

SUBJECT

Wings Charter Middle School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209

BACKGROUND

Wings Charter Middle School (Wings) is a public charter school originally authorized by the Public Charter School Commission (PCSC) under the name Southern Idaho Learning Center Lab School. Wings serves a primarily at-risk population of middle school students in Twin Falls, and just finished its third year of operation.

DISCUSSION

Wings will update the PCSC on the status of the school. Meeting materials were submitted after the deadline and have therefore been excluded from these materials. PCSC staff makes the following observations:

1. Enrollment
 - 189 students were enrolled by the end of the 2011-2012 school year. This was an increase of 57 students from the previous year.

2. Academics
 - Wings did not make AYP in 2011. A 2012 AYP report has not been provided. Final spring 2012 ISAT results will be published on August 1.

 - Spring 2011 ISAT scores indicate that Wings students were performing below the state and local school district. Wings' student population includes a high percentage of at-risk and special needs students; however, the SDE has indicated concern that Wings' results for special student populations may still be inferior to those of the local district for comparable populations. Additional information will become available via ISEE later this year.

 - Professional development in the areas of Response to Intervention, Total Instructional Alignment, Time to Teach, SchoolNet, Best Practices For Middle Schools, math coaching, tutoring, and teacher mentoring is being implemented.

3. Measureable Student Education Standards (MSES)
 - Based on self-reporting by the school, none of the four MSES in the charter were met in 2012.

 - The standards related to reading require that 60% of 7th graders who are enrolled for a full year and 65% of 8th graders enrolled for two full years

show individual growth of at least 10% on the ISAT. Actual growth is reported as 3.1% for 7th grade students and 7% for 8th grade students.

- MSES for math require that 60% of 7th grade students enrolled for a full year and 65% of 8th grade students enrolled for two years exhibit at least 10% individual growth in ISAT performance. Actual growth is reported as 2% for 7th grade students and 7% for 8th grade students.
- In June 2011, the PCSC issued to Wings a notice of defect (NOD) on the grounds of failure to meet MSES 1 and 3 in the approved charter. In March 2012, the school reported that it was working its corrective action plan (CAP) in order to cure the identified defect. However, it appears the defect has not been cured. The CAP does not include plans extending beyond June 2012.
- Wings has indicated several times its intent to submit a proposed charter amendment revising the MSES. This proposed amendment has not been received.

4. Facility

- Wings' leased facility is barely adequate for the school's needs, and current payments are significantly higher than the school is comfortable paying. The payments are scheduled to increase in each of the remaining two years of the lease. Wings recently met with the landlord to discuss options that would reduce the monthly payments. The results of this meeting have not yet been communicated to PCSC staff.

5. Finances

- Recent budget submissions from Wings indicate the school will end FY12 with a reserve of about \$158,000. However, it appears that school officials lack understanding of the projected column in the budget template. Thus, accuracy of line items may be questionable.
- Upcoming year projections show a balanced budget with year-end revenue equal to the FY12 carryover amount.

IMPACT

Pursuant to I.C. §33-5209(2), if the PCSC “has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect: ... (b) Failed to substantially meet any of the student educational standards identified in the approved charter...”

Pursuant to I.C. §33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter

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school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to Wings Charter School a notice of defect on the grounds of failure to substantially meet MSES 2 and 4 in the approved charter, noting also that the school has again failed to meet MSES 1 and 3.

Staff further recommends that the PCSC consider whether the school has failed to cure an identified defect within a reasonable period of time, and notes that the school should provide a revised CAP if the PCSC believes the school should be permitted additional time in which to cure the defect.

Staff will further evaluate the academic status of the school following the publication of spring 2012 ISAT results and will update the PCSC if significant concerns persist.

COMMISSION ACTION

A motion to direct PCSC staff to issue to Wings Charter School a notice of defect on the grounds of failure to substantially meet any of the MSES in the approved charter.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

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Wings Site Visit 9/16/2011

Interview with board members – Claire Major, Kay Jones, Kathy Tanaka, Suzanne Cooper (Ms. Cooper arrived at end of interview)

The board members feel that the vision and mission of the school is being fulfilled by serving the high Special Education population they have. They are aware of the unique needs of this population and keep these needs in mind as they govern the school. They expressed that the Board is very aware of what is going on in the school but they do not micro-manage the affairs. Board members are pleased with the direction of the school and feel that Ms. Blick is very innovative as an Administrator. They communicate well with Ms. Blick and feel that she keeps them well informed. Additionally, the Board sees itself as being diverse with many talents to draw from. They are setting up a parent advisory committee that will attend Board meetings and from which new Board members can be recruited. The Board is participating in monthly training using the ISBA 10 minute training materials. They are getting a better understanding of the budget and consider it positive that a CPA is a member of the Board. A 5-7 year strategic plan is being developed by the Board.

The Board is feeling more comfortable regarding the financial situation of the school. Indications are that the Business Manager has learned more, which has helped with the financial situation. They are in the process of transitioning to a new Business Manager who is familiar with budgeting but has no school budget experience. The Board is confident that the transition will be smooth as Lorri, the current Business Manager will be available to train the new hire. Segregation of duties has been addressed by hiring a Secretary and a Business Manager. Both jobs were previously done by the same person.

According to the Board members, strengths of the school include: the staff, CSI partnership (students come to school and offer assistance), clear mission that everyone is committed to, high school mentors, partnering with the elementary school to mentor younger students, support of all types of special needs students, school is able to make adjustments as needed, providing basic needs to students (food), parent volunteers, good relationship with surrounding school district, Easter Seal and Boys and Girls Club affiliation, and completion of community service projects each month. Areas of weakness are the lack of funding considering the high number of special needs students being serviced, lack of staff, lack of space, poor attendance, need for a lot of work with parents to get kids to school and provide adequate parenting, matching teaching strategies to testing methods.

The Board expressed concerns about feeling like the expectations of the PCSC are unclear. They will have 3-4 members at the October meeting. It was discussed that the Board needs to more active and involved in the school. The suggestion was made that the Board members make the PCSC meeting presentation rather than the Administrator.

Interview with Business Manager – Lorri Prescott

Lorri is leaving the school. A new Business Manager has been hired who has bookkeeping and accounting experience but no school budget training. Lorri will be training the new person. Lorri said she had to learn a lot coming into the job and that surrounding school districts and SDE provided

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extensive assistance. The PCSC website was helpful also. Lorri says the workload for the job should be much more manageable since the school has hired a Secretary and a Business Manager. However, she expressed the concern that it will be a tough year for the new Business Manager because she has a lot to learn.

Specific budget concerns entail the hiring of a new math coach that is not yet reflected in the budget. The school plans to pay this position out of a Supplemental Title I grant. They are paying \$20 /hour for 20 hours. The SpEd budget is not accurate. Lorri is working to make it more accurate. The budget allows for higher ADA than is currently the case. The last two weeks ADA has been consistently 158. The school does anticipate picking up more student in October as this is typically the case. Lorri will be amending the budget in late September to make it more accurate.

The building lease is a major concern. It is currently \$158,684 per year. Next year the lease will increase by \$6,000 and the following year it will increase another \$6,000. Additionally, the school is responsible for all maintenance to the building. The school is committed to a 5 year lease. They are in year 3 of the lease and plan to terminate the lease at the end of the 5 year period. They indicate there are a lot of other facility options and that private investors have expressed interest in helping them with a facility.

Lorri expressed concerns that it seems as if they are always playing catch-up. Additionally she believes PCSC templates need to be matched to the State Department budgets. (A matched template is currently under development.) She also suggests that the PCSC staff meet new Business Managers and inform them of what is expected and introduce them to our website. She would also appreciate more ISEE training from the State Department.

It was suggested that the school contact the State Department to inquire about additional revenue for the high needs students they have recently enrolled and to obtain help in determining revenue and expenses for PSR services.

Interview with Ms. Letha Blick – Administrator

Ms. Blick believes that mission and vision of the school are being fulfilled based on parent feedback and the fact that the social and emotional well being of students is improving. She indicates that the school teaches to the strengths of students, improves their self esteem, and helps them reach their potential.

According to Ms. Blick, the Board openly communicates with her and has a wealth of knowledge to draw from. They are diverse and possess specialized knowledge. She feels she can delegate duties to the Board and that they are active and involved. She describes them as being a hands-on Board that takes direction from her.

Facility issues include the small size of the building and the expensive lease.

Ms. Blick's work load is better since they now have an additional office person and SPED teacher has taken over AIMSWEB duties so Ms. Blick's load is lighter. She considers her Administration to be effective, stating that her strength lies in instructional strategies. She is making efforts to learn the budget and has written plans for LEP and GT programs.

She describes the academic strengths as being instructional strategies, the variety of projects that are completed, technology, and the tactile learning opportunities for students. Academic weaknesses include language and writing, large gaps in Math skills because of absenteeism, and the absent rate.

The school has been playing catch-up with moving to a new building last year and remodeling the building for the current year. Ms. Blick feels like she can now focus more on academics. She has changed the schedule to provide incentives for attendance. Monday – Thursday are the core academic curriculum days and Fridays are elective and activity days. Participation in the Friday activities depends on attendance Monday- Thursday. Reading and Math are taught in all subject areas. Language Arts and Math classes are leveled and are cross grade. Science and Social Studies courses are grade specific.

To improve ISAT scores and MSES the school has implemented several strategies. Every teacher teaches Math and Language intervention, they are using a fluency program, more focus on professional development, weekly data meetings, AIMSWEB is used for benchmarking and progress monitoring students, classes are leveled based on data, and a Math Coach has been hired.

Ms. Blick expressed concerns regarding parent's lack of ability to help students at home, the number of grandparents raising students, the poverty level of most families so they lack the ability to financially contribute to the school or their child's education. Additionally, she is concerned with not meeting AYP and MSES standards but realizes that once students reach proficiency they transition back to the public schools. Ms. Blick needs help writing MSES that are challenging yet realistic.

Areas of Strength:

- Dedicated staff
- Providing service to an extremely high needs population
- Board is supportive of staff and Administration
- Board is cohesive
- Innovative instructional strategies
- Taking steps to improve attendance by implementing a schedule change
- Hired a math coach
- Partnerships with local agencies and schools

Areas of Concern:

- Not meeting AYP or MSES standards
- SPED population is performing below the level of performance of surrounding schools SPED population
- Financial stability – high lease payment
- New Business Manager with a lack of school budget experience
- Lack of fundraising
- Poor attendance

- Board needs to take a much more active role in supporting and helping the Administration – PCSC staff is concerned that the Board does not understand their role and is not delineating the difference in knowing what is going on in the school and actively participating in the management of it. There is concern that the Administrator has too much responsibility and is overwhelmed. The Board needs to step in and ease some of the burden.

