

SUBJECT

Sage International School of Boise Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Sage International School of Boise (Sage) is a public charter school approved by the Public Charter School Commission (PCSC). Located in Boise since 2010, Sage provides an international and multi-linguistic education to students in grades K-8. It is in the process of becoming authorized as a world International Baccalaureate (IB) school.

DISCUSSION

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

1. Enrollment, currently at 349 in grades K-8, is strong. There are 345 names on the waiting list. Ninth grade will be added in the upcoming school year. An additional building has been acquired to house grades 6-12.
2. Sage met AYP in Spring 2011 with 96% of students scoring proficient or above in reading, 94% in math, and 91% in language. Fall 2011 IRI scores indicate that Sage students scored significantly above state averages.
3. The school met all MSES for the 2010-11 school year and reports being rated as a 5-star school by the State Department of Education.
4. A parent satisfaction survey was completed in conjunction with BSU at the end of Sage's first year of operations. Results indicate that parents are very satisfied and would recommend Sage to others based on the quality of the overall academics, the IB curriculum, and other factors. Survey results for the 2011-12 school year are in the process of being completed.
5. Current year budget projections indicate that school expenses will exceed revenue by about \$159,000. However, reserves are anticipated to remain about \$58,000. Upcoming year projections anticipate an operating loss of \$10,000 and reserves totaling \$47,000. It should be noted that the school will have a contingency fund of \$72,000 at the end of FY12; this fund is expected to grow to \$113,000 in FY13.

IMPACT

Information item only.

May 31, 2012

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

May 31, 2012

Sage International School of Boise Site Visit Report

May 16, 2012

Interview with Board Members:

No board members were present.

Interview with Administrator and Business Manager:

Both the administrator and business manager feel the mission of the school is being fulfilled very well. They describe the school as being mission driven with an emphasis on rigorous academics and world citizenship. Being an IB school, focus is on being international minded. Most families report attending the school for the IB program. Application has been made for the school to be authorized as an IB school. This is a two year process; final approval will be received next fall.

Students at Sage are academically successful as indicated by test results. They are serious about attaining the high expectations set by the school. The administrator is committed to the program and upholds the integrity of the model. He believes all students can be advanced but it takes complete family buy in.

The board is considered to be outstanding. The newly appointed chairman is a very good leader who is invested and well spoken. A partnership has been created between the board and administrator. The board understands that the administrator is driven by the success of the school and has taken steps to alleviate some of the stress and workload. Attendance at board meetings is high and tasks are completed. 4 or 5 people have expressed interest in becoming board members. The board is pursuing placement of them on the board to increase the number of members who are working to move the school forward.

Based on test scores, grades, student and family participation in the school, survey results, and finances, the administrator and business manager feel they are effective. Test results are excellent. The school made AYP and all MSES were met.

More space is needed to accommodate school growth. Play space is very limited and some elective teachers are required to float. New facility options are being explored and will hopefully be finalized this summer. Next summer, the 5th grade will be moved to the downtown building. The second floor is being remodeled this summer. Once a K-8 facility is finalized, the downtown building will house 9-12 grades. It is hoped the new facility will be ready for occupancy by fall 2014.

Workloads are heavy but being managed. They have been somewhat reduced by the board taking on the facility project, hiring of a SLP, hiring a data manager, leadership at both locations, and possibly bringing a counselor on board next year.

Data is being collected and disaggregated for those students attending Sage two years and those attending for only a year. Other data measurements include IRI and ISAT test results and IB assessments. Attendance is tracked and tied to achievement. The RTI process is in place and used to track academic as well as behavior issues. Gains for interventions are measured through easy CBMs and Core Phonics. Additionally, Sage plans to use Schoolnet to gather and analyze data.

Strengths of the school are described as instruction, professional development, staff, collaboration, fund raising, parent buy in, attendance, academics, parent involvement, communication, customer service, long wait list, and positive public perception. Efforts are being made to become more creative and develop better questioning techniques that will lead to higher level thinking and inquiry based learning and instruction. Plans are also being made to hold more community activities through better development and functioning of the parent organization.

The school's partnership with the YMCA will be converted next year to an extended day offered solely through the school. Students will have the choice of attending 4 different tracks including early release, regular, extended day, and late start with extended day. Staff members will be on flex schedules to accommodate the learning options. Additionally, open source learning will be offered where students are able to come to the school on Friday and work at their own pace in an open learning environment where instructors are available to offer assistance as needed.

Interview with Business Manager:

The business manager participated in the interview with the administrator. She is very capable and competent. The administrator and business manager work together closely.

Current budget projections indicate the school's expenses will exceed revenue by about \$86,000 leaving a \$130,000 carryover to next year. The operating deficit is a result of loss of the federal charter start up grant, IB program expenses, teacher training for middle school growth, and increased special ed expenses. Measures being taken to address these issues include scaling back capital expenditures, decreased facility lease payments, increasing the number of secondary students, and more lead time to plan and budget for special ed services. Upcoming year budget projections include a \$1300 operating gain with reserves totaling \$59,000. A carryover of \$172,000 is anticipated for FY14 due to \$113,000 in contingency and the \$59,000 reserve. School officials believe fundraising is essential to continue supporting the IB program.

Program Strengths:

- Active Board
- Conservative approach to finances

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- Met AYP and MSES
- Instructional methods
- Extended day options
- Strong leadership
- Good parent support
- Rigorous curriculum
- High expectations
- Student achievement
- Enrollment
- Commitment to maintaining the integrity of the model
- Reputation of the school

Program Concerns:

- None

Possible charter violations include:

- None

Possible Amendments:

- Increase enrollment once facility options are finalized (Spring 2013?)

Recommendations:

- Keep up the great work!

Materials requested:

- None

May 31, 2012

CHARTER SCHOOL DASHBOARD

Date: April 20, 2012

School Name: Sage International School

School Address: 457 E. Parkcenter Blvd., boise, ID 83706

School Phone: 208-343-7243

Current School Year: 2012-2013

School Mission: Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on elementary and middle school instruction from around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual rigor, curiosity, cultural understanding, sustainable living and passionate human beings that approach the world with intention, ready to participate and engage in local and global issues.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Keith Donahue	Chair March 1015	Lawyer, policy	Keitdon@cableone.net	949-9085
Suzanne Metzgar	Secretary Aug. 2014	Past parent president	suzanne@metzgar.net	371-0124
Nancy Glenn	Member July 2012	ISU Professor	Nancy.f.glenn@gmail.com	221-1245
Trina Sego	Member Sept. 2013	BSU Profossor	Trinasego@hotmail.com	426-2732
Bryan Moore	Member March 2015	Accounting	bmoore@watrust.com	830-0257
Priya Mahalingham	Treasurer Oct. 2014	accounting	pmahalingham@larsonallen.com	283-3878

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	43	41.92	108	43	40.79
1	45	43.74	65	42	40.32
2	46	44.60	59	22	21.12
3	41	35.81	37	25	24
4	44	42.66	23	24	23.04
5	31	29.64	32	30	28.8
6	52	50.71	3	19	18.24
7	33	31.96	18	8	7.67
8	14	13.84	0		
9					
10					
11					

May 31, 2012

12					
TOTAL					

Student Attrition Rate: Since the start of the school year we have lost 13 students (6 due to moving, 3 due to commute/location, 2 due to academic rigor, 2 no reason given - currently homeschooling) but we have gained an additional 29.

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? Yes, enrollment is increasing according to our charters planned growth.

If yes, briefly describe planned enrollment changes, including numbers and grades affected: We are adding 9th graders.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	20/ 5.7%	9/2.6%	288/82.3%	9/2.6%	2/.5%	0	0	15/4.3%
Previous	10/5%	11/5%	179/84%	12/6%	1/.5%	0	0	10/5%

FACULTY AND STAFF

Administrator Name(s): Don Keller

Administrator's Hire Date: January 2010

Administrator Email(s): mr.keller@sageinternationalschool.org

Current Classified Staff (# FTE): 7

Classified Attrition Rate: 2

Current Faculty (# FTE): 22

Faculty Attrition Rate: 2

EDUCATIONAL PROGRAM

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

If no, please specify indicator and status:

If no, please describe plan for addressing need:

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

REPORTING

Date of last programmatic operations audit? Fall 2010, May 2011

Date submitted to authorizer? December 2011

Who performed your most recent programmatic audit? Ben Scherz consultant from CORE.

Date of most recent fiscal audit? FYS 2011

Date submitted to authorizer? Fall 2011

COMMENTS

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

Because of our growth we acquired another building downtown for grades 6-12.

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

We experienced overwhelming interest in our school and increased our enrollment 213 to 355. Our students achieved very high academic success. ISAT 96% Reading, 94% Math, 91% language

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Please describe any challenges you anticipate during the upcoming year:

Holding the same high academic performance with new students that will be attending Sage next year. We are looking forward to the challenge

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

We will not complete our IRI testing until May 14, 2012. Our ISAT testing is 95% complete, but are now working on the kids that were sick. By June we hope that all our scores will be uploaded into schoolnet for us to compare the only two years of operation. We will be receiving our parent survey results from BSU this week and so did not have that information.

With our update coming in May much of our data is not in yet. I can provide all our testing and standards data when we have completed all our testing.

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

Sage International School – Board Dashboard

Sage Vision:

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

Sage Mission:

Sage International School strives to make of her students citizens of the world by employing best practices from data collected on elementary and middle school instruction from around the globe. Instruction will be given in a setting under the auspices of the inquiry-based curriculum offered through the school's participation in the International Baccalaureate Program. Students who complete the program at Sage will graduate as true citizens of the world community, with particularly well-developed skills in languages, analytical problem solving, and cultural understanding.

