

SUBJECT

Taylor's Crossing Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Taylor's Crossing (TCPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Idaho Falls since 2006. TCPCS serves approximately 420 students in grades K-12.

DISCUSSION

TCPCS will provide an annual update on the status of the school.

TCPCS's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). TCPCS also placed in the top quartile for Excellence and Growth in the State of Idaho, thus qualifying for pay-for-performance funds.

Based on self-reporting, TCPCS met the Measurable Student Educational Standards (MSES) outlined in the school's charter. However, PCSC staff notes that MSES 1, 3, and 4 are either not measurable using objective assessment tools or do not reflect school / student outcomes.

Since the shift in leadership midway through the 2011-2012 school year, the school has become more stable. The relationships between the board, administrator, and teachers all seem to be appropriate and positive. Leadership is working to improve the implementation of the Harbor method and strengthen the high school programming.

The school's finances are continuing to improve and are stable.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC advise the TCPCS board to review all of the school's MSES and consider making revisions to improve wording and better align targets with the Idaho Five Star Rating System.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

December 4, 2012

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**Idaho Public Charter School Commission
Site Visit Report**

School	Taylor's Crossing Public Charter School
Address	1445 North Wood River Drive, Idaho Falls, ID 83401
Date of Site Visit	October 23, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Aaron Clegg, Board Chair Laila Kammerman, Secretary
Administrator(s) Interviewed	Jared Emfield, Principal
Business Manager / Clerk Interviewed	Jamie Top, Business Manager
Other Stakeholder(s) Interviewed	13 teachers 9 parents

Board Member(s) Interview

Aaron Clegg, Board Chair, and Laila Kammerman, Board Secretary, participated in the interview. Both board members have been on the board for two and half years. They demonstrated a strong knowledge of the mission of the school and the charter; each had read the charter in its entirety within the past three months. They spoke about the school's mission to provide a safe environment where students are accepted and challenged academically and about TCPCS's additional focus on government and civic involvement. The board has training monthly at their board meetings; they are working through Brian Carpenter's Charter School Board University book. They also use their board training time as an opportunity to do informal self-evaluations, as they compare their work to the ideals outlined in their materials. The board also conducts a more formal board evaluation on an annual basis, using surveys.

Both board members were confident in the ability of Jared Emfield, the current administrator, to fulfill the mission and charter. Based on observations since Jared began at TCPCS in January 2012, the board members are confident that he is connecting well with the students and the teachers, he expects and models positive behavior and interactions, and he is doing an excellent job of bringing back a greater focus on implementing the Harbor method. The board has a strong relationship with the administrator that they describe as open, genuine, and honest. They also expressed an understanding of the appropriate division of roles between the board and administrator that they feel they are coming close to reaching. They mentioned that while a few board members may want to do more than their role allows, Mr. Emfield and the board have gotten to a place where they can work through these moments so they can reach the right balance. Mr. Emfield regularly demonstrates the school's academic performance to the board through in-depth discussions about the ISATs and other standardized tests, information about other classroom results and students' demonstration of skills, weekly e-mail updates to the board, and informal discussion with the board chair.

When asked if they have any concerns about the school, the board members expressed that they don't have any significant concerns at this time. They recognize that the school has been through some difficult times, but that through efforts of the board and Mr. Emfield, things are in a much better place. The finances are in order, the curriculum development and implementation has improved, the Harbor method is being more utilized, and teacher satisfaction has increased. They recognize that the school can improve in the following areas: students' performance in math; ensuring strong transitions and scaffolding between elementary, middle school, and high school; and putting a stronger emphasis on teaching to the high in the high school classrooms. The board has also put a focus on updating and developing policies that will set the school up for long-term strength and sustainability. They have been reviewing policies regularly, are developing a more

effective process to recruit strong board members, and are encouraging the administrator and business manager to document their practices and procedures.

Administrator(s) Interview

Jared Emfield participated in the interview. Mr. Emfield has been the administrator at Taylor's Crossing since January 2012. Mr. Emfield was previously a teacher at the school and has a clear understanding and commitment to the school's mission and the Harbor method. Jared spent time last spring visiting the Harbor schools in Nampa and speaking with Rebecca Stallcop, the founder of the Harbor method in an effort to ensure that TCPCS is true to its foundations. At the same time, he feels it is important make small tweaks to the Harbor method when needed to address the needs of the students at TCPCS. Mr. Emfield was open and honest about where he feels the school is doing well, where they have improved, and where they still need to improve. His focus has been to ensure that the school gets on and stays on the right track. Mr. Emfield uses the academic performance (including standardized tests and classroom / individual progress), the development of character and citizenship amongst students, and school culture and morale to measure the school's success.

Mr. Emfield believes that his relationship with the board is strong and that they have identified appropriate division of roles. They have worked to develop honesty and transparency in their communication, which has improved interactions and problem solving between the board and administration. He spoke of the hard decisions and work that the board and administration have done to improve the school over the past nine months.

When asked about his concerns for the school, Mr. Emfield's response was that they have now moved past the point of having significant worries. Their financial situation and the morale of teachers, parents, and students have all improved. He has identified areas where TCPCS can improve, especially in regards to the high school programming, and has worked with the board to develop a plan to move the high school from good to great within the next two to three years. He also recognizes that the opening of American Heritage could have an impact on TCPCS since the schools have similar approaches, but believes that if both schools can do well, they can lift each other up. Finally, Mr. Emfield is confident that the board is well into the process of building policies to set the school up for sustainability. He feels that the board is strong right now, and that their ability to weather challenges and come through stronger speaks to their commitment to ensuring the school is strong.