Possible Amendments to Charter:

- Enlargement of attendance zone
- MSES will be presented at Dec. meeting – has not passed the State Dept. sufficiency review

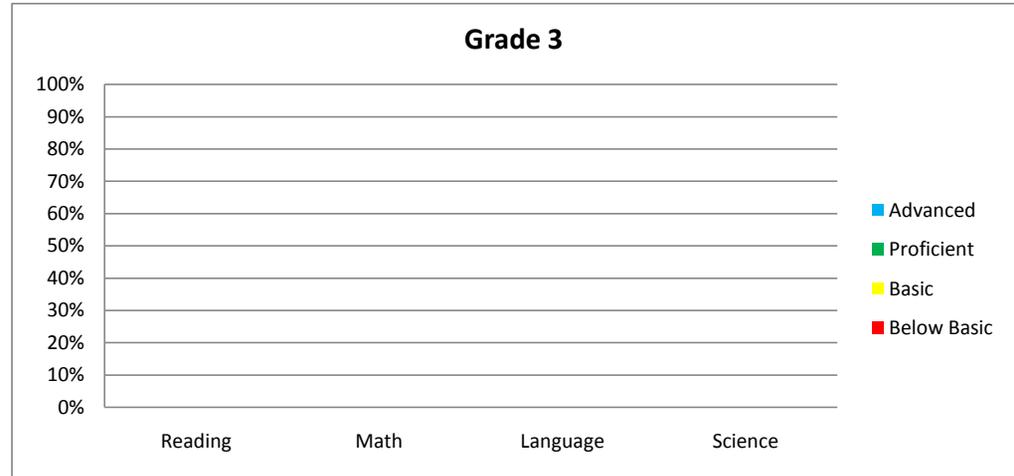
Recommendations:

- Board needs to take a more active role in governing the school and easing the burden of the Administrator
- Board needs to conduct presentations at the PCSC meetings
- Establish a track record for submitting materials on time and in the correct format.
- Continue to work on MSES and propose charter amendment – consider basing them on a growth model
- Provide adequate and timely training to new Business Manager
- Find ways to increase the achievement of SPED students so they meet or exceed the level at which surrounding populations are performing
- Increase fundraising efforts – target populations other than families attending the school
- Work with the State Department to obtain additional funding for high needs students

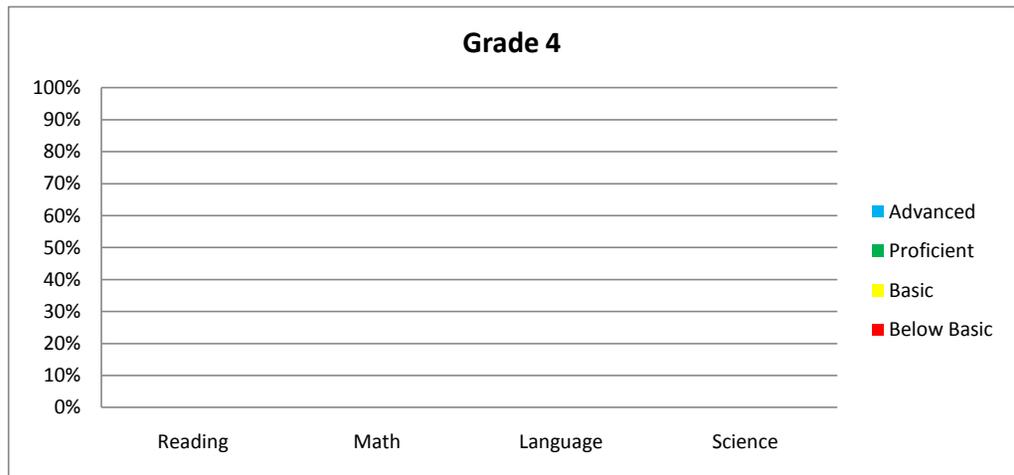
Materials Requested:

- No additional materials – only those required for Oct. meeting materials submission

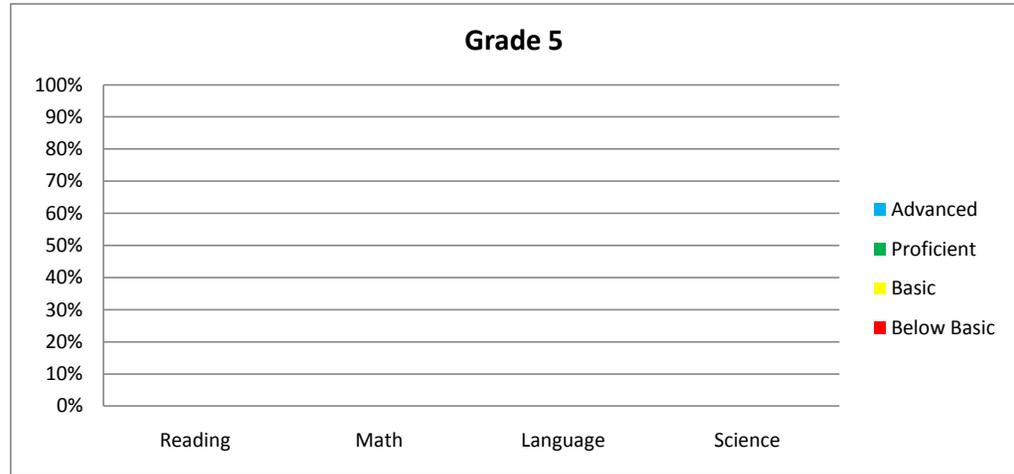
Grade 3	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



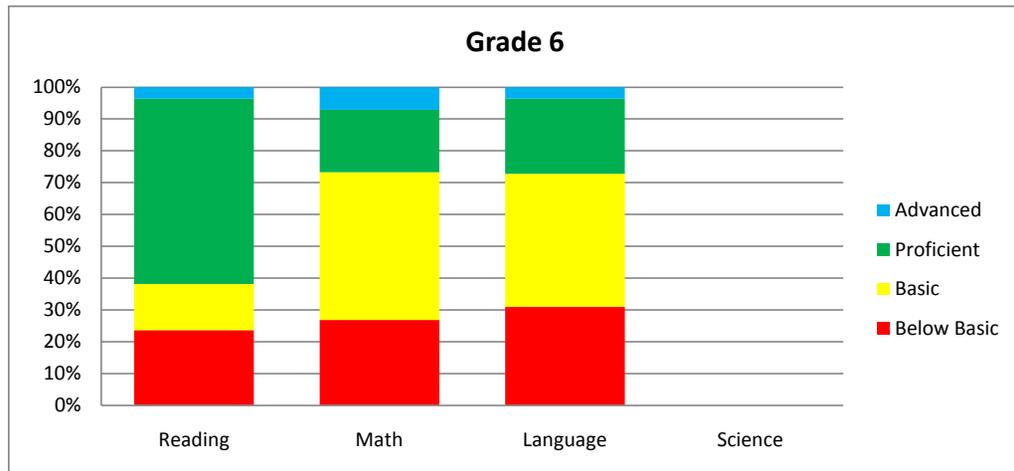
Grade 4	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



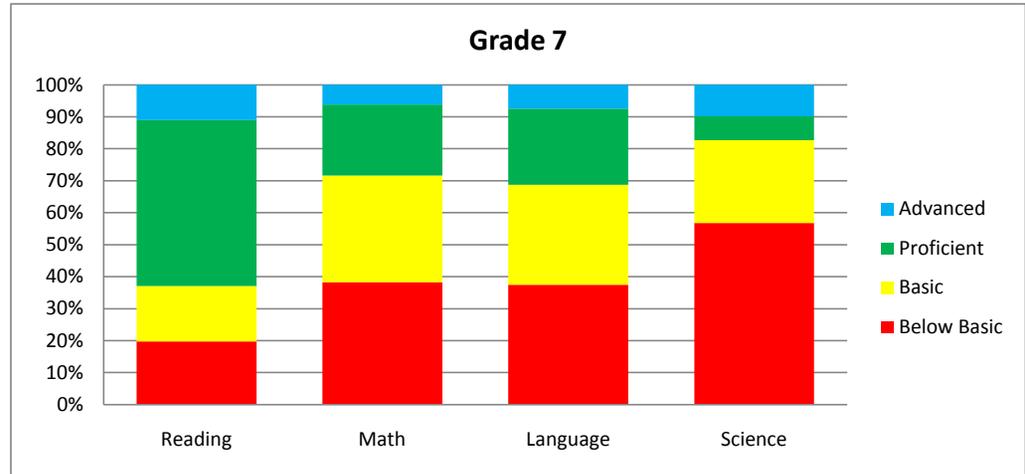
Grade 5	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



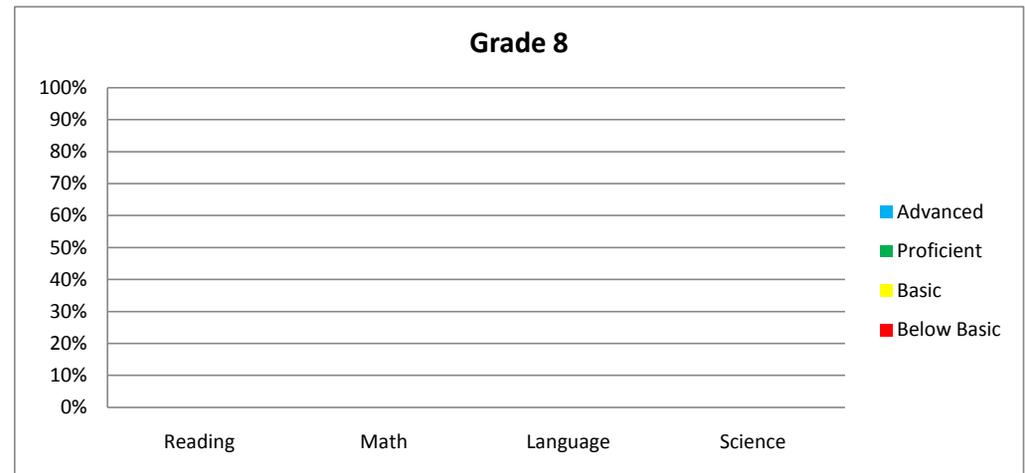
Grade 6	Reading	Math	Language	Science
Below Basic	23.6	26.8	30.9	
Basic	14.5	46.4	41.8	
Proficient	58.2	19.6	23.6	
Advanced	3.6	7.1	3.6	



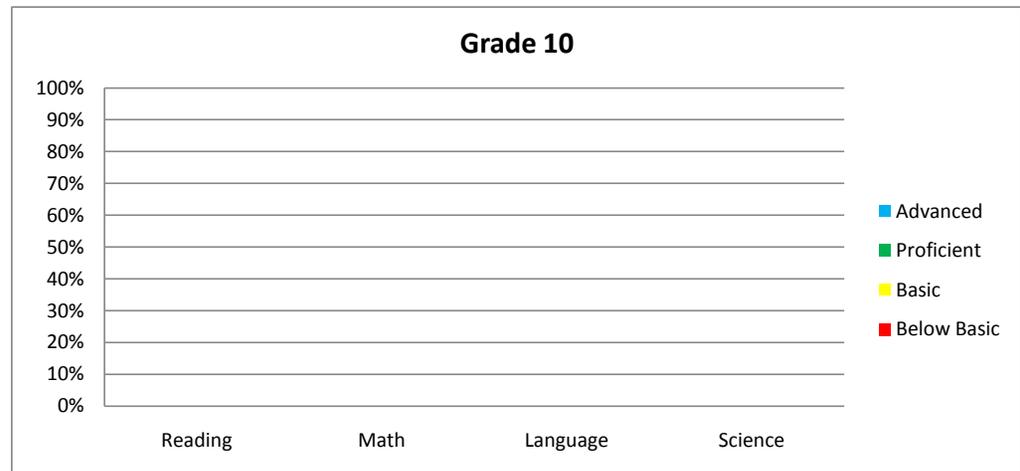
Grade 7	Reading	Math	Language	Science
Below Basic	19.8	38.3	37.5	56.8
Basic	17.3	33.3	31.3	25.9
Proficient	51.9	22.2	23.8	7.4
Advanced	11.1	6.2	7.5	9.9