Board of Directors:

Name	Office	Skill Set(s)	Email	Phone	Term Expires
Bryan Moore	Member	Finance, Banking, Budgeting	bmoore@watrust.com	830-0257	March 2015
Trina Segó	Member	BSU Professor, Marketing	trinasego@hotmail.com	426-2732	September 2013
Suzanne Metzgar	Secretary (Expires August 2012)	Past Parent Network President	suzanne@metzgars.net	371-0124	August 2014
Keith Donahue	Chair (Expires August 2012)	Lawyer, Policy	keidon@cableone.net	949-9805	January 2013
Nancy Glenn	Member	ISU Professor, Grants, Budgets	nancy.f.glenn@gmail.com	221-1245	July 2012
Savithry "Priya" Mahalingham	Treasurer	Accounting, Budgets	pmahalingham@larsonallen.com	283-3878	October 2014

Enrollment – Actual and Projected:

Grade Level	2010/11 Enroll.	Enrollment at Start of Year 2 2011/12	Change in Year 2 Enroll	Year 3 2012/13	Wait List	Year 4 2013/14 Est.	Year 5 2014/15 Est.	Year 6 2015/16 Est.	Year 7 2016/17 Est.
ELEM									
K	43	44	45 (+1)	44	133	44	44	44	44
1 st	42	46	46	44	61	44	44	44	44
2 nd	22	48	46 (-2)	46	59	46	46	46	46
3 rd	25	36	42 (+6)	46	36	46	46	46	46
4 th	24	37	45 (+8)	48	18	48	48	48	48
5 th	30	31	31	52	32	52	52	52	52
ELEM Total	186	242	255 (+13)	280	339	280	280	280	280
MIDDLE									
6 th	19	43	52 (+9)	60	4	60	60	60	60
7 th	8	28	33 (+5)	60	25	60	60	60	60
8 th		13	14 (+1)	42	0	60	60	60	60
Mid Total	27	84	99 (+15)	162	29	180	180	180	180
HIGH									
9 th				27		50	60	60	60
10 th				0		35	60	60	60
11 th				0		0	40	60	60
12 th				0		0	0	40	60
High Total	0	0	0	27	0	85	160	220	240
TOTAL Enrollment	213	326	354	469	368 on wait list	Est 545	Est 620	Est 680	700
TOTAL Enrollment Increase	+213	+113 Year 1 to Start Year 2	+141 Year 1 to Current Year 2	+115 Current Year 2 to Year 3		+76 Mid +18 High +58	+75 High +75	+60 High +60	+20 High +20
Max Authorized	250	354	354	462		562	622	682	712
NET Change During Year 2			+28						
Amount Below Authorized Maximum	37 85% full	28 92% full	0 100% full						

2013/14 Lottery Information – NA at this time

Grade Level	Lottery Applicants	Sibling Preference Applicants	Returning Students	Available Spaces
K 1/2				
K Full				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				

Faculty and Staff:

	2010/11 Year 1	2011/12 Year 2	2012/13 Projected	2013/14 Projected	2014/15 Projected	2015/16 Projected	2016/17 Projected
Administrator(s)	1	1					
Classified Staff	3	6					
Faculty/Certified Staff	11	19					
TOTAL STAFF	15	26					
Classified Attrition	0	0					
Faculty/Certified Attrition	0	1 (3 rd Grade)					

IB World School Authorization Schedule:

	Submit Application for Candidacy	Submit Application for Authorization	Authorization Visit by IBO	Authorization
PYP	August 2010	April 2012	October 2012	Fall 2012
MYP	Consider	After	Complete	DP
DP	October 2012	October 2013	October 2014	Fall 2014

Fall 2011 IRI – K to 3rd Grades

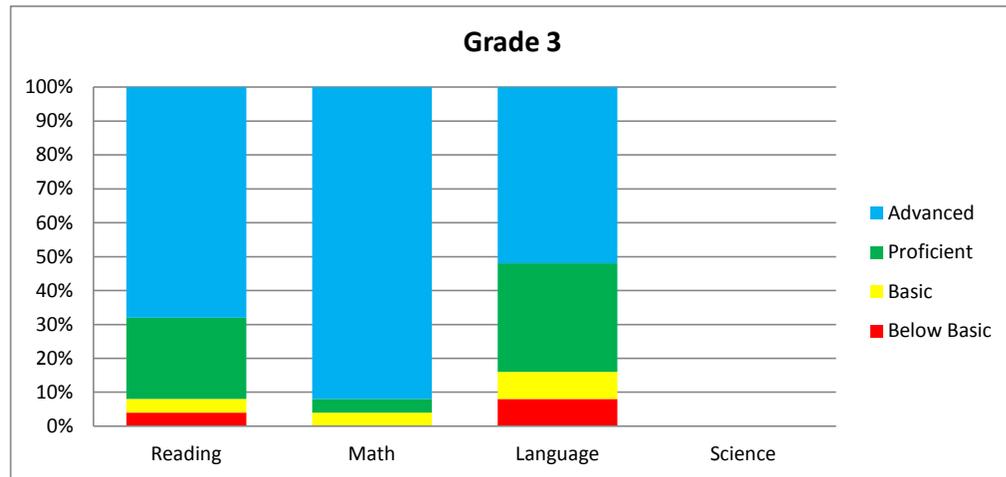
KINDERGARTEN	No. of Students	% of Students
SAGE - 80% Benchmark Goal	44	
Benchmark - formerly At Grade Level	34	77.27%
Strategic –formerly Near Grade Level	9	20.45%
Intensive – formerly Below Grade Level	1	2.27%
STATEWIDE		
Benchmark - formerly At Grade Level	12,255	56.38%
Strategic –formerly Near Grade Level	5,343	24.58%
Intensive – formerly Below Grade Level	4,138	19.04%

FIRST GRADE	No. of Students	% of Students
SAGE - 80% Benchmark Goal	46	
Benchmark - formerly At Grade Level	35	76.09%
Strategic –formerly Near Grade Level	8	17.39%
Intensive – formerly Below Grade Level	3	6.52%
STATEWIDE		
Benchmark - formerly At Grade Level	13,646	61.32%
Strategic –formerly Near Grade Level	5,041	22.65%
Intensive – formerly Below Grade Level	3,568	16.03%

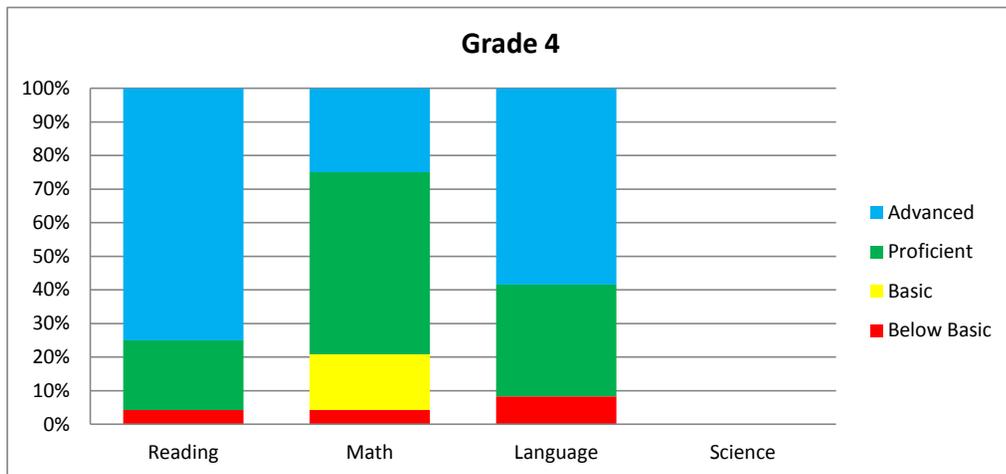
SECOND GRADE	No. of Students	% of Students
SAGE - 80% Benchmark Goal	48	
Benchmark - formerly At Grade Level	33	68.75%
Strategic –formerly Near Grade Level	11	22.92%
Intensive – formerly Below Grade Level	4	8.33%
STATEWIDE		
Benchmark - formerly At Grade Level	12,047	54.42%
Strategic –formerly Near Grade Level	5,671	25.62%
Intensive – formerly Below Grade Level	4,421	19.97%

THIRD GRADE	No. of Students	% of Students
SAGE - 85% Benchmark Goal	38	
Benchmark - formerly At Grade Level	29	76.32%
Strategic –formerly Near Grade Level	8	21.05%
Intensive – formerly Below Grade Level	1	2.63%
STATEWIDE		
Benchmark - formerly At Grade Level	13,704	62.71%
Strategic –formerly Near Grade Level	5,084	23.26%
Intensive – formerly Below Grade Level	3,066	14.03%

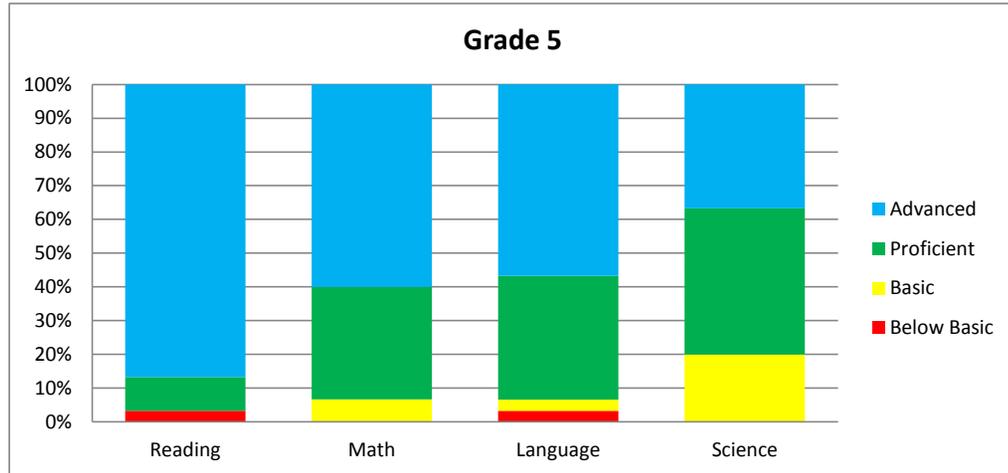
Grade 3	Reading	Math	Language	Science
Below Basic	4	0	8	
Basic	4	4	8	
Proficient	24	4	32	
Advanced	68	92	52	