Business Manager / Clerk Interview

Jamie Top, Business Manager, participated in the interview. Jamie has been in her current position for one year, but has been involved at the school since 2006. Though the school faced a challenging financial situation in 2009-10 (they did not have adequate reserves), Jamie is comfortable with the school's current financial status and believes they have made appropriate adjustments and built plans to ensure strong finances moving forward. This included reducing the cost per high school student by adjusting the schedule and classes available. While that led to a drop in enrollment in 2010-2011, high school enrollment has grown some in the 2011-2012 year, and the board and administration are making plans to ensure stronger high school enrollment in the future.

Currently, the school has approximately \$300,000 in reserves, and they are working to make sure they add to their reserves this year. Jamie's approach is to budget low and then work with Mr. Emfield to closely monitor the expenses according to that budget. They meet monthly and review every line item on the budget so mid-year adjustments to spending can be made as needed.

Meeting with Teachers

All TCPCS teachers were invited by the school's administrator to participate in a meeting with the PCSC, and 13 teachers (76%) attended the meeting. Teachers were honest and candid about their experiences working at TCPCS and their hopes for the future.

The majority of the teachers have been at TCPCS for at least three years, and have persevered through the challenges the school has faced. They expressed relief and happiness over the improvements that have happened at the school in the last nine months, and feel that the school is in a much more solid place.

The teachers provided very positive feedback about Mr. Emfield. They feel that Mr. Emfield has a strong relationship with the board and a good understanding of the strategic direction the school should go in. Mr. Emfield has a very positive and professional relationship with the teachers. They respect him, trust him, and feel supported by him. They believe that he places high value on the charter and is doing well at strengthening the implementation of the Harbor method. Mr. Emfield does regular classroom observations and is creating a very positive environment for teachers, staff, and students.

In addition to their feedback about Mr. Emfield, teachers identified other strengths of the school:

- Talented staff who collaborate, are eager to learn, and help each other
- The Harbor Method and the school's curriculum push students to excel
- Pacing of teaching and learning – it challenges the teacher (in a good way) and keeps the students engaged
- Freedom is given to teachers to choose and implement curriculum in their classroom, and they are trusted to do it well
- Educational Assistants are high quality and the in-class help is very valuable

When asked what the school can improve, the primary area of feedback was focused on the topic of communication. While teachers value the efforts of the administrator to minimize extra meetings and duties for them (a Harbor method concept), they feel that the lack of regular staff meetings sometimes prevents the easy flow of information. This is particularly true regarding decisions that are made at TCPCS board meetings; the meeting minutes are vague, and information could be more effectively distributed after decisions are made. There was a consensus in the room that the addition of a monthly staff meeting could alleviate this issue, while also allowing teachers to give feedback to the administrator regarding decisions that affect them. Additionally, teachers felt it would be helpful if they could have more opportunities to help guide the professional development offerings at TCPCS, so that teacher's needs for growth and learning can be more easily met.

Meeting with Parents

Nine (9) parents came to TCPCS to meet with the PCSC staff member. Below are the questions presented to parents and their summarized responses:

How can TCPCS improve?

- The special education program could improve. Sometimes it seems unorganized, and parents are not always sure that our students' time is used appropriately. Students are sometimes just instructed to sit and work on their homework, rather than being guided through activities. There also seems to be a communication gap between special

education, parents, and classroom teachers. It seems like the program is beginning to improve this year, but it could still use work.

- Since the school has limited opportunities for extracurricular activities, such as sports or music, it would be helpful if TCPCS could build relationships with traditional public schools and assist parents in gaining access to these activities for their children.
- It would be good if there was a specific project (peer mentoring or similar) to help new TCPCS students adjust to the school. Because the school is academically challenging, these students sometimes need extra help when they first enroll.

What are TCPCS's strengths? What's going well?

- The academics are strong and our kids are challenged; they perform at levels above their peers in traditional public school. The Harbor Method holds true here – kids feel safe and they are pushed to excel.
- Students are held accountable and taught how to be responsible (by cleaning up after themselves, doing service, etc.) and this spills over into how they behave and treat people in other aspects of their lives.
- The school is orderly and peaceful; students have respectful, positive relationships with the adults.
- Everyone is included; there are no cliques that we know of at this school. Students treat each other well.
- Mr. Emfield is “wonderful.” He knows how to discipline students while still letting them know he cares. He is committed to making the school successful, and he has a good relationship with teachers, parents, and students. He has made sure parents know how they can get involved.
- The school is more stable. After going through challenges (financially and otherwise), it is good to see that the board and administrator have gotten things on track.

Documents Review

Finances

The finances through the 2011-2012 year and 2012-2013 year-to-date were reviewed. Questions were answered by Jamie Toop, who clearly has a strong grasp on financial situation at TCPCS. The finances and accounting practices appear to be in order and there are no significant concerns at this time.

Special Education Files

Three (3) special education files were selected at random for review. The files were all well-organized in 3-ring binder with tabs, making it easy to find all documentation. All IEPs were up-to-date, IEP goals were appropriate, and accommodations pages were clearly written. For the student initially assessed at TCPCS (1), eligibility documentation was included and revealed that appropriate testing was done by a school psychologist. For students initially assessed before attending Legacy (2), referrals and eligibility documentation had been received from the previous district / school and was included in the file. There was minimal documentation reflective of communication with parents or other providers. Based on this and on feedback from parents, it does seem that communication is an area in need of improvement for the TCPCS special education program. However, there are no concerns with the files reviewed.