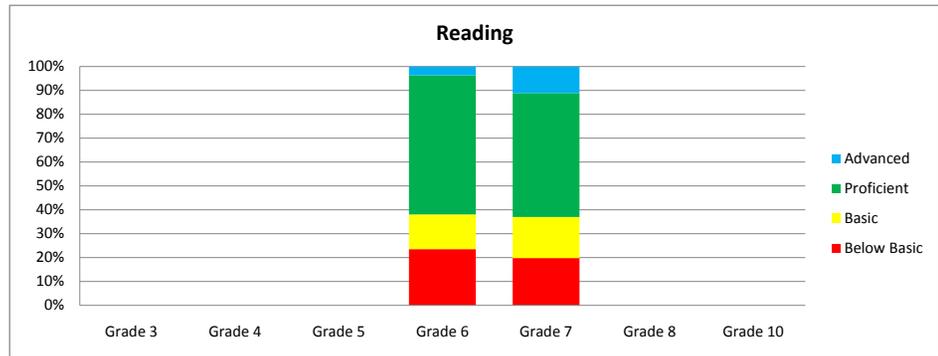
Grade 8	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



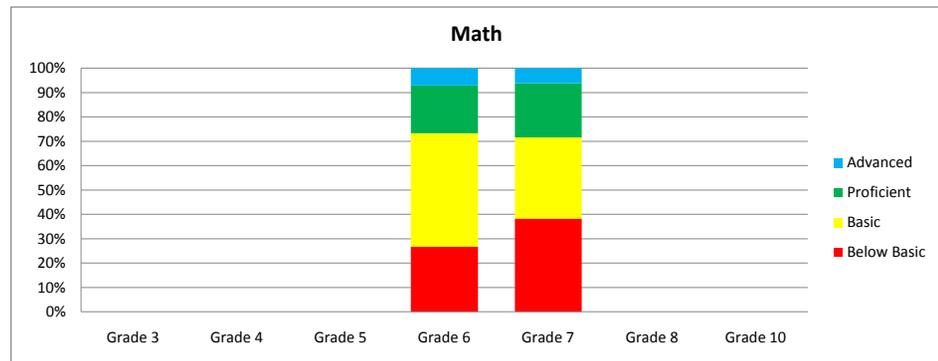
Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



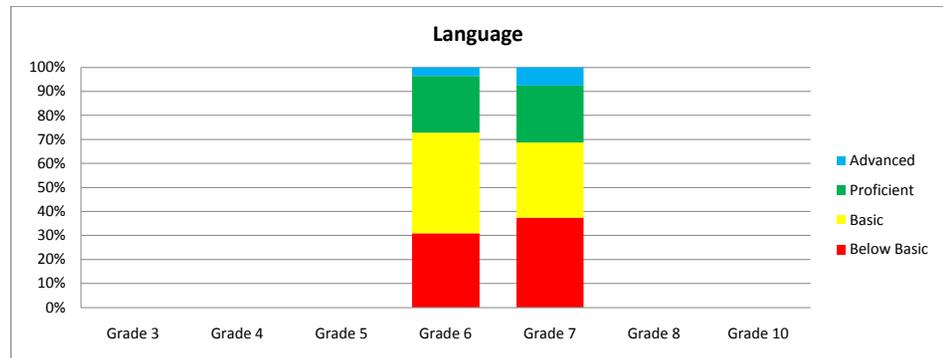
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	23.6	19.8	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	14.5	17.3	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	58.2	51.9	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	3.6	11.1	#N/A	#N/A



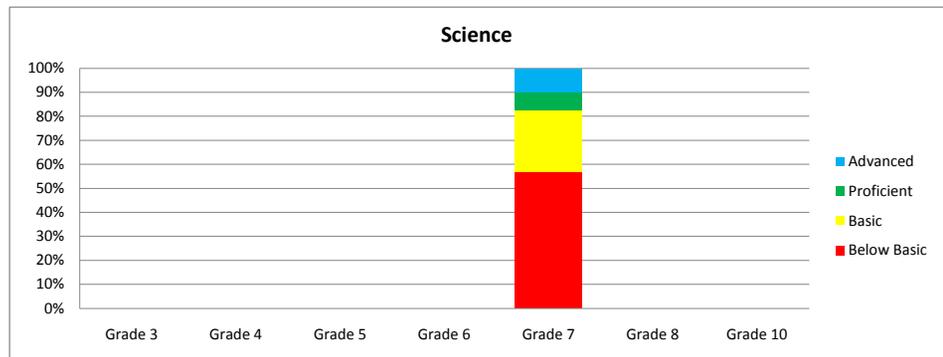
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	26.8	38.3	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	46.4	33.3	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	19.6	22.2	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	7.1	6.2	#N/A	#N/A



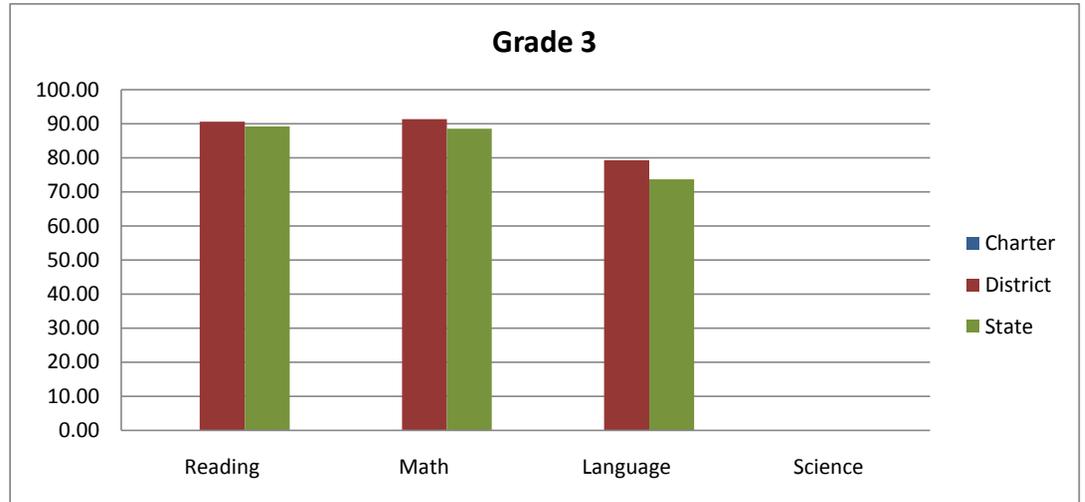
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	30.9	37.5	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	41.8	31.3	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	23.6	23.8	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	3.6	7.5	#N/A	#N/A



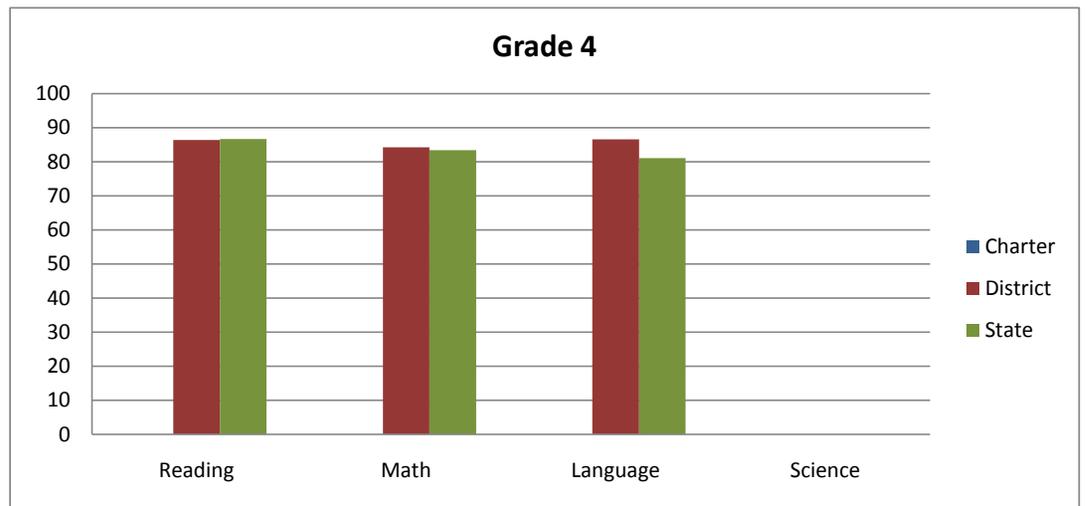
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A		56.8	#N/A	#N/A
Basic	#N/A	#N/A	#N/A		25.9	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A		7.4	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A		9.9	#N/A	#N/A



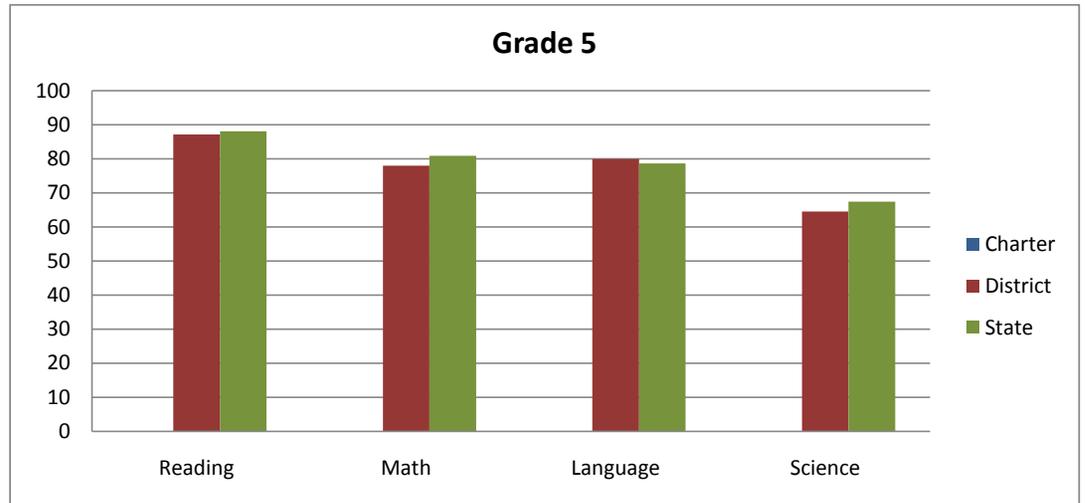
Grade 3	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	90.6	91.4	79.3	
State	89.2	88.6	73.7	