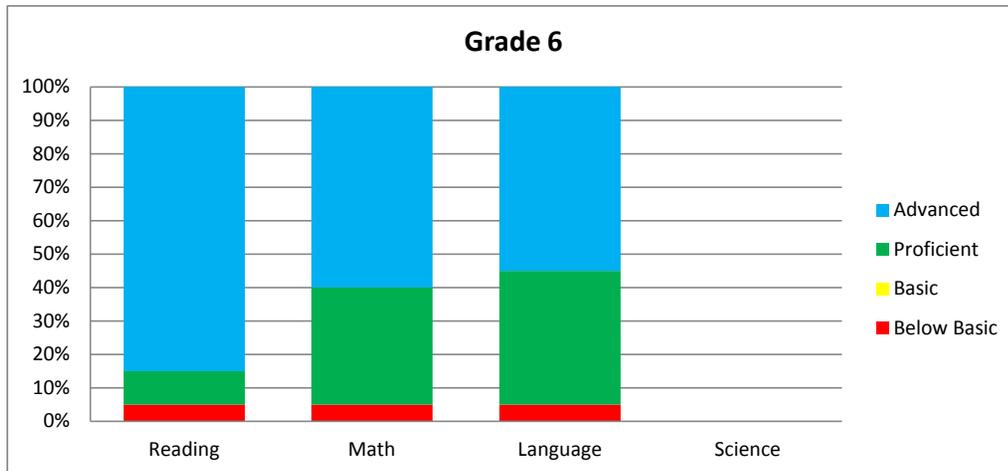
Grade 4	Reading	Math	Language	Science
Below Basic	4.2	4.2	8.3	
Basic	0	16.7	0	
Proficient	20.8	54.2	33.3	
Advanced	75	25	58.3	



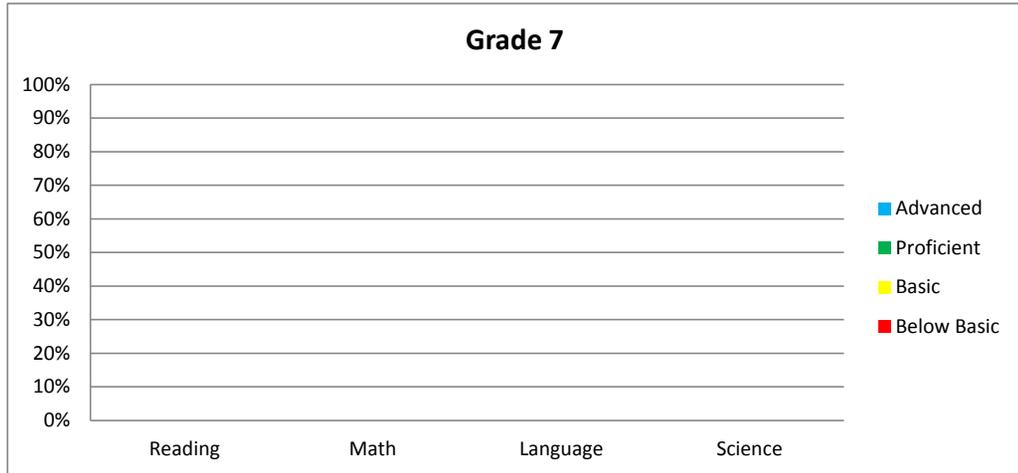
Grade 5	Reading	Math	Language	Science
Below Basic	3.3	0	3.3	0
Basic	0	6.7	3.3	20
Proficient	10	33.3	36.7	43.3
Advanced	86.7	60	56.7	36.7



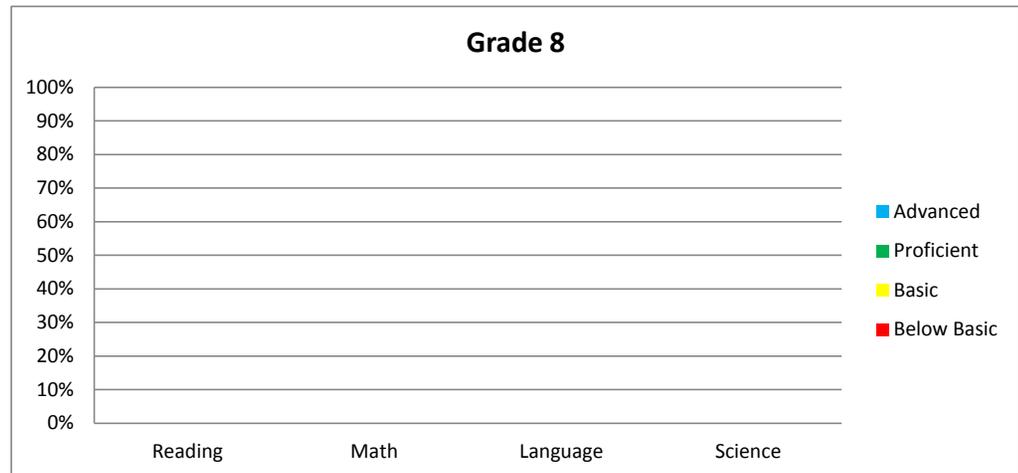
Grade 6	Reading	Math	Language	Science
Below Basic	5	5	5	
Basic	0	0	0	
Proficient	10	35	40	
Advanced	85	60	55	



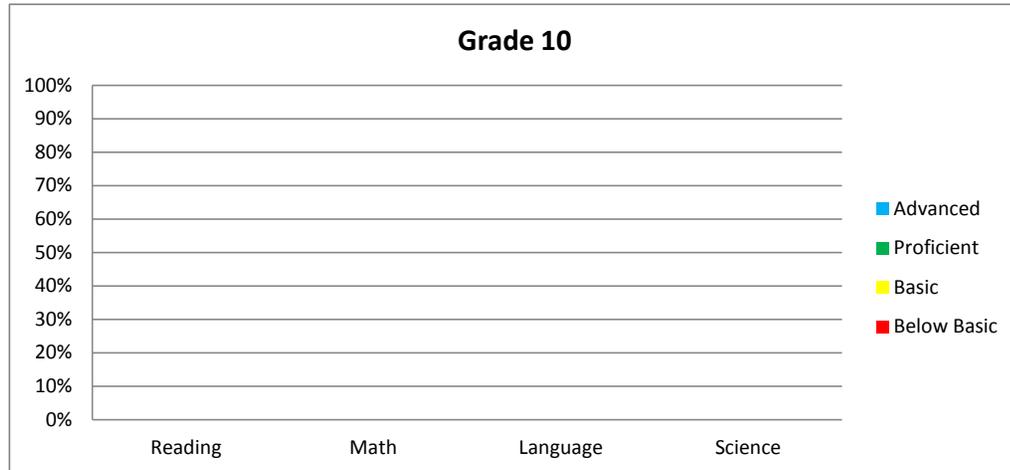
Grade 7	Reading	Math	Language	Science
Below Basic	*	*	*	*
Basic	*	*	*	*
Proficient	*	*	*	*
Advanced	*	*	*	*



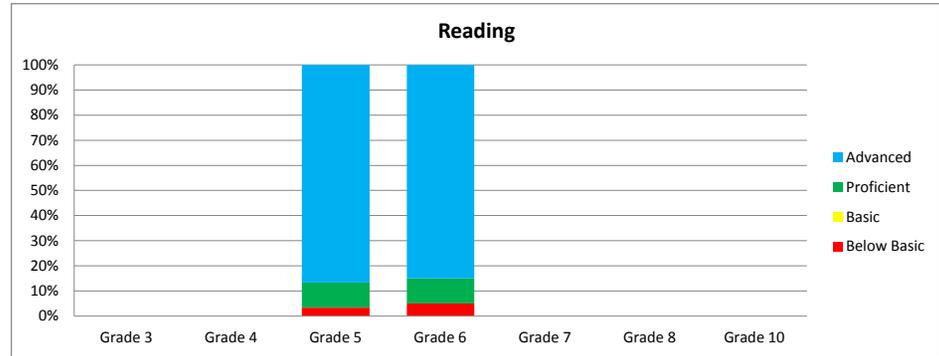
Grade 8	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



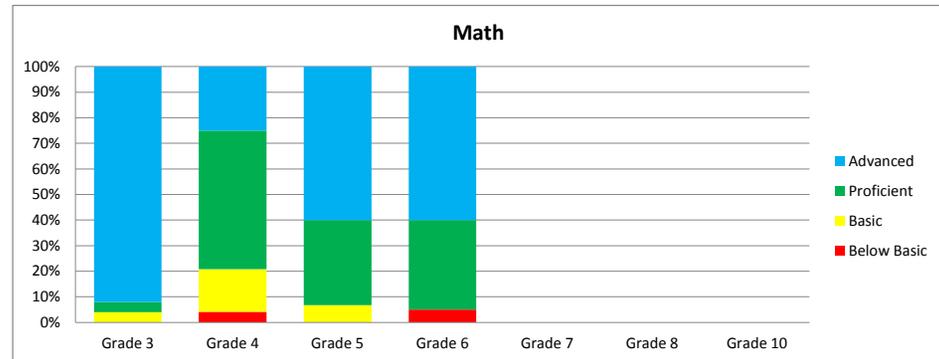
Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



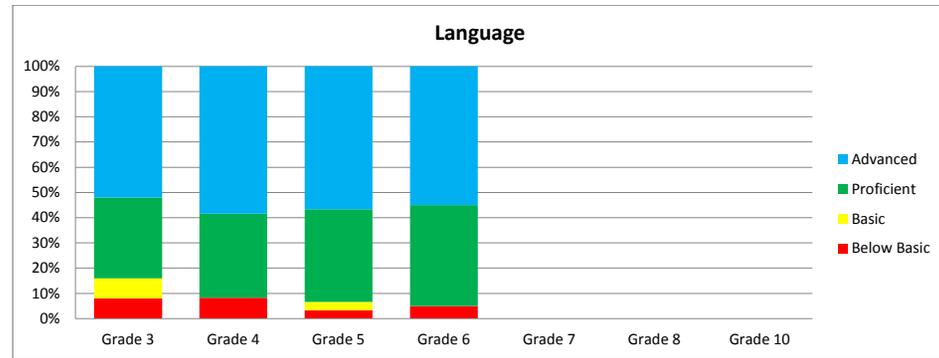
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	3.3	5 *	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	0	0 *	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	10	10 *	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	86.7	85 *	#N/A	#N/A	#N/A