Classroom Observations

Classroom observations revealed that the mission of the school and the Harbor method are being consistently implemented by teachers. Students were seen doing chorale learning, moving between topics and spaces quickly, and demonstrating knowledge above typical grade-level expectations. Teachers did an excellent job of engaging students, and there were no behavioral challenges observed. Students were respectful and helpful to each other, their teachers, and the PCSC staff member.

The staff member who conducted the site visit was very impressed with all observations, particularly since some were done without an administrator present.

Summary

Strengths

- Strong academics and improved implementation of the Harbor method
- Engaged students
- Solid financial practices and clear understanding of the importance of close fiscal oversight by the board and administration to ensure the financial situation is strong and stable
- Consistently strong teaching
- Understanding by both board and administrators of the appropriate division of roles
- Good relationship between board and administration

Challenges or Areas for Improvement

- MSES are outdated, even though they are new, since they don't include any references to the star-ratings system or growth model
- Based on parent feedback and PCSC file review, special education communication with parents and other entities could be improved (and should be documented)

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Taylor's Crossing Public Charter School at this time.

Possible Charter Violations

There are no apparent charter violations at this time.

Possible Charter Amendments

- Updated MSES using STAR data is a potential future amendment (Identified by PCSC staff, not the TCPCS staff or board)

Recommendations

- PCSC staff recommends that the charter be amended to update MSES to be aligned with the ID Five-Star Rating System
- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to continue to build reserves and stability

December 4, 2012

- PCSC staff recommends that the school do an internal assessment of the Special Education Program to ensure that students are using their time appropriately and the school has appropriate communication with parents and outside providers

* Please Note: PCSC staff member sent this recommendation, along with praise for the many things the school is doing well, in a follow-up e-mail to the school.

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

December 4, 2012

CHARTER SCHOOL DASHBOARD

Date: 12-04-12

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: 2012/2013

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	98.89%	34	30	28.66-96.86%
1	30	97.15%	29	30	29.41-96.93%
2	30	97.85%	28	30	28.97-96.55%
3	30	98.46%	16	30	29.13-97.10%
4	34	97.69%	11	34	32.74-96.77%
5	34	97.30%	10	34	32.91-96.92%
6	34	95.68%	18	34	33.38-98.17%
7	35	97.92%	26	35	34.00-97.25%
8	35	96.55%	15	35	33.38-95.88%
9	35	97.82%	1	35	31.45-95.05%
10	35	95.90%	1	33	30.73-95.97%
11	32	93.56%	0	25	23.77-96.17%
12	24	91.27%	0	24	22.57-94.59%
TOTAL	419	96.71%	189	411	391.10-96.20%

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Student Attrition Rate: 2011-2012=5.84% (2012-2013 to date=0.95%)

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? no

If yes, briefly describe planned enrollment changes, including numbers and grades affected: N/A

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	21 - 5.0%	2 - .4%	393- 93.7%	1 - .2%	2 - .4%	0 - 0%	167- 39.8%	34 - 8.0%
Previous	22 - 5.4%	1 - .2%	383- 93.2%	1 - .2%	3 - .7%	0 - 0%	176- 42.8%	31 - 7.5%

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): 14.43

Classified Attrition Rate: 19.2%

Current Faculty (# FTE): 15.69

Faculty Attrition Rate: 3.8%

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes, also 4 Star Rating

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? Yes

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, 2012

Date submitted to authorizer? September, 2012

COMMENTS

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

After the changes our school experienced last Fall, TCPCS has experienced smooth-sailing. A new high school english teacher was hired to replace a teacher who moved away. A new plan was implemented to increase the number of electives and college preparation opportunities in the high school. The high school was also given a "light renovation" which included a new technology room and IEN lab.

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

Stability. A new sense of teamwork and unity has filled the school, resulting in the highest test scores and enrollment in the history of our school. This stability is evident in everything from student behavior to teacher performance. The community supports our efforts strongly and we share a common vision of where the school is and where we would like it to go.

Performance. TCPCS was 1 point away from a 5 star rating in Idaho's new Accountability System. Considering that this ranking was given based on a 3 year overview of school performance, we are optimistic that we will improve our star

rating soon. TCPCS teacher performance ranks in the top quartile in Idaho and they are scheduled to receive the highest pay-for-performance bonuses available.

Vision. With this new-found stability and unity, school leaders and staff are working hard to continue to raise-the-bar at our school. There is a tremendous amount of enthusiasm and a lot of good work going on.

Please describe any challenges you anticipate during the upcoming year:

As our school has reached a new level of stability, It is important that we not become complacent. Our board and community have a very strong vision for our school, and it is essential that we take advantage of the foundation that has been built; that we continue to move the school forward. This year we are focusing on transitioning to the common core standards, increasing student performance on college entrance exams, and establishing strong policies and procedures for future improvement.

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

At our last meeting, TCPCS was operating under provisional accreditation due to the instability our school had experienced in the previous year(s). We were notified by phone that our full accreditation has now been approved. As soon as we receive written notification of this change, we will provide the Commission with that documentation.