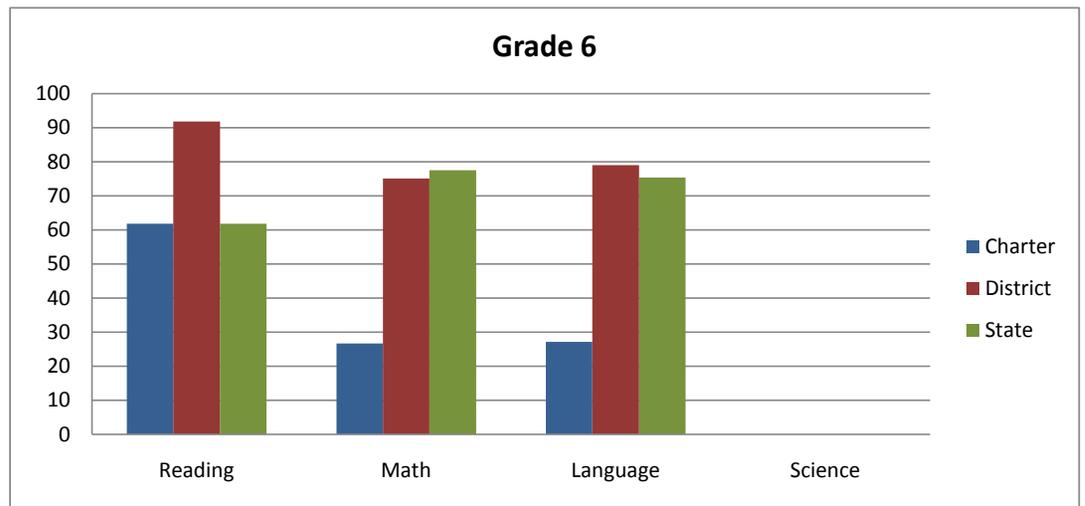
Grade 4	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	86.4	84.3	86.6	
State	86.7	83.4	81.1	



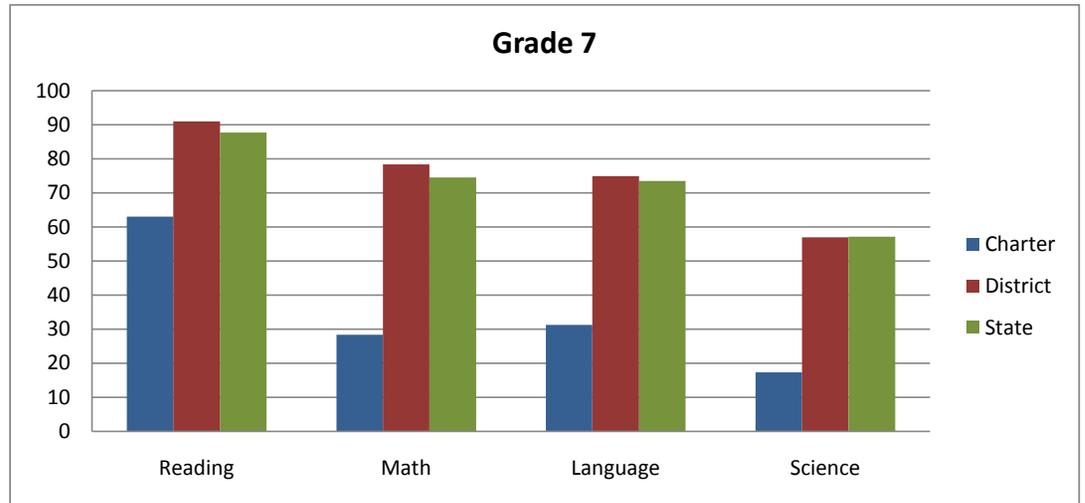
Grade 5	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	87.2	78	80	64.5
State	88.1	80.9	78.7	67.4



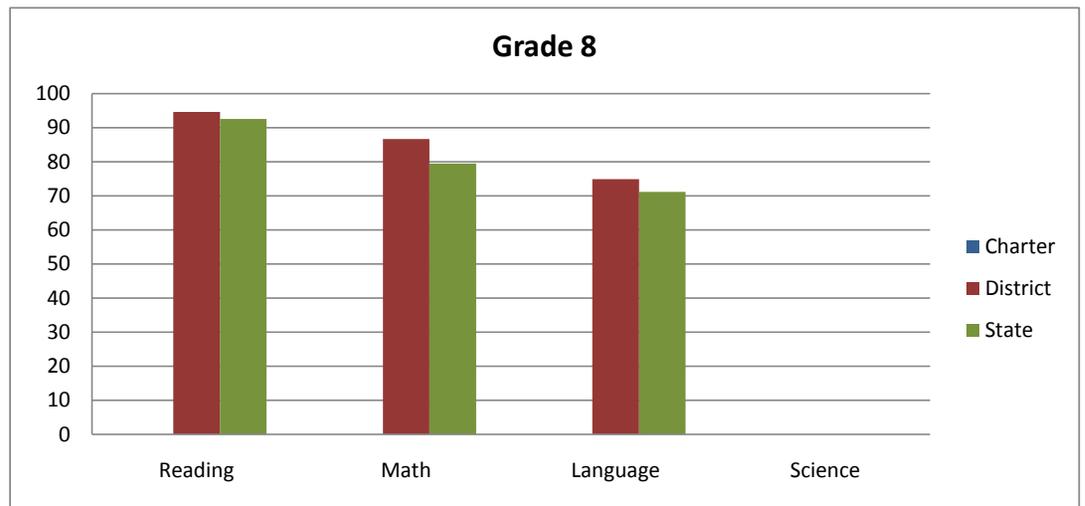
Grade 6	Reading	Math	Language	Science
Charter	61.8	26.7	27.2	
District	91.8	75.1	79	
State	61.8	77.5	75.4	



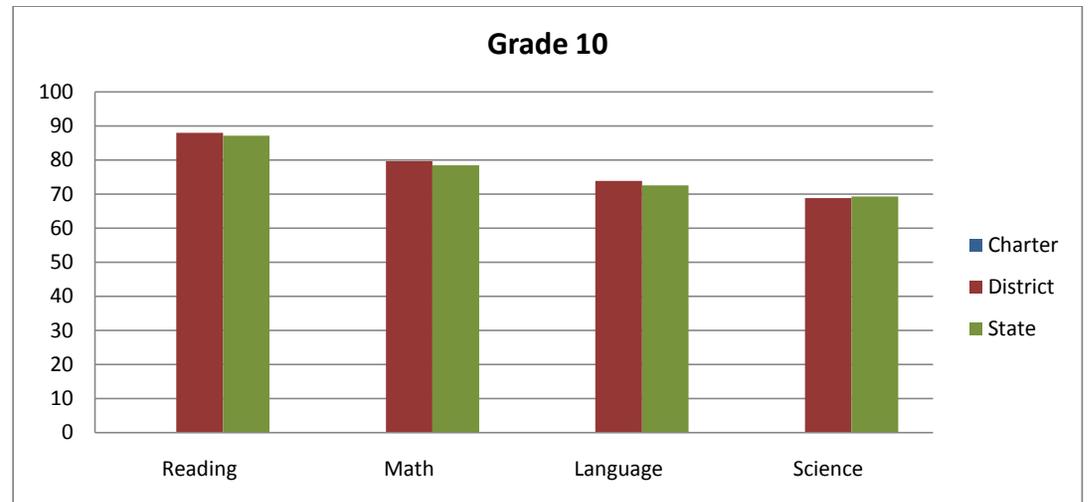
Grade 7	Reading	Math	Language	Science
Charter	63	28.4	31.3	17.3
District	91	78.4	74.9	57
State	87.7	74.5	73.5	57.2



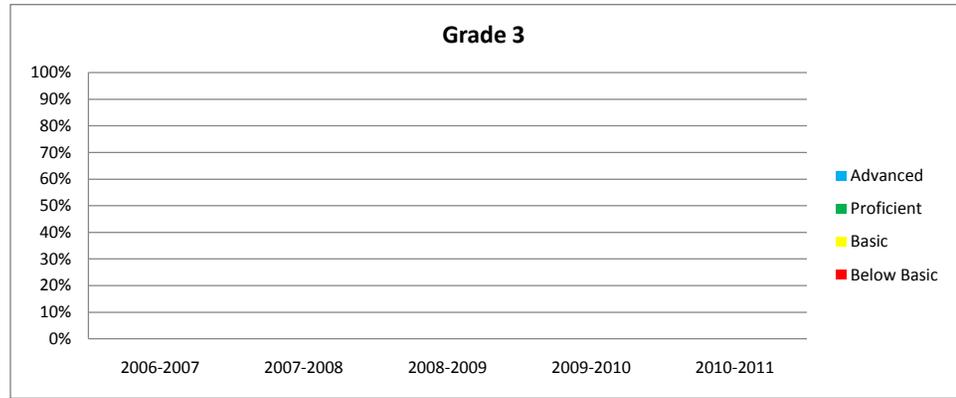
Grade 8	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	94.6	86.7	74.9	
State	92.6	79.5	71.2	



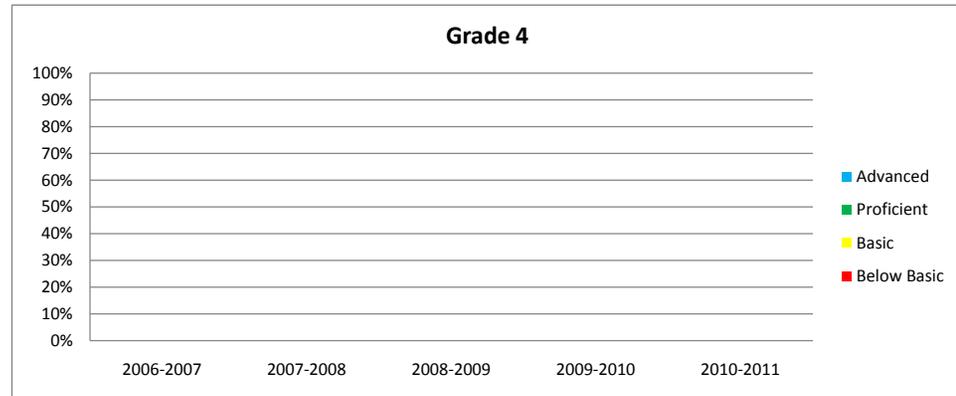
Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	88	79.7	73.9	68.8
State	87.2	78.5	72.6	69.3