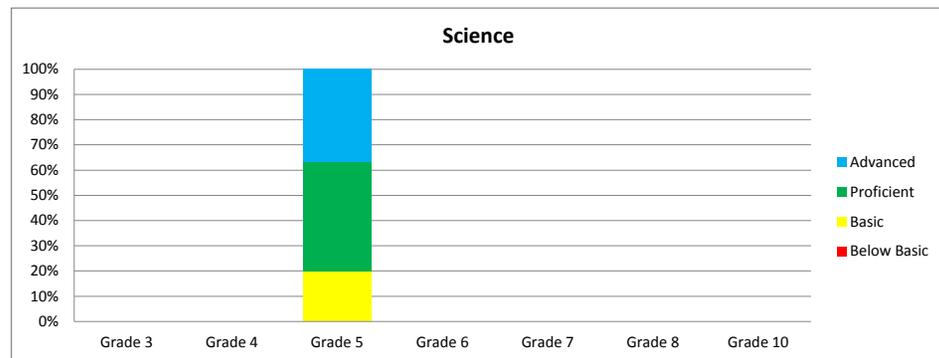
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	4.2	0	5 *	#N/A	#N/A	#N/A
Basic	4	16.7	6.7	0 *	#N/A	#N/A	#N/A
Proficient	4	54.2	33.3	35 *	#N/A	#N/A	#N/A
Advanced	92	25	60	60 *	#N/A	#N/A	#N/A



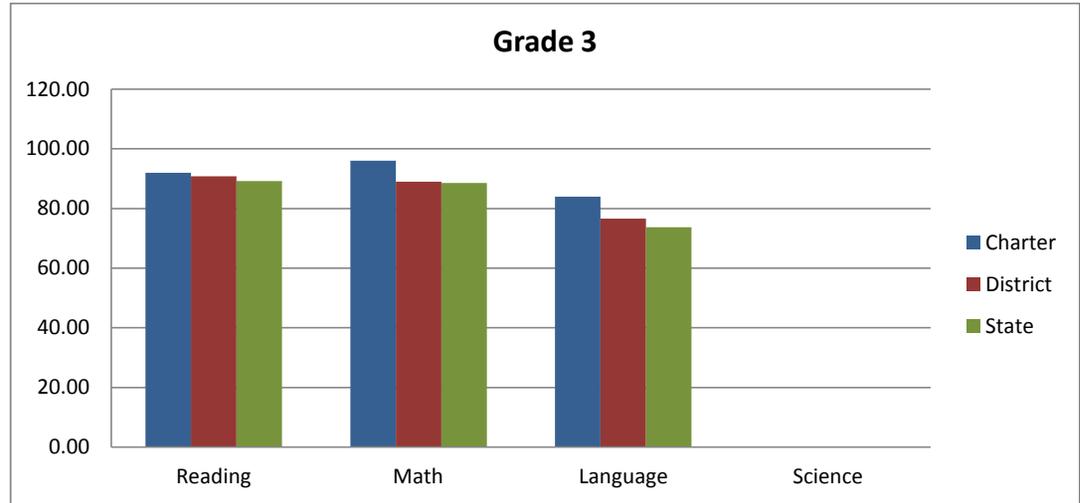
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	8	8.3	3.3	5 *		#N/A	#N/A
Basic	8	0	3.3	0 *		#N/A	#N/A
Proficient	32	33.3	36.7	40 *		#N/A	#N/A
Advanced	52	58.3	56.7	55 *		#N/A	#N/A



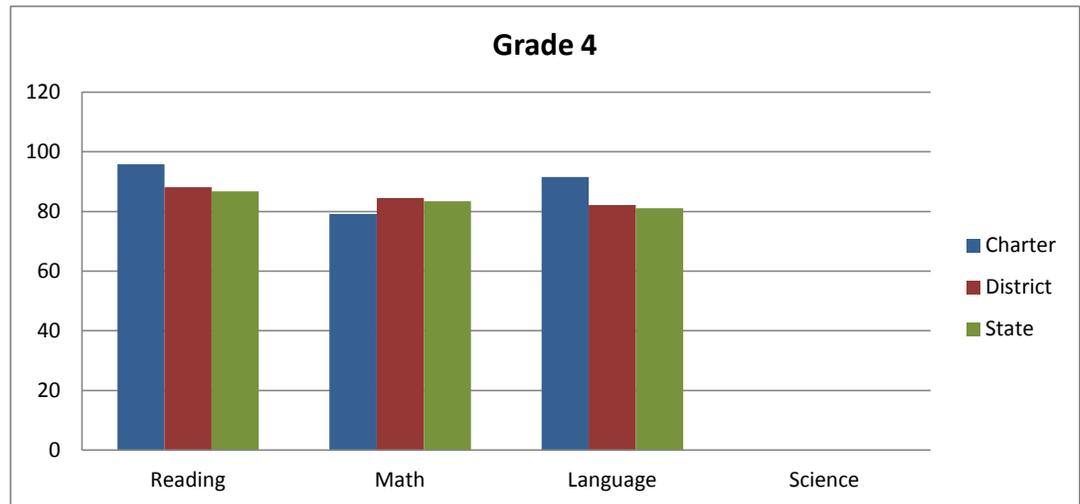
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		*		#N/A
Basic			20		*		#N/A
Proficient			43.3		*		#N/A
Advanced			36.7		*		#N/A



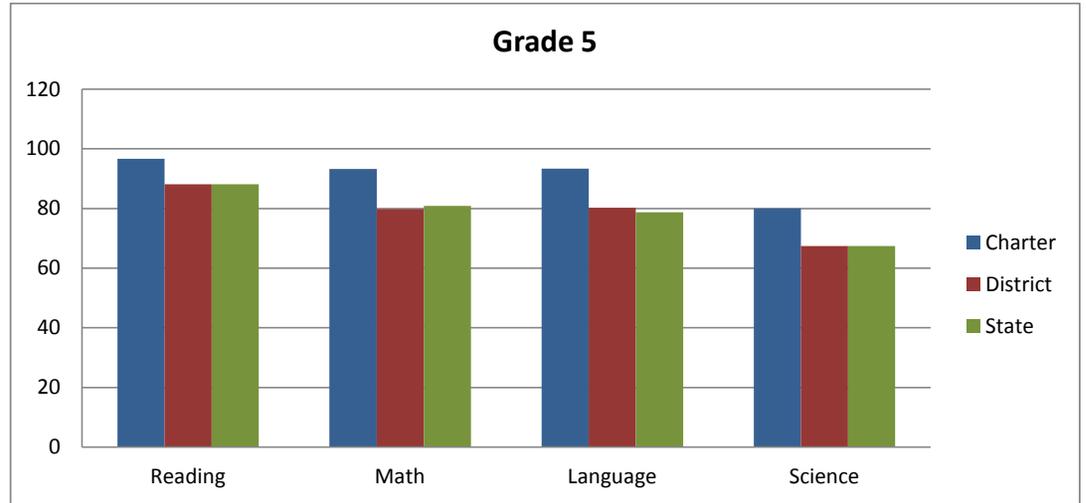
Grade 3	Reading	Math	Language	Science
Charter	92	96	84	
District	90.8	89	76.6	
State	89.2	88.6	73.7	



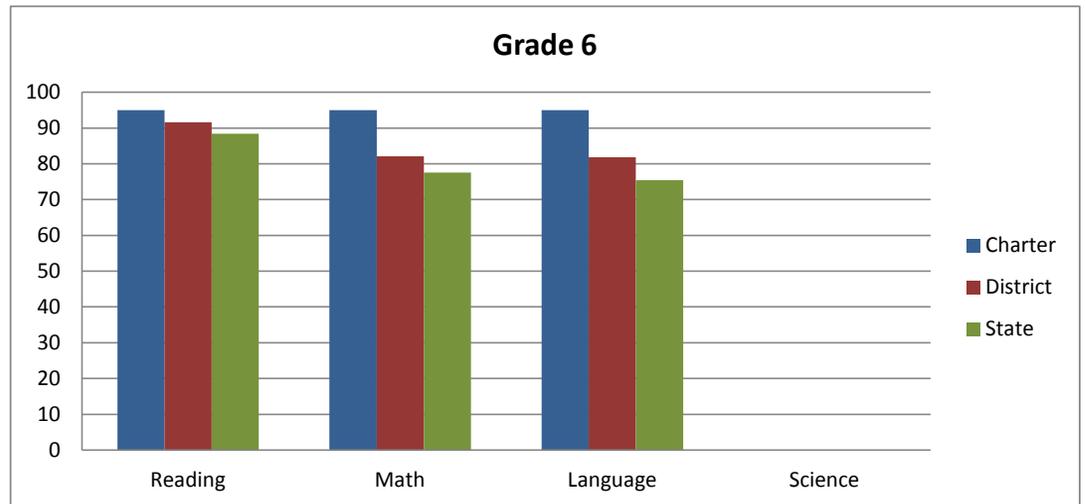
Grade 4	Reading	Math	Language	Science
Charter	95.8	79.2	91.6	
District	88.1	84.5	82.2	
State	86.7	83.4	81.1	



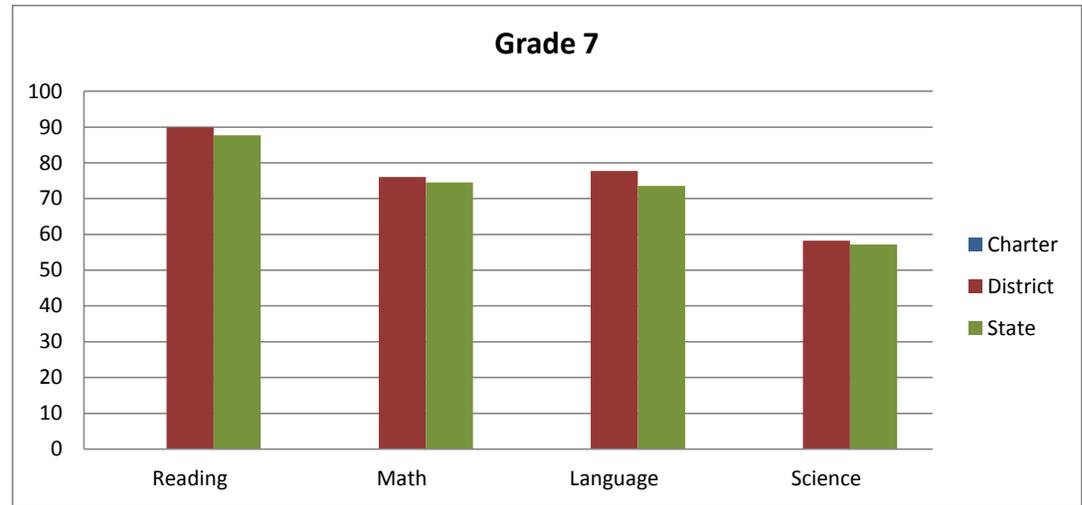
Grade 5	Reading	Math	Language	Science
Charter	96.7	93.3	93.4	80
District	88.1	79.8	80.2	67.4
State	88.1	80.9	78.7	67.4