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
- 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

December 4, 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

December 4, 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				
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	>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	*	*	*	*

December 4, 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				
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	>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	*	*	*	*

December 4, 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				
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	>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	*	*	*	*

December 4, 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	*	*	*	*

December 4, 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	>222	>230	>226															
P	208-222	218-230	214-226															
B	201-207	209-217	206-213															
BB	<201	<209	<206															
All Students				34	8.8	5.9	32.4	52.9	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	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	0	10.0	30.0	60.0	10	0	10.0	50.0	40.0
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				31	9.7	6.5	25.8	58.1	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	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				18	11.1	5.6	44.4	38.9	18	5.6	11.1	38.9	44.4	18	0	11.1	61.1	27.8
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*

December 4, 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	*	*	*	*

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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	*	*	*	*

December 4, 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	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	*	*	*	*

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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				
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	>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	*	*	*	*

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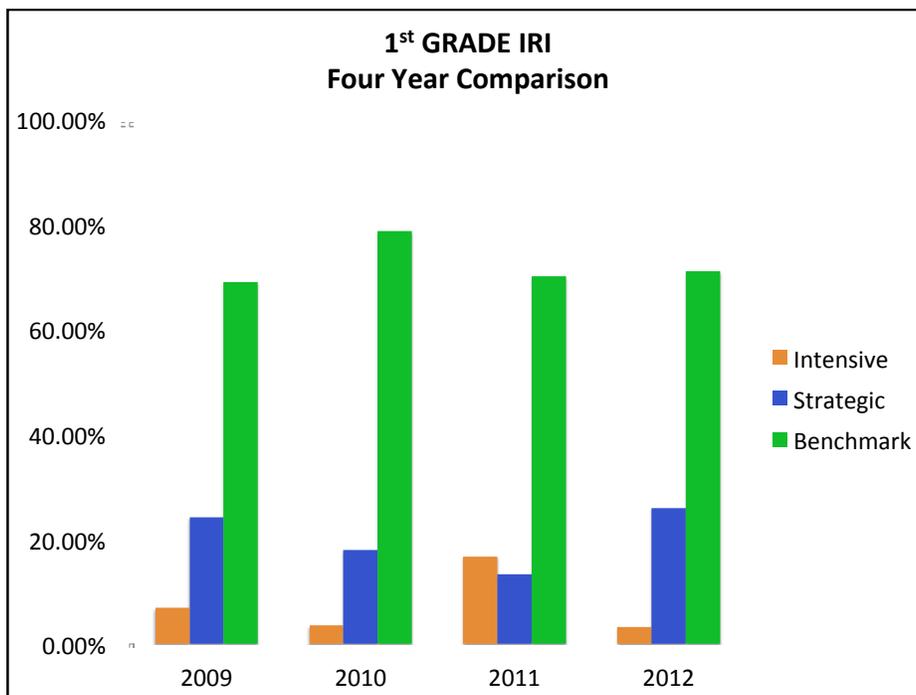
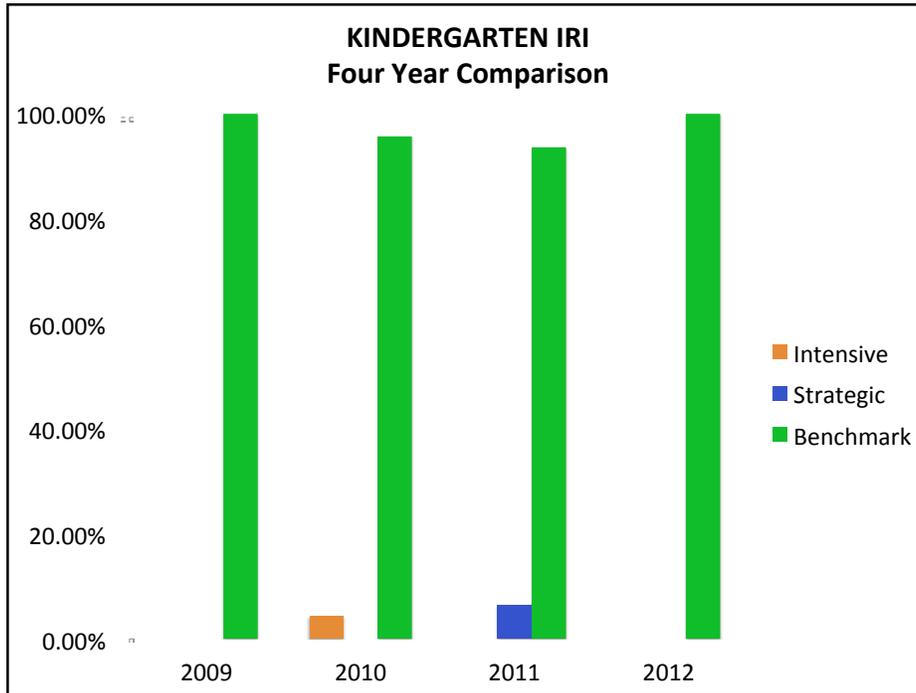
IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB SCHOOL PROFICIENCY LEVEL SUMMARY
SPRING 2012