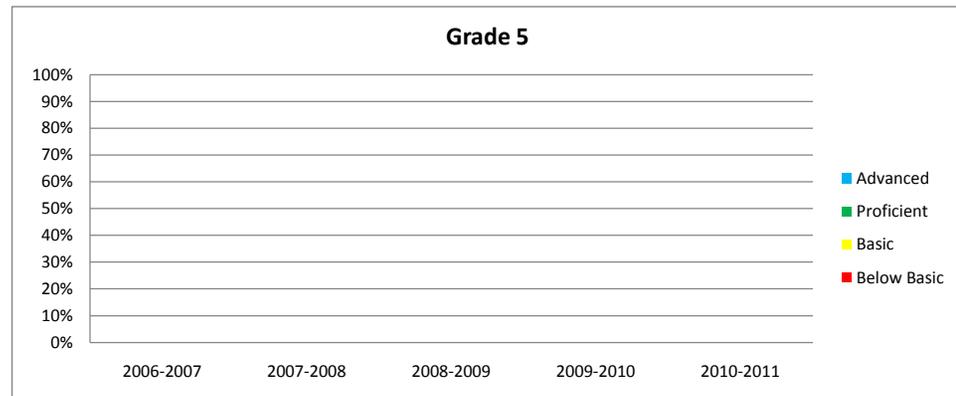
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



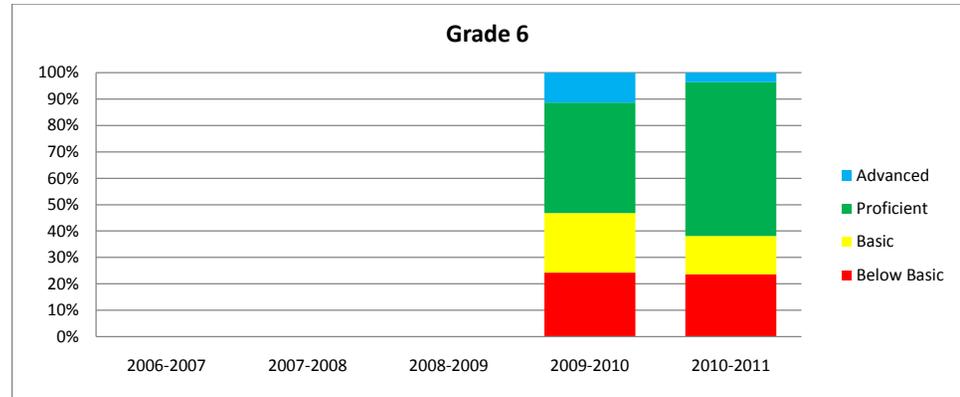
Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



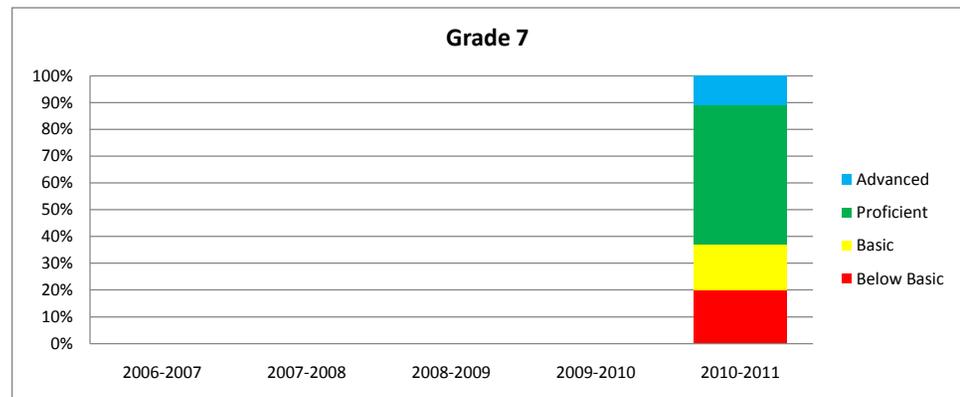
Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



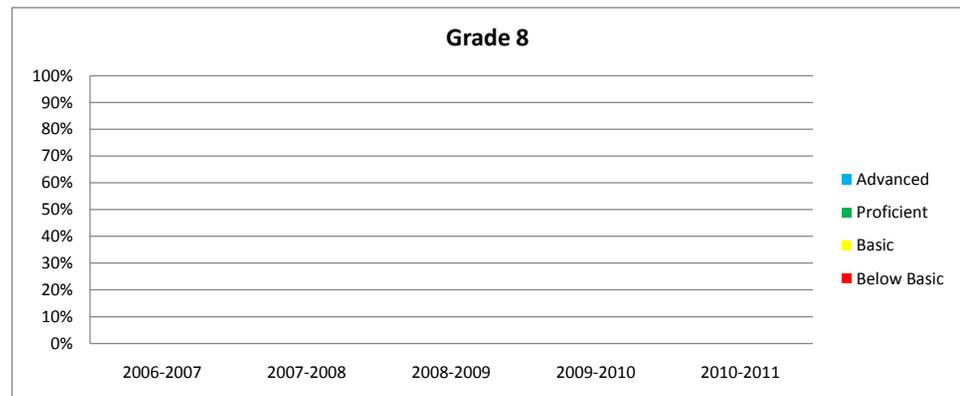
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	24.2	23.6
Basic	#N/A	#N/A	#N/A	22.6	14.5
Proficient	#N/A	#N/A	#N/A	41.9	58.2
Advanced	#N/A	#N/A	#N/A	11.3	3.6



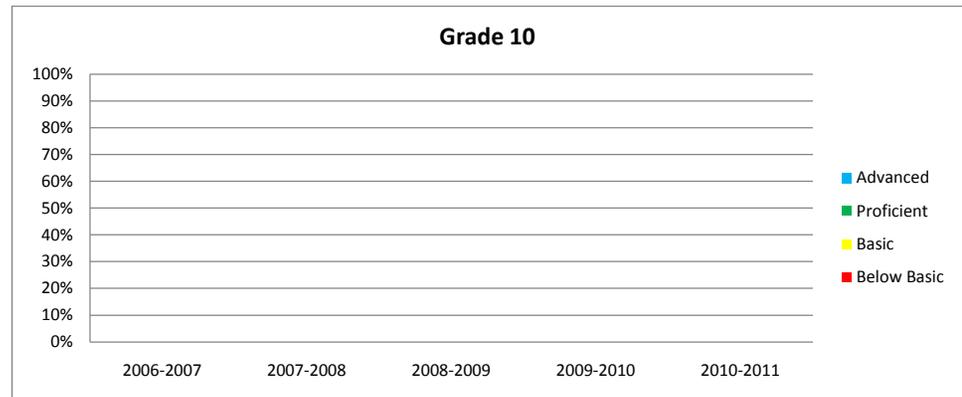
Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	19.8
Basic	#N/A	#N/A	#N/A	#N/A	17.3
Proficient	#N/A	#N/A	#N/A	#N/A	51.9
Advanced	#N/A	#N/A	#N/A	#N/A	11.1



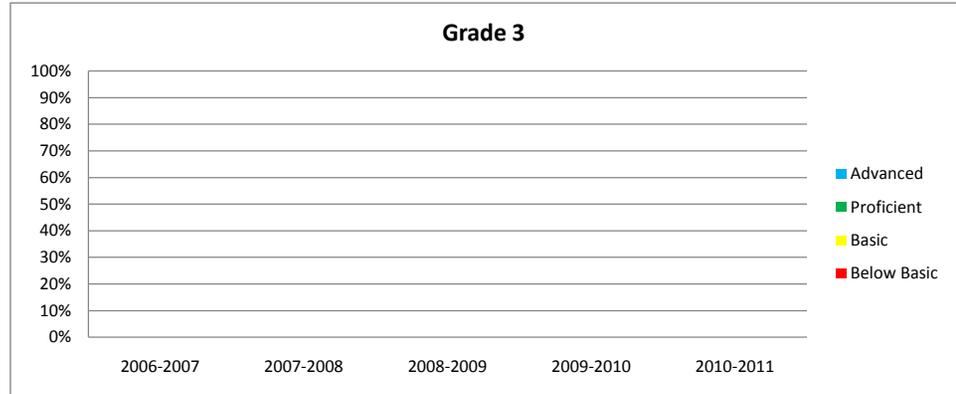
Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



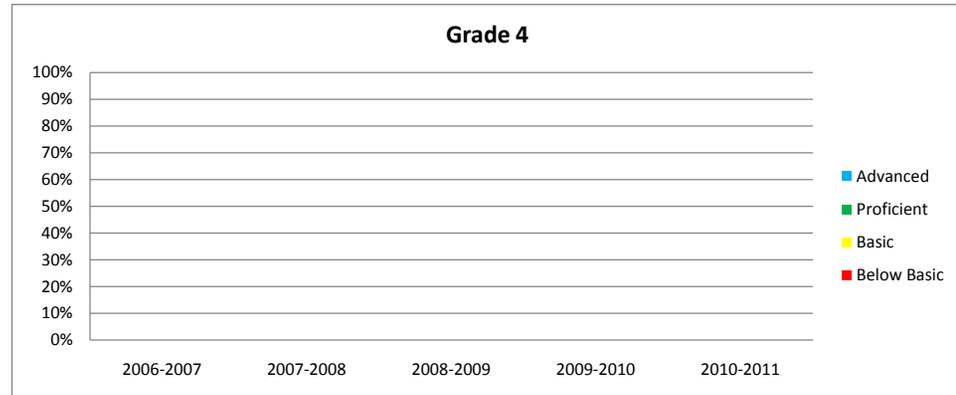
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



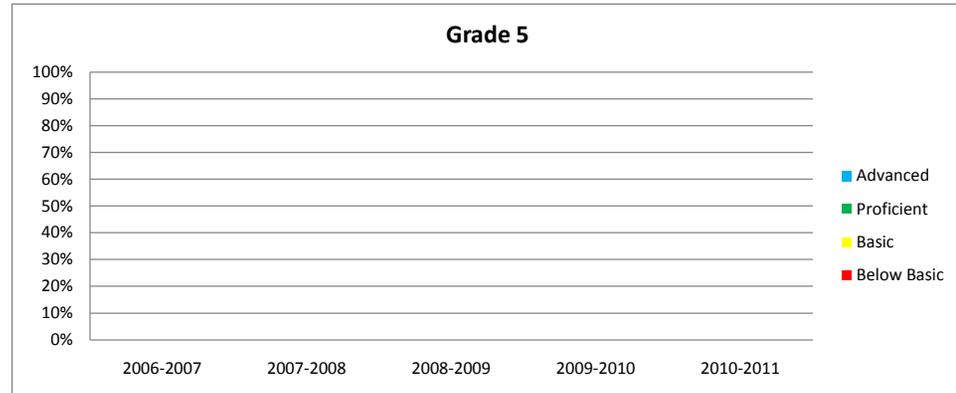
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



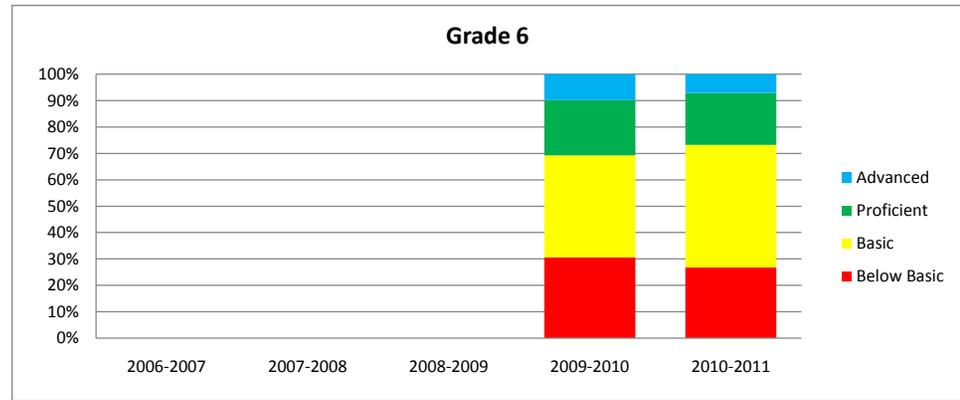
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