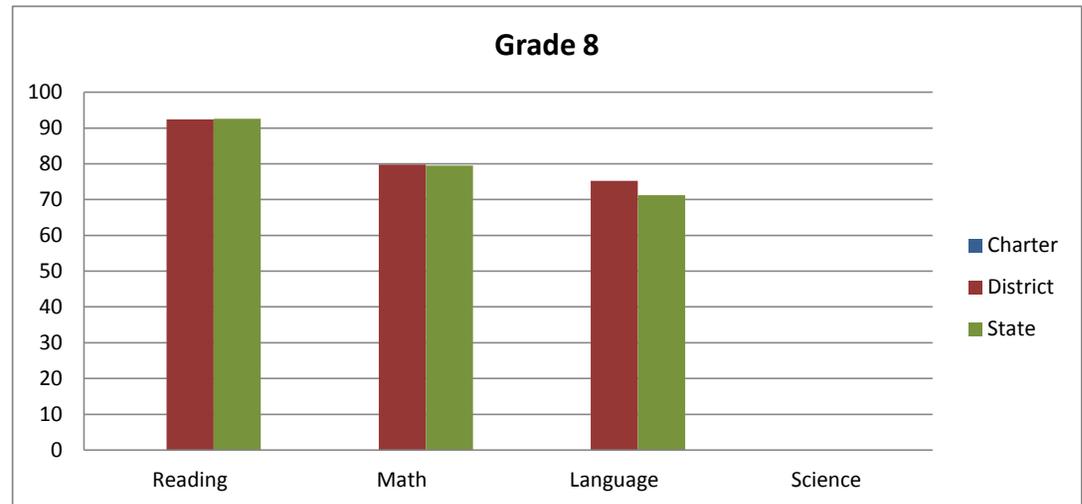
Grade 6	Reading	Math	Language	Science
Charter	95	95	95	
District	91.6	82.1	81.8	
State	88.4	77.5	75.4	



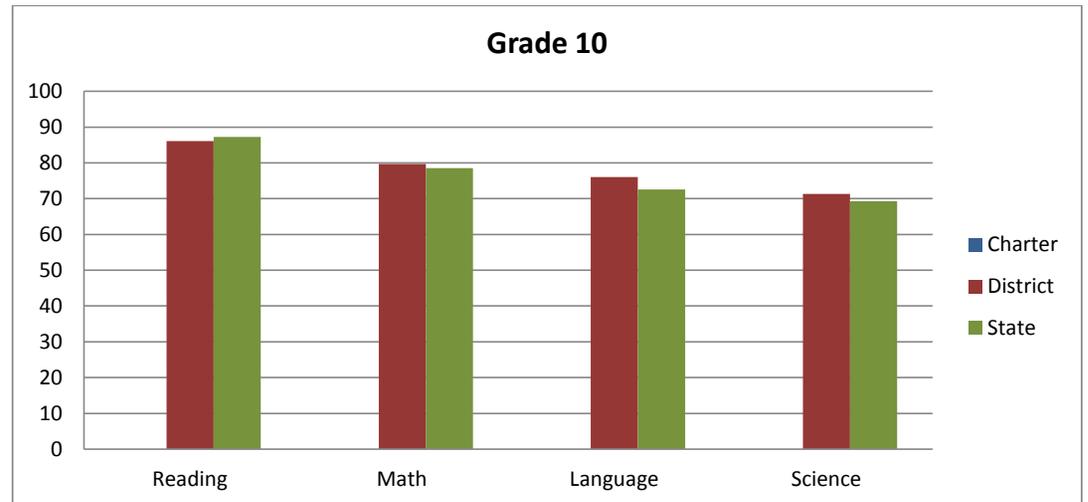
Grade 7	Reading	Math	Language	Science
Charter	0	0	0	0
District	89.9	76	77.7	58.2
State	87.7	74.5	73.5	57.2



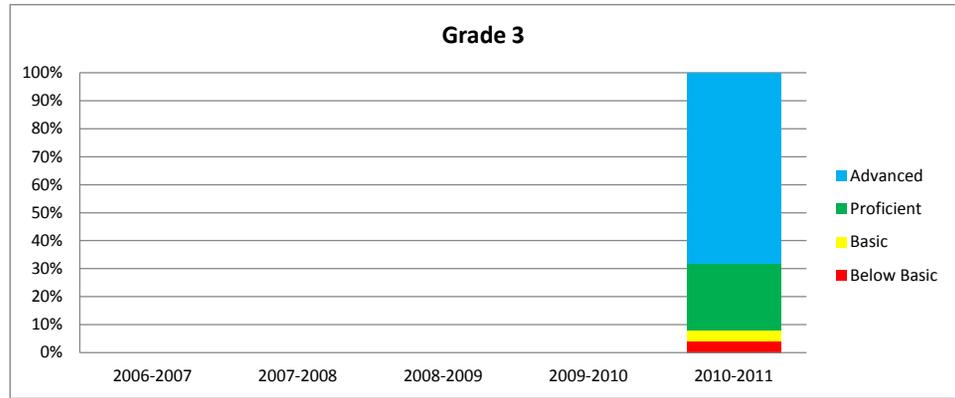
Grade 8	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	92.4	79.8	75.2	
State	92.6	79.5	71.2	



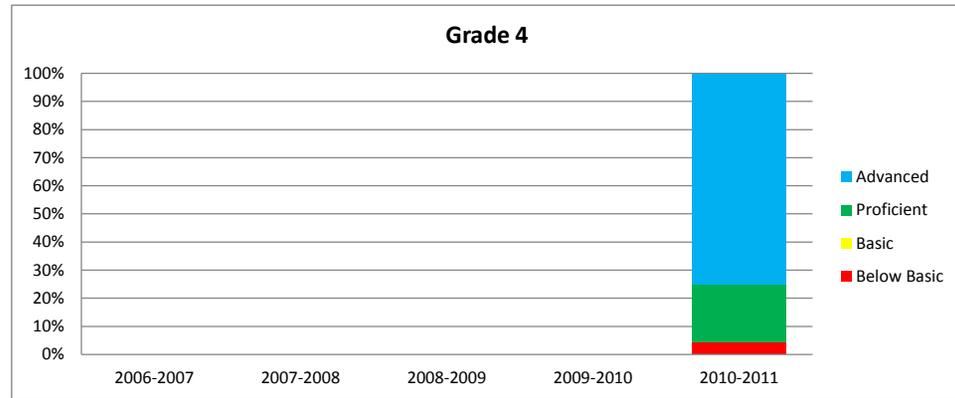
Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	86.1	79.7	76	71.3
State	87.2	78.5	72.6	69.3



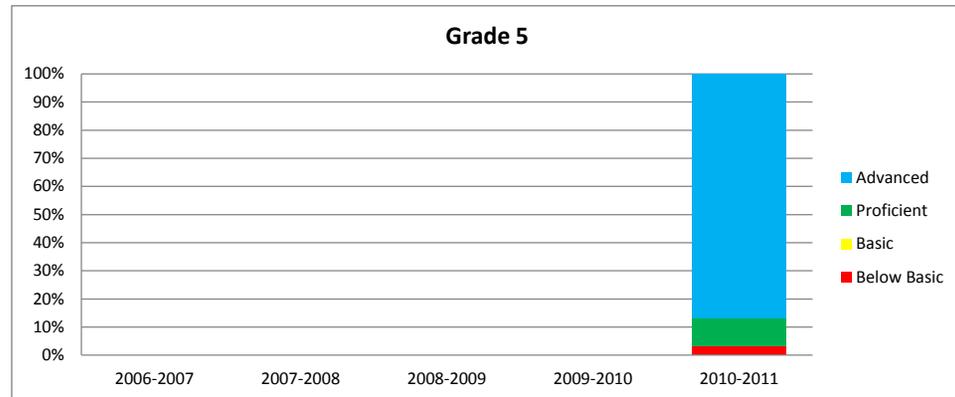
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	4
Basic	#N/A	#N/A	#N/A	#N/A	4
Proficient	#N/A	#N/A	#N/A	#N/A	24
Advanced	#N/A	#N/A	#N/A	#N/A	68



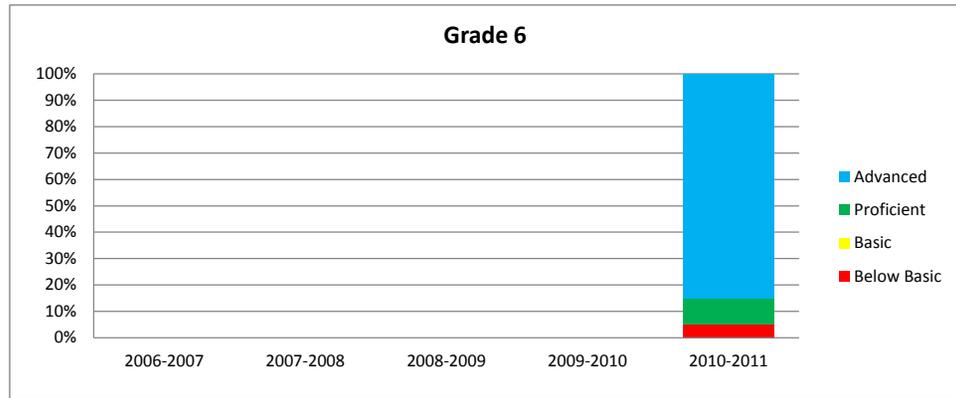
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Basic	#N/A	#N/A	#N/A	#N/A	0
Proficient	#N/A	#N/A	#N/A	#N/A	20.8
Advanced	#N/A	#N/A	#N/A	#N/A	75