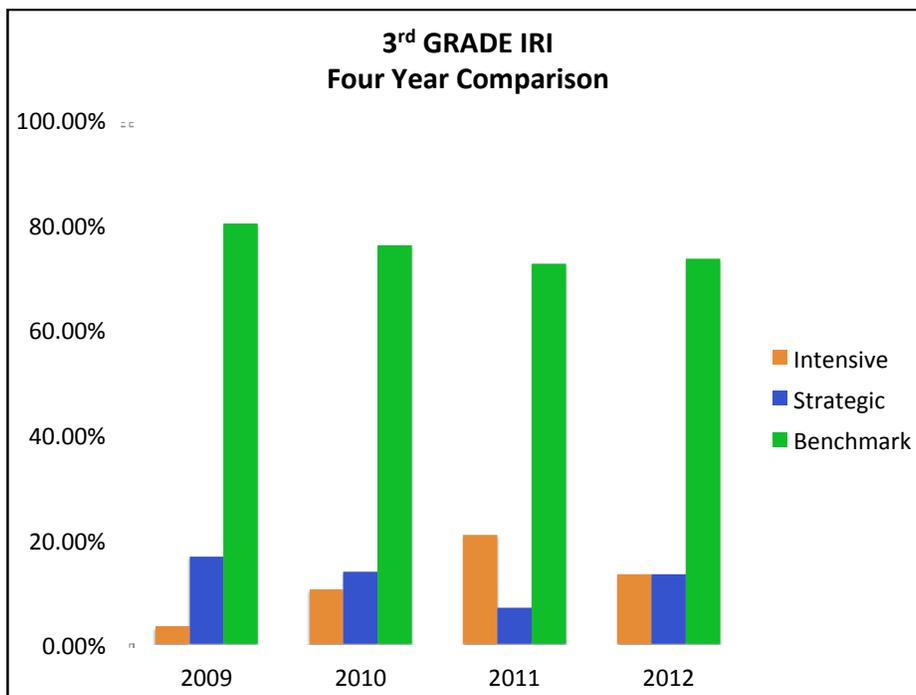
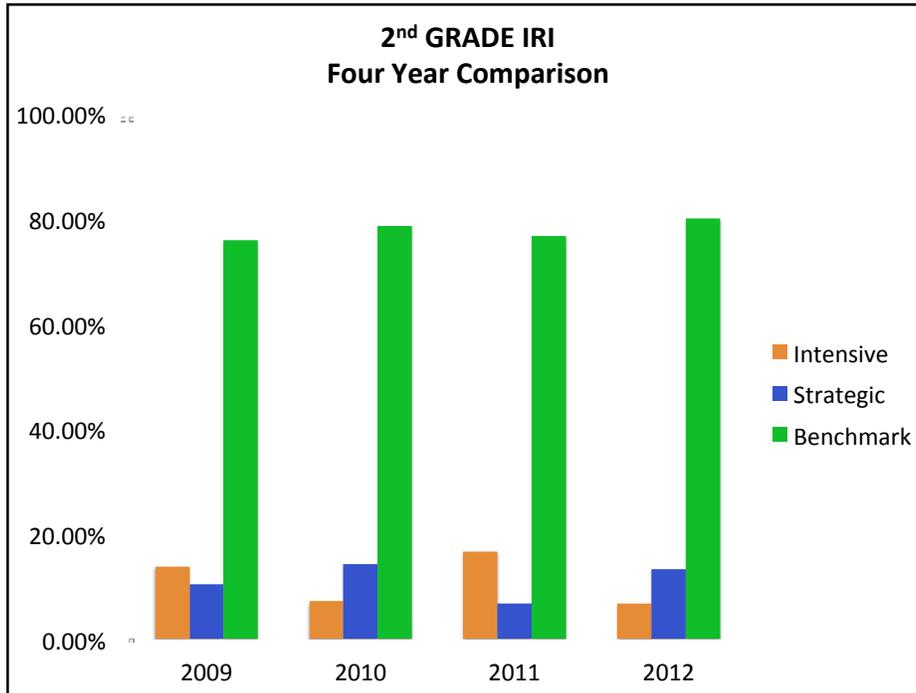
GRADE 10

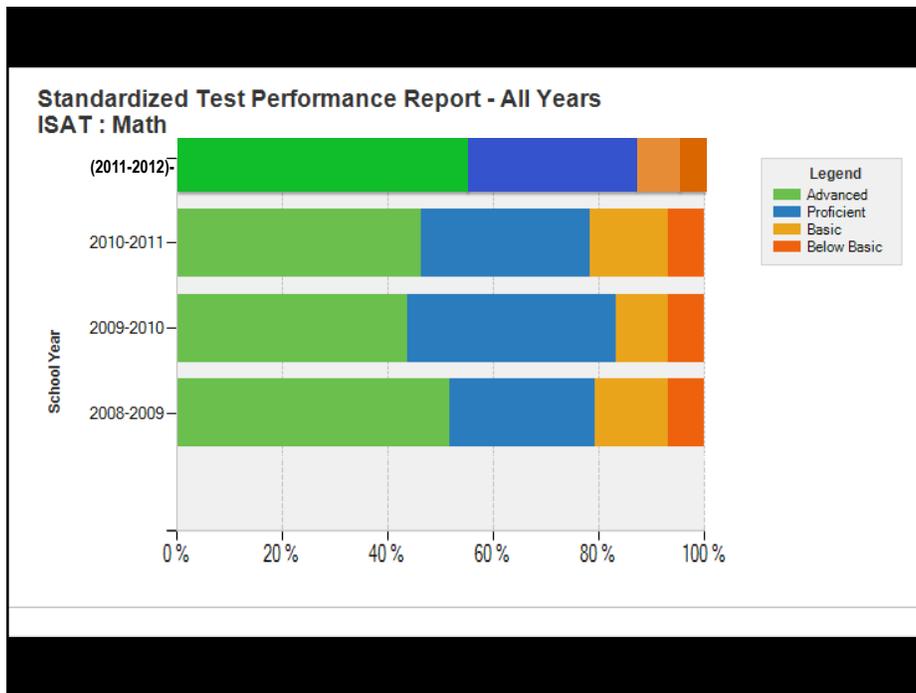
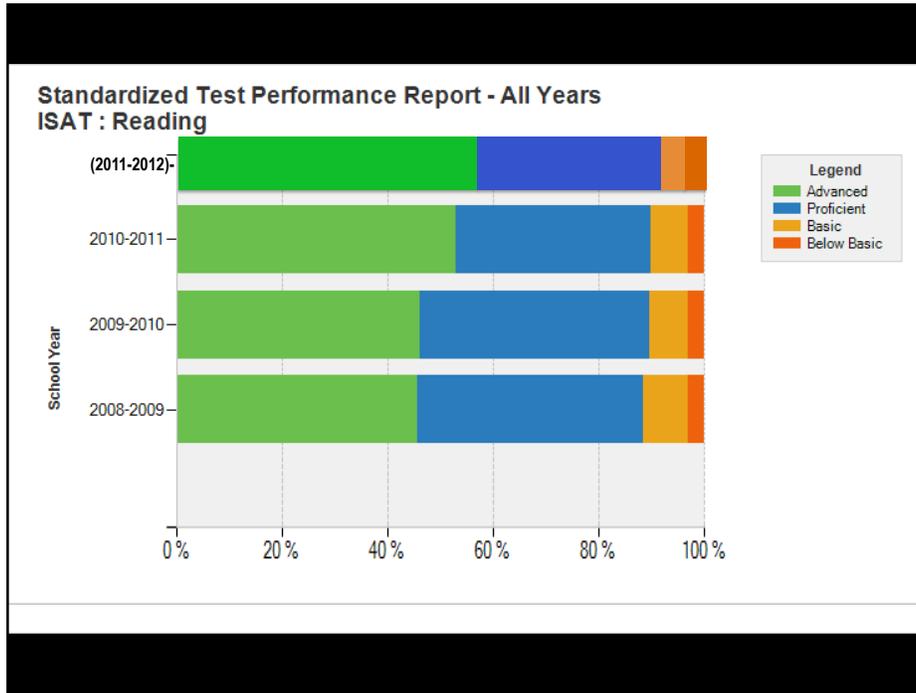
DISTRICT: TAYLORS CROSSING CHARTER DISTRICT 461
SCHOOL: TAYLORS CROSSING CHARTER SCHOOL 0642

