17	5.9	0	35.3	58.8	17	0	5.9	23.5	70.6	17	5.9	5.9	23.5	64.7			
LEP	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Migrant	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Special Education	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*			



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 4**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges	Reading					Mathematics					Language Usage				
	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
<b>A = Advanced, P = Proficient, B = Basic, BB = Below Basic</b>															
	Reading	Mathematics	Language Usage												
A	>213	>215	>215												
P	198-213	201-215	203-215												
B	193-197	193-200	195-202												
BB	<193	<193	<195												
All Students	31	6.5	6.5	38.7	48.4	31	3.2	0	45.2	51.6	31	0	9.7	29.0	61.3
Male	14	7.1	7.1	35.7	50.0	14	0	0	50.0	50.0	14	0	14.3	28.6	57.1
Female	17	5.9	5.9	41.2	47.1	17	5.9	0	41.2	52.9	17	0	5.9	29.4	64.7
American Indian / Alaskan Native	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White	31	6.5	6.5	38.7	48.4	31	3.2	0	45.2	51.6	31	0	9.7	29.0	61.3
Hispanic or Latino Ethnicity	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Two or More Races	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged	10	20.0	10.0	40.0	30.0	10	10.0	0	60.0	30.0	10	0	20.0	40.0	40.0
LEP	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 5**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage					
				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	
A = Advanced, P = Proficient, B = Basic, BB = Below Basic																			
	Reading	Mathematics	Language Usage																
A	>218	>223	>221																
P	204-218	211-223	209-221																
B	197-203	202-210	201-208																
BB	<197	<202	<201																
All Students	32	0	3.1	25.0	71.9	32	0	6.3	21.9	71.9	32	3.1	6.3	31.3	59.4				
Male	17	0	0	23.5	76.5	17	0	5.9	0	94.1	17	5.9	0	23.5	70.6				
Female	15	0	6.7	26.7	66.7	15	0	6.7	46.7	46.7	15	0	13.3	40.0	46.7				
American Indian / Alaskan Native	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*				
Asian	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*				
Black / African American	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*				
Native Hawaiian / Other Pacific Islander	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*				
White	29	0	3.4	24.1	72.4	29	0	6.9	20.7	72.4	29	3.4	6.9	31.0	58.6				
Hispanic or Latino Ethnicity	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*				
Two or More Races	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*				
Economically Disadvantaged	16	0	6.3	31.3	62.5	16	0	12.5	18.8	68.8	16	6.3	12.5	18.8	62.5				
LEP	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*				
Migrant	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*				
Special Education	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*				



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 5**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>215					
P	206-215					
B	194-205					
BB	<194					
All Students		32	0	12.5	34.4	53.1
Male		17	0	5.9	23.5	70.6
Female		15	0	20.0	46.7	33.3
American Indian / Alaskan Native		1	*	*	*	*
Asian		0	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		29	0	13.8	34.5	51.7
Hispanic or Latino Ethnicity		2	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		16	0	25.0	18.8	56.3
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 6**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Reading				Mathematics				Language Usage						
A	P	B	BB	Reading	Mathematics	Language Usage	Reading	Mathematics	Language Usage	Reading	Mathematics	Language Usage	Reading	Mathematics	Language Usage			
>222	>230	>226	>222	>230	>226	>222	>222	>230	>226	>222	>230	>226	>222	>230	>226			
208-222	218-230	214-226	208-222	218-230	214-226	208-222	208-222	218-230	214-226	208-222	208-222	218-230	214-226	208-222	214-226			
201-207	209-217	206-213	201-207	209-217	206-213	201-207	201-207	209-217	206-213	201-207	201-207	209-217	206-213	201-207	206-213			
<201	<209	<206	<201	<209	<206	<201	<201	<209	<206	<201	<201	<209	<206	<201	<206			
All Students	34	8.8	5.9	32.4	52.9	34	34	5.9	5.9	29.4	58.8	34	2.9	8.8	50.0	38.2		
Male	24	8.3	4.2	37.5	50.0	24	24	8.3	4.2	29.2	58.3	24	4.2	8.3	50.0	37.5		
Female	10	10.0	10.0	20.0	60.0	10	10	0	10.0	30.0	60.0	10	0	10.0	50.0	40.0		
American Indian / Alaskan Native	0	*	*	*	*	0	0	*	*	*	*	0	*	*	*	*		
Asian	0	*	*	*	*	0	0	*	*	*	*	0	*	*	*	*		
Black / African American	1	*	*	*	*	1	1	*	*	*	*	1	*	*	*	*		
Native Hawaiian / Other Pacific Islander	0	*	*	*	*	0	0	*	*	*	*	0	*	*	*	*		
White	31	9.7	6.5	25.8	58.1	31	31	6.5	3.2	25.8	64.5	31	3.2	9.7	45.2	41.9		
Hispanic or Latino Ethnicity	2	*	*	*	*	2	2	*	*	*	*	2	*	*	*	*		
Two or More Races	0	*	*	*	*	0	0	*	*	*	*	0	*	*	*	*		
Economically Disadvantaged	18	11.1	5.6	44.4	38.9	18	18	5.6	11.1	38.9	44.4	18	0	11.1	61.1	27.8		
LEP	0	*	*	*	*	0	0	*	*	*	*	0	*	*	*	*		
Migrant	0	*	*	*	*	0	0	*	*	*	*	0	*	*	*	*		
Special Education	2	*	*	*	*	2	2	*	*	*	*	2	*	*	*	*		



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 7**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>226	>236	>231															
P	212-226	223-236	218-231															
B	204-211	215-222	209-217															
BB	<204	<215	<209															
All Students				34	2.9	2.9	44.1	50.0	34	2.9	11.8	29.4	55.9	34	2.9	5.9	50.0	41.2
Male				18	0	5.6	44.4	50.0	18	0	5.6	27.8	66.7	18	0	0	66.7	33.3
Female				16	6.3	0	43.8	50.0	16	6.3	18.8	31.3	43.8	16	6.3	12.5	31.3	50.0
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				33	3.0	3.0	42.4	51.5	33	3.0	12.1	27.3	57.6	33	3.0	6.1	48.5	42.4
Hispanic or Latino Ethnicity				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				11	0	0	63.6	36.4	11	0	27.3	18.2	54.5	11	0	18.2	45.5	36.4
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				3	*	*	*	*	3	*	*	*	*	3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 7**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>218					
P	213-218					
B	206-212					
BB	<206					
All Students		34	11.8	17.6	29.4	41.2
Male		18	5.6	11.1	44.4	38.9
Female		16	18.8	25.0	12.5	43.8
American Indian / Alaskan Native		0	*	*	*	*
Asian		0	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		33	12.1	15.2	30.3	42.4
Hispanic or Latino Ethnicity		1	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		11	18.2	27.3	18.2	36.4
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 8**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic																		
	Reading	Mathematics	Language Usage															
A	>228	>242	>235															
P	214-228	229-242	221-235															
B	207-213	220-228	213-220															
BB	<207	<220	<213															
All Students	32	6.3	3.1	15.6	75.0	32	15.6	6.3	31.3	46.9	32	6.3	9.4	53.1	31.3			
Male	15	6.7	0	20.0	73.3	15	13.3	6.7	40.0	40.0	15	0	13.3	60.0	26.7			
Female	17	5.9	5.9	11.8	76.5	17	17.6	5.9	23.5	52.9	17	11.8	5.9	47.1	35.3			
American Indian / Alaskan Native	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Asian	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Black / African American	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Native Hawaiian / Other Pacific Islander	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
White	31	6.5	3.2	12.9	77.4	31	16.1	6.5	29.0	48.4	31	6.5	9.7	51.6	32.3			
Hispanic or Latino Ethnicity	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*			
Two or More Races	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Economically Disadvantaged	8	*	*	*	*	8	*	*	*	*	8	*	*	*	*			
LEP	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Migrant	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Special Education	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*			



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 10**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic																		
	Reading	Mathematics	Language Usage															
A	>234	>250	>241															
P	220-234	238-250	226-241															
B	211-219	230-237	218-225															
BB	<211	<230	<218															
All Students	31	0	3.2	41.9	54.8	31	6.5	22.6	35.5	35.5	31	3.2	12.9	58.1	25.8			
Male	12	0	0	50.0	50.0	12	0	25.0	16.7	58.3	12	0	25.0	41.7	33.3			
Female	19	0	5.3	36.8	57.9	19	10.5	21.1	47.4	21.1	19	5.3	5.3	68.4	21.1			
American Indian / Alaskan Native	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Asian	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*			
Black / African American	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Native Hawaiian / Other Pacific Islander	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
White	27	0	3.7	37.0	59.3	27	3.7	22.2	37.0	37.0	27	3.7	7.4	59.3	29.6			
Hispanic or Latino Ethnicity	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*			
Two or More Races	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Economically Disadvantaged	9	*	*	*	*	9	*	*	*	*	9	*	*	*	*			
LEP	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Migrant	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*			
Special Education	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*			



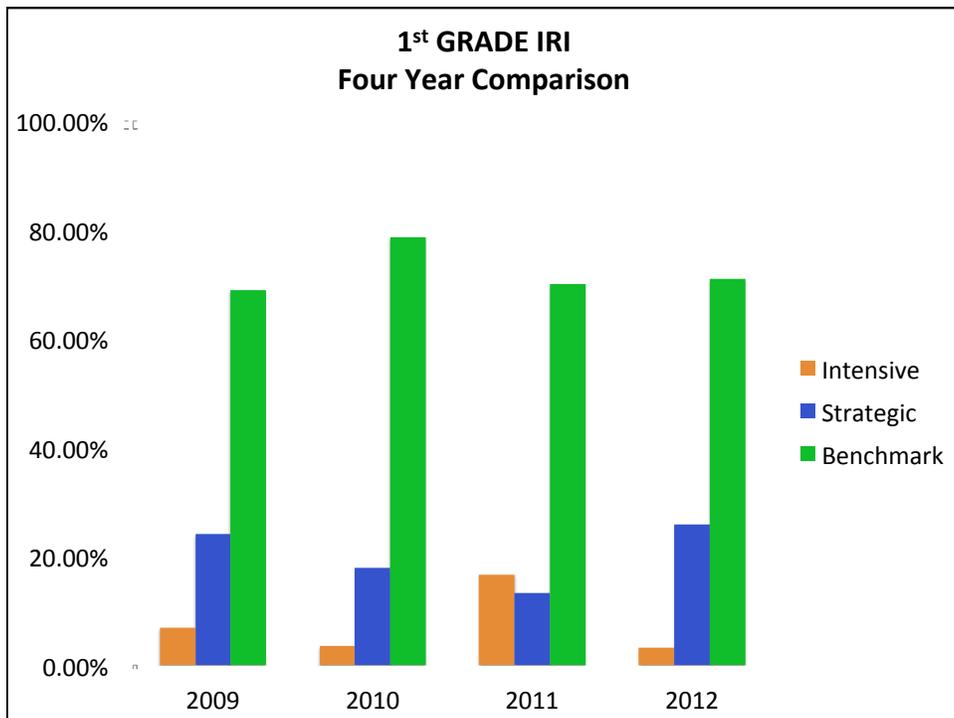
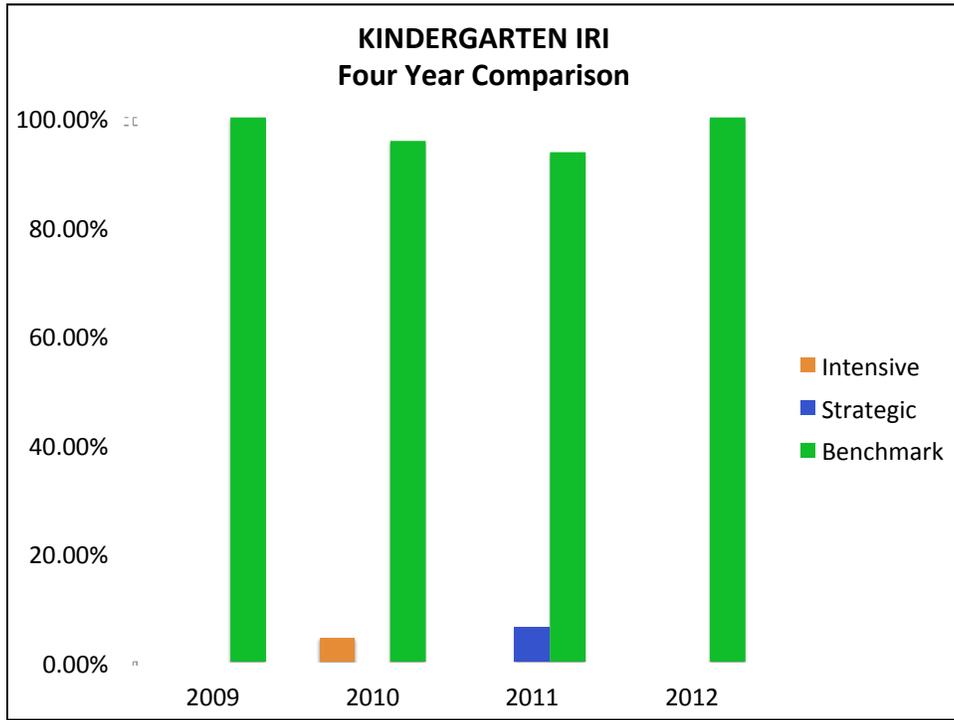
**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

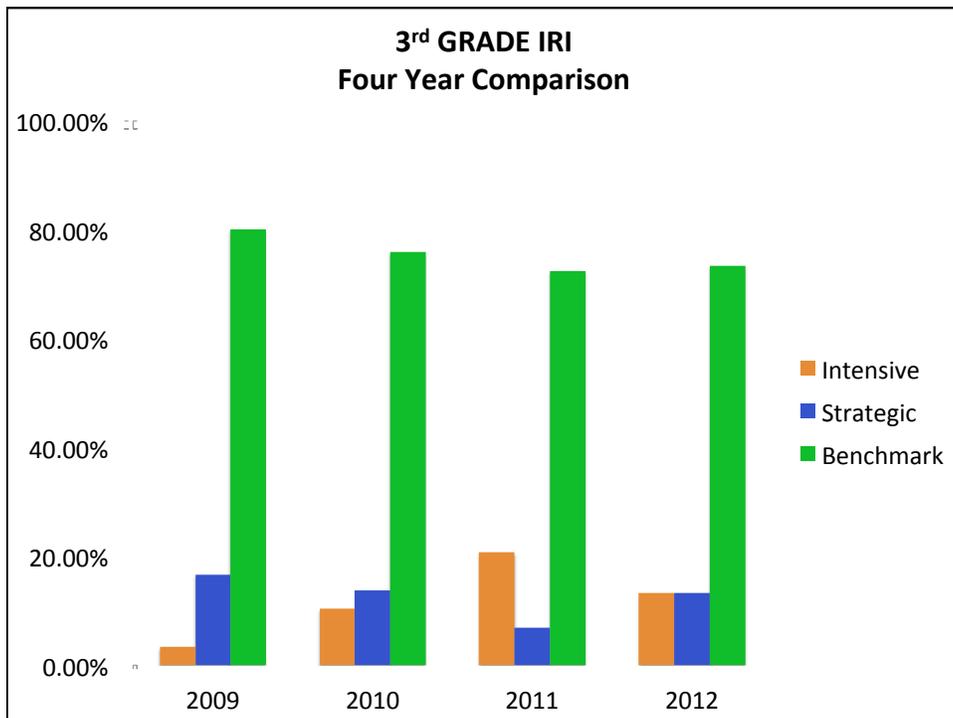
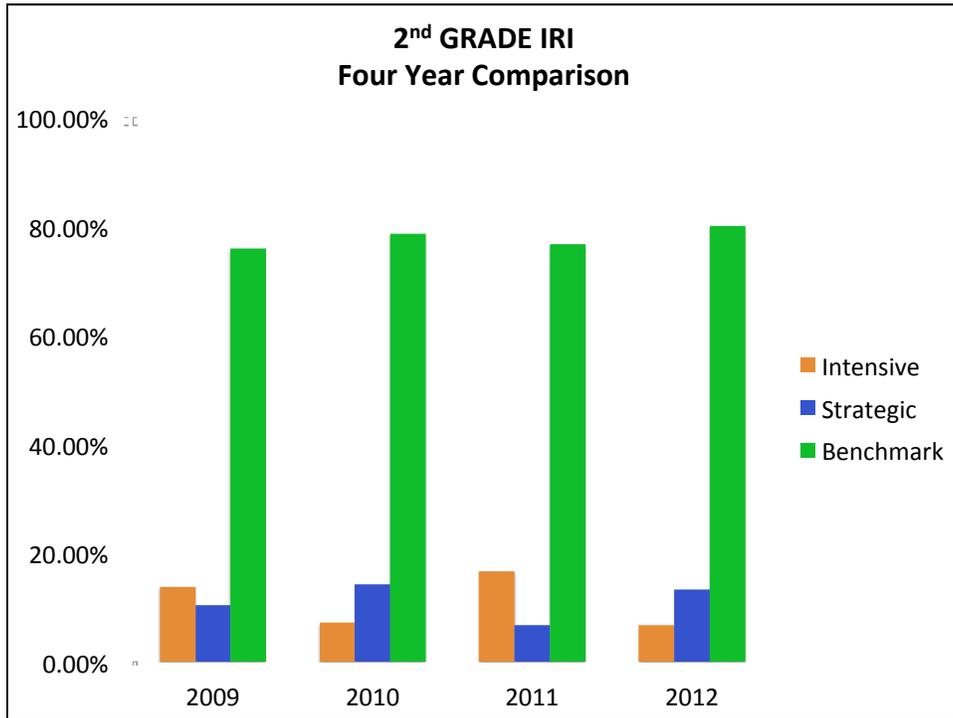
**GRADE 10**

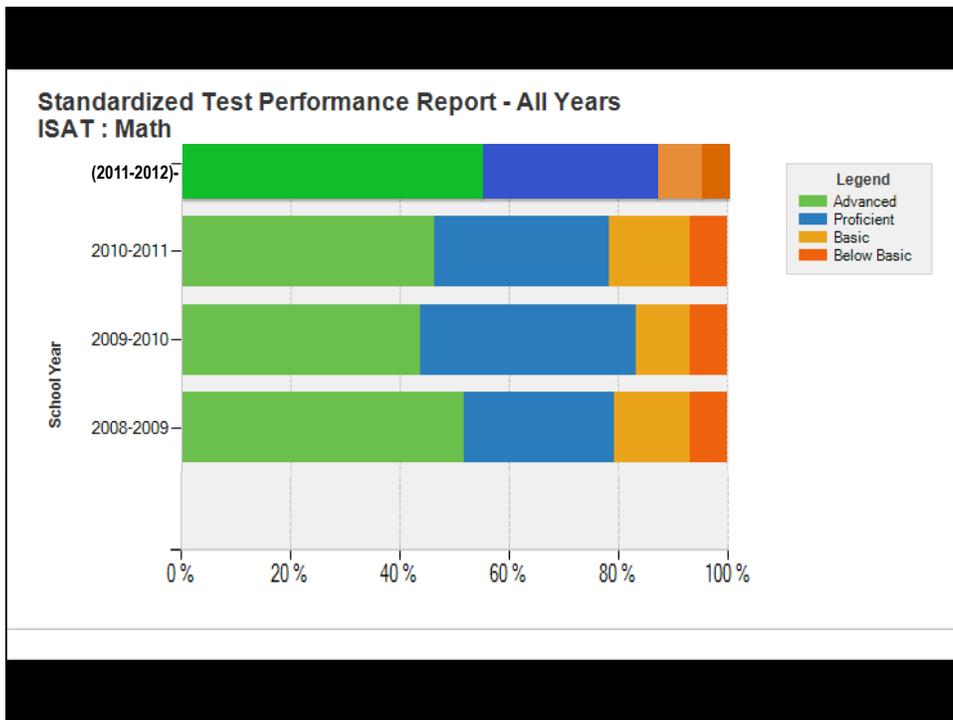
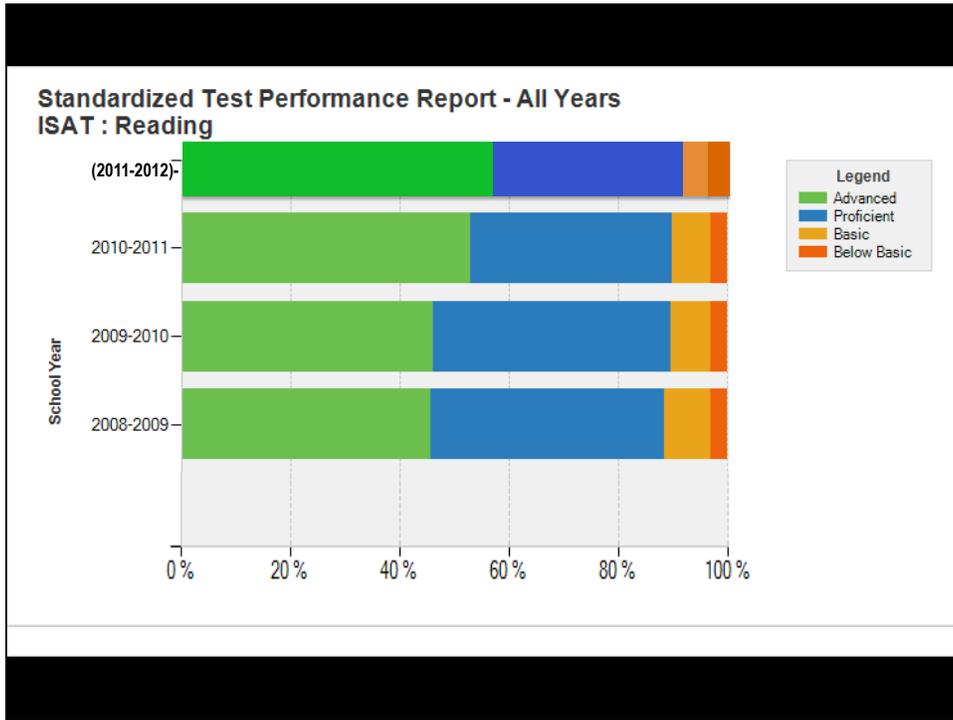
DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