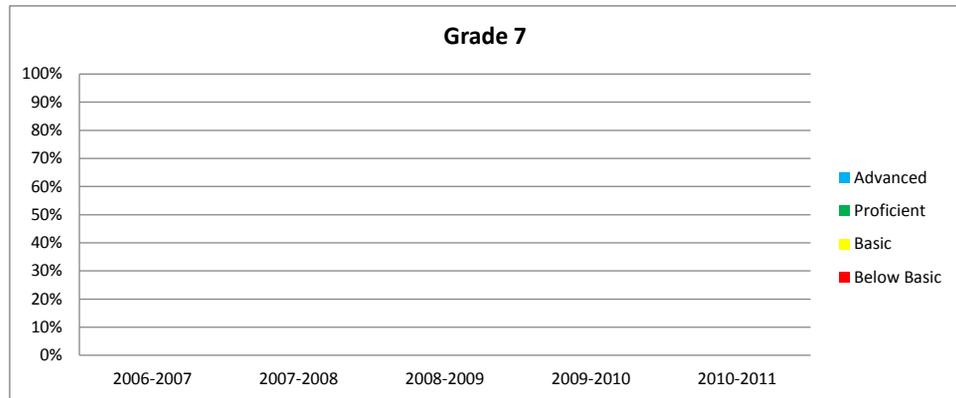
Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	3.3
Basic	#N/A	#N/A	#N/A	#N/A	0
Proficient	#N/A	#N/A	#N/A	#N/A	10
Advanced	#N/A	#N/A	#N/A	#N/A	86.7



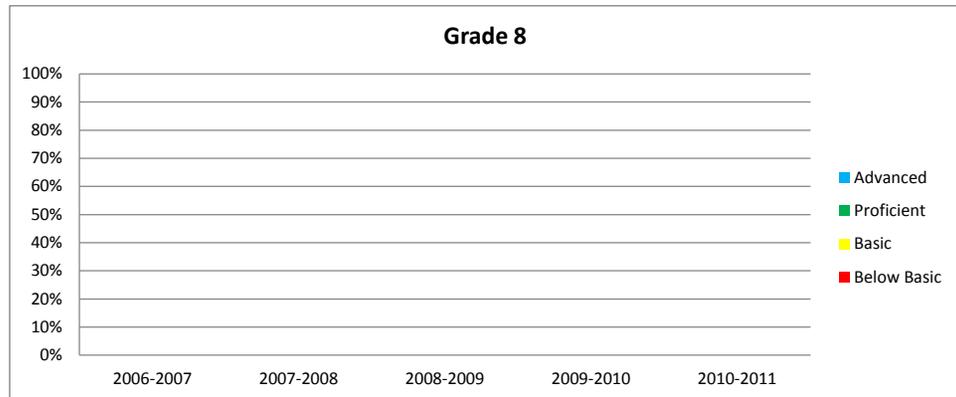
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	5
Basic	#N/A	#N/A	#N/A	#N/A	0
Proficient	#N/A	#N/A	#N/A	#N/A	10
Advanced	#N/A	#N/A	#N/A	#N/A	85



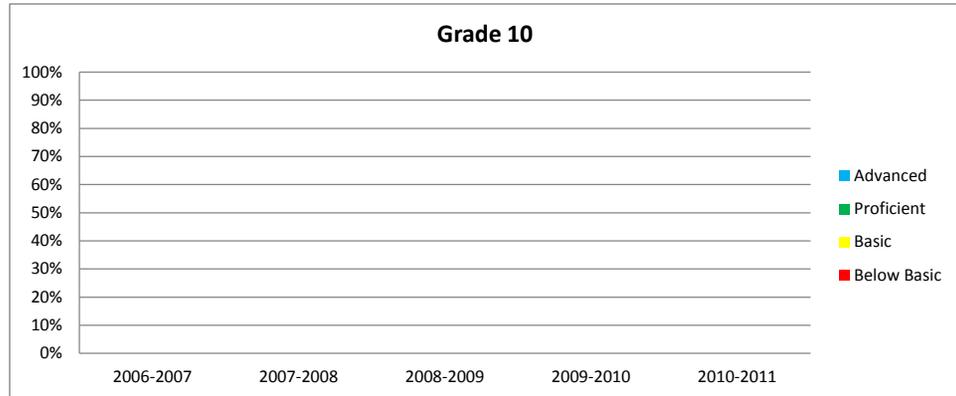
Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



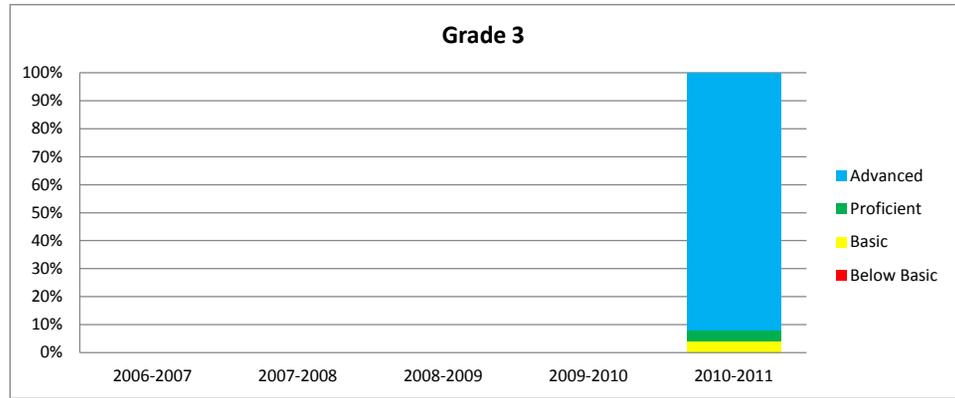
Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



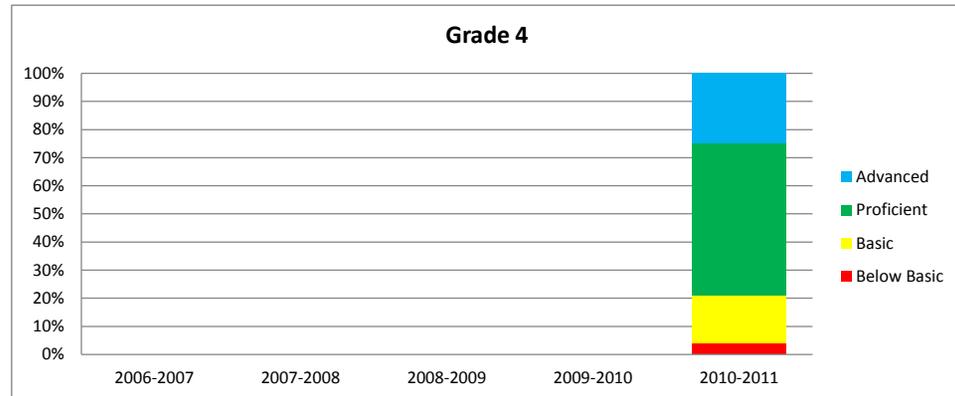
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



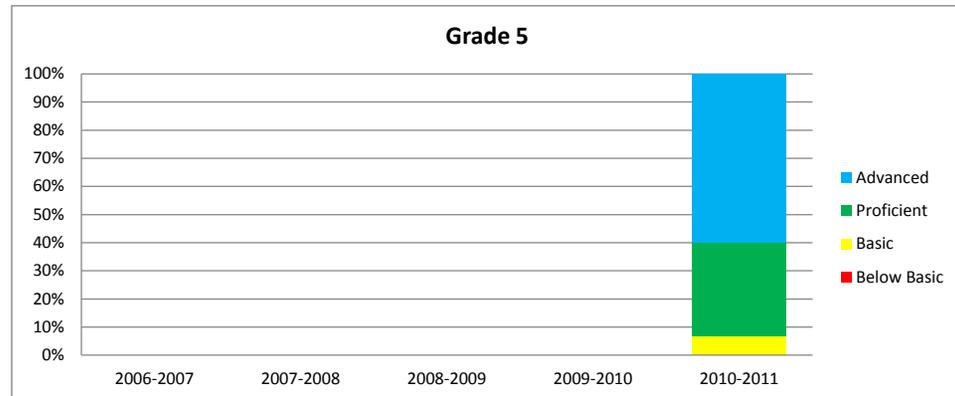
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	4
Proficient	#N/A	#N/A	#N/A	#N/A	4
Advanced	#N/A	#N/A	#N/A	#N/A	92



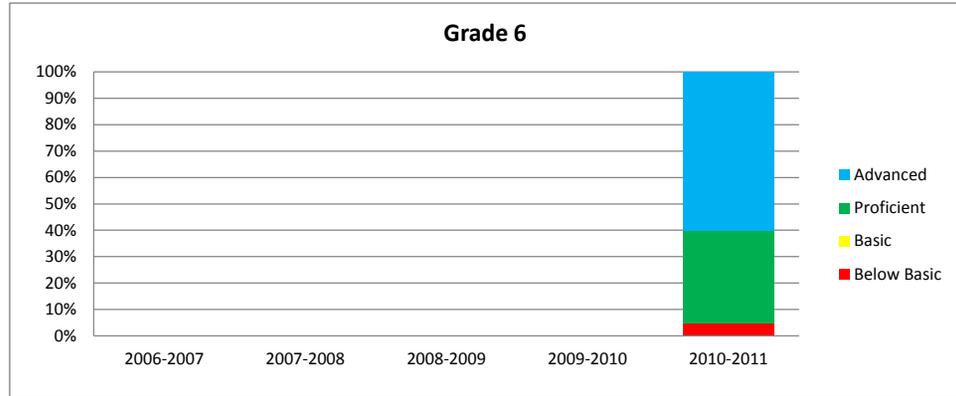
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	4.2
Basic	#N/A	#N/A	#N/A	#N/A	16.7
Proficient	#N/A	#N/A	#N/A	#N/A	54.2
Advanced	#N/A	#N/A	#N/A	#N/A	25