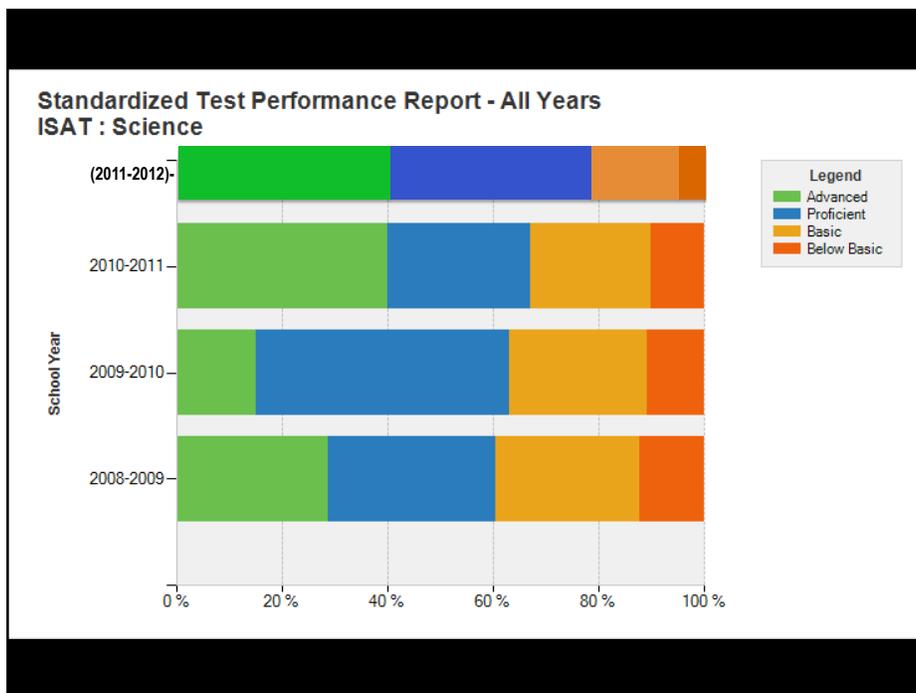
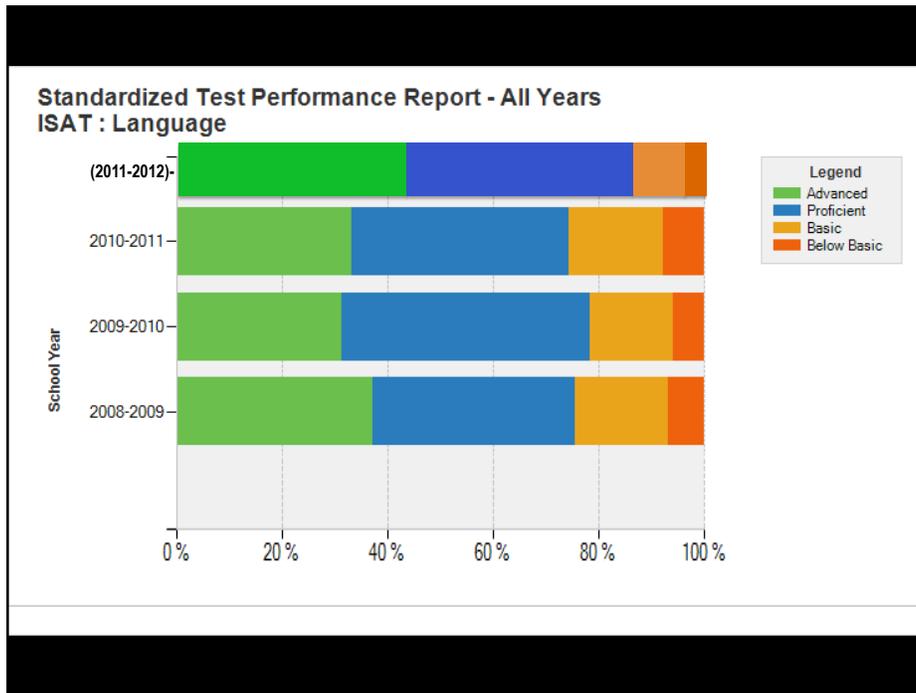
PAGE: 1

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	*	*	*	*









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 3rd Grade: 90.0%**
Math Goal: 83.0% **TCPCS 3rd 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

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- 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.**

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.