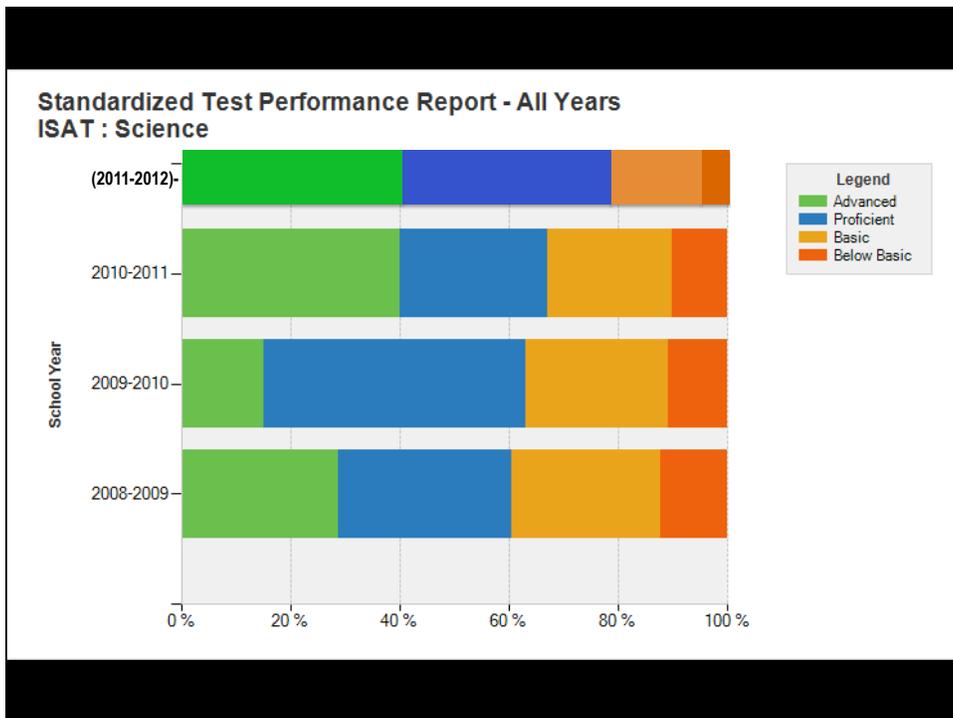
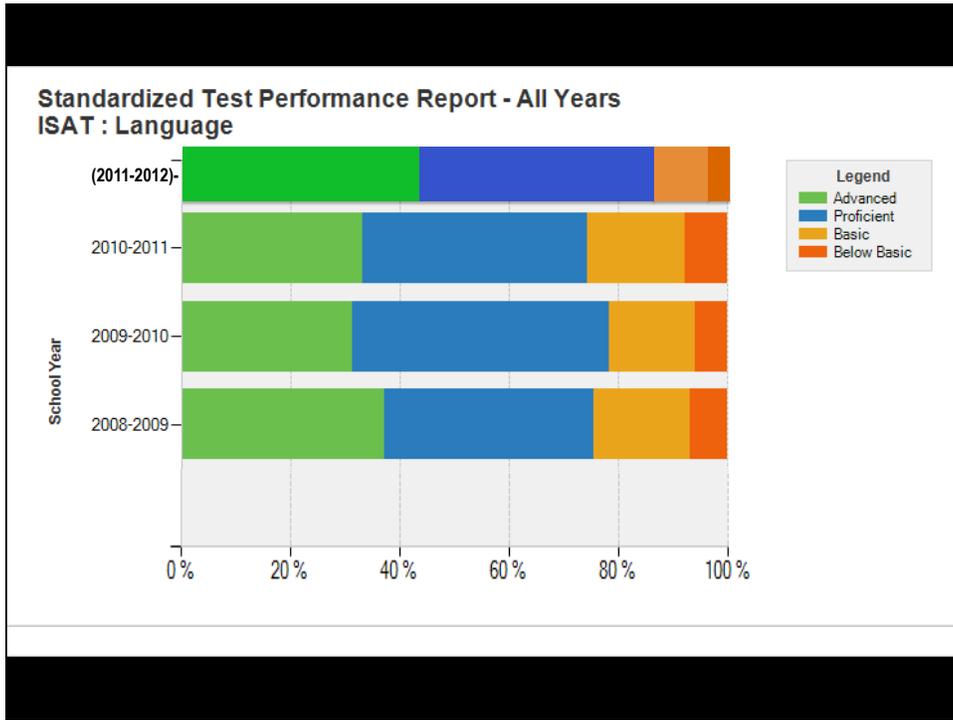
PAGE: 1

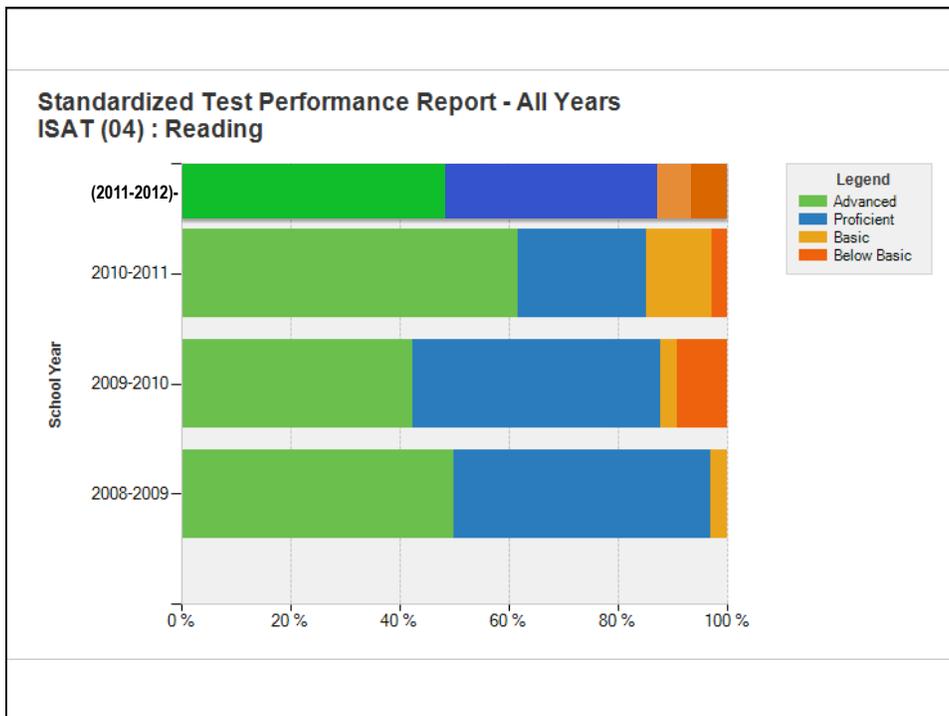
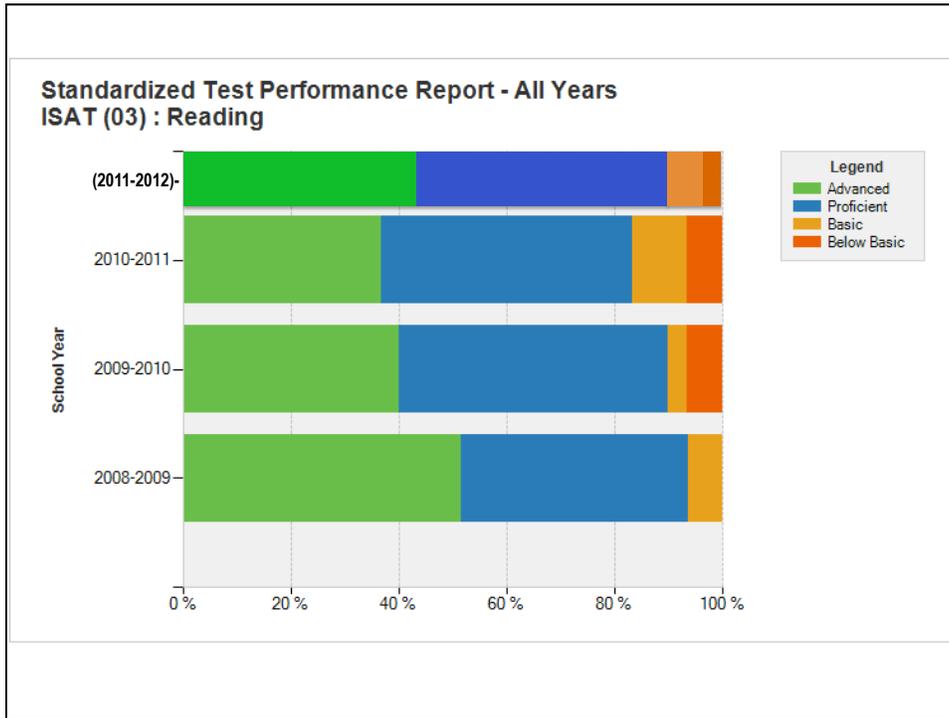
Proficiency Level Ranges		Science				
		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>229					
P	219-229					
B	213-218					
BB	<213					
All Students		31	3.2	19.4	51.6	25.8
Male		12	0	8.3	50.0	41.7
Female		19	5.3	26.3	52.6	15.8
American Indian / Alaskan Native		0	*	*	*	*
Asian		1	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		27	3.7	11.1	55.6	29.6
Hispanic or Latino Ethnicity		3	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		9	*	*	*	*
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		2	*	*	*	*

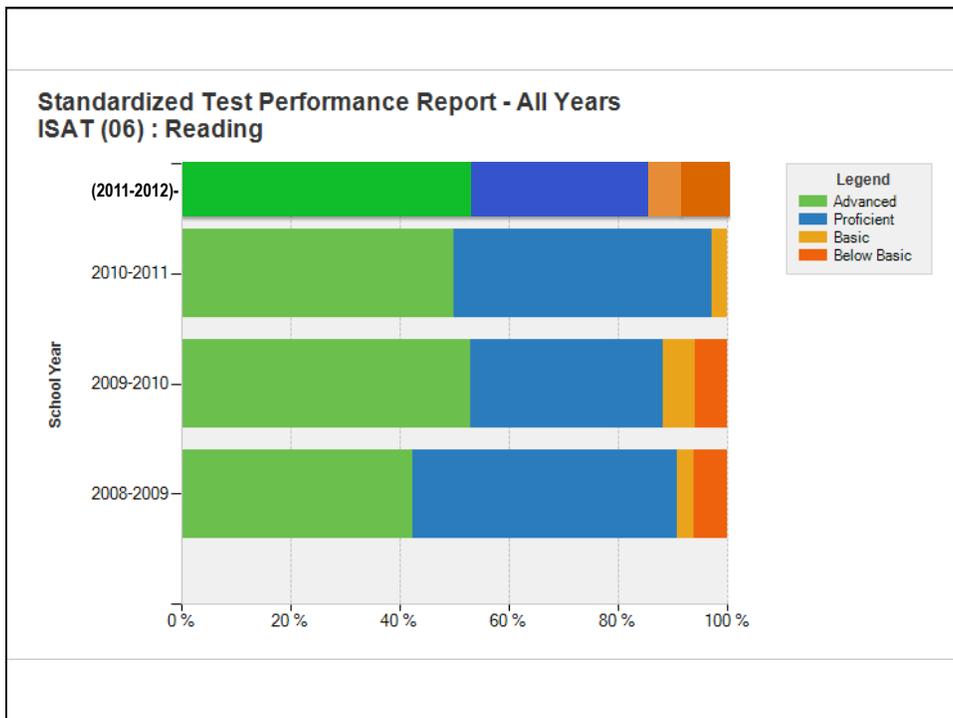
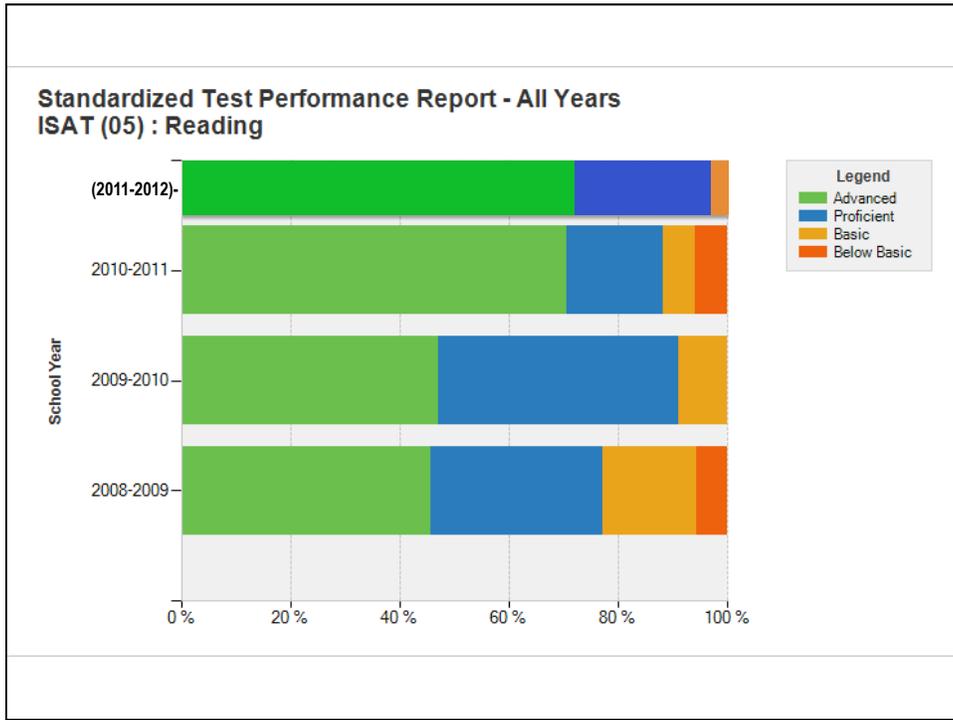


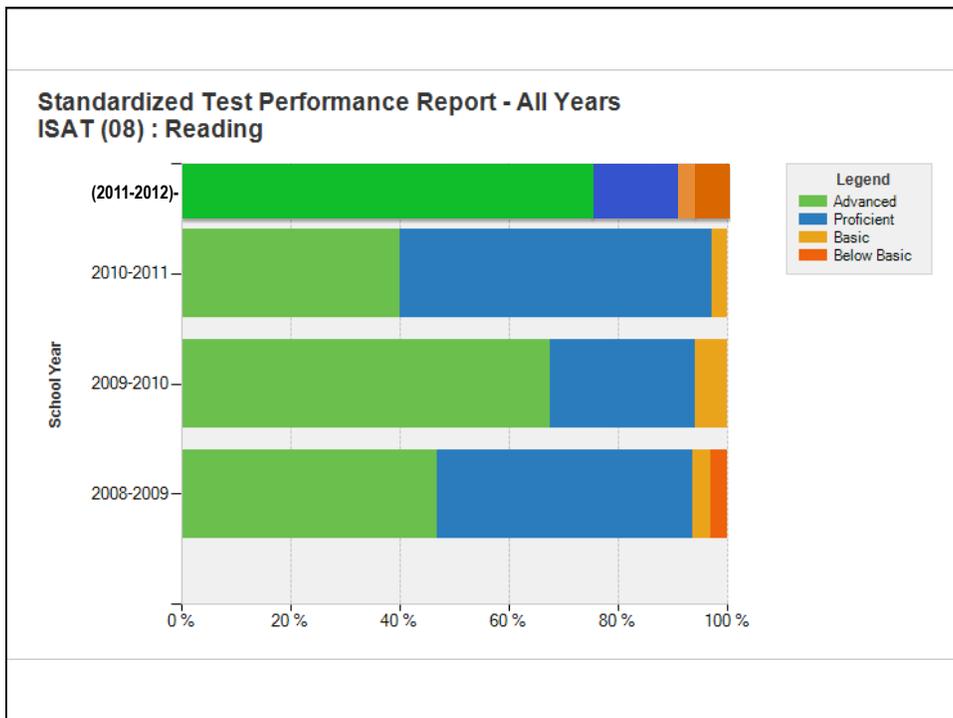
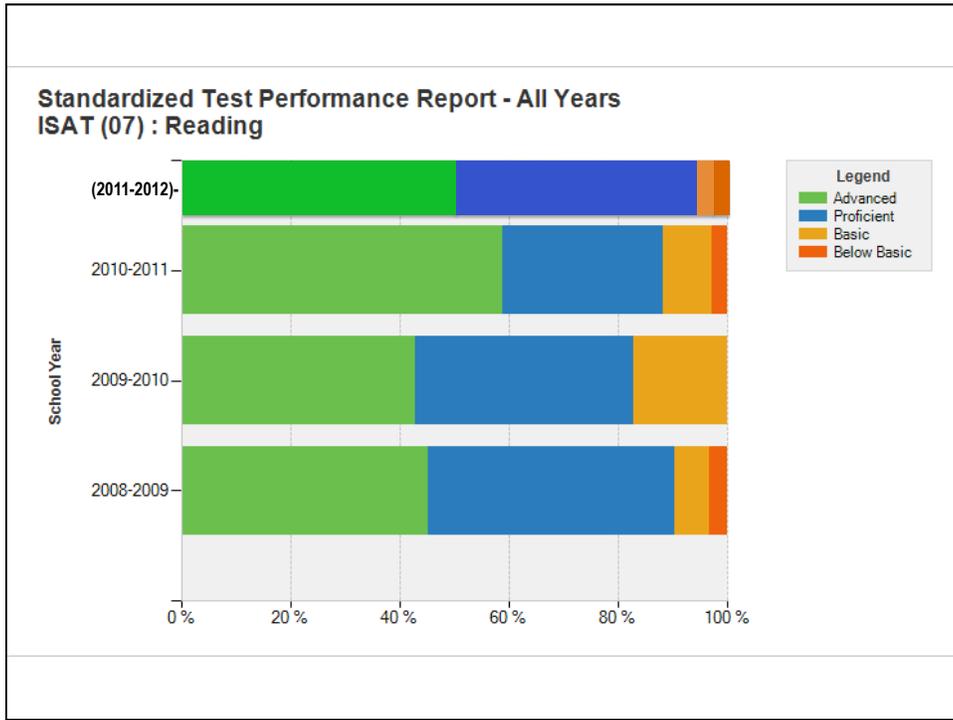


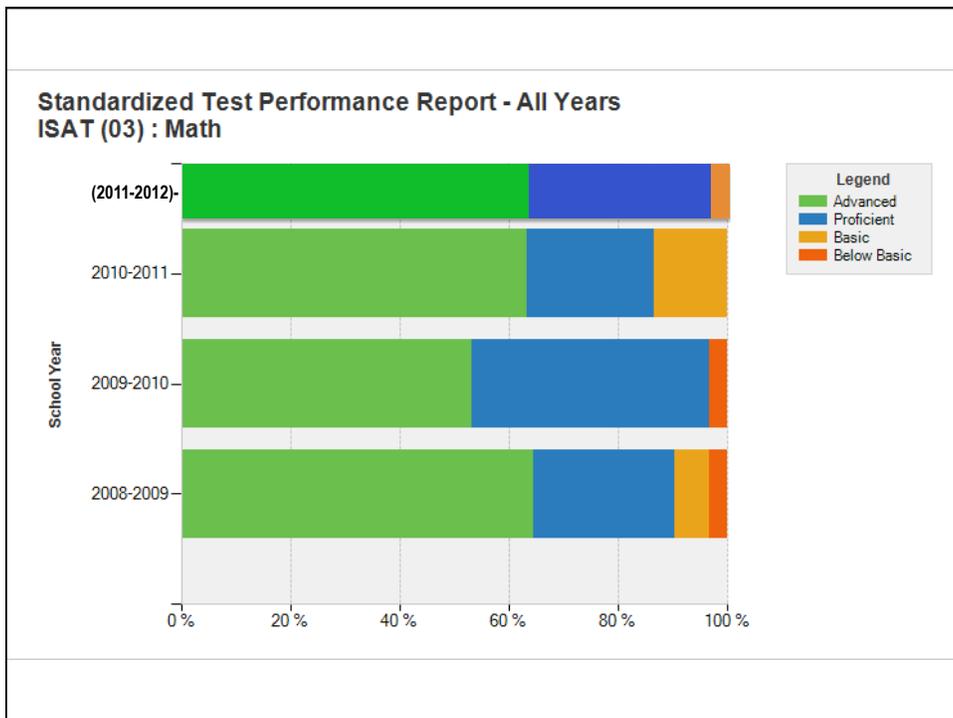
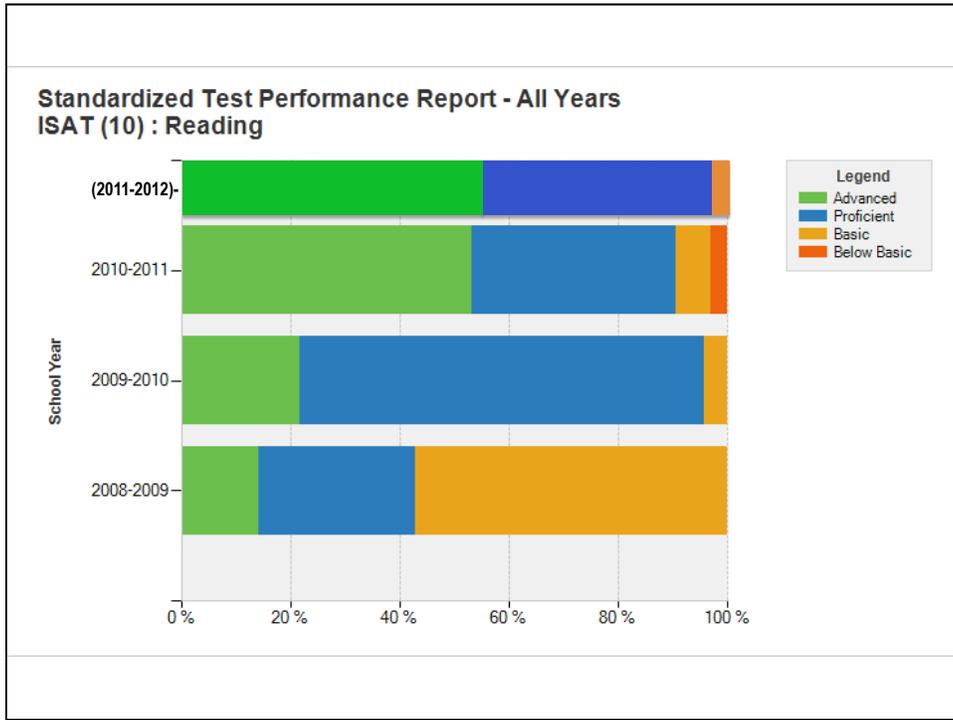


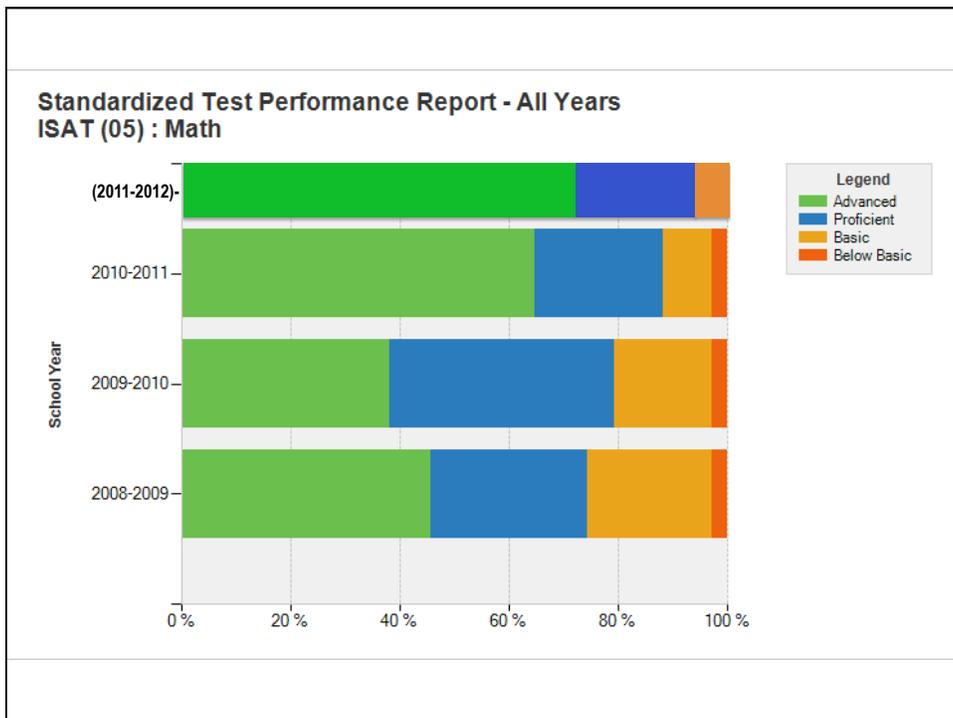
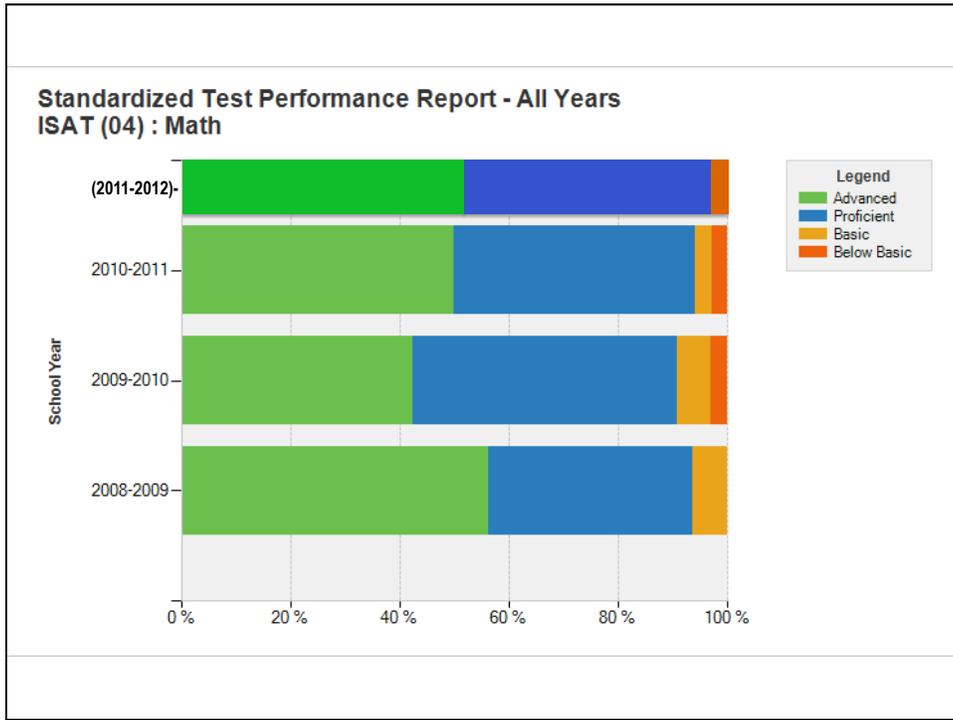