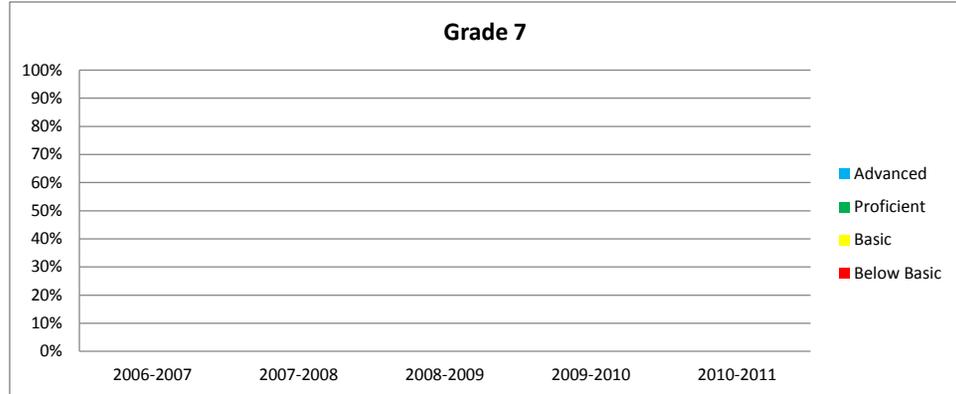
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	6.7
Proficient	#N/A	#N/A	#N/A	#N/A	33.3
Advanced	#N/A	#N/A	#N/A	#N/A	60



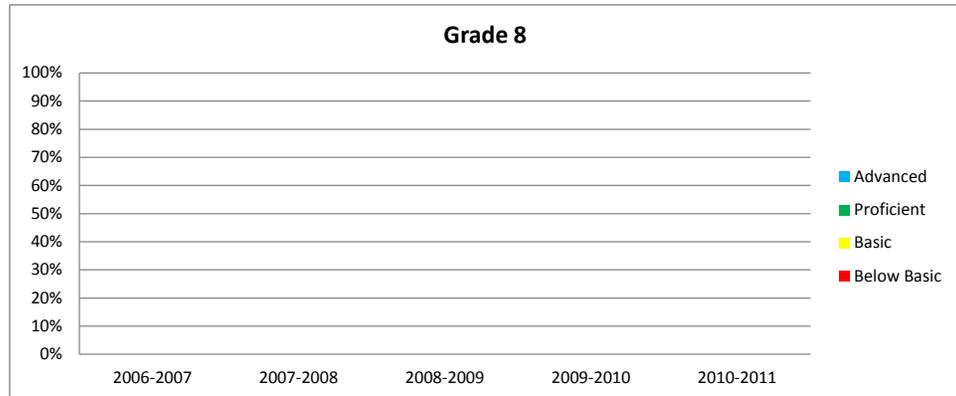
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	5
Basic	#N/A	#N/A	#N/A	#N/A	0
Proficient	#N/A	#N/A	#N/A	#N/A	35
Advanced	#N/A	#N/A	#N/A	#N/A	60



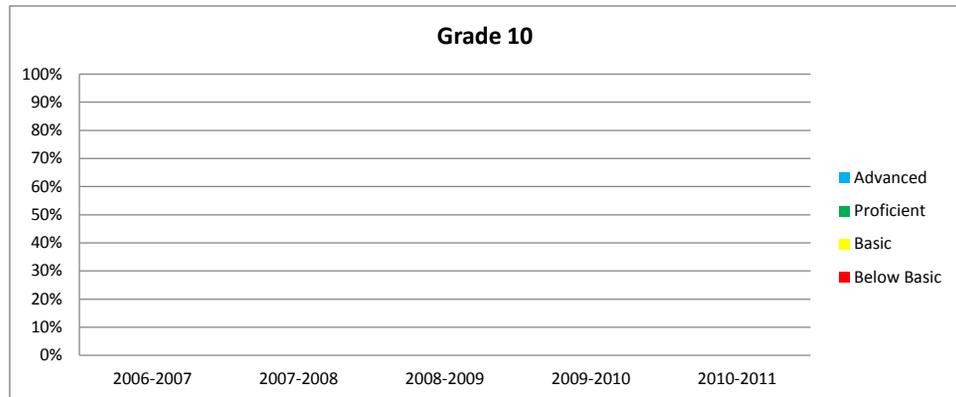
Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



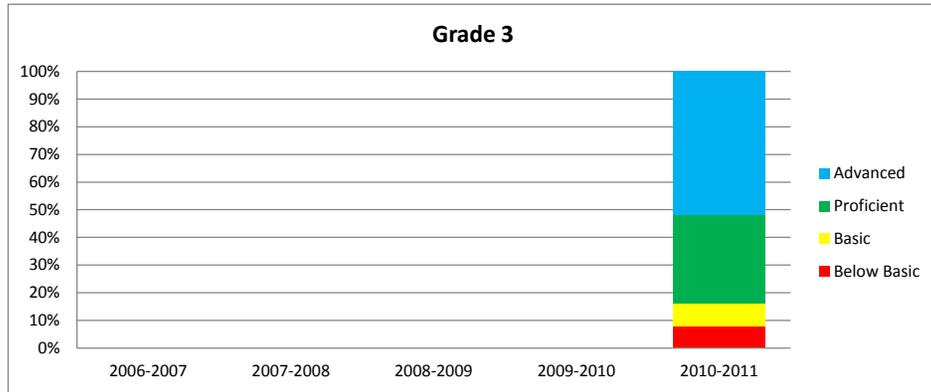
Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



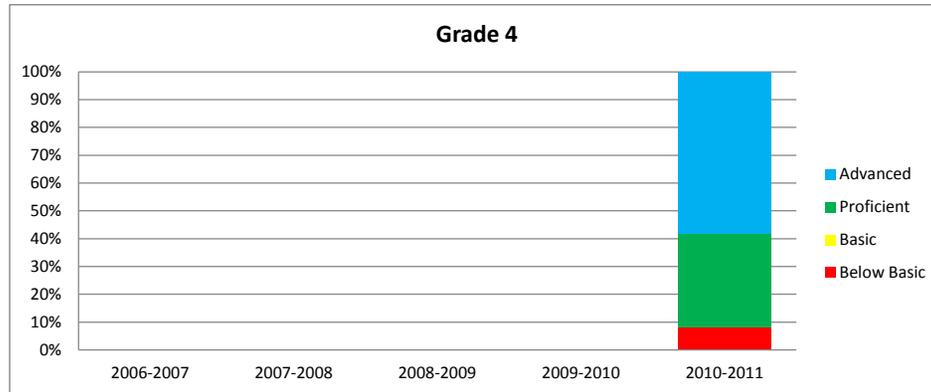
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



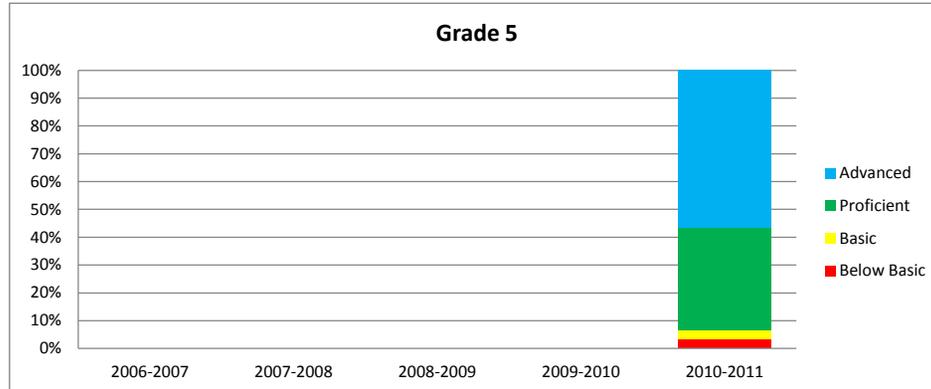
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	8
Basic	#N/A	#N/A	#N/A	#N/A	8
Proficient	#N/A	#N/A	#N/A	#N/A	32
Advanced	#N/A	#N/A	#N/A	#N/A	52



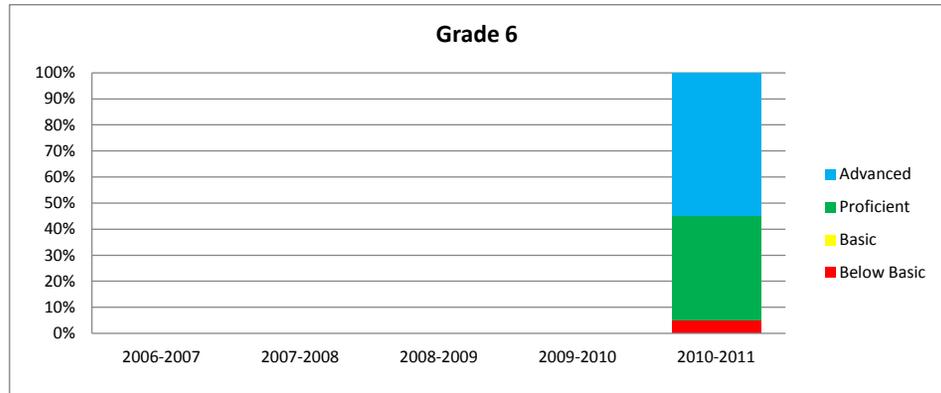
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	0
Proficient	#N/A	#N/A	#N/A	#N/A	33.3
Advanced	#N/A	#N/A	#N/A	#N/A	58.3



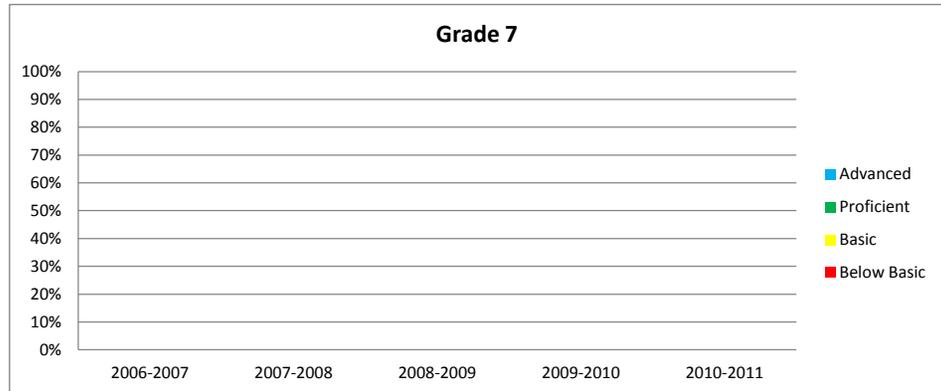
Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	3.3
Basic	#N/A	#N/A	#N/A	#N/A	3.3
Proficient	#N/A	#N/A	#N/A	#N/A	36.7
Advanced	#N/A	#N/A	#N/A	#N/A	56.7