	Exceeds our expectations	Meets our expectations	Below our expectations
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.

	Exceeds our expectations	Meets our expectations	Below our expectations
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.

	Exceeds our expectations	Meets our expectations	Below our expectations
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.

	Exceeds our expectations	Meets our expectations	Below our expectations
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.

	Exceeds our expectations	Meets our expectations	Below our expectations
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.

	Exceeds our expectations	Meets our expectations	Below our expectations
	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.

Exceeds our expectations	Meets our expectations	Below our expectations
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.

Exceeds our expectations	Meets our expectations	Below our expectations
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)

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CURRENT FISCAL YEAR BUDGET COMPARISON

Taylor's Crossing Public Charter School November 5, 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$1,159,000.00	\$1,143,212.00	\$1,205,000.00	98.64%			
Benefit Apportionment	\$180,000.00		\$175,500.00	0.00%			
Entitlement	\$484,000.00		\$502,500.00	0.00%	Budget enrollment = 397, Actual enrollment = 419		
State Transportation	\$96,000.00		\$96,000.00	0.00%			
Lottery	\$19,000.00		\$19,000.00	0.00%			
Other State Funds (Specify)	\$27,950.00	\$16,000.00	\$27,950.00	57.25%	Math/Science, Technology, IRI		
Special Ed - Regular	\$65,000.00		\$66,500.00	0.00%			
Special Ed - ARRA				#DIV/0!			
Title I	\$87,000.00		\$73,000.00	0.00%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	\$6,000.00		\$70,000.00	0.00%			
Title IIA	\$9,000.00	\$3,199.00	\$9,000.00	35.54%			
Local Revenue (Specify)	\$2,000.00	\$4,050.00	\$6,000.00	202.50%	Facility Rental Fee, School picture %, etc.		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)	\$35,000.00	\$27,485.00	\$35,000.00	78.53%	REAP		
Fundraising				#DIV/0!			
Interest Earned				#DIV/0!			
Other (Specify)	\$10,000.00		\$8,000.00	0.00%	Indirect Costs		
Other (Specify)				#DIV/0!			
TOTAL REVENUE	\$2,179,950.00	\$1,193,946.00	\$2,293,450.00	54.77%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$729,300.00	\$232,003.00	\$703,500.00	31.81%			
Special Education	\$131,400.00	\$43,013.00	\$182,430.00	19.98%			
Instructional Aides	\$104,150.00	\$26,250.00	\$104,150.00	#REF!			
Classified/Office	\$77,600.00	\$26,472.00	\$77,600.00	34.11%			
Administration	\$75,000.00	\$26,700.00	\$75,000.00	35.60%			
Maintenance	\$14,000.00	\$3,936.00	\$14,000.00	28.11%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	\$1,131,450.00	\$358,374.00	\$1,156,680.00	31.67%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$105,800.00	\$63,461.00	\$99,850.00	59.98%			
Other (Specify)	\$204,250.00	\$40,807.00	\$214,550.00	19.98%	Health Benefits		
Total Benefits	\$310,050.00	\$104,268.00	\$314,400.00	33.63%			
300 Purchased Services							
Management Services	\$15,000.00	\$9,982.00	\$15,000.00	66.55%	Annual fees, Powerschool, IDLA		
Staff Dev/Title IIA	\$9,000.00	\$4,117.00	\$9,000.00	45.74%			
Legal Pub/Advertising	\$2,500.00	\$350.00	\$2,500.00	14.00%			
Legal Services	\$8,000.00	\$135.00	\$8,000.00	1.69%			
Special Education	\$23,221.00	\$7,741.00	\$23,298.00	33.34%			
Liability & Property Ins	\$26,900.00	\$12,516.00	\$27,150.00	46.53%			
Substitute Teachers	\$6,500.00	\$495.00	\$6,500.00	7.62%			
Board Expenses	\$13,000.00	\$3,434.00	\$13,000.00	26.42%			
Computer Services	\$19,000.00	\$3,825.00	\$19,000.00	20.13%			
Transportation	\$130,000.00	\$32,395.00	\$130,000.00	24.92%			
Travel				#DIV/0!			
Other (Specify)	\$9,000.00	\$430.00	\$9,000.00	4.78%	Contracted services for building: garbage, lawn, snow, etc.		
Other (Specify)	\$8,800.00	\$2,977.00	\$9,500.00	33.83%	Copier Contract		
Total Services	\$270,921.00	\$78,397.00	\$271,948.00	28.94%		\$0.00	
Facilities							
Building Lease				#DIV/0!			
Land Lease				#DIV/0!			
Modular Lease				#DIV/0!			
Utilities, Phones, Lndscp	\$36,200.00	\$9,820.00	\$36,200.00	1.37%			
Site Preparation				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Facilities	\$36,200.00	\$9,820.00	\$36,200.00	27.13%		\$0.00	