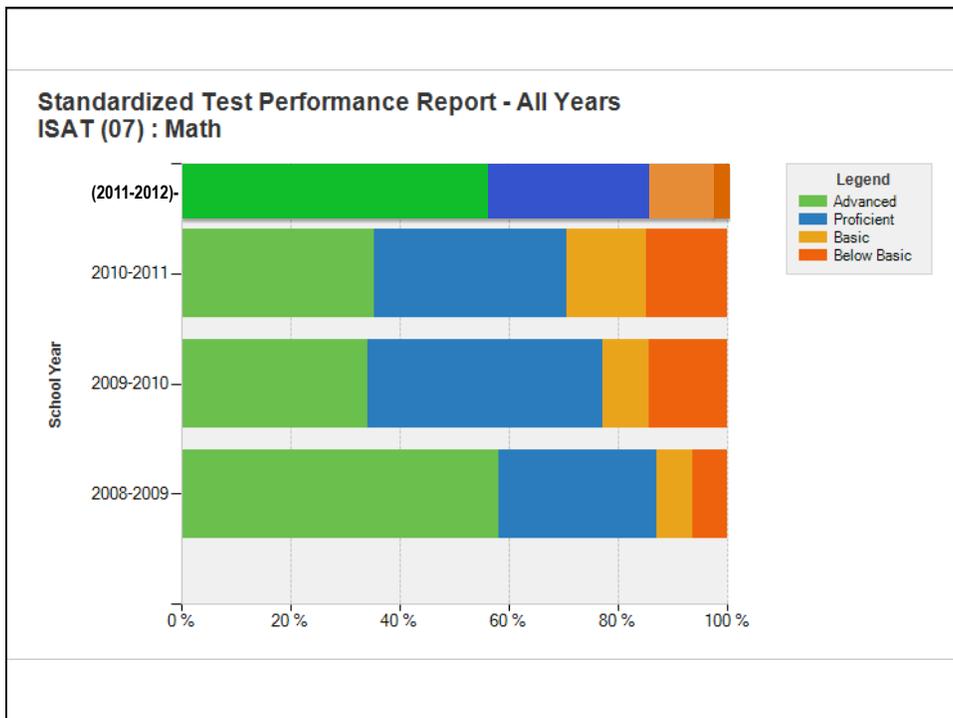
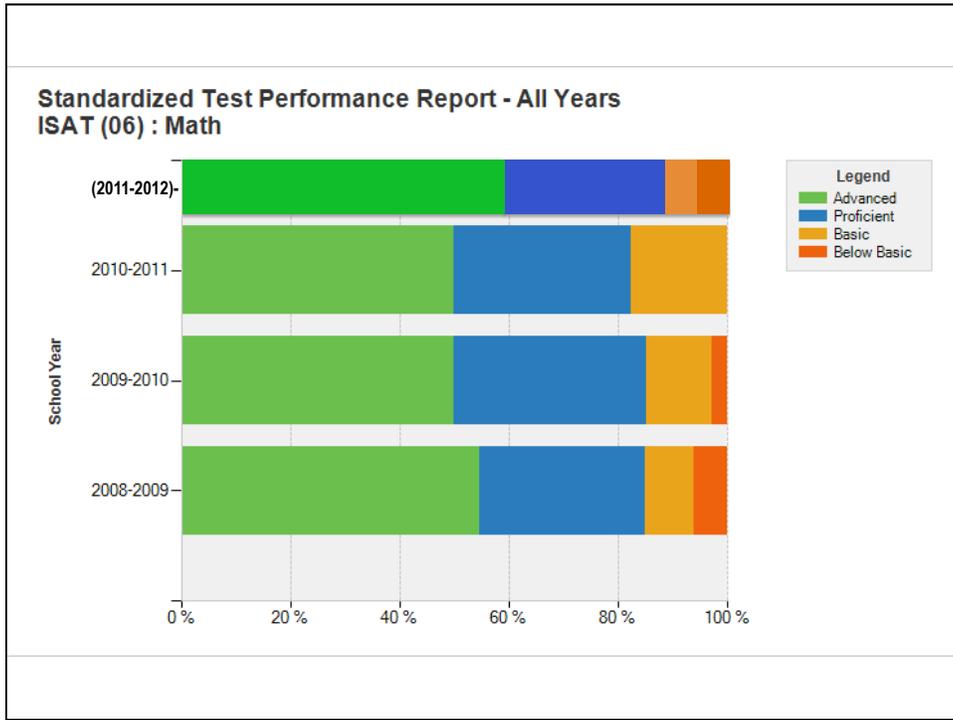


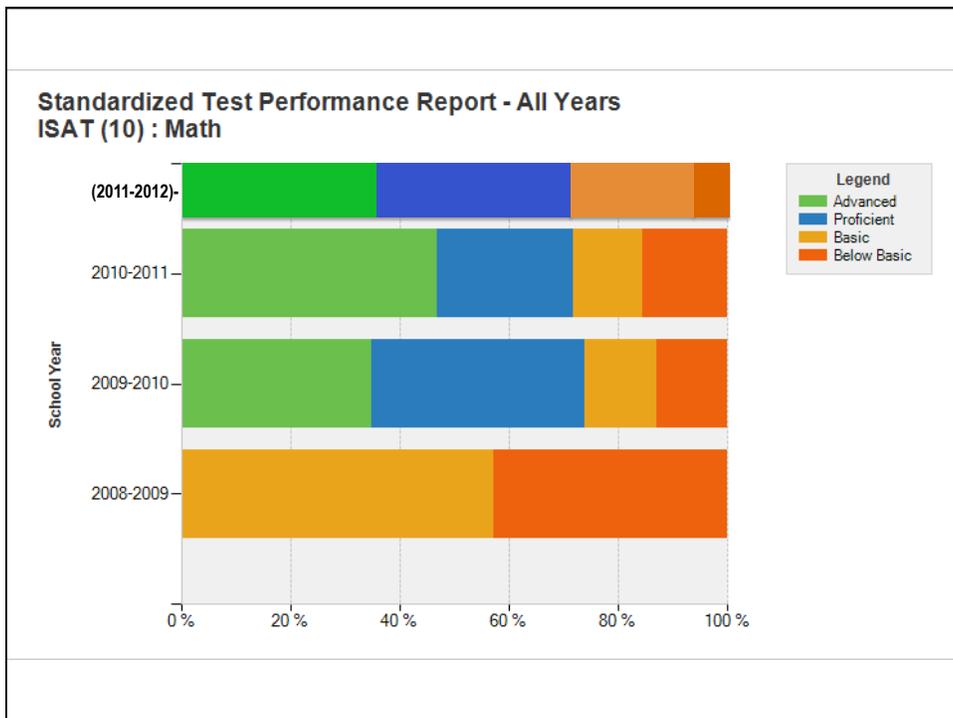
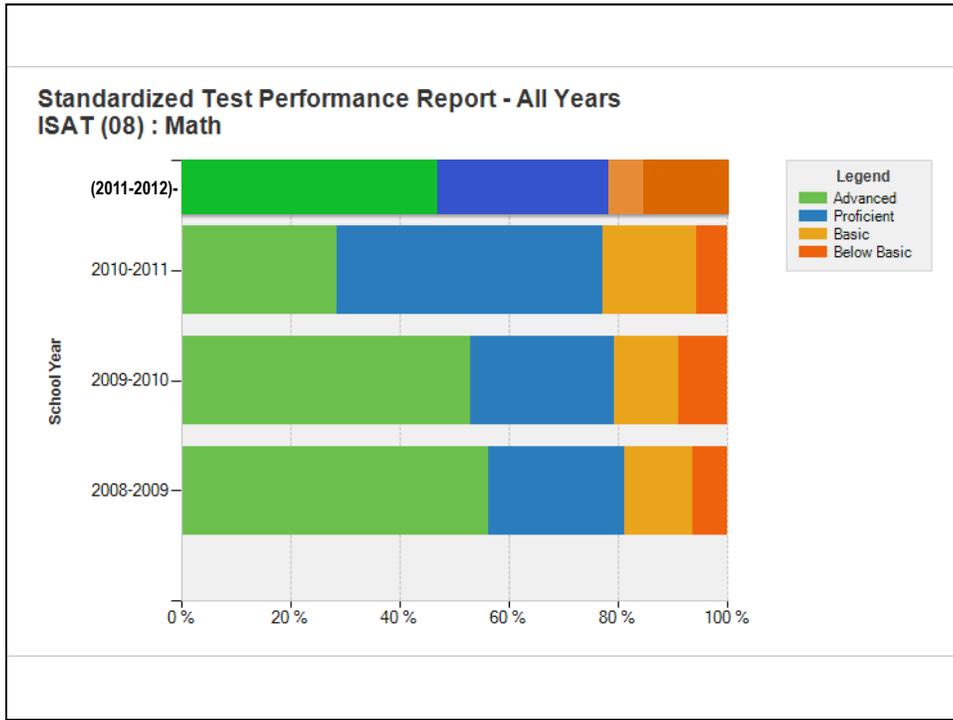


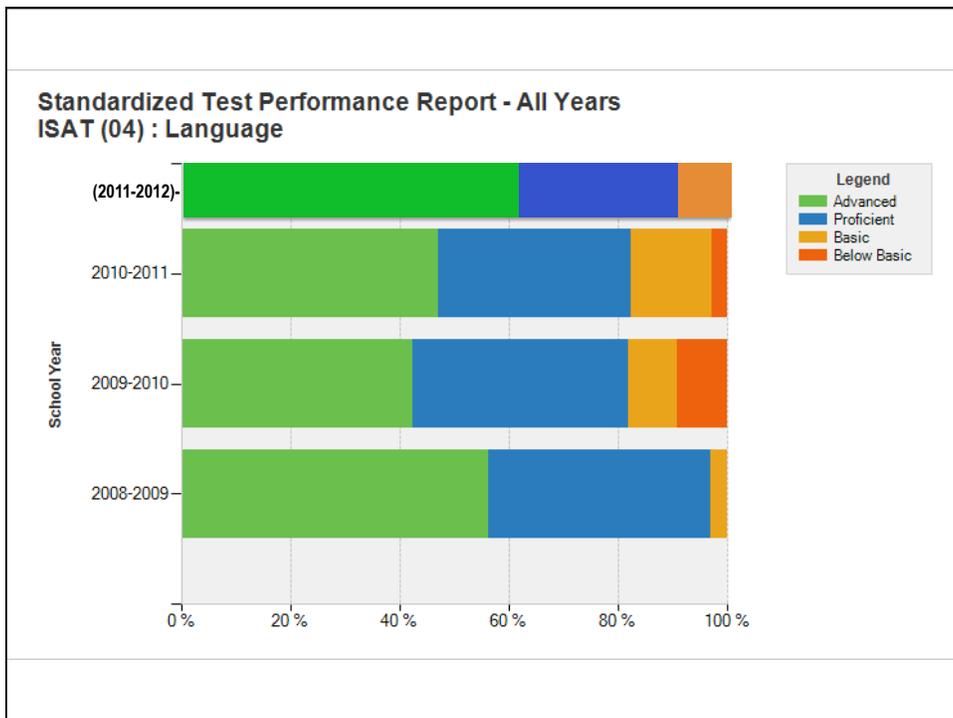
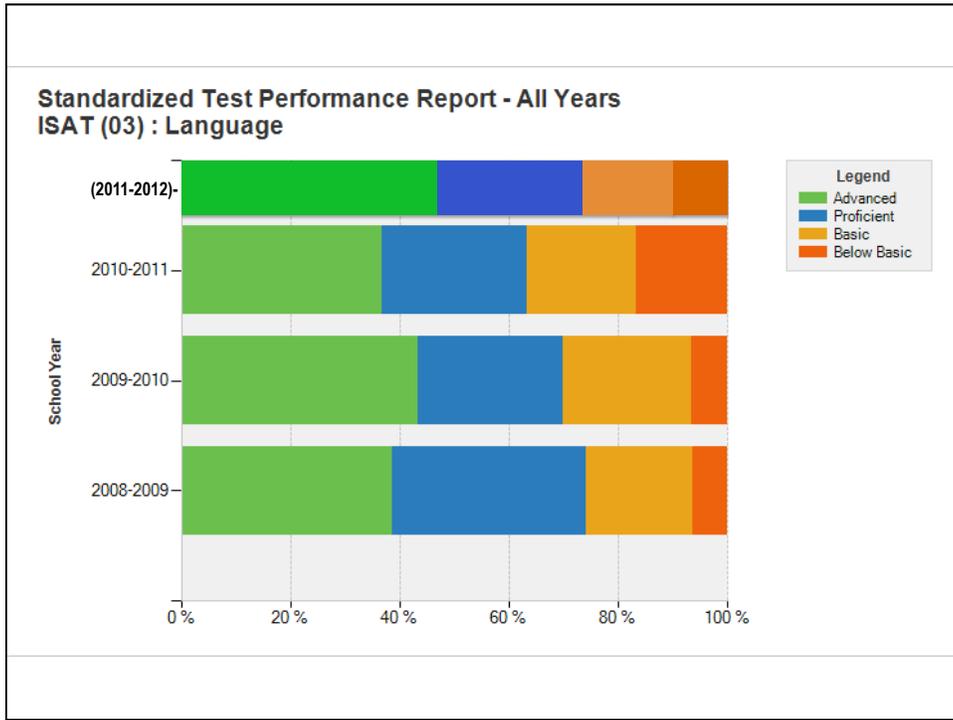


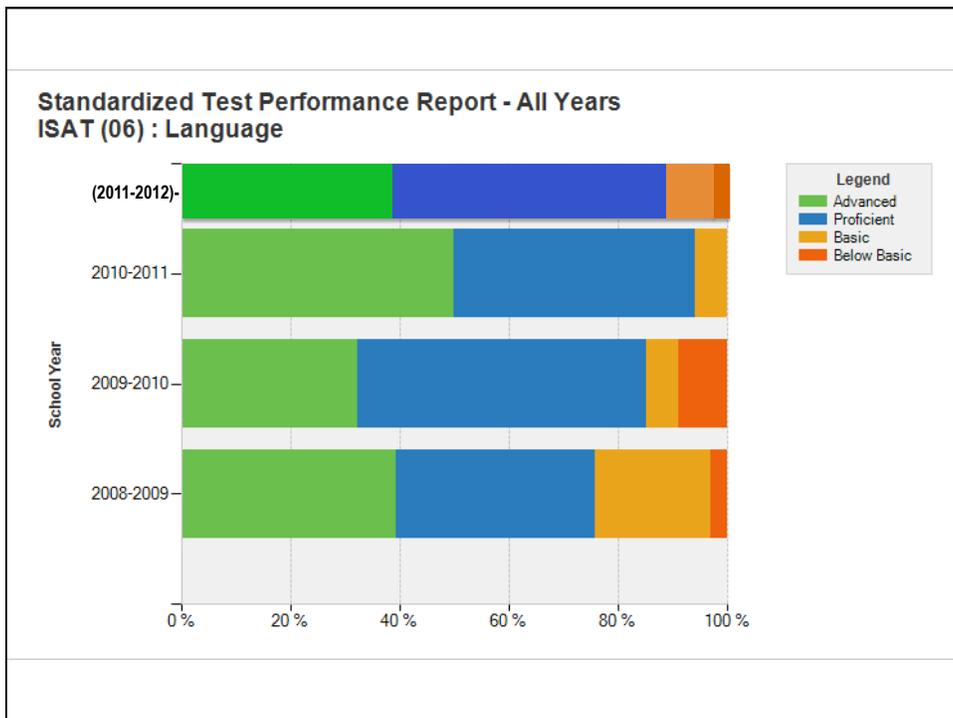
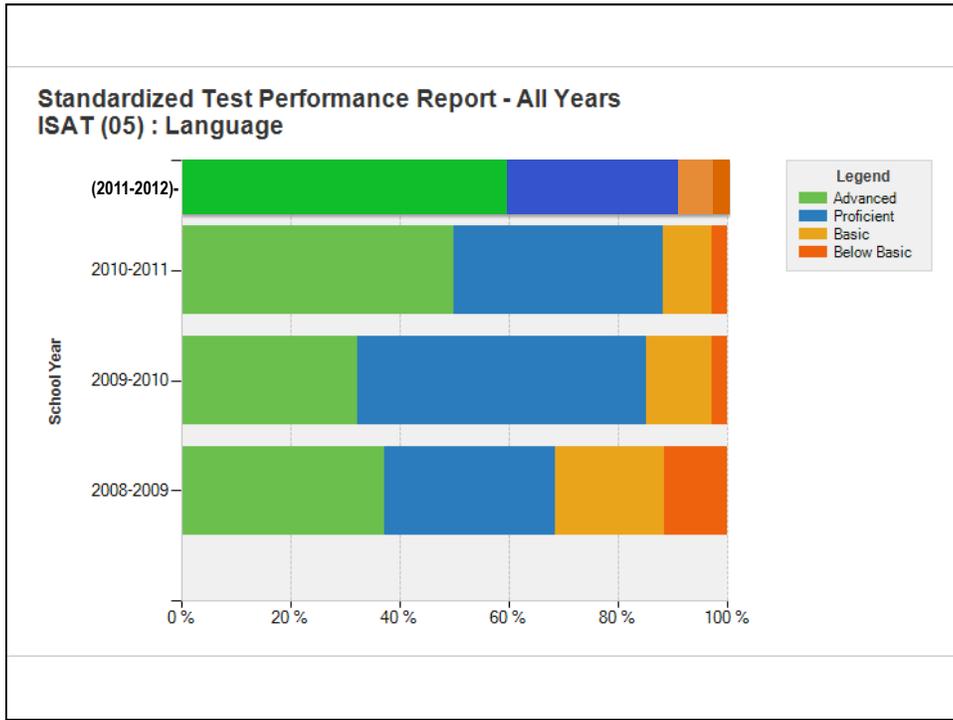


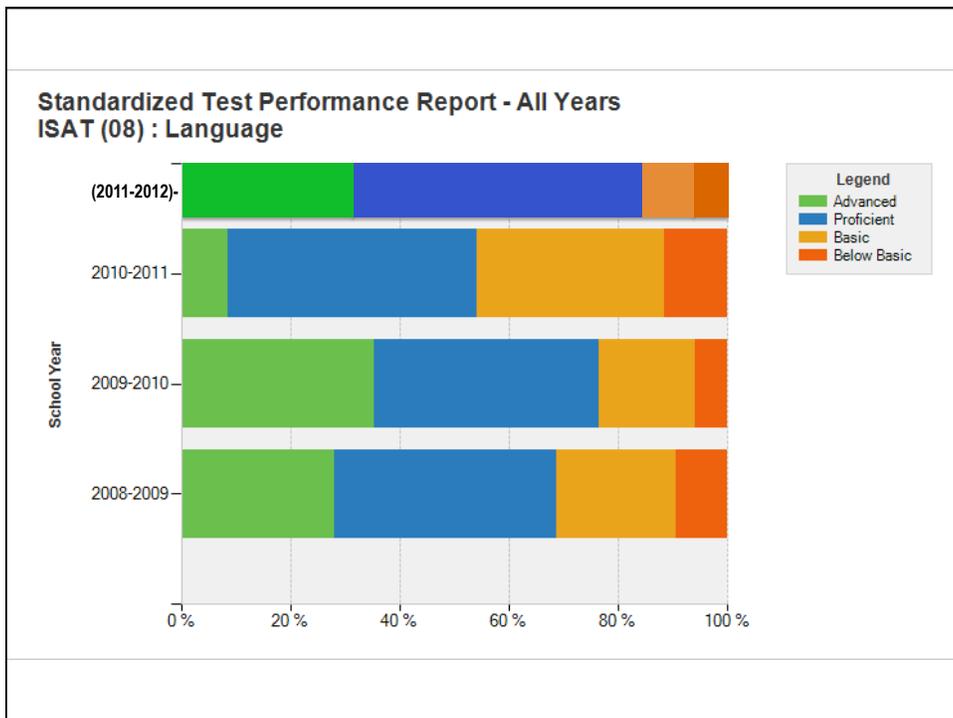
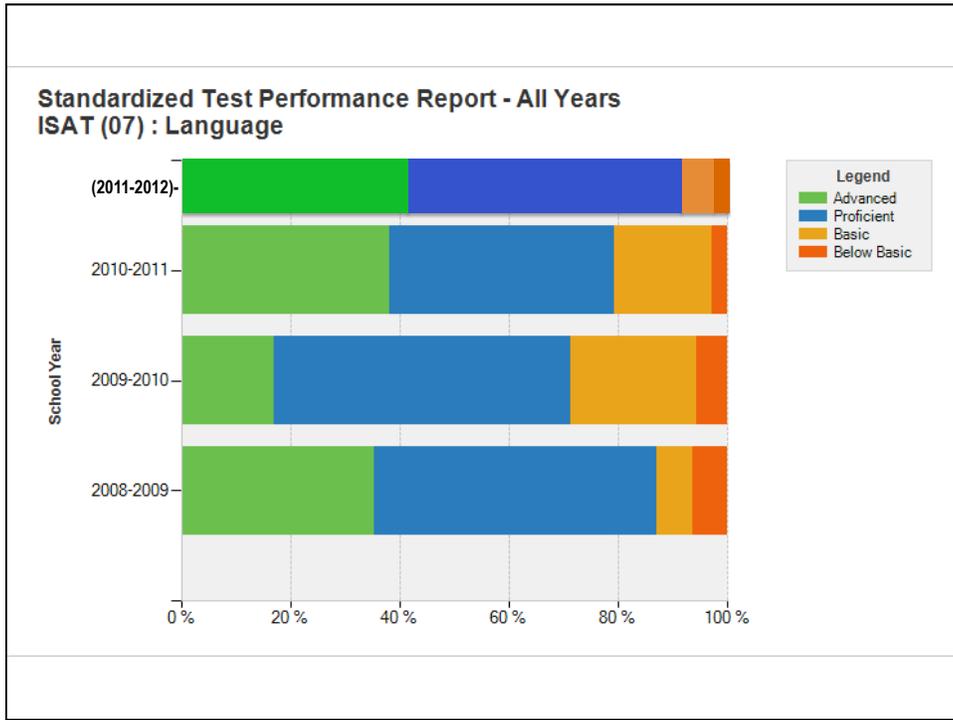