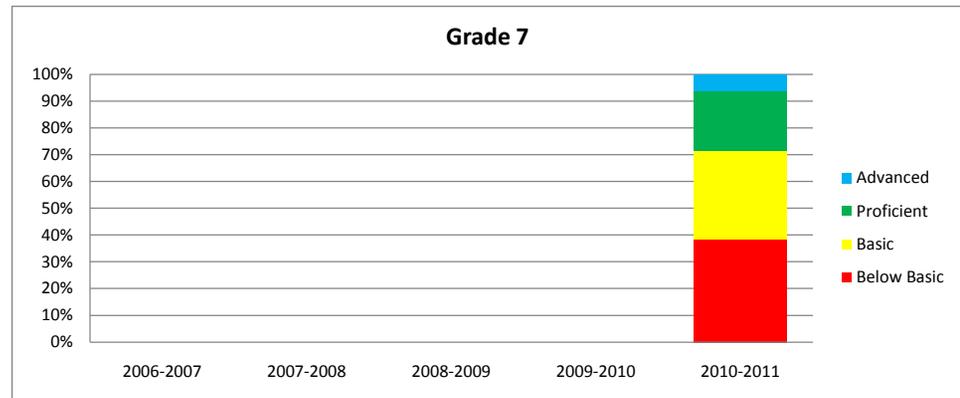
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



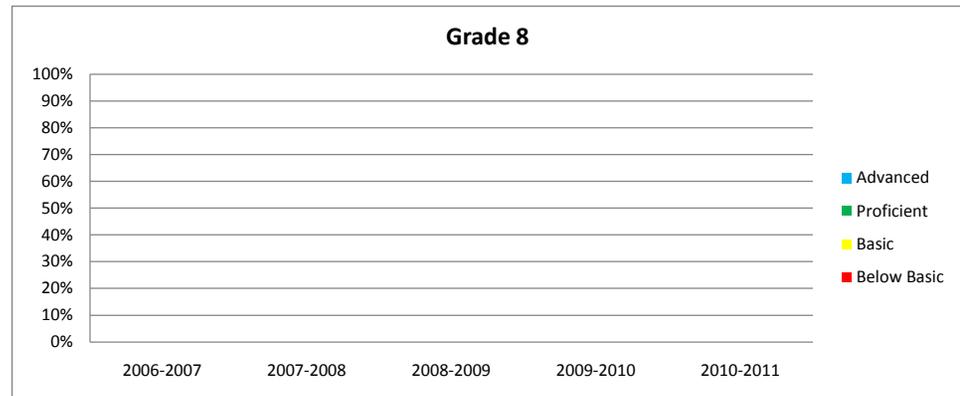
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	30.6	26.8
Basic	#N/A	#N/A	#N/A	38.7	46.4
Proficient	#N/A	#N/A	#N/A	21	19.6
Advanced	#N/A	#N/A	#N/A	9.7	7.1



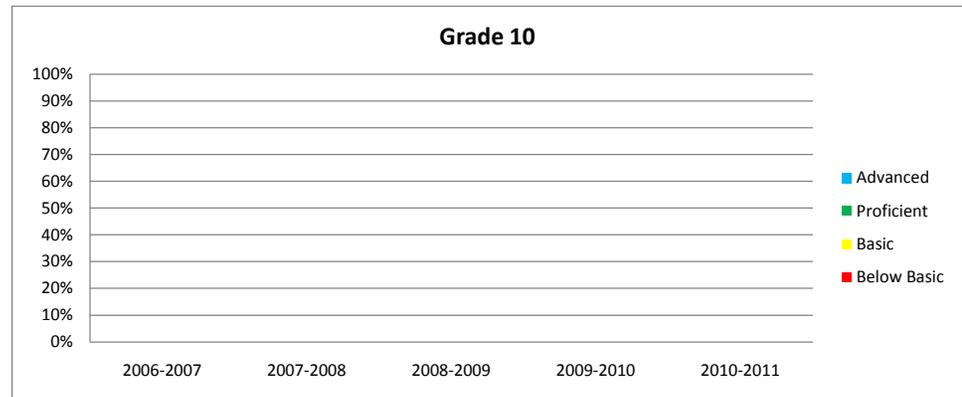
Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	38.3
Basic	#N/A	#N/A	#N/A	#N/A	33.3
Proficient	#N/A	#N/A	#N/A	#N/A	22.2
Advanced	#N/A	#N/A	#N/A	#N/A	6.2



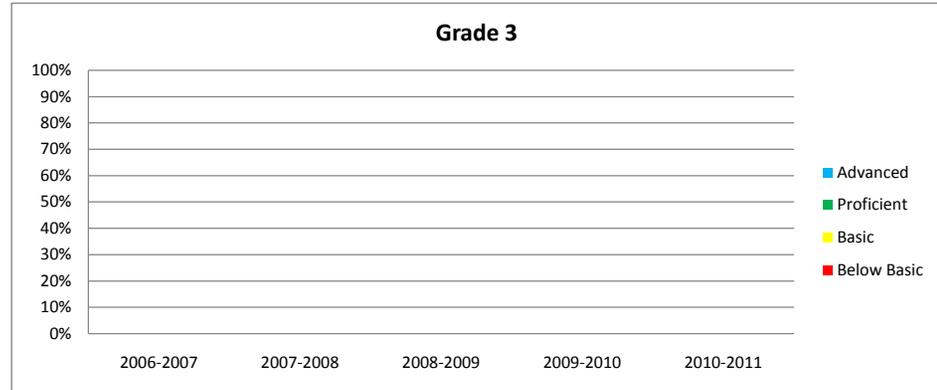
Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



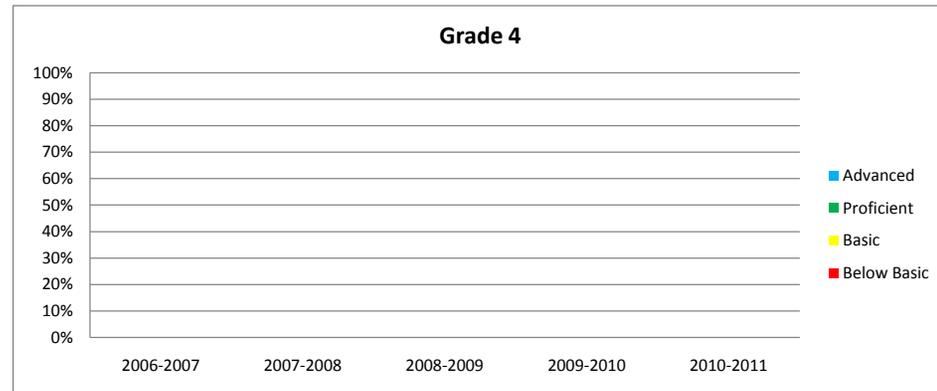
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



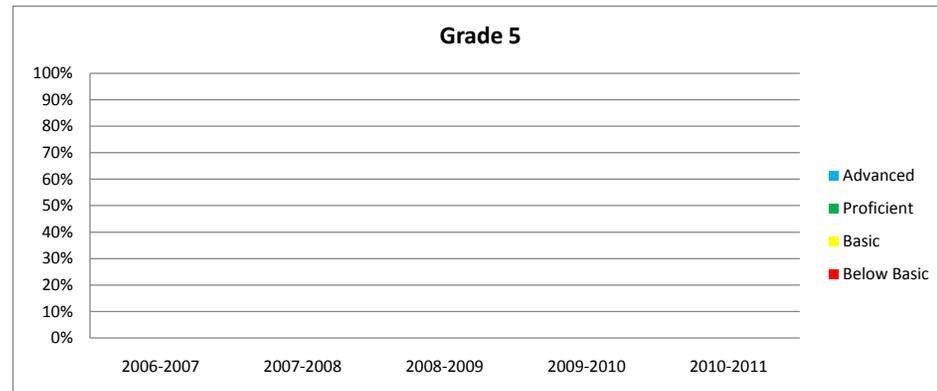
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



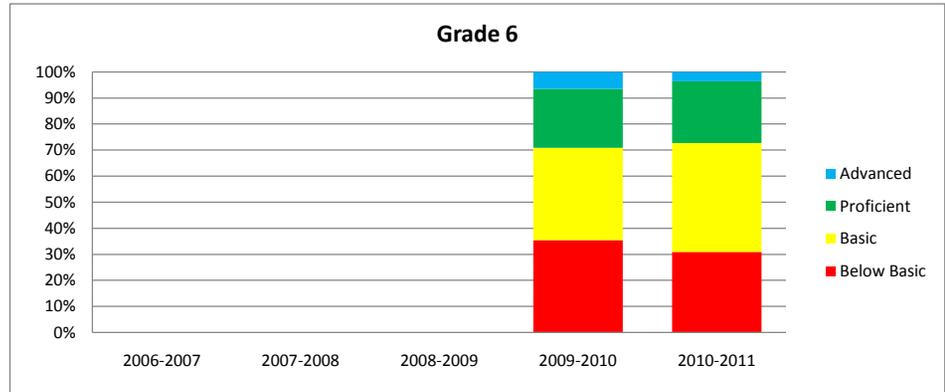
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



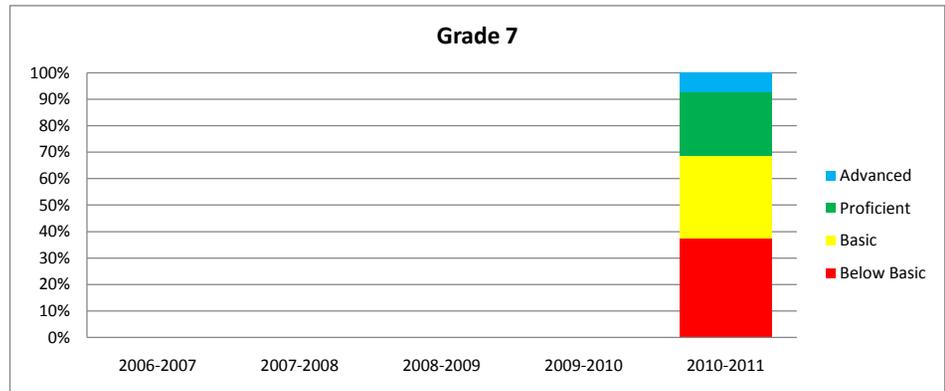
Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