December 4, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

400 Supplies and Maintenance						
Textbooks	\$18,000.00	\$16,972.00	\$18,000.00	94.29%		
School Supplies	\$29,200.00	\$7,865.00	\$29,200.00	26.93%		
Power School				#DIV/0!		
Custodial Supplies	\$6,000.00	\$1,095.00	\$6,000.00	18.25%		
Other (Specify)	\$35,000.00	\$14,175.00	\$35,000.00	40.50%	Building Maintenance	
Other (Specify)				#DIV/0!		
Total Supplies	\$88,200.00	\$40,107.00	\$88,200.00	45.47%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Debt Service						
Specify	\$317,000.00	\$105,356.00	\$317,000.00	33.24%		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	\$317,000.00	\$105,356.00	\$317,000.00	33.24%		\$0.00
Grant Purchases						
Specify	\$20,000.00	\$29,388.00	\$30,000.00	146.94%	Technology	
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	\$20,000.00	\$29,388.00	\$30,000.00	146.94%		\$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	\$2,173,821.00	\$725,710.00	\$2,214,428.00	33.38%		
Carryover from Previous FY	\$363,500.00	\$369,909.00	\$369,909.00	101.76%	Actual (Projected) General Fund = \$343,179; Title VI-B = \$14,400; Title I = \$12,330	\$0.00
Reserve/(Deficit)	\$369,629.00	\$838,145.00	\$448,931.00	226.75%	Projected (General Fund = \$448,931; Title VI-B = \$0; Title I = \$0)	

December 4, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Taylor's Crossing Public Charter School November 5, 2012	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$2,000.00		(\$4,000.00)	reflects projected from "current FY"
State Revenue				
Entitlement	\$484,000.00	Proposed enrollment = 397	\$484,000.00	reflects State actual from "current FY"
Wages				
Administration	\$86,400.00			
Teachers	\$900,400.00			
				reflects all salaries compared to State actual
Classified	\$172,200.00		\$1,158,999.01	from "current FY"
Medicaid	\$6,000.00		(\$64,000.00)	reflects projected from "current FY"
Benefit	\$180,000.00		\$96,000.00	reflects State actual from "current FY"
Transportation	\$96,000.00		\$96,000.00	
Federal Revenue				
Title I	\$87,000.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$65,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$9,000.00		\$8,999.64	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$27,950.00	State remediation, Technology		
Other Sources (Specify)	\$54,000.00	REAP/Lottery		
Other Sources (Specify)	\$10,000.00	Indirect Costs		
Total Revenue before holdback	\$2,179,950.00		#DIV/0!	
PROPOSED HOLDBACK				
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$2,179,950.00		\$2,179,949.45	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$729,300.00		25,800.00	reflects projected from "current FY"
Admin	\$75,000.00		0.00	reflects projected from "current FY"
Classified	\$104,150.00		26,550.00	reflects projected from "current FY"
Special education	\$103,700.00			
Other (Specify)	\$77,600.00	Classified/Office		
Other (Specify)	\$14,000.00	Maintenance		
Total Salaries	\$1,103,750.00		52,350.00	
200 Benefits				
Benefit Dollars	\$105,800.00			
PERSI/Payroll taxes	\$204,250.00			
Other (Specify)				
Total Benefits	\$310,050.00		(\$4,350.00)	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$130,000.00		\$0.00	reflects projected from "current FY"
Special Education	\$23,221.00		(\$77.00)	reflects projected from "current FY"
Proctor costs				
Legal	\$8,000.00		\$0.00	reflects projected from "current FY"
Insurance	\$26,900.00		(\$250.00)	reflects projected from "current FY"
Copier Lease	\$8,800.00		\$8,800.00	
Printer Lease			\$0.00	
Facility Lease			\$0.00	reflects projected from "current FY"
Utilities	\$36,200.00		\$0.00	reflects projected from "current FY"
Professional Development	\$9,000.00		\$0.00	reflects projected from "current FY"
Technology			(\$19,000.00)	reflects projected from "current FY"
Management Services	\$15,000.00		\$0.00	reflects projected from "current FY"
Legal Publications/Advertising	\$2,500.00		\$0.00	reflects projected from "current FY"
Substitute Teachers	\$6,500.00		\$0.00	reflects projected from "current FY"
Board Expenses	\$13,000.00		(\$13,000.00)	reflects projected from "current FY"
Other (Specify)	\$9,000.00	Contracted Building: Garbage, lawn, snow, etc.	\$0.00	reflects projected from "current FY"
Other (Specify)	\$19,000.00	Computer Services		
Total Purchased Services	\$307,121.00		(\$23,527.00)	

December 4, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Supplies & Materials				
Teacher/Classroom	\$12,200.00			
Office	\$17,000.00			
Janitorial	\$6,000.00			
Textbooks	\$18,000.00			
Other (Specify)	\$35,000.00	Building Maintenance		
Other (Specify)				
Total Supplies & Materials	\$88,200.00			\$0.00
Grant Expenditures				
Specify	\$20,000.00	Technology		
Specify				
Specify				
Total Grant Expenditures	\$20,000.00			
Capital Outlay				
Total Capital Outlay	\$0.00			\$0.00
Debt Retirement				
Total Debt Retirement	\$317,000.00			\$317,000.00
Insurance & Judgements				
Total Insurance & Judgements	\$0.00			\$0.00
Transfers				
Total Transfers	\$0.00			\$0.00
Contingency Reserve	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$2,146,121.00			\$341,473.00
Carryover from Previous FY	\$448,931.00	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$482,760.00			

Primary Reason for Leaving