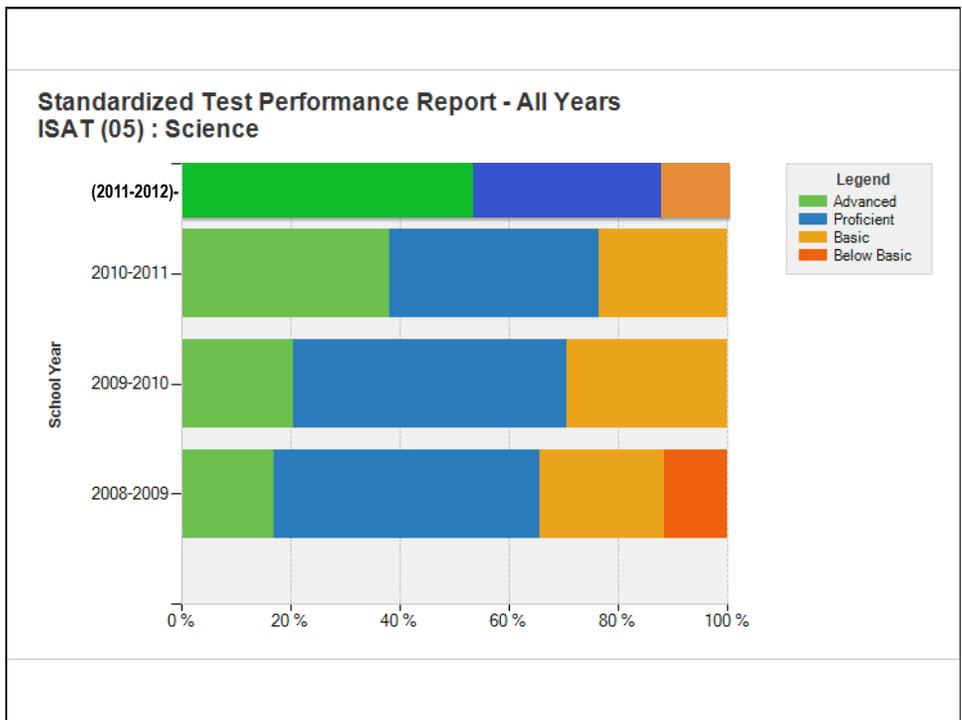
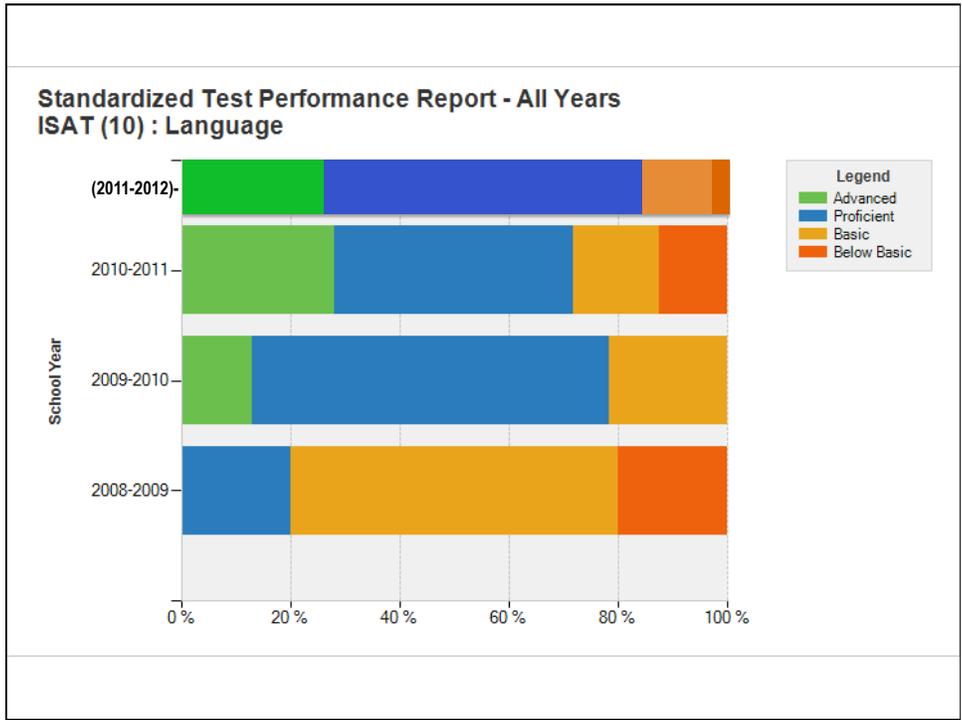


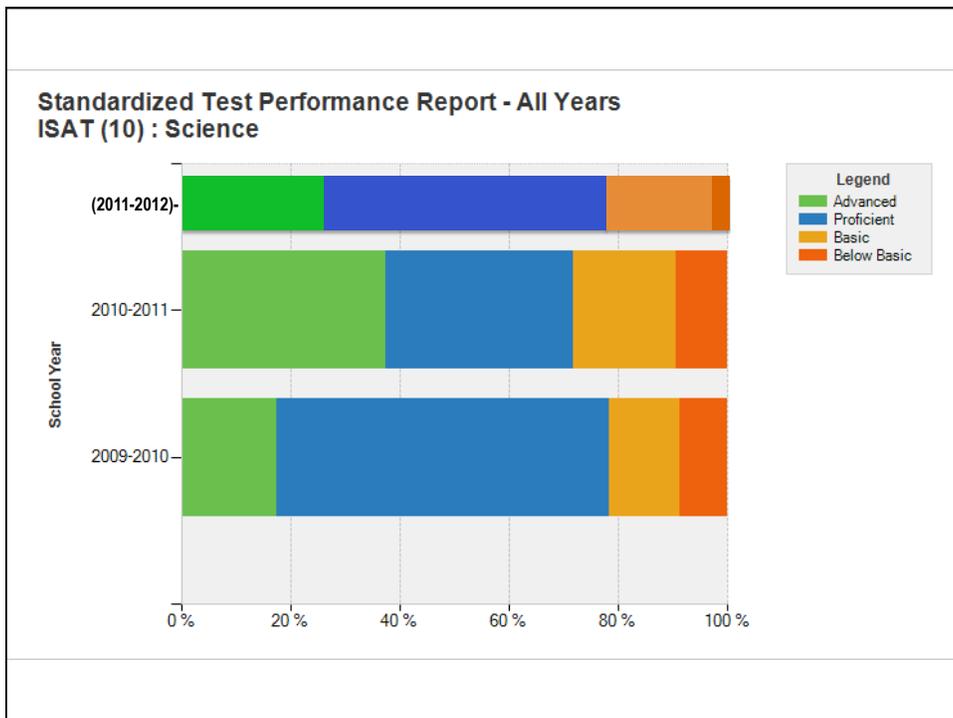
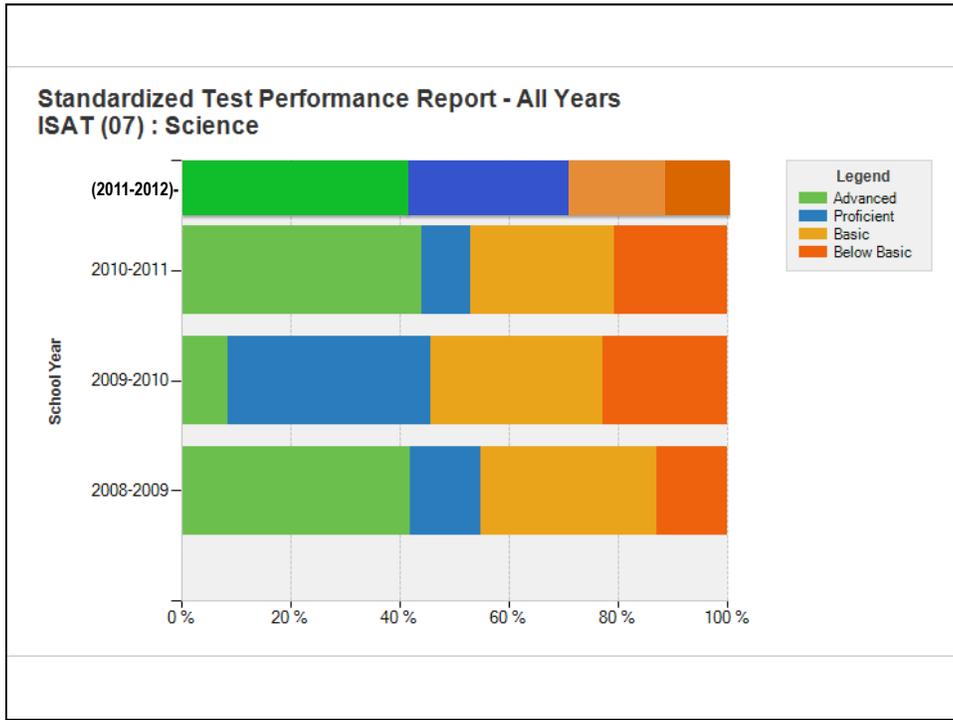












July 24, 2012

## Goals Attainment Report

Taylor's Crossing Public Charter School  
2011-2012

**“Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b):** *TCPCS will be accountable for student achievement. As a measure, accountability will refer to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance. The majority of TCPCS students will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement and other appropriate tests and measures. After a period of three consecutive academic years at TCPCS, students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress. Those students not reading at grade level or computing grade level math will be identified and receive a variety of services.*”

-TCPCS School Charter, P. 27

### Effectiveness Goals and Objectives

1. Students will be expected to perform at grade level in reading and math by the third grade (objectives 1a, 2c).

**Reading Goal: 85.6%**      **TCPCS 3<sup>rd</sup> Grade: 90.0%**  
**Math Goal: 83.0%**      **TCPCS 3<sup>rd</sup> Grade: 96.6%**

2. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress in reading, mathematics, and language arts (objectives 1b, 2c).

**Reading Goal: 85.6%**      **TCPCS: 91.5%**  
**Math Goal: 83.0%**      **TCPCS: 87.0%**  
**Language Goal: 75.1%**      **TCPCS: 86.2%**

3. Core subjects, technology, and social studies curricula will be aligned to the Idaho State Standards (objectives 5c, 7a).

**Goal: 100%**      **\*TCPCS: 100%**

4. Students will be expected to participate in:

- a. Hall of Fame (mathematics)  
**100% of the K-8 students participate in Hall of Fame**
- b. Individual and group projects in science, computer technology, and foreign language  
**100% of science, technology, and foreign language courses include individual and group projects**

- c. Experimentation and instrumental fieldwork in science  
**100% of the science courses include experimentation and instrumental fieldwork**
  
- d. A variety of musical activities  
**100% of K-8 students participate in musical instruction. Music instruction continues to be available to all high school students who have left the K-8 grades.**
  
- e. Social studies activities  
**100% of students participate in social studies activities, at least weekly.**
  
- f. Physical education activities that teach sportsmanship, teamwork, and individual achievement  
**100% of K-8 students participate in physical education activities. Physical activities continue to be available to all high school students who have left the K-8 grades.**

(objectives 2a, 3a, 3b, 4a, 5a, 5b, 6a, 7a, 7b, 8a, 8b)\*\*

**\* We are awaiting a written record of curriculum alignment from our newly-hired high school English teacher.**

**\*\* Measurement is based on instructor reports, Powerschool data, and administrator observations.**

**July 24, 2012**

**Response to Programmatic Audit Recommendations**

Taylor's Crossing Public Charter School  
2011-2012

As noted in their programmatic audit, Taylor's Crossing Public Charter School has faced several significant challenges over the last few years. The key word for the 2011-2012 school year might be described as "interim." By the end of the 2011-2012 school year, nearly every member of the administrative team included the word "interim" in their title. This included the administrator, director of fiscal services, director of human resources, director of food services, and director of special services. In short, a lot of good people have stepped forward to turn TCPCS around. While a ship (or a school) doesn't turn on a dime, we have seen significant progress at TCPCS as this new team has stepped forward to take the reigns.

The "interim" administrative team has already taken steps on many of the recommendations given by the audit team, and has begun to see the results of those actions. If "interim" was the catchphrase for the 2011-2012 school year, the 2012-2013 theme might be "locked and loaded."

- *The team encourages the board and leadership to create an aggressive strategic plan to address the fiscal sustainability of the school, the high school program and enrollment, teacher pay for performance and evaluation and data driven decision making.*

Since the programmatic team visited our school, TCPCS has taken a very aggressive approach to address the fiscal sustainability of the school. Steps taken include the elimination of one administrator position, several cost cutting and revenue increasing initiatives, a substantial increase in enrollment, and the negotiation of a significantly more cost effective transportation contract for the coming school year. In short, by January of 2012, TCPCS was projecting a nearly \$100,000 deficit. As a result of these cost cutting and revenue increasing measures, TCPCS now projects that they will finish the 2011-2012 fiscal year with a \$30,800 excess.

- *Revisit your charter and adjust as needed to insure that you are implementing all features as well as clarifying underlying assumptions that drive decisions. I.e. staffing levels, teacher compensation, community service and other elective programs.*

As a leadership team, the board and administration have revisited the charter, as well as the underlying assumptions that drive decisions. Several outdated references need to be removed and some revisions made to comply with changes in legislation. A revised charter that includes several adjustments has been submitted to the state for a sufficiency review. TCPCS also implemented several features that were not being followed including community service hours in the high school, details involving elective programs, and overall compliance to the Harbor Method.

- *The academic program continues to produce strong ISAT results for students but there are a number of important issues that need to be addressed: how are the needs of both the high and low students being addressed? Completion of the MTI math training for all teachers. Training and alignment to the Common Core Standards.*

A leadership team from the school will be attending Common Core Training this

summer and alignment will be completed before the transition to Common Core is complete. Teachers are already registering for MTI training and will continue to do so. New directors for Special Services and Title I have been hired and are working with the administration to make sure the needs of all students are being addressed, including high and low students.

- *The high school program has a number of challenges that the faculty have begun to address, we encourage them to create a plan with identifiable outcomes to continue to address the program, electives, and enrollment.*

A school improvement committee was formed including administration, faculty, parents and students. They produced a plan, including identifiable outcomes. High school faculty and administration not only continued to address challenges, but also intensified their efforts throughout the year. Secondary enrollment increased approximately 12 percent, and TCPCS is now on a waiting list for every class except grade 12. TCHS will offer significantly more electives in the coming year(s), and the level of instruction has improved. TCPCS faculty and administration need to remain vigilant and continue to refine academics and culture in the high school.

- *There have been many changes for TCPCS over the last year and while there is good reason to be optimistic, it will be important for all the stakeholders to work together to create the exemplary school that your charter envisions. This will require team work, planning and communication.*

When the team visited in December of 2011, many things were just beginning to turn around. Through the remainder of the year, the situation continued to improve as the administration and faculty worked diligently and the community rallied around them. It was a difficult and challenging year, but invigorating as well. We are very excited enter the 2012-2013 school year with a complete leadership team and without the turmoil we faced coming into this year. Our school culture is good, and we must work to make it excellent.

## Constant Contact Survey Results

**Survey Name:** Parent Survey 2012-13

**Response Status:** Partial & Completed

**Filter:** None

Jun 21, 2012 10:01:42 AM

### 1. Our child's attitude regarding his or her school.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds expectations	Meets our expectations	Below our expectations
18	30	0
38%	63%	0%

9 Comment(s)

### 2. Our child's learning in language arts(reading, writing, vocabulary development.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds our expectations	Meets our expectations	Below our expectations
16	25	7
33%	52%	15%

8 Comment(s)

### 3. Our child's learning in mathematics.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds our expectations	Meets our expectations	Below our expectations
14	28	6
29%	58%	13%

10 Comment(s)

**4. Indicate your satisfaction with the following areas.**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
Science	5 11%	29 64%	11 24%
Computer	7 16%	33 75%	4 9%
Music	13 30%	26 60%	4 9%
Art	4 10%	21 50%	17 40%
P.E.	6 14%	33 77%	4 9%
Spanish	7 18%	21 54%	11 28%
16 Comment(s)			

**5. Homework:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
Quantity of homework	6 13%	36 78%	4 9%
Nature and type of homework	6 13%	35 78%	4 9%
8 Comment(s)			

**6. Behavioral expectations:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
The school's attention to behavioral expectations and character development	16 33%	25 52%	7 15%
Expectations for conduct are appropriately reinforced	13 27%	25 52%	10 21%

12 Comment(s)

**7. School atmosphere:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
School atmosphere	23 48%	22 46%	3 6%
The care of my child at school	25 53%	20 43%	2 4%
Our confidence in my child's teacher	22 46%	23 48%	3 6%

8 Comment(s)

**8. Communication:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
Opportunity to discuss my child's learning or behavior at school with the teacher	19 40%	25 52%	4 8%
Opportunity to discuss any concerns with the administrator	17 35%	25 52%	6 13%
Communication with parents to keep us informed	10 21%	28 58%	10 21%

11 Comment(s)

**9. Our confidence in the school board.**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
	5 11%	33 73%	7 16%

7 Comment(s)

**10. Service learning opportunities**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
2	29	13
5%	66%	30%

9 Comment(s)

---

**11. Extracurricular activities**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
0	21	24
0%	47%	53%

12 Comment(s)

---

**12. What do you like most about your school?**

38 Response(s)

---

**13. What are the improvements you would recommend to the school?**

37 Response(s)

---

## Constant Contact Survey Results

### Survey

#### Name:

Parent

Survey

2012-13

#### Response Status:

Partial &

Completed

#### Filter:

None

Jun 21,

2012

10:01:42

AM

### 1. Our child's attitude regarding his or her school. - Comments

#### Answer

Teachers are great!

My elementary school children are deciding whether or not to come back to TCPCS, because of the specialist teachers. They are impatient and unkind. They play obvious favorites, particularly board and teachers children, and then they expect the children to behave in a "Harbor" way. Let's start from the top down. And hey, here's a thought, how about we train them what a "Harbor" teacher should behave like or hire someone that will. Our children are excited to go to school each day & love to share their school experiences with friends!

Our son has struggled on and off through his academic/social experiences. Taylor's Crossing has been a VERY positive experience for him and for us, as he seems quite satisfied to go to school and study for his exams, etc. This has not always been the case with Gabriel, and though he definately doesn't usually vocalize his feelings, he seems content.

For the most part our two girls have had a great experience at Taylors Crossing. We loved their teachers this year! The only real complaint we would like to see addressed is Spanish. We spoke to administration earlier in the year about our concerns. We hope it will get better. Holly is excited that she doesn't have to take it anymore-which is sad.

Does not like Spanish teacher. Mrs. Porter is incompetent.

My daughter loves her teachers and classmates!

Great pride in the school.

My son enrolled during the second semester of his freshman year a very shy and introverted student. He became very comfortable and excelled within a very short period of time.

### 2. Our child's learning in language arts(reading, writing, vocabulary development.) - Comments

#### Answer

There haven't been very many writing assignments - I would like to see more, particularly in science and social studies.

TCPCS seems to be above average in Idaho, but in general, expectations of and demands on students have fallen. I would prefer to see expectations set higher so college and work life are not a surprise to the students when they are done.

This is a subject Gabriel struggles with. He has a hard time conceptualizing how to properly write a research paper. In his mind, the lines of using his own ideas, enhanced by the Internet, and using information straight from Internet articles, is blurred. His teacher(s) and we have tried to help him understand these concepts this year, but he still struggles

with it.

Great while at TCPCS, but not prepared for Bonneville.

English/reading was a challenge for my son for most of his school years but really showed improvement once enrolled in TCPCS.

Hardly practiced writing and vocabulary. Again 6th grade. 1st, 3rd and 4th grade were fine. need better teachers

I feel the students need more help studying and preparing for the SAT and ACT tests.

### 3. Our child's learning in mathematics. - Comments

#### Answer

She can do the work if only she would slow down.

One child excelled

another child seemed to stall. No moving forward...no help from teachers...hall of fame discouraging for them. If a student doesn't pass of something for the up-teenth time...it's time to move on.

Possibly not in the HS. The teacher is very knowledgeable, but doesn't show any interest in the students themselves. She has a callous attitude and doesn't encourage the kids that struggle, she just ignores them.

TCPCS seems to be above average in Idaho, but in general, expectations of and demands on students have fallen. I would prefer to see expectations set higher so college and work life are not a surprise to the students when they are done.

A strong subject for Gabriel. He seems adequately schooled and challenged in Mathematics.

He really likes Mrs. Biggs. She really helped him.

I appreciate that the 7th and 8th grades are learning algebra instead of waiting until highschool.

Great while at TCPCS, but not prepared for Bonneville.

Mathematics was always a strong subject for my son. TCPCS challenged him and he exceeded all expectations.

the math teacher leaves a lot to be desired. I don't think she knows how to teach math.

### 4. Indicate your satisfaction with the following areas. - Comments

#### Answer

Chemistry is poor at best:

1. Idaho requirements are not being met,
2. Labs are few and far between, are not tied to the class and no lab reports are done,
3. The teacher reads from overheads rather than speaking to students,
4. The class is disorganized,
5. The teacher does not know the subject (mispronouncing basic chemistry terms and displays a general lack of understanding of basic laws of chemistry)

6. Teacher is unresponsive to requests from parents.

The only MAJOR complaint I have is scheduling of music programs. WORKING PARENTS AREN'T TAKEN INTO CONSIDERATION AT ALL! It would be so much nice if at least the Christmas prog. could be in the evening instead of during the work day. If it were in the evening more parents would be able to enjoy their children's hard work. There would also be less issues/frustration at home with upset children when both parents aren't able to be there because of work. CONSIDER GIVING ALL PARENTS A CHANCE TO COME I would have liked to hear the children's singing voices at the Christmas concert without the recorded voices over the stereo.

It is hard to know for sure on some of these sense she was only in 1st grade.

more creativity

Science education has been particularly poor, with a teacher who, although she may know biology, is severely lacking in chemistry and teaching ability. Art was on a junior-high level at best.

The current science teacher has been a major step backward from Dr Guthrie.

Unclear if there is Art in your curriculum at elementary level. Our 5th grader, who is an A student, had a D+ in Science during 3rd quarter. Her teacher informed us that we shouldn't worry because it was due to a poor Science curriculum.

The only reason I rated music lower, is that I am not sure what the school offers in this area, and unfortunately, music programs are the first programs to be cut, due to funding constraints. Music is a love of mine, and I think an important addition to the educational experience.

He's a senior and had met all his requirements in these classes therefore he didn't have any of these classes this year.

Not applicable

I think that the kids need science more than they need spanish. A little disappointed that more emphasis is put on spanish than science. Also, my children complained a lot this year about how they hated spanish because the teacher was to strict. this class should be a fun learning experience for the kids. As far as I know my children do not have art.

wishing we didn't have to pay extra for band- that it would be during school time.

My daughter doesn't take spanish-

As compared to previous years.

Because my son had taken German at his previous school TCPCS worked with us and allowed him to continue his foreign language studies through IDLA on an individual basis. We really appreciated that.

#### 5. Homework: - Comments

##### Answer

I expected to see more homework requirements in highschool. Math homework has been consistent throughout the year, but rarely any homework in chemistry, history, english. The homework for some kids like Liliann was to much for her at times. Especially make up work when she was sick.

Way too much homework in elementary school. When the content and curriculum is as fast paced and challenging, why do they need to come home and do 1.5-2 hours of homework a night? I believe that the teachers are expected to leave the school and spend time with their families, yet the kids aren't given the same. The amount of homework these kids have allows for very little family and activity time.

I actually expected to see more homework. Math is the only class with regular homework.

Some of the homework in the 3rd grade packet (ex. words within words, cross word) seems unnecessary and we have trouble seeing how it is beneficial to the student.

There seemed to be more homework than our 3rd grader could handle, but his teacher was great to work with us to lighten his homework load as much as possible.

Sometimes I think there is a bit too much. The kids are exhausted after a long day of school and then we are spending an additional hours at home doing homework. This leaves little time for family.

6th grade.Others fine.(1,3 &4)

#### 6. Behavioral expectations: - Comments

##### Answer

Rule enforcement appears inconsistent.

Rules have been enforces sporadically.

Understanding that teachers are VERY BUSY - however, we only received notes when there was an issue, seldom got any feedback when behaviors we have been working on were improved upon.

Things have improved, but too many students want to enjoy school rather than respect the

rules and teachers and learn from school. I've heard several stories of discipline and respect lacking in the classroom.

The 0 tolerance for bullying seems that it is a very high tolerance a child in one of my kids classes stabbed her with a pencil, very little action was taken this same child i was told had done similar things to other children w/o large consequences! Also when a child goes to tell a teacher about an incident with a kid picking on them or being mean it seems to fall on deaf ears. Some kids will tattle on small things they still need to be heard so when its big they still feel they can tell some1

We love the harbor method and are pleased with behavior modifications that come home as a result.

These are the areas I am MOST IMPRESSED with at Taylor's Crossing. I think the reinforcement and expectations of proper student conduct, and respect shown for teachers and fellow students, is INTEGRAL to the learning process. I really appreciate the emphasis Taylor's Crossing puts on these categories.

I don't think there is enough follow through when expectations are not met.