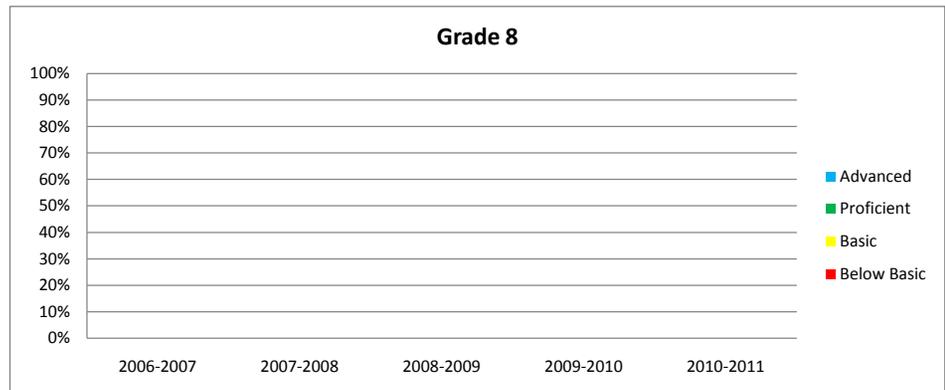
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	35.5	30.9
Basic	#N/A	#N/A	#N/A	35.5	41.8
Proficient	#N/A	#N/A	#N/A	22.6	23.6
Advanced	#N/A	#N/A	#N/A	6.5	3.6



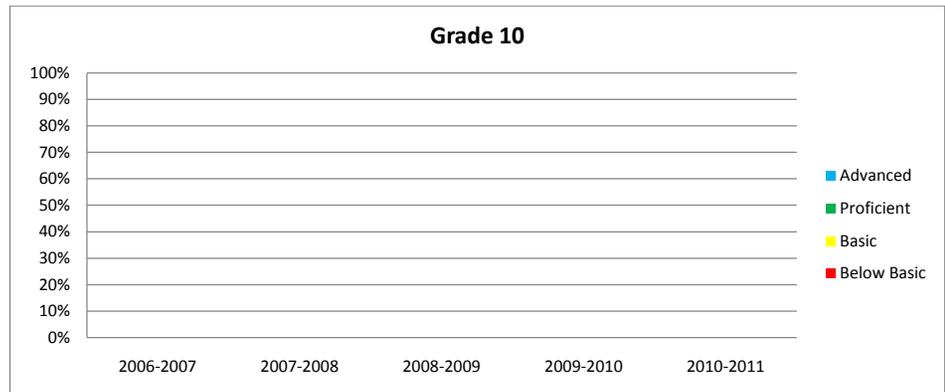
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	37.5
Basic	#N/A	#N/A	#N/A	#N/A	31.3
Proficient	#N/A	#N/A	#N/A	#N/A	23.8
Advanced	#N/A	#N/A	#N/A	#N/A	7.5



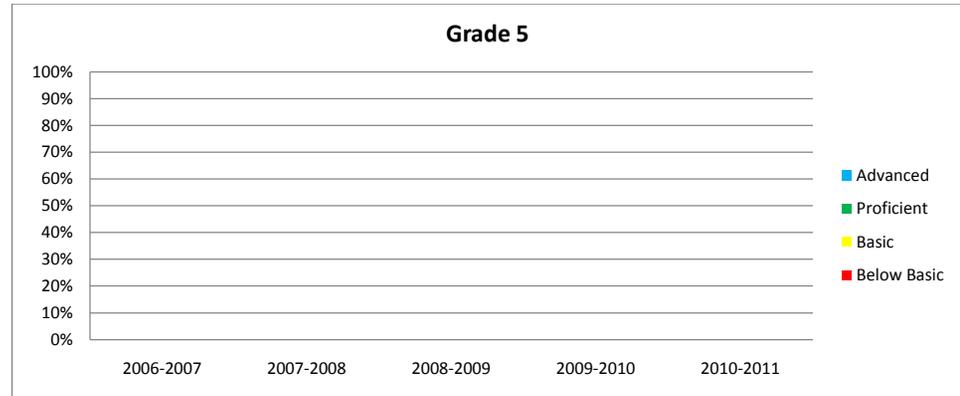
Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



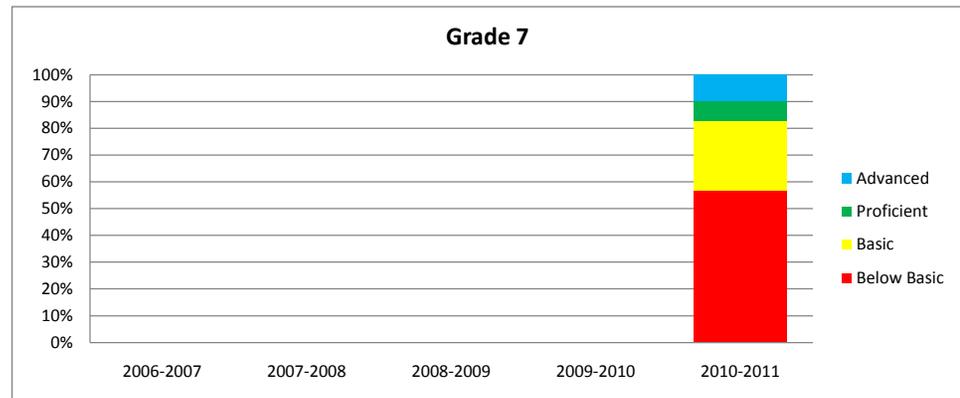
Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



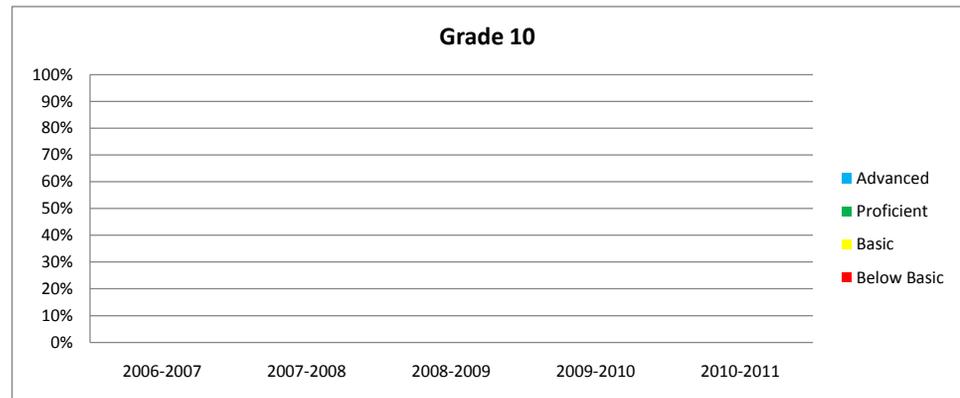
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



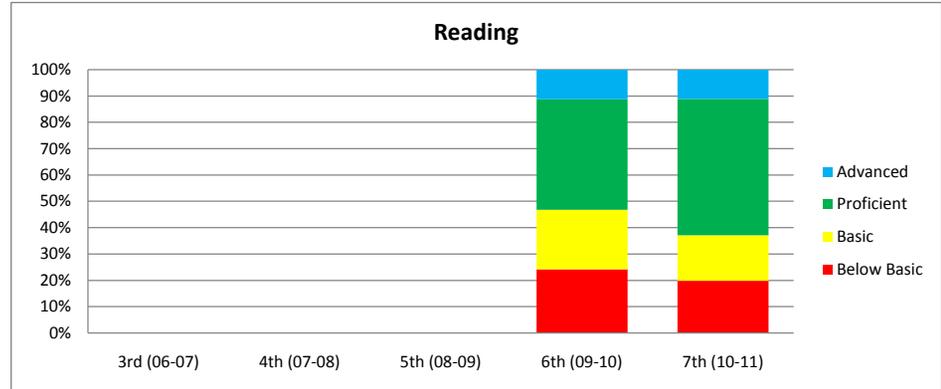
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8
Basic	#N/A	#N/A	#N/A	#N/A	25.9
Proficient	#N/A	#N/A	#N/A	#N/A	7.4
Advanced	#N/A	#N/A	#N/A	#N/A	9.9



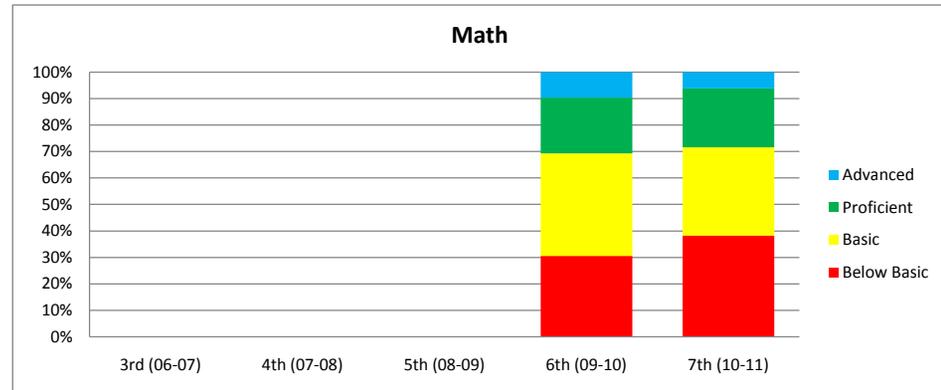
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



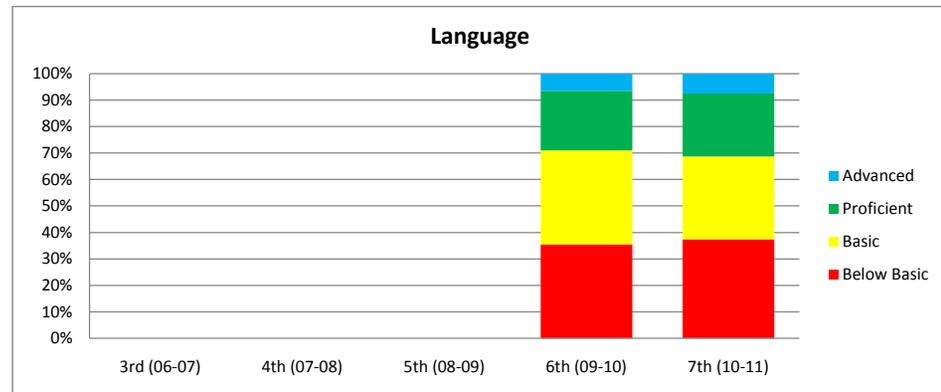
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	24.2	19.8
Basic	#N/A	#N/A	#N/A	22.6	17.3
Proficient	#N/A	#N/A	#N/A	41.9	51.9
Advanced	#N/A	#N/A	#N/A	11.3	11.1