I think that discipline in the school has declined. I feel this is due to administration.

I have 4 children in the school. Three of them have no problems with positive interactions from other students, but one is in a class that tends to be difficult (next year's 5th graders).

I would like to see a stronger emphasis on Harbor principles with this class for next year.

Children are afraid to tell teachers about conflicts with other children. Sometimes the children are not listened to when resolving a conflict.

some students get away anything

#### 7. School atmosphere: - Comments

##### Answer

Let me qualify. I am VERY HAPPY with the highschool English, Social Studies and Math instruction. The highschool Science instruction, on the other hand, is abysmal.

Mrs Kunde did an incredible job working with Chris, our diabetic, and handling his medical condition in an educational environment.

Our 3rd grader was sent to principal's office and because Mom and Dad were both working we couldn't get him to bring him home. We are extremely grateful with the way the situation was handled by all school staff.

I enjoy and appreciate the atmosphere at Taylor's Crossing, the teachers (and their concern for my child), and the care that the staff and faculty show for my son, on a daily basis.

teacher was excellent. more than I had hoped for!

Not confident in the ability on the 8th grade teacher, Mrs. Porter.

When something happened, teacher would take care of it, but sometimes this didn't happen. (Mrs. Rice and Mrs. Tasja Jackson.) Again 1st, 3rd and 4th grade were fine.

the high school needs better teachers

#### 8. Communication: - Comments

##### Answer

Grades are very slow to be entered into PowerSchool - by the time grades are entered, it's half-way through the quarter or later and may be too late.

I wish Mrs. Rice had let us know about unfinished work on a weekly or daily basis, rather than just quarterly.

The communication part between teacher and parent lacked and at times was hard to even get a hold of them.

The communication fell a little short in the fourth grade this year. The teacher didn't send home notes or emails regarding things going on in the classroom. She said her email was iffy, but someone should have worked to get it up and running, so we would have been better informed, and not had to rely on the kids relaying information.

I have left messages at the school as well as sent emails, both to teachers and administrators and NEVER received a response.

The emailed newsletters always seemed a little behind :)

We received much communication through e-mail & txt messaging, which we really

appreciated.

I'm very impressed with the desire Taylor's Crossing shows to communicate with us, as parents, and relay information (good or bad).

E-mails I sent to a teacher and to an administrator were not answered, or were answered in a cursory manner that did not address the specific things I had asked. This happened multiple times.

I feel that the administrator is willing to listen, however, is not willing to carry through. I think that there needs to be a bit more effort to host a back to school night. The lack of one not only left the parents in the dark but provided the children with some anxiety. For parents that did not make it a point to barge in and introduce themselves to the teacher prior to the first day of school (hoping she/he was available, did not have the chance to meet the teacher. This is huge. If you want to harbor good communication with the parents, you need to start out on the right foot.

#### 9. Our confidence in the school board. - Comments

##### Answer

Particularly in the area of highschool, where variety is necessary, the school board cut good teachers and kept one that was inadequate at best.

Board Members: Please learn what a Harbor school is. If you want your kids to attend a Harbor school it would be advisable to know what it takes to be a Harbor school. Such as the Harbor calendar. Can't have the pie if you leave out the ingredients.

I understand the school board has a difficult job, but their focus does not appear to be on providing a quality education.

don't know the school board

We were aware of board meetings that we could have attended. Unfortunately, our previous schedule commitments did not permit us to attend.

I wasn't pleased with the conflict that was very apparent between the teachers and the board. Especially when the board announced this conflict through letters to the parents/teachers.

The Board continuously stated that their door was open and any communication and concerns, but failed to respond or acknowledge any correspondence they received.

Not familiar enough to grade.

#### 10. Service learning opportunities - Comments

##### Answer

N/A

Would like to see more in this area. And the kids are supposed to be giving an Oral presentation in the HS based on this area. That's not happening.

I believe service is important, but believe it should be encouraged through church, scouting, and other service organizations rather than through school. It's OK to recognize students' volunteer activities, but I don't believe it should be managed by the school.

We are again, unclear of opportunities available at elementary level, in this area.

I'd like to see more of these.

The high school is supposed to have 50 hours of service. there is very little to encourage or help with this.

I don't know what this is.

Not consistent in 6 grade.

I don't feel service learning should be a requirement to graduate.

#### 11. Extracurricular activities - Comments

##### Answer

What extracurricular activities?

I remember when Mr. Dopp ran a cross country program. I wish the students had more opportunities such as that.

N/A

I do wish there were more opportunities for extracurricular activities, i.e. science olympiad,

robotics, chess club, service club, etc.

Are there any extracurricular activities?

We would love to see sports, cheerleading, drill team, etc incorporated into the school. Because of the opportunity to participate at TCPCS or, for programs not offered there, through the school in which the student is districted, the extracurricular opportunities are as very attractive.

I'd like to be made aware/offered more extra-curricular opportunities for my son.

There are none.

Is there any?

There are none

We were really hoping that TCPCS could work out the A-B schedule so that we could do dual enrollment with Bonneville for the extracurricular events and then stay at TCPCS for the academic/core classes.

## 12. What do you like most about your school? - Responses

### Answer

I like the small classrooms with individual attention.

The staff is very helpful kind and courteous. ,my children love the teachers and are happy to go to school.

I love that most of the teachers have a continuing relationship with students even once they are no longer in their class. I am also very happy with the behavior of students. I am so glad our children are attending Taylor's Crossing!

I like the accelerated curriculum. I love the teachers. I love that students are held accountable for their actions on the school bus.

I love that all children are challenged but in a way that no one feels like they can't measure up.

The class sizes and how most of the kids stay there and so your child knows who will be in the class with them the next year.

the faculty is wonderful.

Good atmosphere; Mr. Emfield is an amazing person who truly cares about those he comes in contact with. We really appreciate his attitude and openness. The teachers seem happy and truly engaged in helping their students succeed.

Overall the school has come a long way. This year has by far been the best. The Admin. has gone above and beyond. I would like to see some more positive encouragement. And I think the teachers should be showcased and achieve teacher of the month, when they have exceeded expectations.

There are some really positive changes being made. Thank you JE!

Great fit for our family. Kind and well mannered kids. Excellent teachers and Principal.

Small school size, small class size.

That there is an atmosphere of safety where my child doesn't have to hear 4 letter words or put up with immodest dress from his peers

The family atmosphere among the students.

The general "Great Attitude" of, we can do better, we can do more, we can improve.

There is no attitude of "we have arrived, this is all we can do, let's just give up". I believe the teachers are exceptional, and really do care. In general, everyone is working on and improving, and growing and learning together. I love that!

Harbor method, dedicated & friendly staff, and willingness to work with students on an individual basis.

The awesome teachers!

The importance put on teaching respect, kindness, and integrity to students. Secondly, I am thankful that Taylor's Crossing puts a great deal of emphasis on college, and working towards the goals that include a secondary education.

The small class sizes, individualized attention for students. Ample time to get assignments done. Great teachers who are interested in the students success.

July 24, 2012

My daughter was happy there and made good friends.

What I like most about the school is the high academic achievement expected of the students.

the teachers are willing to go beyond to help the kids

I like that the school is back on track to being a preparatory school. I like that expectations are high for personal responsibility.

I still feel that Taylor's Crossing is a wonderful school. However, I don't feel that it is where it was projected to be when the school started. I am still so impressed with the quality of teachers.

We love the great learning opportunities. Amazing teachers. We love Mary Lynn, what a great lady to meet the parents and public. We love that it is such a safe, happy place-for the most part. We feel that we have a great school board! Thanks for all you do to help our students.

kids are safe and have good time; teachers work hard for students

the teacher and the high expectation of learning. the students were held to a higher level of learning. They knew from the beginning what was expected of them and they accomplished it.

My children are continually challenged. They have positive attitudes about their school experience. I feel the teachers are genuinely dedicated to their students and I appreciate that they continually expect and model excellence.

My child can excell in his stromger area's. and is helped more in his weaker area's  
Small classrooms. Majority are great teachers. Love Mr. Emfield.

There's no teasing others and all the kids actually thrive in the Harbor atmosphere.

The elementary is amazing! Great teachers. Great cirriculum. Great kids. Awesome atmosphere. The new principal has made a world of difference in the morale of the entire staff as well as student body. It is an even happier place to be, my kids love it. Mr Emfield rocks!

Everything, the teachers are great, its almost like a large family. Ooooh AMA the academics of choose are wonderful to. I love that the entire staff cafes about my girls and what happens with them.

My kids learn more advanced then the grade they are in.

TCPCS is a small environment allowing the students to receive one on one attention. I feel it gives the teachers an opportunity to get to know each student individually. Unlike some of the other schools the teacher-student ratio at TCPCS allows for individual attention as needed.

Prayer is aloud,education and action against bullies.

that it's not Bonneville!!!

What I like most about the school is the small size. The students have opportunities to get help from teachers. The students can go ahead of their grade and excel.

I like the fact that this is a smaller school. I think children do better in a smaller, more personal setting.

### 13. What are the improvements you would recommend to the school? - Responses

#### Answer

I understand that there are budget concerns, but switching to six classes per day was the wrong approach. It took away the opportunity for two additional classes per semester in the high school. Science education took a huge step backward this year. It is unacceptable to turn out high school grads without a decent science foundation.

Sporting activity opportunities.

Bleacher's in the gym. The seating situation is frustrating! I know its a matter of finances. Is there a separate fund raiser we can do that would only be for bleachers?

My children used to love Spanish, but now they dread it. I have discussed this over the years at parent teacher conferences and the consensus seems to be that Spanish is run more like a college class. I would love to see the fun return to Spanish. It is a valuable skill. We lose a lot of kids in 7th and 8th grade because we are trying too hard not to let them grow up. Kids that age ARE growing up--their bodies are changing and their peers at

July 24, 2012

other schools are having new experiences. One rule that would be so simple to change but would really help in this area is the "no makeup" rule!!

Not sure

I am not a fan of the hall of fame or student of the month program.

Clubs or after school groups to make the student body more cohesive.

I think I have already stated them.

Can't think of any at this time. Our first year at Taylor's Crossing was better than we imagined it would be. Thanks! We look forward to the coming school year.

Science, science, science. The school could take advantage of the many scientists we have in the area. For such a small town, we have a tremendous amount of expertise and, yet, our students get such poor science education.

bleachers, better communication from board on meeting and public matters

That all the aides get Harbor certified and treat the kids the way the teachers do. and if there is a problem that the aide is either released or put on probation

Offer more advanced placement / college credit opportunities for advanced students.

Raise both the discipline and academic expectations.

Teaching, explaining, implementing a harbor method during

time, lunch, and after school. I would like to see a more "hands-on" science and a different/new math tutor to be made available after school.

Give students more opportunities for learning outside of school, when possible.

I'd like to see just a bit more opportunities offered in extra-curricular areas. I'd also appreciate a more 'formal' mission statement/plan for a college major/emphasis.

There probably are some improvements needed but we can't think of any right now.

Respond to parents' concerns and questions in an effective and timely manner. Better supervision of high school students during lunch break and class breaks.

I would like to see increased communication from the teachers as to what is happening in their classroom.

nothing

I would like to see better lunches. I think the lunches should include less prepackaged processed foods. There should be an opportunity for students to try new foods-maybe roasted rutabagas or squash. There is always room for pb&j, but this may be the only opportunity for students to try new foods.

I have confidence that Taylor's Crossing can become a Harbor School as it was designed to be. I think that the only way this can happen is for it to start with the school board and the administration. I think that ALL Harbor should be enforced and not just what they think is important.

Holly is going to be in High School. We would like her to be able to take a few classes at Bonneville. If she is allowed to do this, we feel she will be content staying at Taylors Crossing and not move over full time to Bonneville like many of her friends. We feel like there need to be a option for students who do not wish to take Spanish.

perhaps link extra curricular activities with other schools bonneville middle and high schools.

More electives to choose from.

High School needs more elective classes, bring back guitar.

Bleachers in the gym. A band class during school time. Also, Seminary being offered as an elective would be nice.

Work out the schedule so kids can dual enroll in the local high school. It is too bad that the kids have to choose between a good learning environment and participation in extra-curricular events.

Better communication with the parents to keep informed of what's going on in the classroom.

Well graduation and senior year stuff could use a but more help. I would not put it in the hands of the seniors alone, but maybe a parent/teacher/student combo. I think you could be more effective in decision making about trips, fundraising, and just general information

July 24, 2012

if you had adult help.

Extra circular activities

The biggest problem I have is that some teachers do not keep up the Online Access to grades. Some teachers are always 2 to 3 weeks behind. Then everything is updated at once. It is difficult to keep up and not miss something with your child's homework assignments and grades when so much is updated at once.

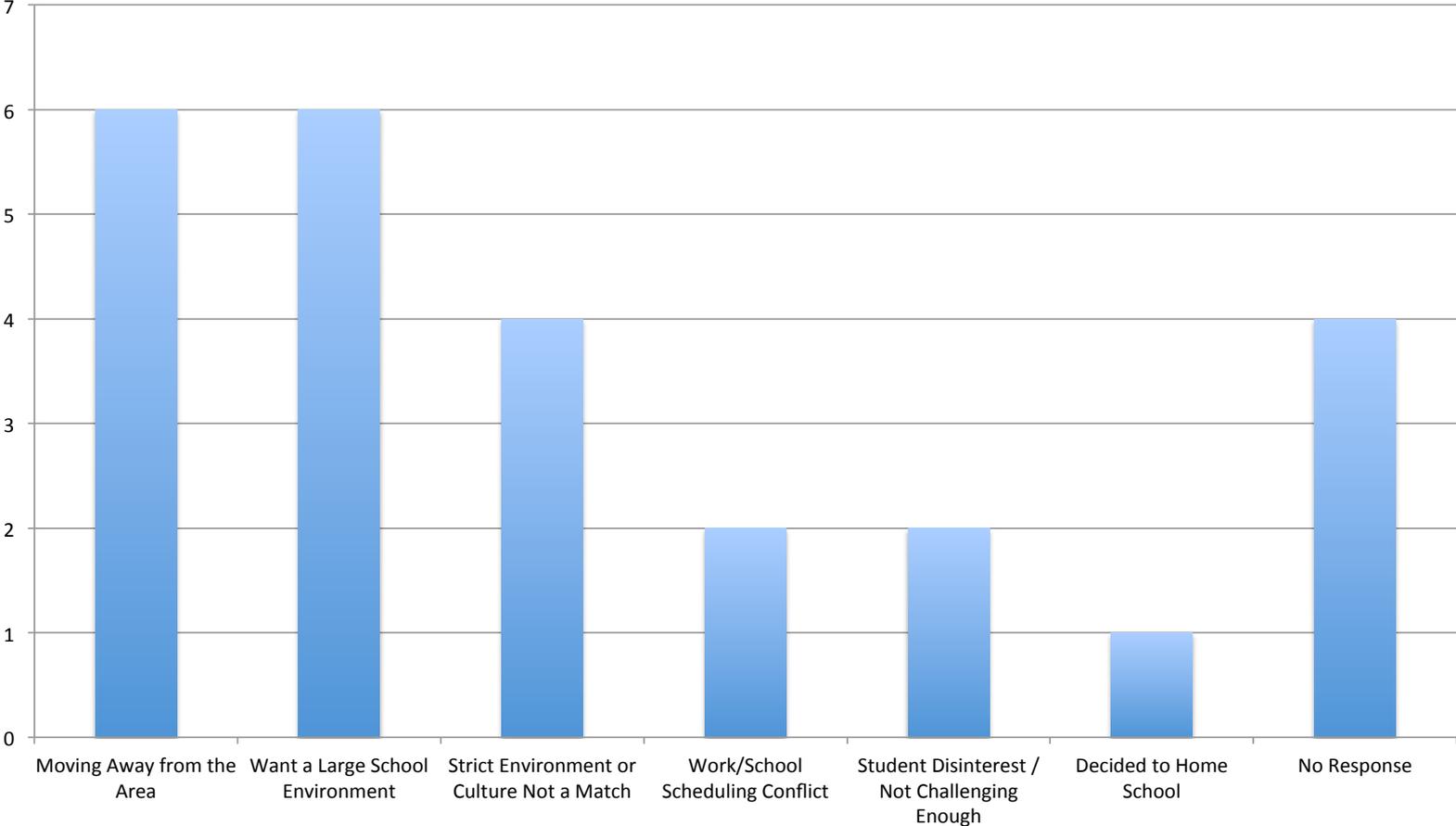
disappointed w/ Mrs.T. Jackson's liberal ways. Forcing my daughter to finish lunch or no recess, etc. Mrs. Rice seems overwhelmed w/ so many students and forget to do certain things and when they would remind her she would respond negatively. Maybe more help from non liberal aids? I would have liked to see my daughter to have had more help with new material.

get the program that handles the lunch money on the same page as the school website, and what the parents have actually paid

I was very disappointed with IDLA. The students should not be allowed to leave that class and wander the school. They need to get their work done in class.

Please continue to add dual credit opportunities for the older grades.

# Primary Reason for Leaving



## Comments:

Love it all!

Need to increase aide/ student ratio

Great family atmosphere

More evaluation of teachers needs to be done

Great staff/ quality education

Everything Wonderful!

Curriculum and support are very good

Need more transportation stops

Love the small environment

Teachers need to be more organized

The teachers are what I like best

Harbor Method needs returned

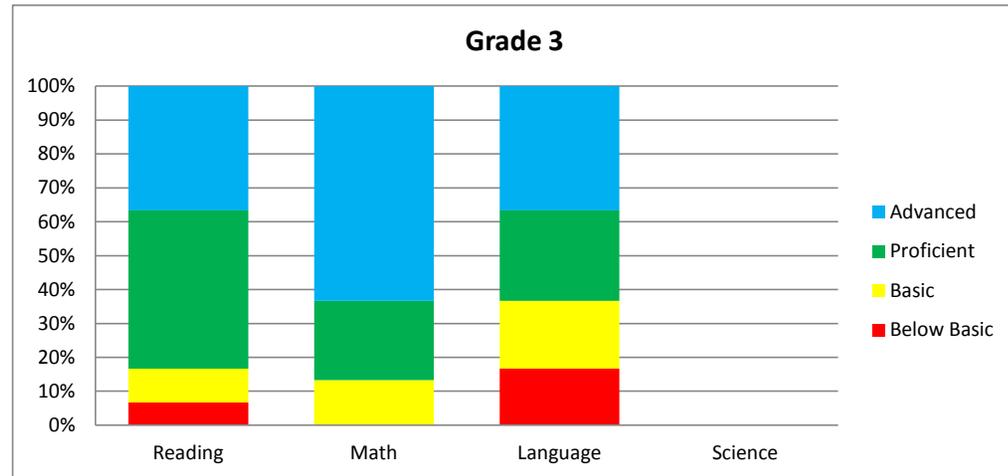
Teachers are excellent

Wouldn't change anything!

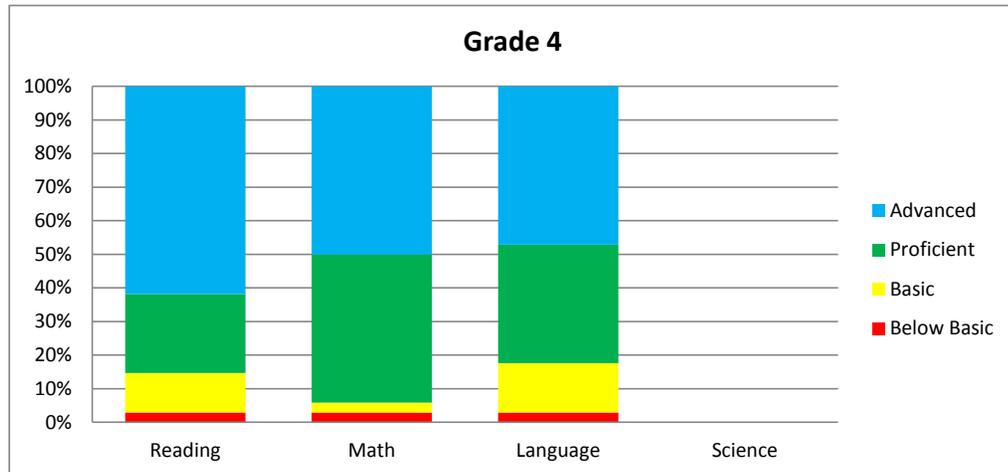
Love it!

## ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	6.7	0	16.7	
Basic	10	13.3	20	
Proficient	46.7	23.3	26.7	
Advanced	36.7	63.3	36.7	

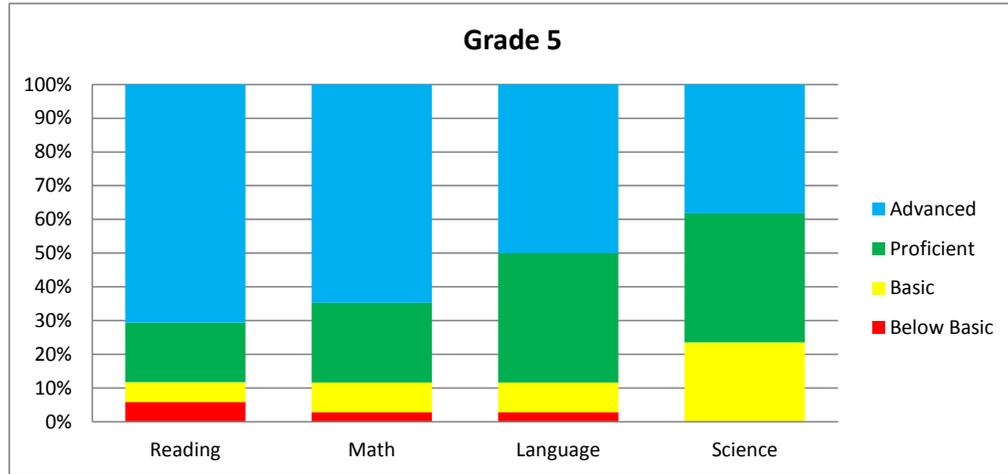


Grade 4	Reading	Math	Language	Science
Below Basic	2.9	2.9	2.9	
Basic	11.8	2.9	14.7	
Proficient	23.5	44.1	35.3	
Advanced	61.8	50	47.1	

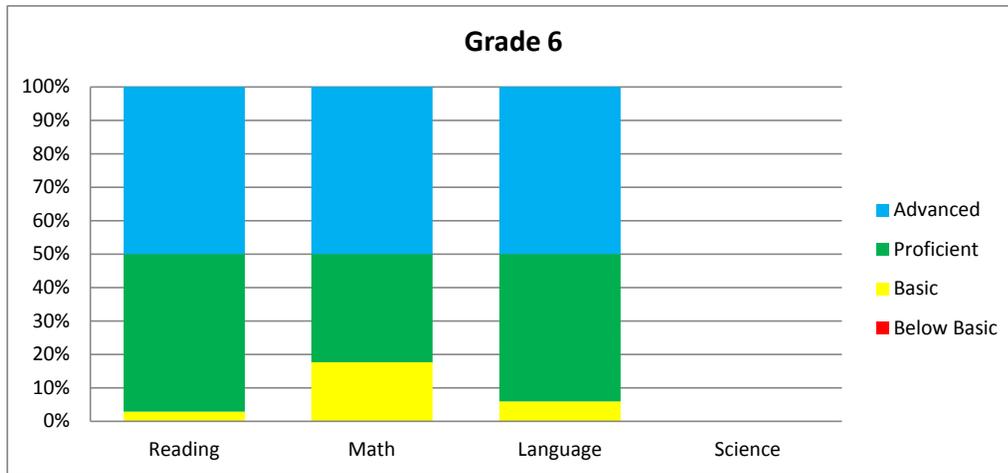


# ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	5.9	2.9	2.9	0
Basic	5.9	8.8	8.8	23.5
Proficient	17.6	23.5	38.2	38.2
Advanced	70.6	64.7	50	38.2

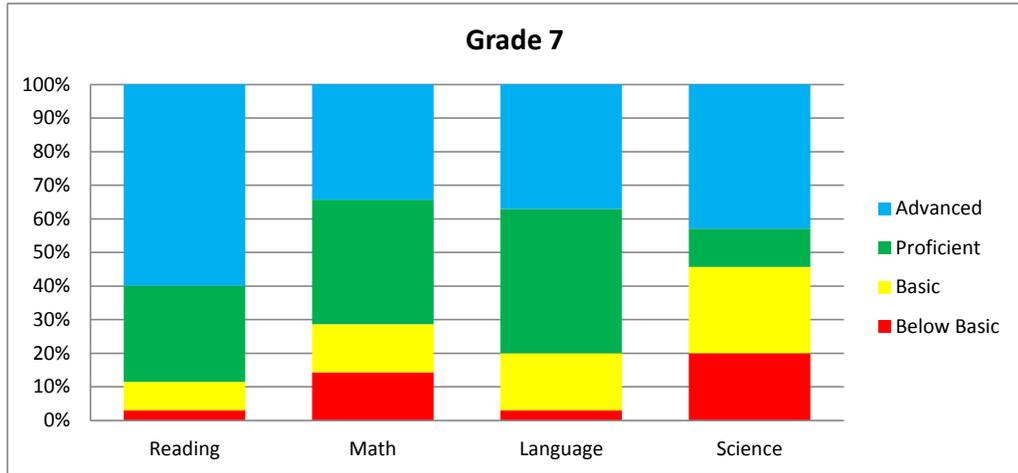


Grade 6	Reading	Math	Language	Science
Below Basic	0	0	0	0
Basic	2.9	17.6	5.9	0
Proficient	47.1	32.4	44.1	0
Advanced	50	50	50	0

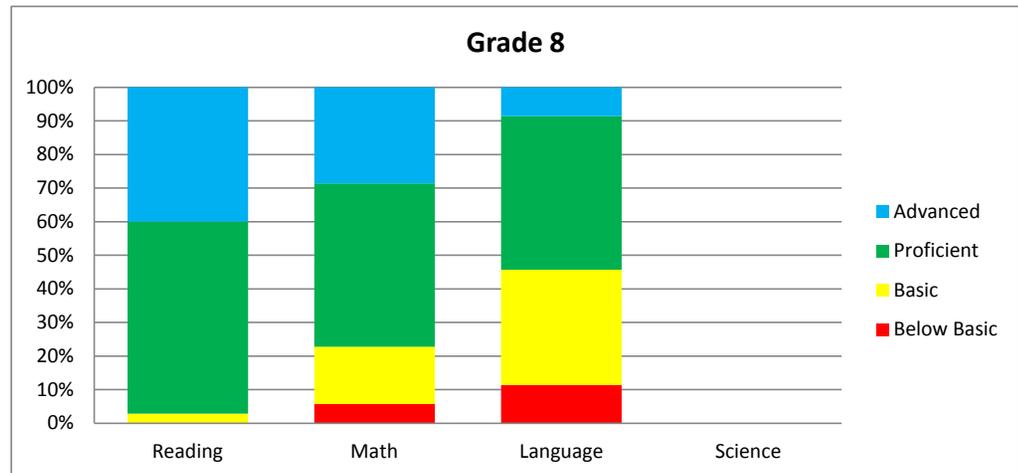


# ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	2.9	14.3	2.9	20
Basic	8.6	14.3	17.1	25.7
Proficient	28.6	37.1	42.9	11.4
Advanced	60	34.3	37.1	42.9

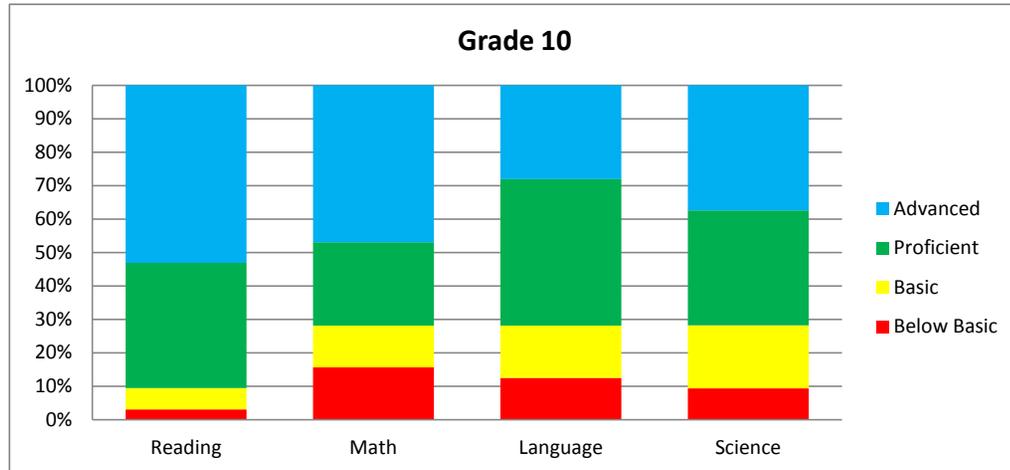


Grade 8	Reading	Math	Language	Science
Below Basic	0	5.7	11.4	
Basic	2.9	17.1	34.3	
Proficient	57.1	48.6	45.7	
Advanced	40	28.6	8.6	



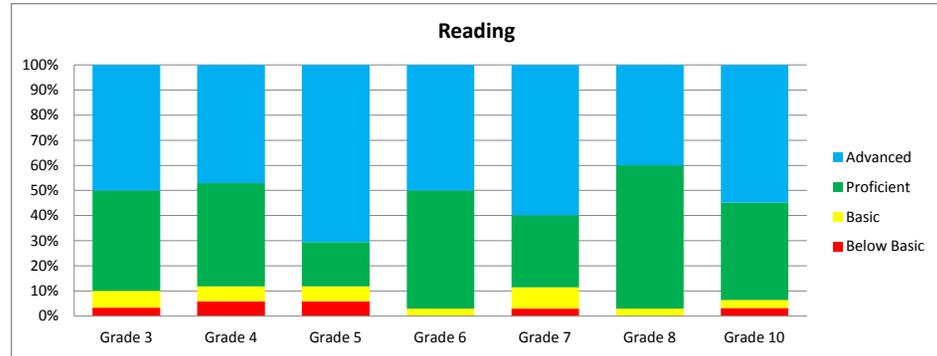
# ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
<b>Below Basic</b>	3.1	15.6	12.5	9.4
<b>Basic</b>	6.3	12.5	15.6	18.8
<b>Proficient</b>	37.5	25	43.8	34.4
<b>Advanced</b>	53.1	46.9	28.1	37.5

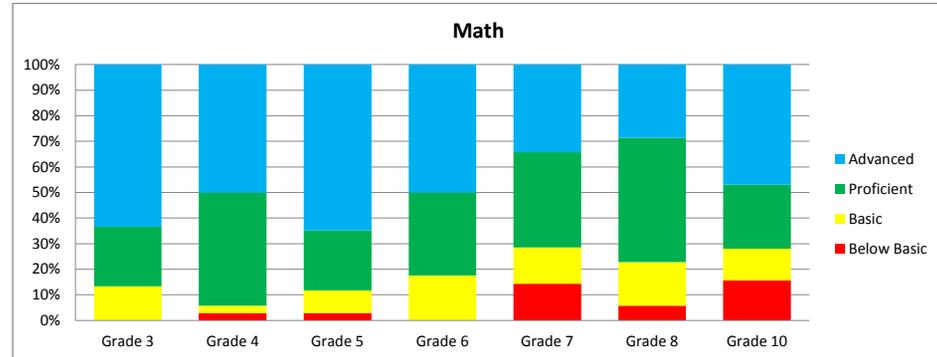


## ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.3	5.9	5.9	0	2.9	0	3.1
Basic	6.7	5.9	5.9	2.9	8.6	2.9	3.1
Proficient	40	41.2	17.6	47.1	28.6	57.1	37.5
Advanced	50	47.1	70.6	50	60	40	53.1

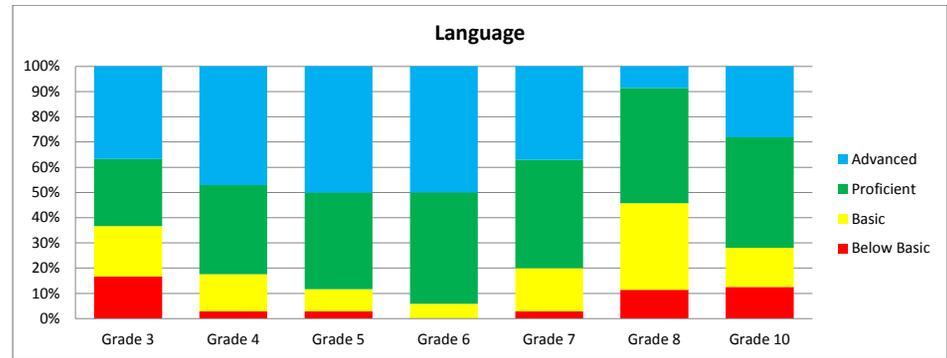


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	2.9	2.9	0	14.3	5.7	15.6
Basic	13.3	2.9	8.8	17.6	14.3	17.1	12.5
Proficient	23.3	44.1	23.5	32.4	37.1	48.6	25
Advanced	63.3	50	64.7	50	34.3	28.6	46.9

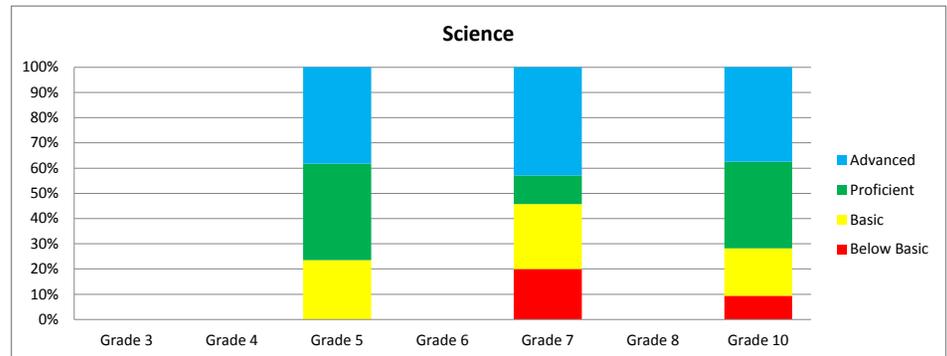


## ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	16.7	2.9	2.9	0	2.9	11.4	12.5
Basic	20	14.7	8.8	5.9	17.1	34.3	15.6
Proficient	26.7	35.3	38.2	44.1	42.9	45.7	43.8
Advanced	36.7	47.1	50	50	37.1	8.6	28.1

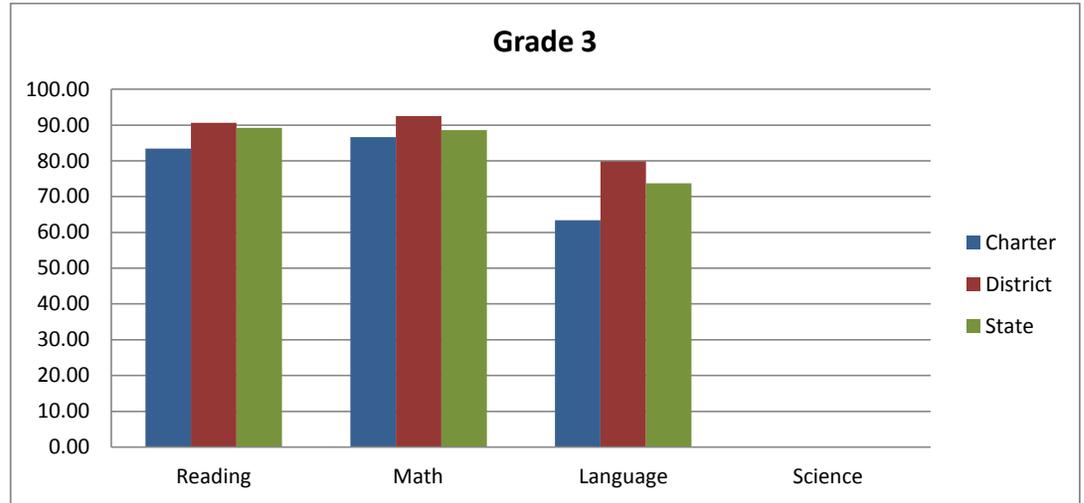


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		20		9.4
Basic			23.5		25.7		18.8
Proficient			38.2		11.4		34.4
Advanced			38.2		42.9		37.5

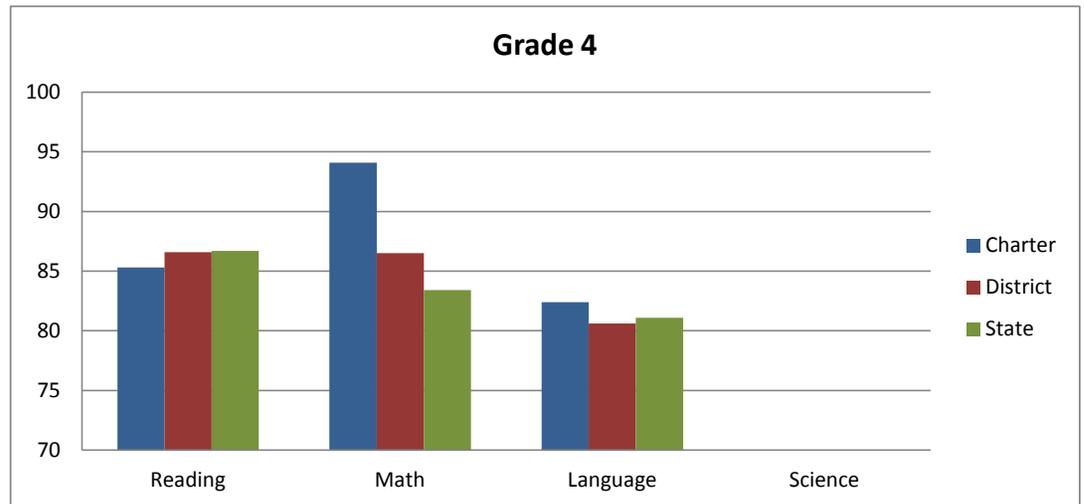


## ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	83.4	86.6	63.4	
District	90.6	92.5	79.9	
State	89.2	88.6	73.7	

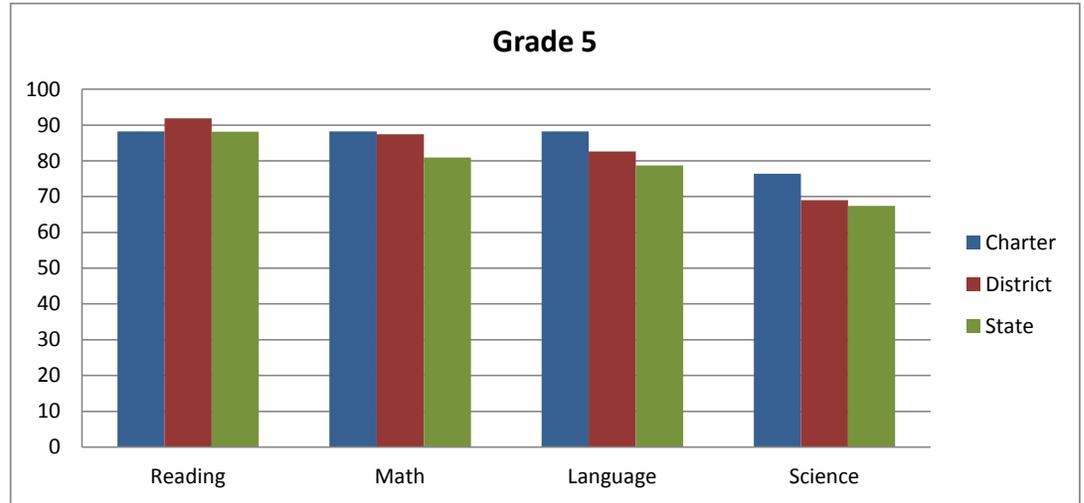


Grade 4	Reading	Math	Language	Science
Charter	85.3	94.1	82.4	
District	86.6	86.5	80.6	
State	86.7	83.4	81.1	

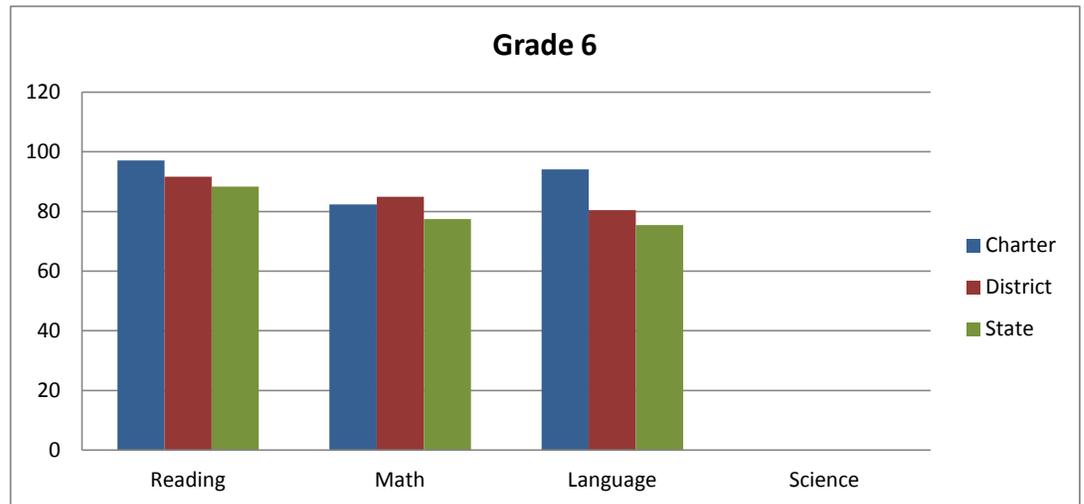


## ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	88.2	88.2	88.2	76.4
District	91.9	87.4	82.6	69
State	88.1	80.9	78.7	67.4

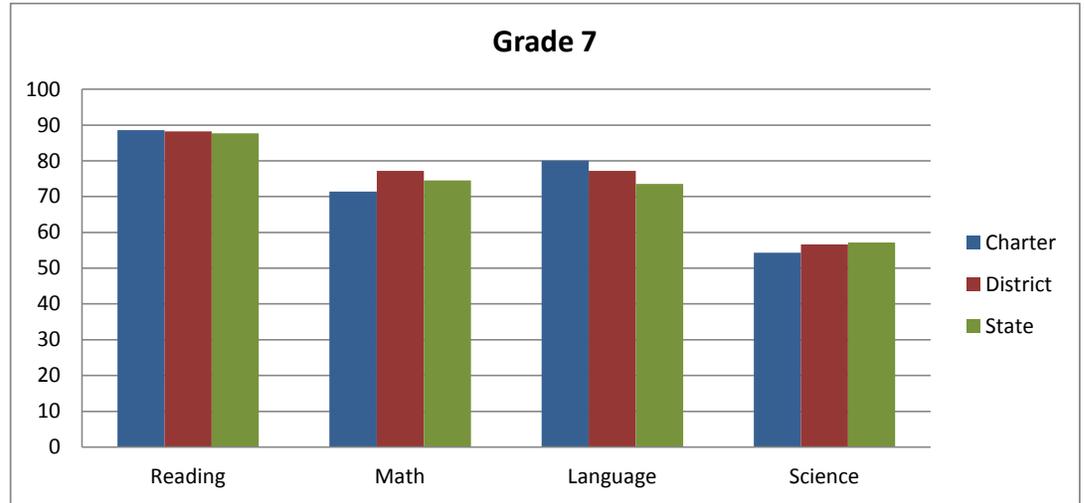


Grade 6	Reading	Math	Language	Science
Charter	97.1	82.4	94.1	
District	91.7	84.9	80.5	
State	88.4	77.5	75.4	

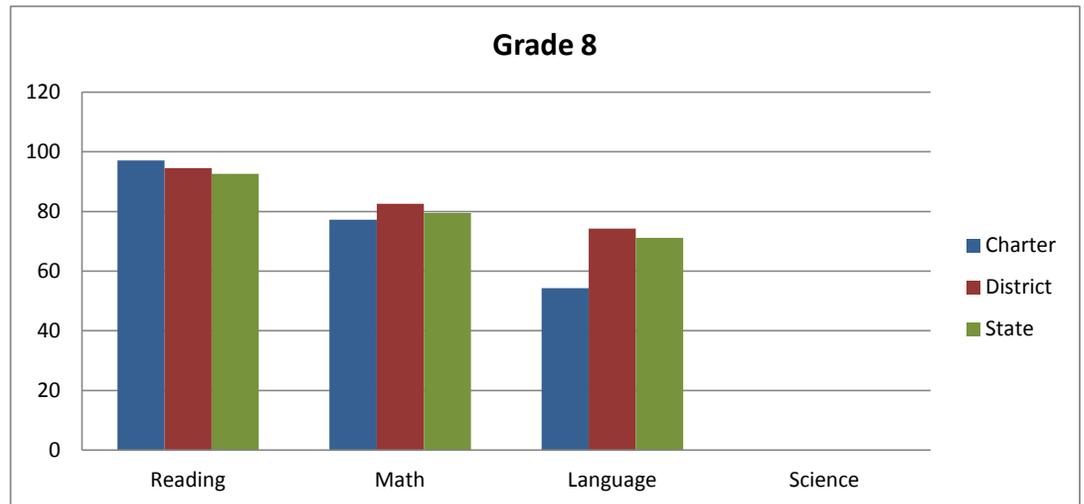


## ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	88.6	71.4	80	54.3
District	88.2	77.2	77.2	56.6
State	87.7	74.5	73.5	57.2

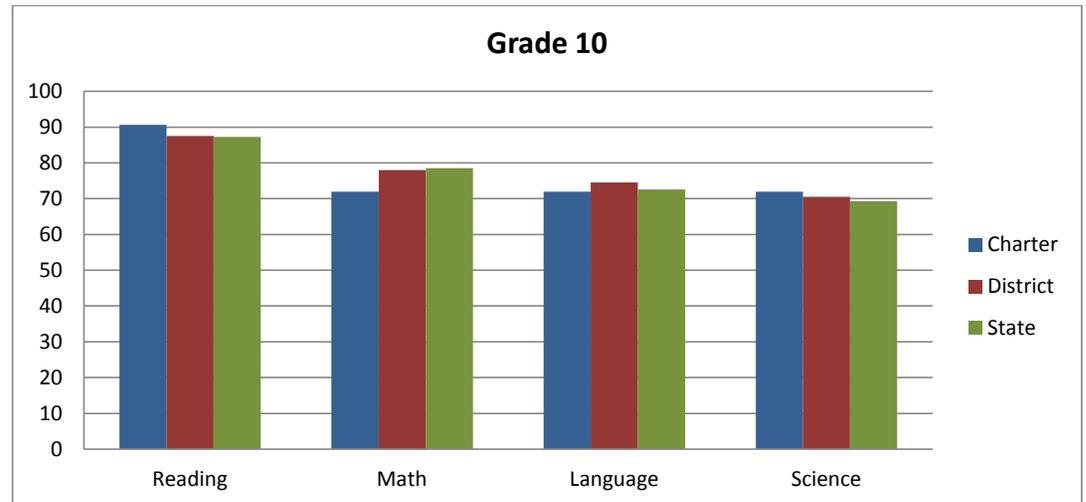


Grade 8	Reading	Math	Language	Science
Charter	97.1	77.2	54.3	
District	94.5	82.6	74.3	
State	92.6	79.5	71.2	