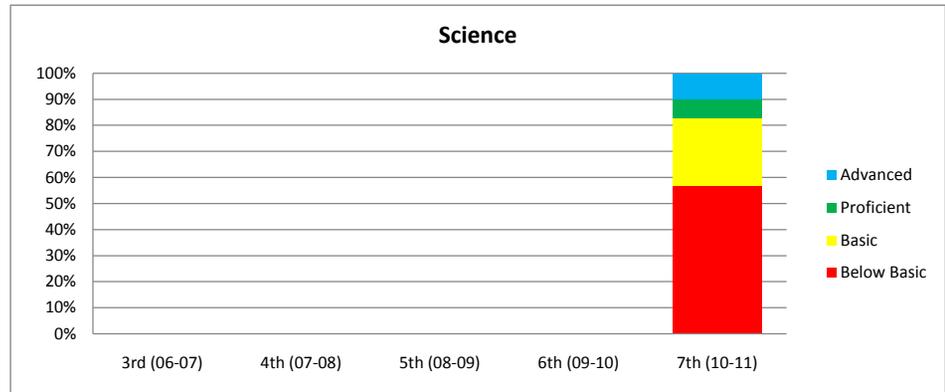
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	30.6	38.3
Basic	#N/A	#N/A	#N/A	38.7	33.3
Proficient	#N/A	#N/A	#N/A	21	22.2
Advanced	#N/A	#N/A	#N/A	9.7	6.2



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	35.5	37.5
Basic	#N/A	#N/A	#N/A	35.5	31.3
Proficient	#N/A	#N/A	#N/A	22.6	23.8
Advanced	#N/A	#N/A	#N/A	6.5	7.5



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8
Basic	#N/A	#N/A	#N/A	#N/A	25.9
Proficient	#N/A	#N/A	#N/A	#N/A	7.4
Advanced	#N/A	#N/A	#N/A	#N/A	9.9



July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

<u>Wings Charter Middle School</u> <u>#467 - 05-31-2012 Report</u>	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes (School notes in plain text, PCSC staff notes in italics.)
REVENUE					
Salary Apportionment	\$613,997.00	\$137,975.00	\$613,997.00	22.47%	
Benefit Apportionment	\$86,844.00	\$0.00	\$86,844.00	0.00%	
Entitlement	\$274,764.00	\$634,874.08	\$274,764.00	231.06%	
State Transportation	\$65,000.00	\$0.00	\$65,000.00	0.00%	
Lottery	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other State Funds (Specify)	\$32,083.00	\$55,589.50	\$32,083.00	173.27%	<i>MOE funds, SED Funds, Technology</i>
Special Ed - Regular	\$31,039.00	\$23,958.35	\$31,039.00	77.19%	
Special Ed - ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!	
Title I	\$24,714.00	\$0.00	\$24,714.00	0.00%	
Federal Title I Funds : ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!	
Medicaid Reimbursement	\$15,000.00	\$8,185.05	\$15,000.00	54.57%	
Title IIA	\$3,803.00	\$1,792.99	\$3,803.00	47.15%	
Local Revenue (Specify)	\$11,653.00	(\$845.66)	\$11,653.00	-7.26%	<i>Erate Reimb</i>
Federal Startup Grant	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other Grants (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Fundraising	\$0.00	\$0.00	\$0.00	#DIV/0!	
Interest Earned	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	(\$57,233.00)	\$0.00	(\$57,233.00)	0.00%	Holdbacks
TOTAL REVENUE	\$1,101,664.00	\$861,529.31	\$1,101,664.00	78.20%	
EXPENDITURES					
100 Salaries					
Teachers	\$262,761.00	\$220,831.27	\$262,761.00	84.04%	
Special Education	\$30,000.00	\$17,938.80	\$30,000.00	59.80%	
Instructional Aides	\$40,150.00	\$23,868.34	\$40,150.00	59.45%	
Classified/Office	\$35,000.00	\$42,788.61	\$35,000.00	122.25%	
Administration	\$71,000.00	\$66,000.00	\$71,000.00	92.96%	
Maintenance	\$4,250.00	\$1,083.31	\$4,250.00	25.49%	
Other (Specify)	\$22,740.00	\$17,055.00	\$22,740.00	75.00%	Guidance
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Salaries	\$465,901.00	\$389,565.33	\$465,901.00	83.62%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$197,327.00	\$157,178.82	\$197,327.00	79.65%	
Other (Specify)	\$2,600.00	\$0.00	\$2,600.00	0.00%	Workman's Comp
Total Benefits	\$199,927.00	\$157,178.82	\$199,927.00	78.62%	
300 Purchased Services					
Management Services	\$6,500.00	\$6,500.00	\$6,500.00	100.00%	
Staff Dev/Title IIA	\$6,662.00	\$7,734.41	\$6,662.00	116.10%	
Legal Pub/Advertising	\$1,800.00	(\$51.22)	\$1,800.00	-2.85%	Refund on overpayment
Legal Services	\$720.00	\$0.00	\$720.00	0.00%	
Special Education	\$87,300.00	\$14,362.40	\$87,300.00	16.45%	Refund on overbilling
Liability & Property Ins	\$3,500.00	\$0.00	\$3,500.00	0.00%	
Substitute Teachers	\$1,200.00	\$3,286.25	\$1,200.00	273.85%	
Board Expenses	\$2,854.00	\$250.00	\$2,854.00	8.76%	
Computer Services	\$10,600.00	\$7,968.96	\$10,600.00	75.18%	
Transportation	\$85,500.00	\$74,586.07	\$85,500.00	87.24%	
Travel	\$2,400.00	\$64.50	\$2,400.00	2.69%	
Other (Specify)	\$0.00	\$951.28	\$0.00	#DIV/0!	Postage
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Services	\$209,036.00	\$115,652.65	\$209,036.00	55.33%	

July 24, 2012

<u>Wings Charter Middle School</u> <u>#467 - 05-31-2012 Report</u>	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes (School notes in plain text, PCSC staff notes in italics.)
Facilities				#DIV/0!	
Building Lease	\$158,684.00	\$150,164.48	\$158,684.00	0.00%	
Land Lease	\$0.00	\$0.00	\$0.00	#DIV/0!	
Modular Lease	\$0.00	\$0.00	\$0.00	#DIV/0!	
Utilities, Phones, Lndscp	\$25,800.00	\$27,717.34	\$25,800.00	12.74%	
Site Preparation	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$2,500.00	\$16,961.80	\$2,500.00	318.76%	Maintenance Contracted
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Facilities	\$186,984.00	\$194,843.62	\$186,984.00	104.20%	
400 Supplies and Maintenance					
Textbooks	\$1,200.00	\$0.00	\$1,200.00	0.00%	
School Supplies	\$3,600.00	\$4,144.76	\$3,600.00	115.13%	
Power School	\$0.00	\$0.00	\$0.00	#DIV/0!	
Custodial Supplies	\$1,800.00	\$2,584.23	\$1,800.00	143.57%	
Other (Specify)	\$1,716.00	\$1,362.57	\$1,716.00	79.40%	<i>Administrative Supplies</i>
Other (Specify)	\$500.00	\$4,759.14	\$500.00	951.83%	<i>Maintenance Supplies</i>
Total Supplies	\$8,816.00	\$12,850.70	\$8,816.00	145.77%	
500 Capital Objects					
Furniture	\$3,000.00	\$549.57	\$3,000.00	18.32%	
Technical AV Equipment	\$3,000.00	(\$183.90)	\$3,000.00	-6.13%	Refund on destroyed equipment
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Capital Objects	\$6,000.00	\$365.67	\$6,000.00	6.09%	
Debt Service					
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!	
Grant Purchases					
Specify	\$0.00	\$4,068.90	\$0.00	#DIV/0!	Kindles bought with technology money
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Grant Purchases	\$0.00	\$4,068.90	\$0.00	#DIV/0!	
Reserve Fund	\$25,000.00		\$25,000.00	0.00%	
Building Fund				#DIV/0!	
Total Expenses	\$1,101,664.00	\$874,525.69	\$1,101,664.00	79.38%	
Carryover from Previous FY	\$157,916.70	\$157,919.70	\$157,916.70	100.00%	
Reserve/(Deficit)	\$157,916.70	\$144,923.32	\$157,916.70	91.77%	

July 24, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Wings Charter School #467 FY13	Proposed Budget	Notes
REVENUE		
Local Revenue	\$0.00	
State Revenue		
Entitlement	\$274,764.00	Enrollment of 185 with ADA 170
Wages		
Administration	\$66,147.00	
Teachers	\$472,581.00	
Classified	\$96,453.00	
Medicaid	\$15,000.00	
Benefit	\$87,242.00	
Transportation	\$65,000.00	
Federal Revenue		
Title I	\$24,000.00	
Special Ed	\$32,000.00	
Title II	\$3,500.00	
Startup Grant	\$0.00	
Other Sources (Specify)	\$12,000.00	Erate
Other Sources (Specify)	\$35,000.00	SED funds
Other Sources (Specify)	\$3,000.00	Exception Child Equivalency
Total Revenue before holdback	\$1,186,687.00	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries	\$23,629.05	
Classified Salaries	\$4,822.65	
Admin Salaries	\$3,307.35	
Benefits	\$4,362.10	
Entitlement	\$13,738.20	
Transportation	\$3,250.00	
Total Holdback	\$53,109.35	
Total Revenue after holdback	\$1,133,577.65	
EXPENDITURES		
100 Salaries		
Teachers	\$270,000.00	
Admin	\$72,000.00	
Classified	\$48,000.00	
Special education	\$30,000.00	
Other (Specify)	\$22,740.00	Guidance
Other (Specify)	\$40,000.00	Business
Total Salaries	\$482,740.00	
200 Benefits		
Benefit Dollars	\$114,240.00	all benefits
PERSI/Payroll taxes	\$96,456.00	
Other (Specify)	\$3,057.00	workman's comp

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Wings Charter School #467 FY13	Proposed Budget	Notes
Total Benefits	\$213,753.00	
300 Purchased Services		
Transportation	\$85,500.00	
Special Education	\$87,300.00	
Proctor costs	\$0.00	
Legal	\$720.00	
Insurance	\$5,010.65	
Copier Lease	\$3,600.00	
Printer Lease	\$0.00	
Facility Lease	\$164,685.00	
Utilities	\$22,200.00	
Professional Development	\$6,595.00	
Technology	\$13,600.00	
Management Services	\$6,500.00	
Legal Publications/Advertising	\$1,800.00	
Substitute Teachers	\$1,200.00	
Board Expenses	\$2,854.00	
Other (Specify)	\$0.00	
Other (Specify)	\$0.00	
Total Purchased Services	\$401,564.65	
Supplies & Materials		
Teacher/Classroom	\$3,600.00	
Office	\$3,120.00	
Janitorial	\$1,200.00	
Textbooks	\$1,200.00	
Other (Specify)	\$4,800.00	Building/Classroom Equipment
Other (Specify)	\$3,600.00	Building Contract Services
Total Supplies & Materials	\$17,520.00	
Grant Expenditures		
Specify		
Specify		
Specify		
Total Grant Expenditures	\$0.00	
Capital Outlay		
Total Capital Outlay	\$0.00	
Debt Retirement		
Total Debt Retirement	\$0.00	
Insurance & Judgements		
Total Insurance & Judgements	\$0.00	
Transfers		

July 24, 2012

Wings Charter School #467 FY13	Proposed Budget	Notes	UPCOMING FISCAL YEAR BUDGET COMPARISON
Total Transfers	\$0.00		
Contingency Reserve	\$18,000.00		
Building Fund	\$0.00		
Total Expenditures	\$1,133,577.65		
Carryover from Previous FY	\$157,916.70	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$157,916.70		