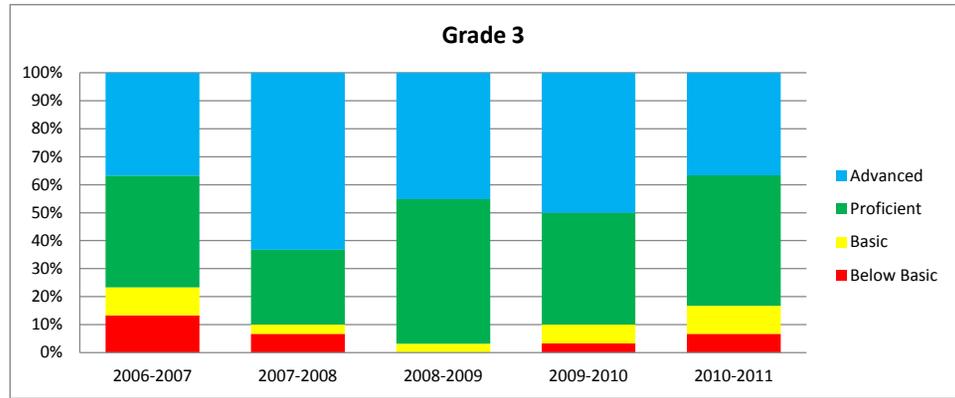
# ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	90.6	71.9	71.9	71.9
District	87.5	78	74.5	70.5
State	87.2	78.5	72.6	69.3

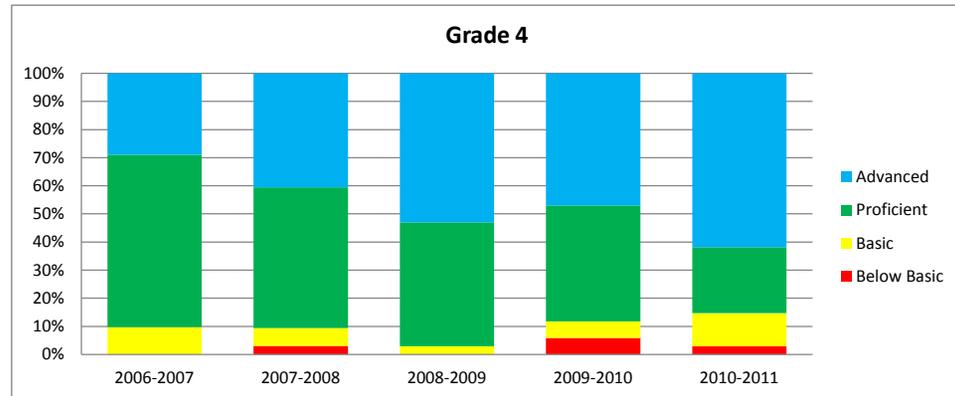


## ISAT - Longitudinal Comparison - Reading

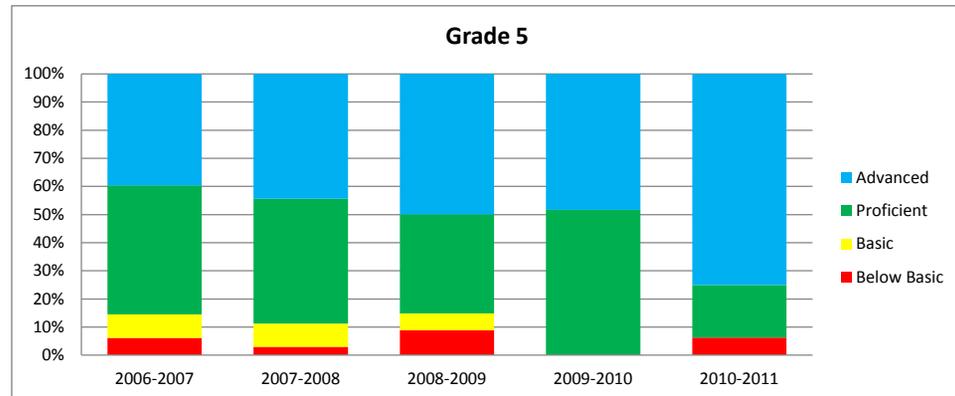
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	13.3	6.7	0	3.3	6.7
Basic	10	3.3	3.2	6.7	10
Proficient	40	26.7	51.6	40	46.7
Advanced	36.7	63.3	45.2	50	36.7



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	3.1	0	5.9	2.9
Basic	9.7	6.3	2.9	5.9	11.8
Proficient	61.3	50	44.1	41.2	23.5
Advanced	29	40.6	52.9	47.1	61.8

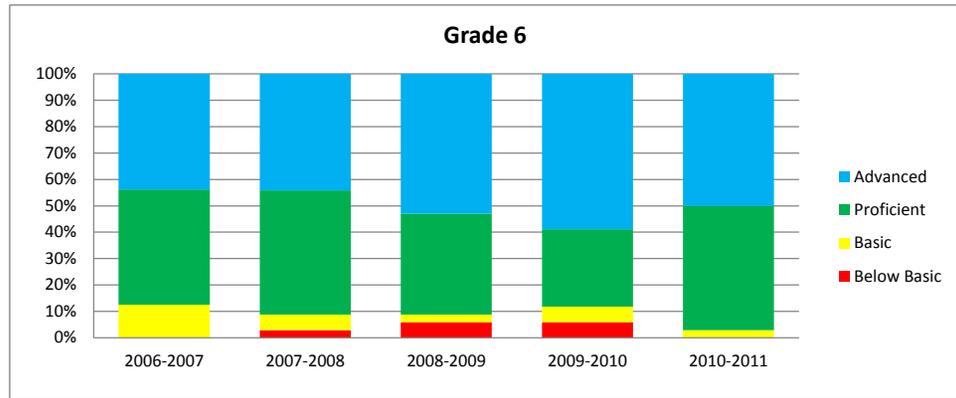


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.3	3.1	8.6	0	5.9
Basic	6.3	3.1	8.6	8.8	5.9
Proficient	46.9	46.9	34.3	47.1	17.6
Advanced	40.6	46.9	48.6	44.1	70.6

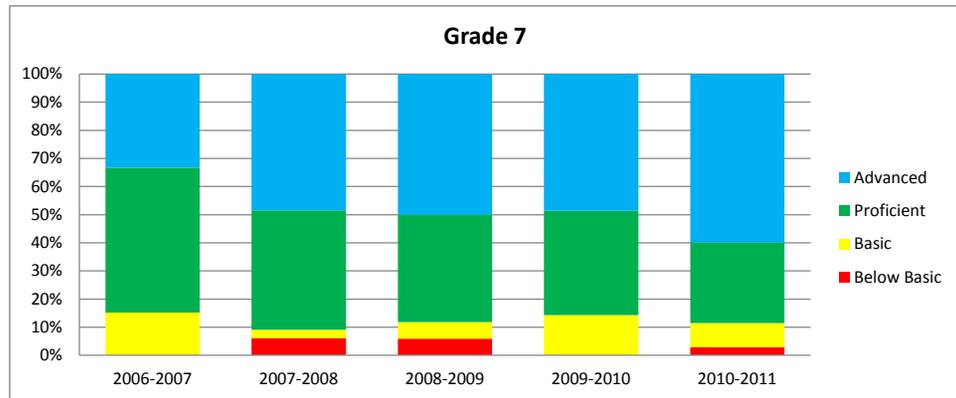


## ISAT - Longitudinal Comparison - Reading

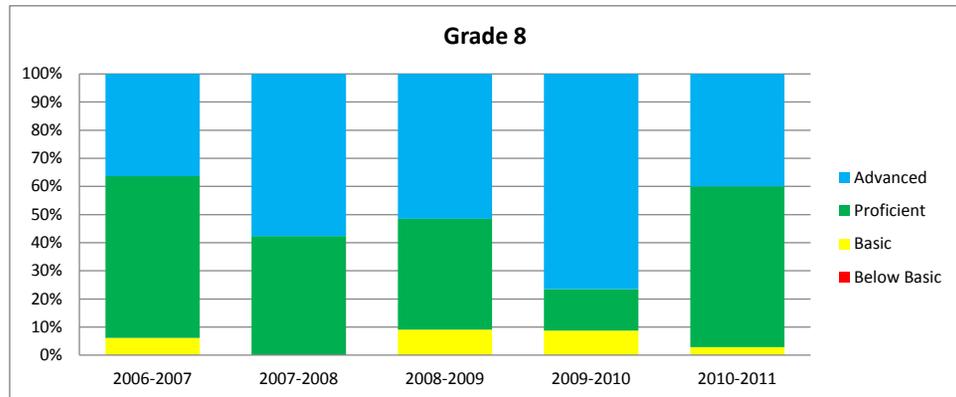
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	2.9	5.9	5.9	0
Basic	12.5	5.9	2.9	5.9	2.9
Proficient	43.8	47.1	38.2	29.4	47.1
Advanced	43.8	44.1	52.9	58.8	50



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	6.1	5.9	0	2.9
Basic	15.2	3	5.9	14.3	8.6
Proficient	51.5	42.4	38.2	37.1	28.6
Advanced	33.3	48.5	50	48.6	60

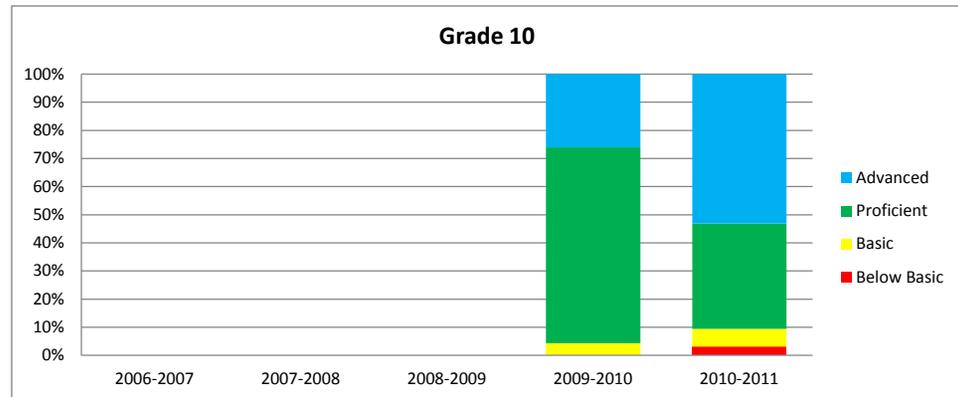


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	0	0
Basic	6.1	0	9.1	8.8	2.9
Proficient	57.6	42.4	39.4	14.7	57.1
Advanced	36.4	57.6	51.5	76.5	40



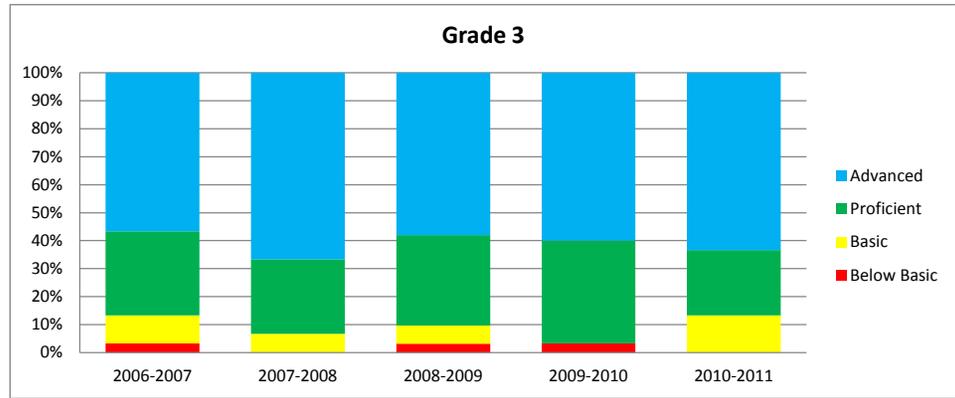
# ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		0	3.1
Basic	#N/A	#N/A		4.3	6.3
Proficient	#N/A	#N/A		69.6	37.5
Advanced	#N/A	#N/A		26.1	53.1

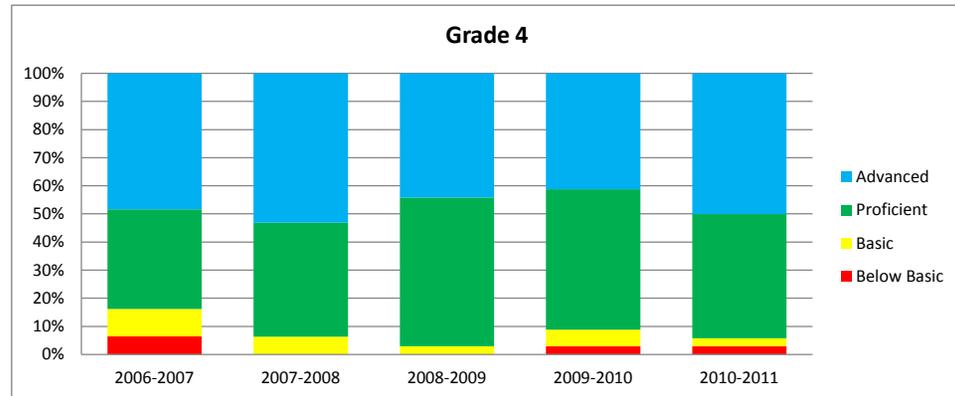


## ISAT - Longitudinal Comparison - Math

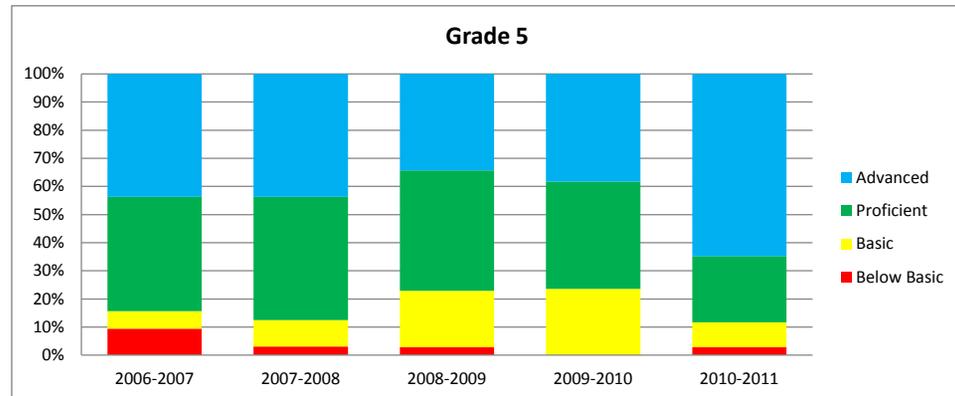
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.3	0	3.2	3.3	0
Basic	10	6.7	6.5	0	13.3
Proficient	30	26.7	32.3	36.7	23.3
Advanced	56.7	66.7	58.1	60	63.3



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.5	0	0	2.9	2.9
Basic	9.7	6.3	2.9	5.9	2.9
Proficient	35.5	40.6	52.9	50	44.1
Advanced	48.4	53.1	44.1	41.2	50

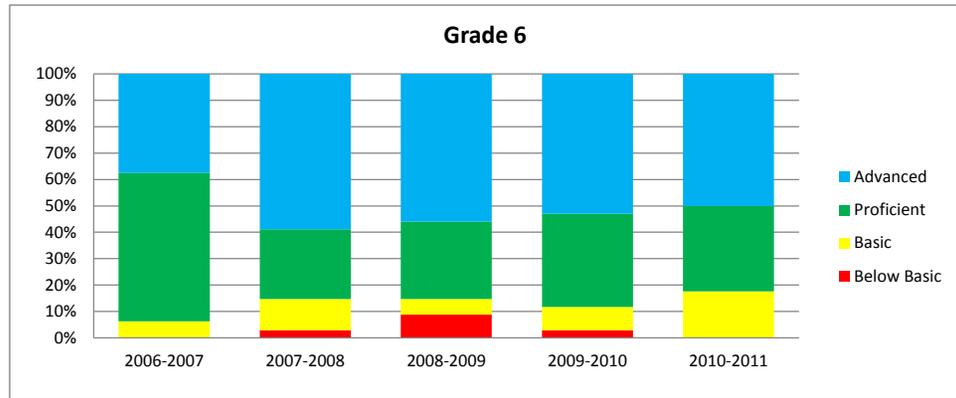


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	3.1	2.9	0	2.9
Basic	6.3	9.4	20	23.5	8.8
Proficient	40.6	43.8	42.9	38.2	23.5
Advanced	43.8	43.8	34.3	38.2	64.7

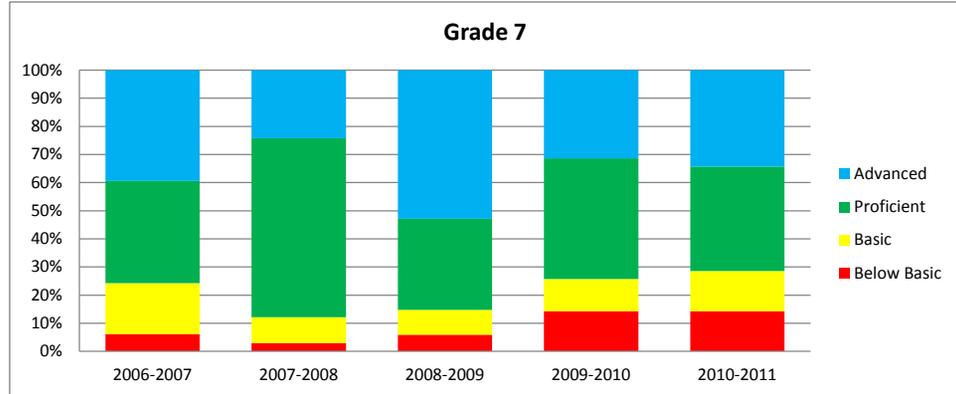


## ISAT - Longitudinal Comparison - Math

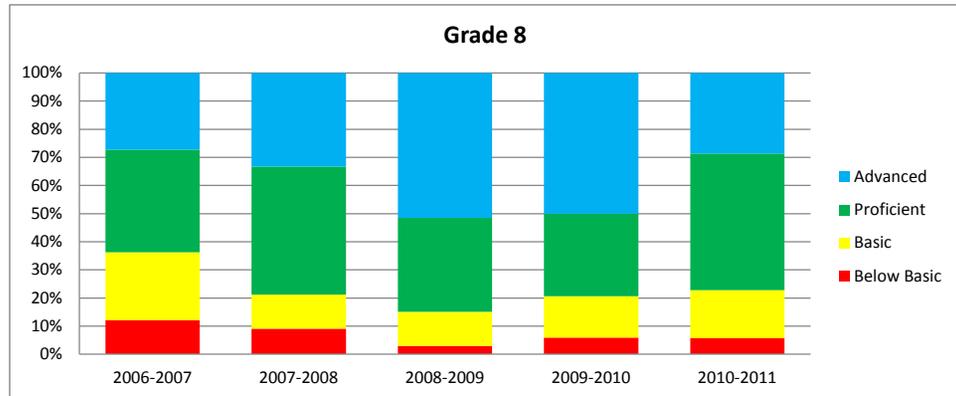
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	2.9	8.8	2.9	0
Basic	6.3	11.8	5.9	8.8	17.6
Proficient	56.3	26.5	29.4	35.3	32.4
Advanced	37.5	58.8	55.9	52.9	50



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.1	3	5.9	14.3	14.3
Basic	18.2	9.1	8.8	11.4	14.3
Proficient	36.4	63.6	32.4	42.9	37.1
Advanced	39.4	24.2	52.9	31.4	34.3

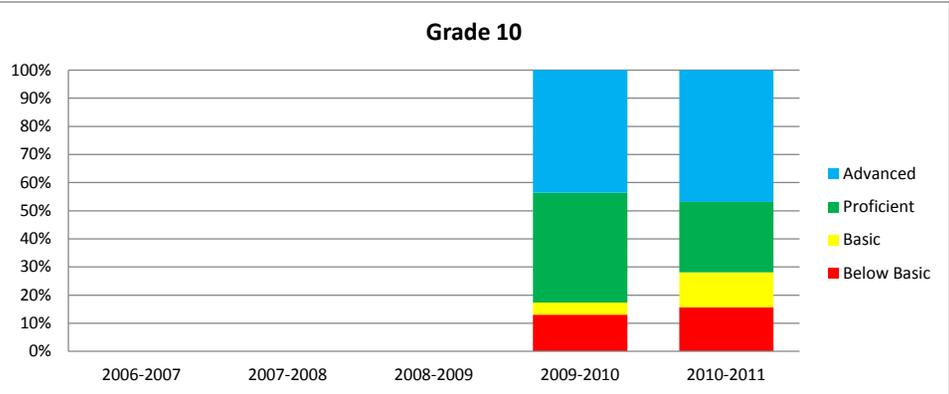


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	9.1	3	5.9	5.7
Basic	24.2	12.1	12.1	14.7	17.1
Proficient	36.4	45.5	33.3	29.4	48.6
Advanced	27.3	33.3	51.5	50	28.6



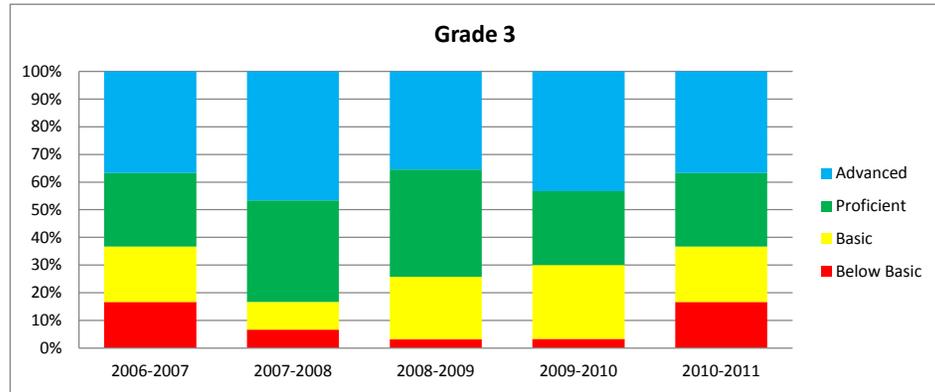
# ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			13	15.6
Basic	#N/A			4.3	12.5
Proficient	#N/A			39.1	25
Advanced	#N/A			43.5	46.9

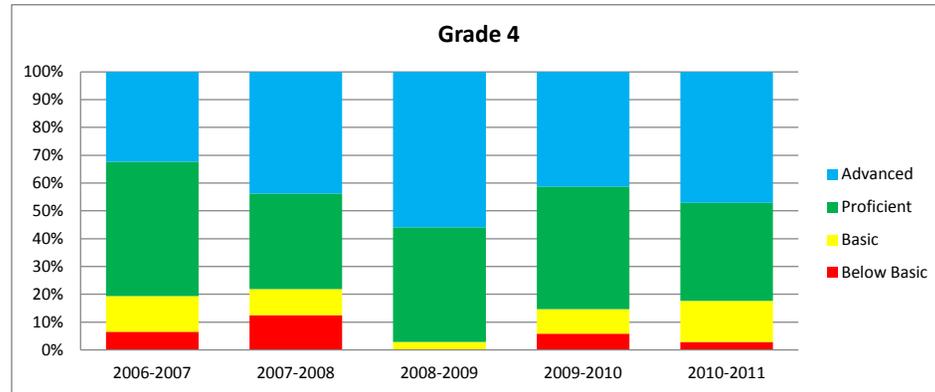


## ISAT - Longitudinal Comparison - Language

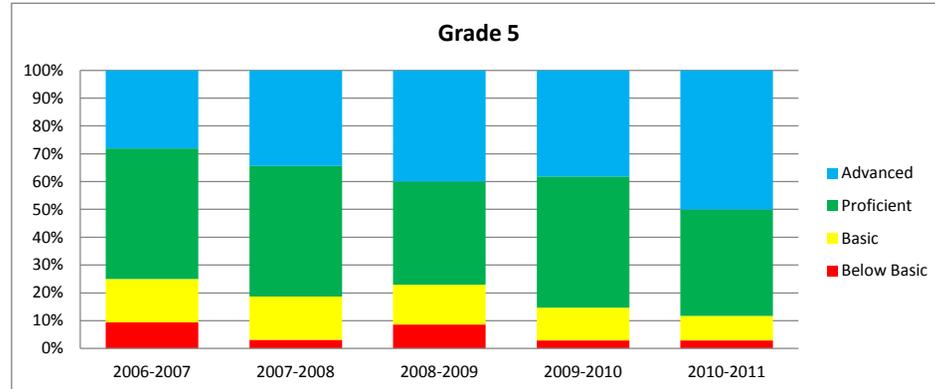
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	16.7	6.7	3.2	3.3	16.7
Basic	20	10	22.6	26.7	20
Proficient	26.7	36.7	38.7	26.7	26.7
Advanced	36.7	46.7	35.5	43.3	36.7



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.5	12.5	0	5.9	2.9
Basic	12.9	9.4	2.9	8.8	14.7
Proficient	48.4	34.4	41.2	44.1	35.3
Advanced	32.3	43.8	55.9	41.2	47.1

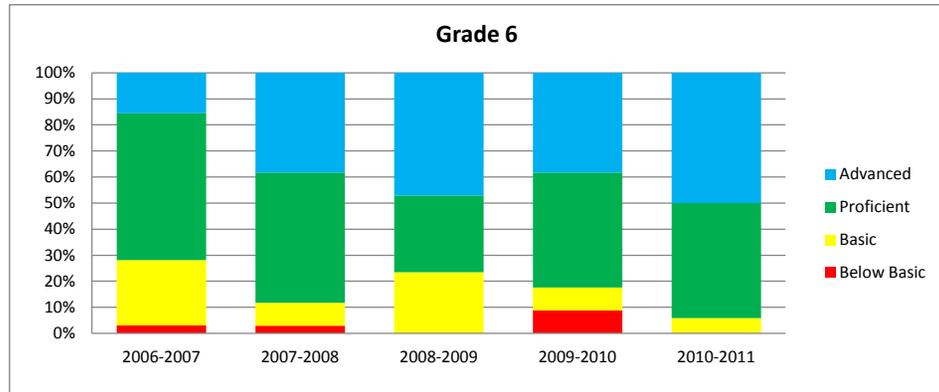


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	3.1	8.6	2.9	2.9
Basic	15.6	15.6	14.3	11.8	8.8
Proficient	46.9	46.9	37.1	47.1	38.2
Advanced	28.1	34.4	40	38.2	50

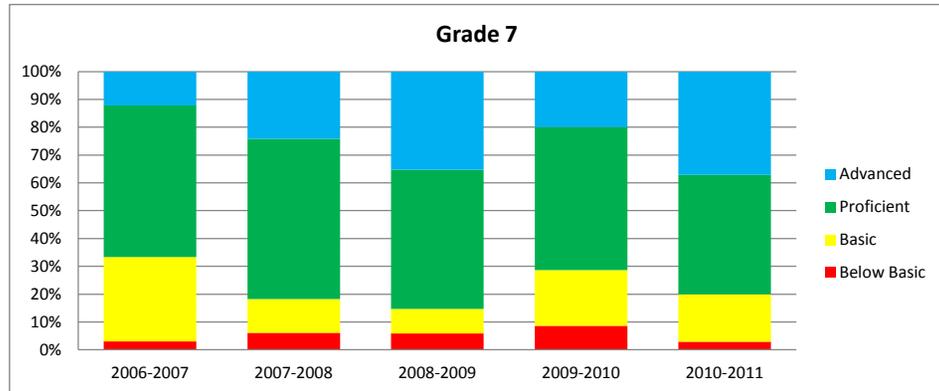


## ISAT - Longitudinal Comparison - Language

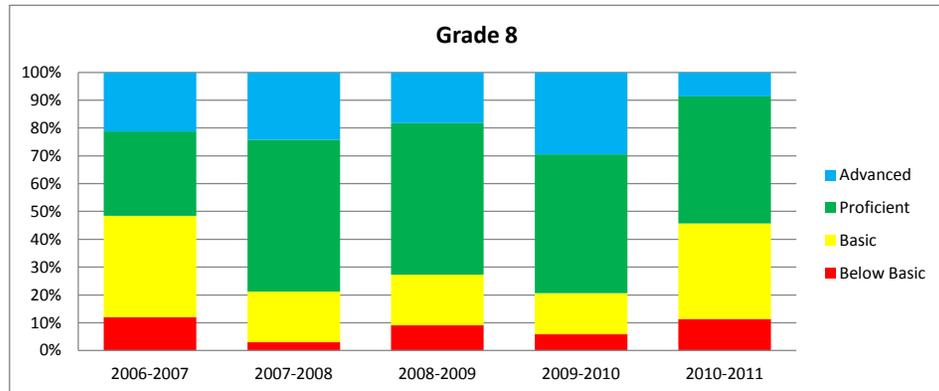
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.1	2.9	0	8.8	0
Basic	25	8.8	23.5	8.8	5.9
Proficient	56.3	50	29.4	44.1	44.1
Advanced	15.6	38.2	47.1	38.2	50



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3	6.1	5.9	8.6	2.9
Basic	30.3	12.1	8.8	20	17.1
Proficient	54.5	57.6	50	51.4	42.9
Advanced	12.1	24.2	35.3	20	37.1

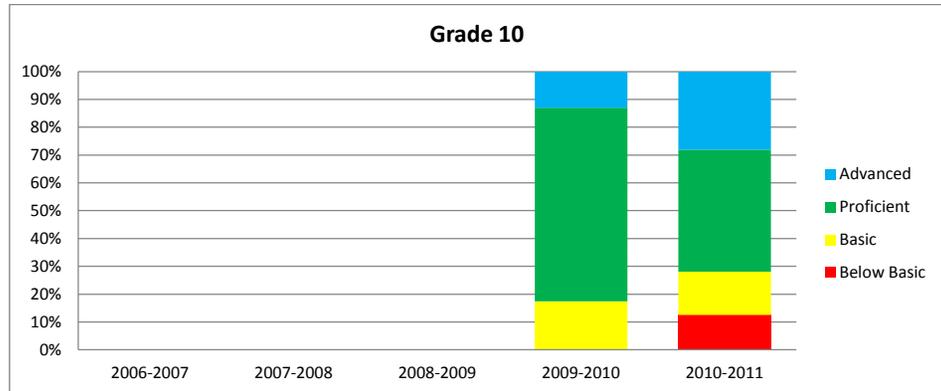


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	3	9.1	5.9	11.4
Basic	36.4	18.2	18.2	14.7	34.3
Proficient	30.3	54.5	54.5	50	45.7
Advanced	21.2	24.2	18.2	29.4	8.6



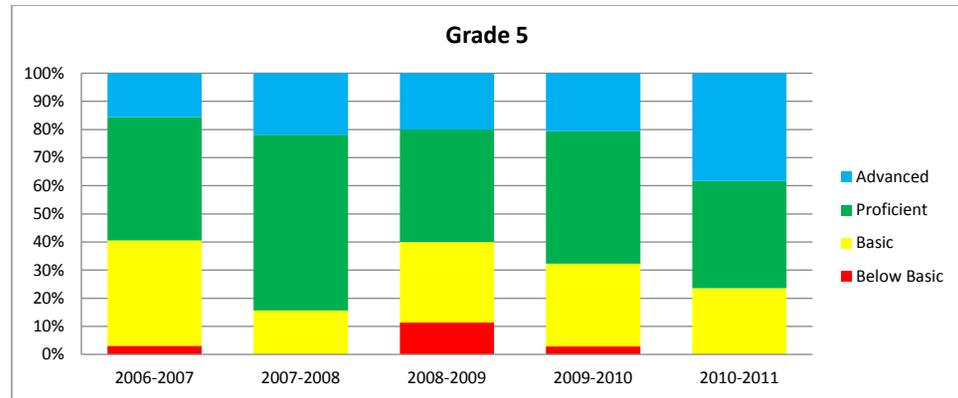
# ISAT - Longitudinal Comparison - Language

Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			0	12.5
Basic	#N/A			17.4	15.6
Proficient	#N/A			69.6	43.8
Advanced	#N/A			13	28.1

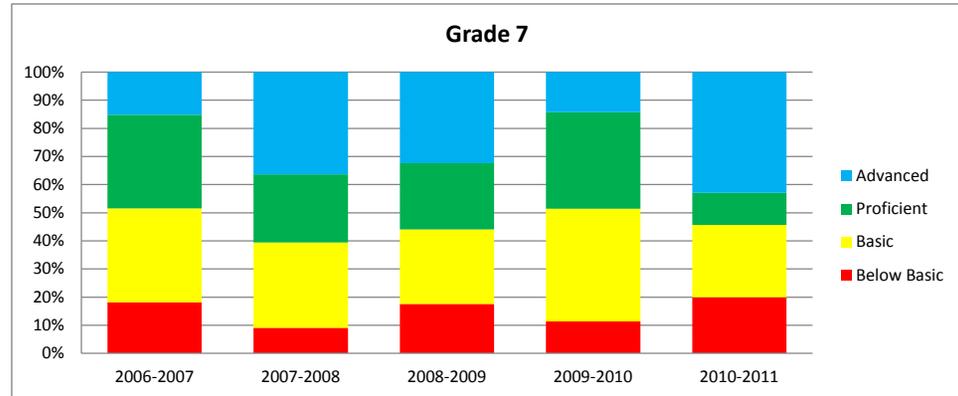


## ISAT - Longitudinal Comparison - Science

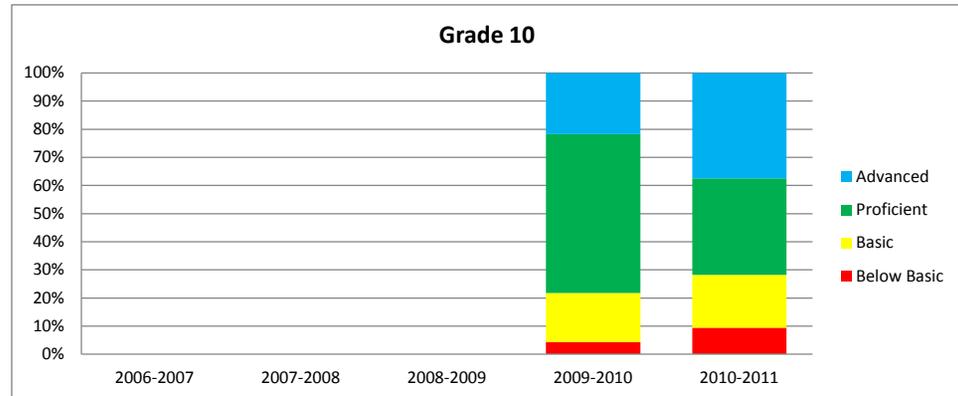
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.1	0	11.4	2.9	0
Basic	37.5	15.6	28.6	29.4	23.5
Proficient	43.8	62.5	40	47.1	38.2
Advanced	15.6	21.9	20	20.6	38.2



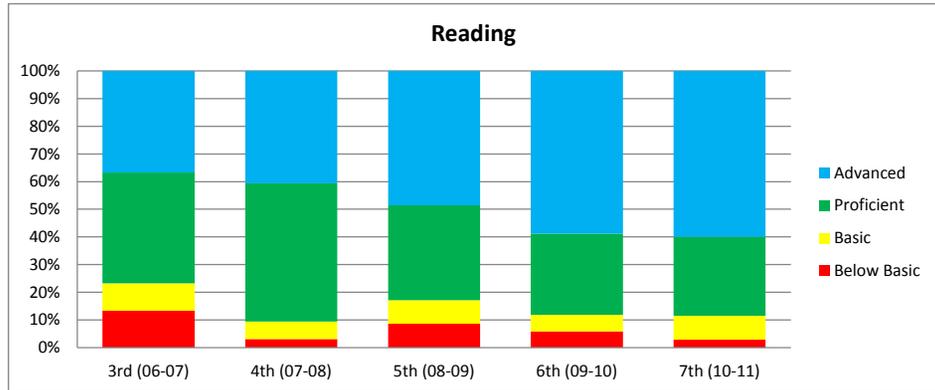
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	9.1	17.6	11.4	20
Basic	33.3	30.3	26.5	40	25.7
Proficient	33.3	24.2	23.5	34.3	11.4
Advanced	15.2	36.4	32.4	14.3	42.9



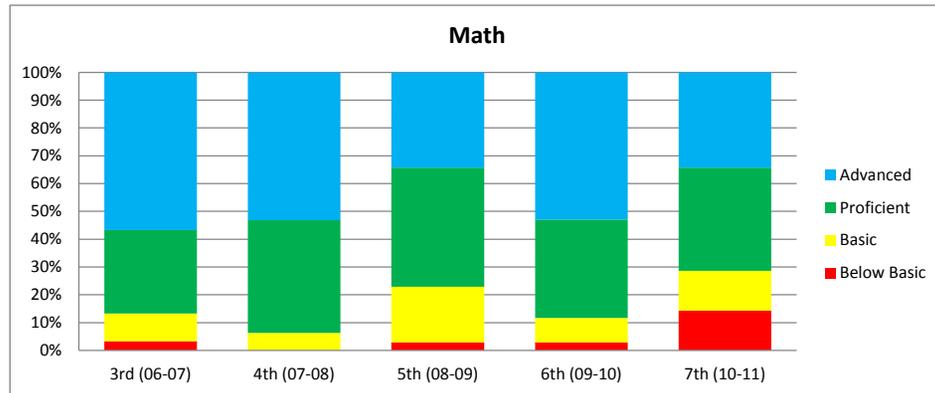
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		4.3	9.4
Basic	#N/A	#N/A		17.4	18.8
Proficient	#N/A	#N/A		56.5	34.4
Advanced	#N/A	#N/A		21.7	37.5



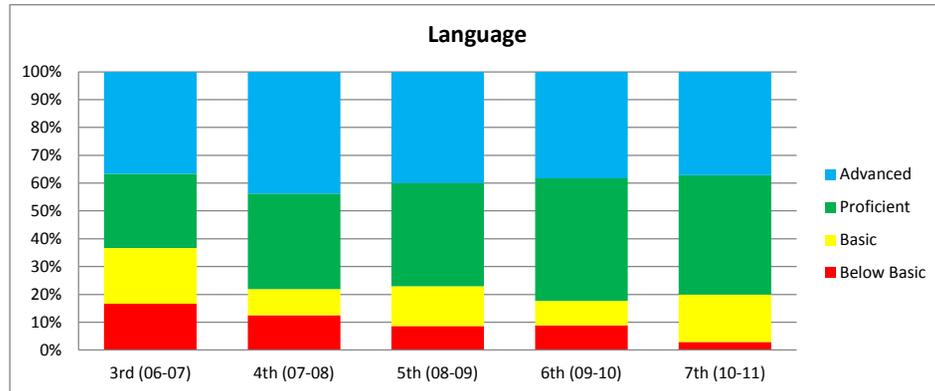
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	13.3	3.1	8.6	5.9	2.9
Basic	10	6.3	8.6	5.9	8.6
Proficient	40	50	34.3	29.4	28.6
Advanced	36.7	40.6	48.6	58.8	60



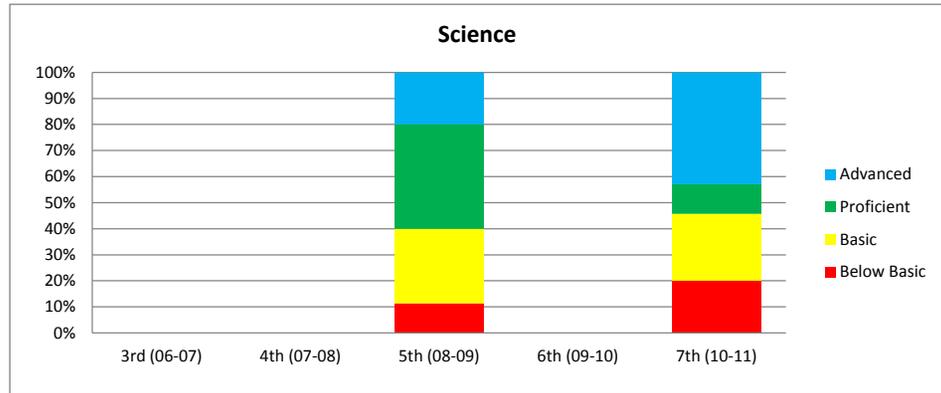
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	3.3	0	2.9	2.9	14.3
Basic	10	6.3	20	8.8	14.3
Proficient	30	40.6	42.9	35.3	37.1
Advanced	56.7	53.1	34.3	52.9	34.3



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	16.7	12.5	8.6	8.8	2.9
Basic	20	9.4	14.3	8.8	17.1
Proficient	26.7	34.4	37.1	44.1	42.9
Advanced	36.7	43.8	40	38.2	37.1



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	11.4	#N/A	20
Basic	#N/A	#N/A	28.6	#N/A	25.7
Proficient	#N/A	#N/A	40	#N/A	11.4
Advanced	#N/A	#N/A	20	#N/A	42.9



Taylor's Crossing Public Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
<b>REVENUE</b>					
Salary Apportionment	\$1,197,200.00	\$1,159,567.00	\$1,159,567.00	96.86%	
Benefit Apportionment	\$206,000.00	\$194,046.00	\$194,046.00	94.20%	
Entitlement	\$482,800.00	\$433,132.00	\$492,610.00	89.71%	Enrollment for proposed budget = 397 (24.6 units); Actual year-end enrollment was 411 (25.1 units)
State Transportation	\$120,000.00	\$91,426.00	\$98,485.00	76.19%	
Lottery	\$41,250.00	\$39,215.00	\$41,250.00	95.07%	
Other State Funds (Specify)	\$300.00	\$10,589.00	\$12,000.00	3529.67%	IRI, Remediation, Math & Science Revenue
Special Ed - Regular	\$65,094.00	\$65,628.00	\$65,628.00	100.82%	
Special Ed - ARRA	\$0.00	\$595.00	\$595.00	#DIV/0!	
Title I	\$86,000.00	\$74,676.00	\$87,000.00	86.83%	
Federal Title I Funds : ARRA	\$0.00		\$0.00	#DIV/0!	
Medicaid Reimbursement	\$6,000.00	\$10,262.81	\$13,600.00	171.05%	
Title IIA	\$9,000.00	\$9,452.00	\$9,452.00	105.02%	
Local Revenue (Specify)	\$10,000.00	\$32,773.00	\$32,773.00	327.73%	This includes shopping card paybacks, picture day profit, facility rental fees, student online course fees and student fees.
Federal Startup Grant	\$0.00		\$0.00	#DIV/0!	
Other Grants (Specify)	\$76,911.00	\$38,018.00	\$76,911.00	49.43%	Ed Jobs grant \$1,200, 2010-11 REAP \$38,018, 2011-12 REAP \$37,692
Fundraising	\$0.00	\$1,806.73	\$12,982.00	#DIV/0!	
Interest Earned	\$0.00	\$579.73	\$670.00	#DIV/0!	
Other (Specify)	\$0.00		\$8,400.00	#DIV/0!	Indirect Costs
Other (Specify)	\$0.00			#DIV/0!	
<b>TOTAL REVENUE</b>	<b>\$2,300,555.00</b>	<b>\$2,161,766.27</b>	<b>\$2,305,969.00</b>	<b>93.97%</b>	
<b>EXPENDITURES</b>					
<b>100 Salaries</b>					
Teachers	\$788,000.00	\$681,641.00	\$743,650.00	86.50%	
Special Education	\$124,000.00	\$132,822.00	\$138,400.00	107.11%	
Instructional Aides	\$72,500.00	\$79,452.00	\$80,300.00	109.59%	
Classified/Office	\$84,000.00	\$78,365.00	\$84,000.00	93.29%	
Administration	\$95,000.00	\$77,150.00	\$82,500.00	81.21%	
Maintenance	\$15,000.00	\$12,602.00	\$13,100.00	84.01%	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
<b>Total Salaries</b>	<b>\$1,178,500.00</b>	<b>\$1,062,032.00</b>	<b>\$1,141,950.00</b>	<b>90.12%</b>	
<b>200 Employee Benefits</b>					
PERSI/FICA/Benefits	\$316,230.00	\$287,142.00	\$304,640.00	90.80%	
Other (Specify)				#DIV/0!	
<b>Total Benefits</b>	<b>\$316,230.00</b>	<b>\$287,142.00</b>	<b>\$304,640.00</b>	<b>90.80%</b>	
<b>300 Purchased Services</b>					
Management Services	\$15,600.00	\$19,916.00	\$19,916.00	127.67%	Annual dues and fees; database software licenses
Staff Dev/Title IIA	\$9,000.00	\$9,452.00	\$9,452.00	105.02%	
Legal Pub/Advertising	\$500.00	\$812.00	\$1,500.00	162.40%	
Legal Services	\$15,000.00	\$34,618.00	\$40,000.00	230.79%	
Special Education	\$59,454.00	\$15,432.00	\$16,923.00	25.96%	Includes Title VI-B & Title I
Liability & Property Ins	\$31,500.00	\$25,633.00	\$25,633.00	81.37%	P&L and Workers Comp
Substitute Teachers	\$6,500.00	\$7,206.00	\$7,500.00	110.86%	
Board Expenses	\$12,200.00	\$6,626.00	\$12,126.00	54.31%	
Computer Services	\$16,000.00	\$17,781.00	\$20,350.00	111.13%	
Transportation	\$170,000.00	\$145,315.00	\$173,000.00	85.48%	

Travel	\$1,000.00	\$1,363.00	\$1,363.00	136.30%	
Other (Specify)	\$7,500.00	\$7,665.00	\$8,700.00	102.20%	Copier Contract
Other (Specify)	\$300.00	\$0.00	\$1,500.00	0.00%	Remediation
<b>Total Services</b>	<b>\$344,554.00</b>	<b>\$291,819.00</b>	<b>\$337,963.00</b>	<b>84.69%</b>	
<b>Facilities</b>				#DIV/0!	
Building Lease				#DIV/0!	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$40,000.00	\$31,371.00	\$34,500.00	18.02%	
Site Preparation				#DIV/0!	
Other (Specify)	\$15,000.00	\$7,016.00	\$7,300.00	118.54%	Contracted Bldg Services: Refuse removal, snow removal, & lawn care
Other (Specify)				#DIV/0!	
<b>Total Facilities</b>	<b>\$55,000.00</b>	<b>\$38,387.00</b>	<b>\$41,800.00</b>	<b>69.79%</b>	
<b>400 Supplies and Maintenance</b>					
Textbooks	\$10,000.00	\$3,805.00	\$3,805.00	38.05%	
School Supplies	\$22,000.00	\$21,378.00	\$21,500.00	97.17%	
Power School				#DIV/0!	
Custodial Supplies	\$10,000.00	\$3,595.00	\$3,925.00	35.95%	
Other (Specify)	\$35,000.00	\$21,704.00	\$44,653.00	62.01%	Maintenance Plan
Other (Specify)				#DIV/0!	
<b>Total Supplies</b>	<b>\$77,000.00</b>	<b>\$50,482.00</b>	<b>\$73,883.00</b>	<b>65.56%</b>	
<b>500 Capital Objects</b>					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$2,300.00	\$4,454.00	\$4,454.00	193.65%	Equipment - New desks and PE
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
<b>Total Capital Objects</b>	<b>\$2,300.00</b>	<b>\$4,454.00</b>	<b>\$4,454.00</b>	<b>193.65%</b>	
<b>Debt Service</b>					
Specify	\$316,068.00	\$289,729.00	\$316,068.00	91.67%	Building Loan
Specify				#DIV/0!	
Specify				#DIV/0!	
<b>Total Debt Service</b>	<b>\$316,068.00</b>	<b>\$289,729.00</b>	<b>\$316,068.00</b>	<b>91.67%</b>	
<b>Grant Purchases</b>					
Specify		\$23,413.00	\$75,711.00	#DIV/0!	REAP Grant
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
<b>Total Grant Purchases</b>	<b>\$0.00</b>	<b>\$23,413.00</b>	<b>\$75,711.00</b>	<b>#DIV/0!</b>	
<b>Reserve Fund</b>				#DIV/0!	
Building Fund				#DIV/0!	
<b>Total Expenses</b>	<b>\$2,289,652.00</b>	<b>\$2,047,458.00</b>	<b>\$2,296,469.00</b>	<b>89.42%</b>	
Carryover from Previous FY	\$354,000.00	\$354,000.00	\$354,000.00	100.00%	General Fund = \$305,000; Title VI-B = \$45,000; Title I = \$4,000
<b>Reserve/(Deficit)</b>	<b>\$364,903.00</b>	<b>\$468,308.27</b>	<b>\$363,500.00</b>	<b>128.34%</b>	General Fund = \$335,800; Title VI-B = \$15,700; Title I = \$12,000