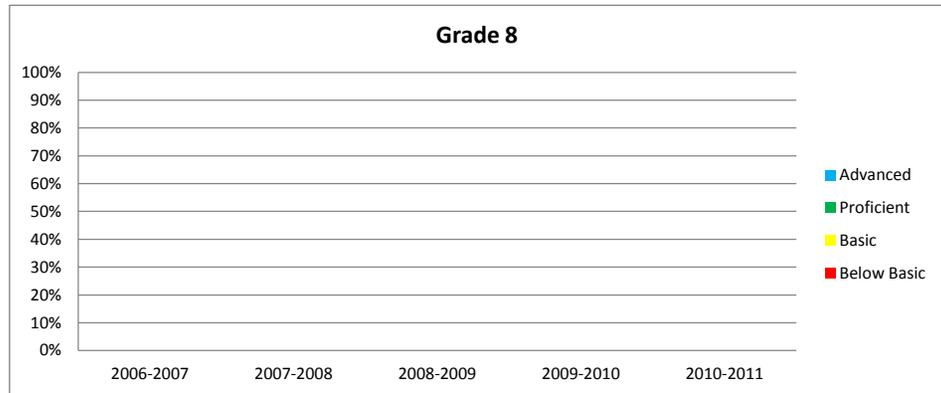
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	5
Basic	#N/A	#N/A	#N/A	#N/A	0
Proficient	#N/A	#N/A	#N/A	#N/A	40
Advanced	#N/A	#N/A	#N/A	#N/A	55



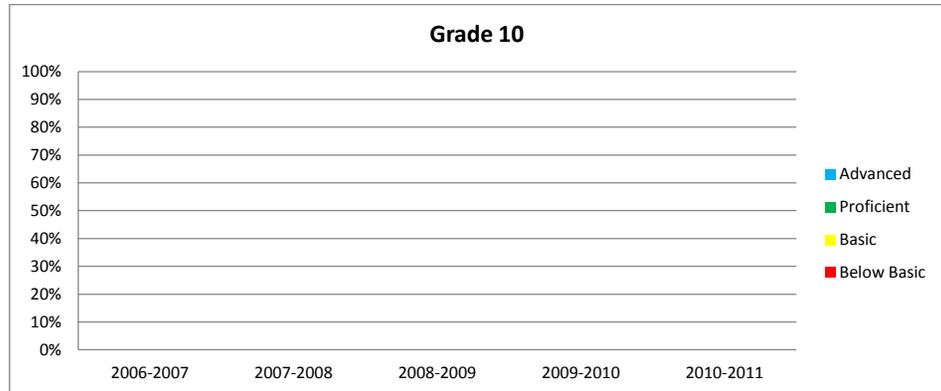
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



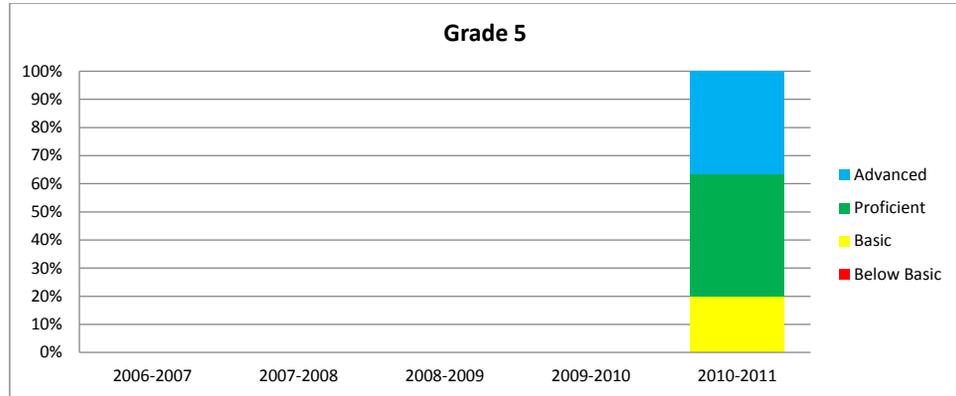
Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



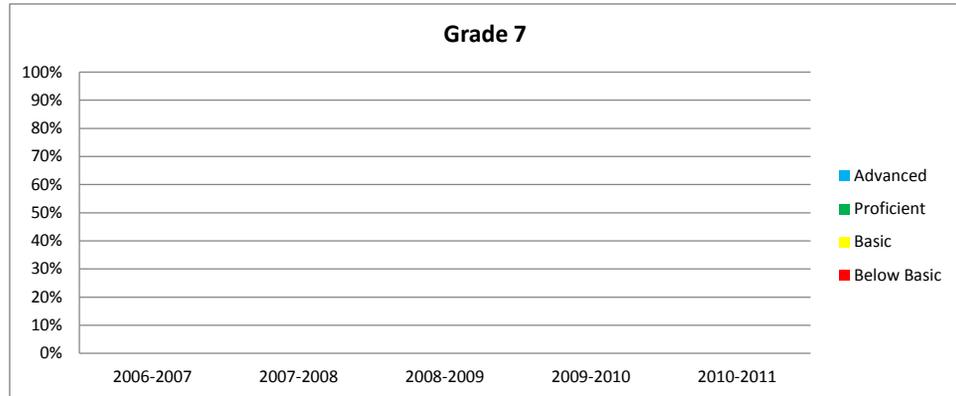
Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



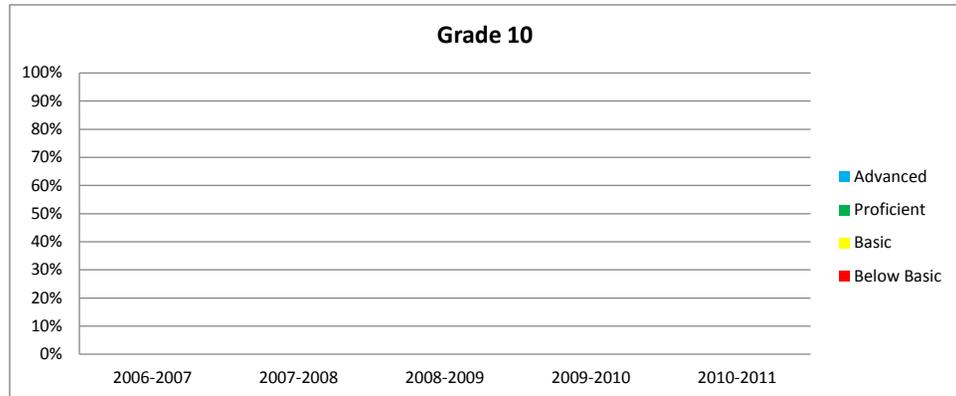
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	20
Proficient	#N/A	#N/A	#N/A	#N/A	43.3
Advanced	#N/A	#N/A	#N/A	#N/A	36.7



Science Grade 7	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	*

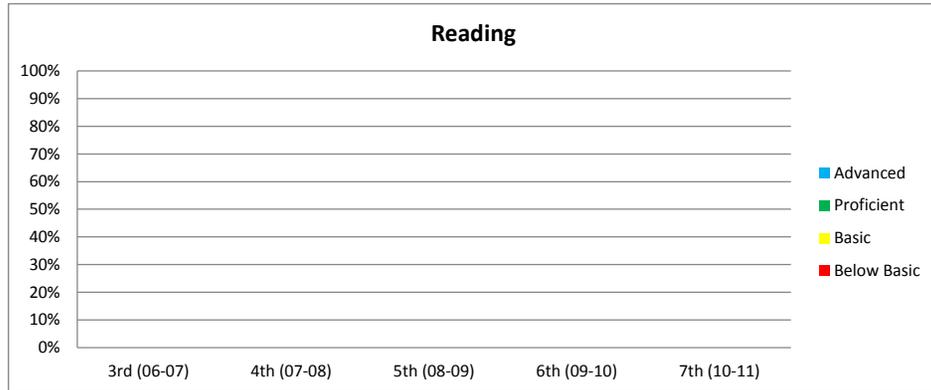


Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

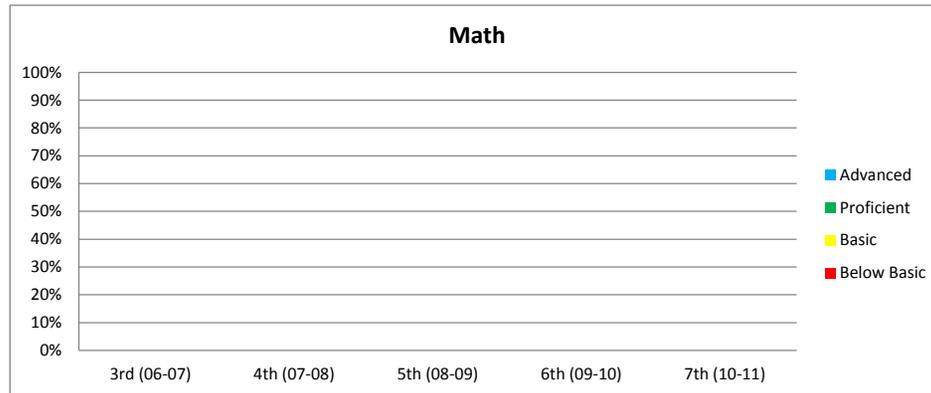


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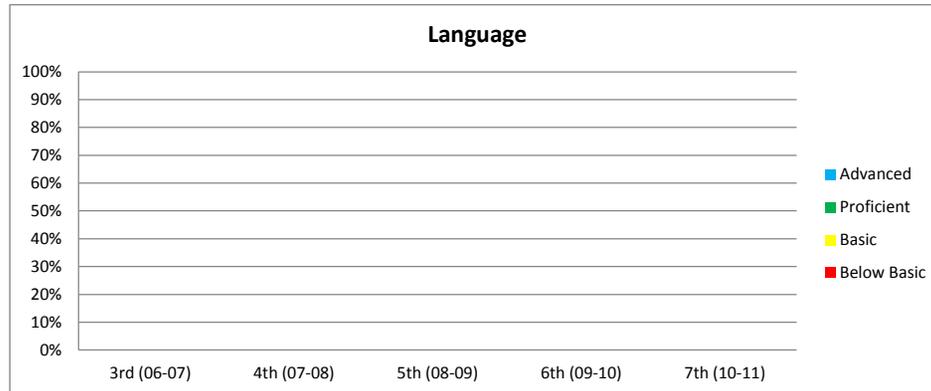
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



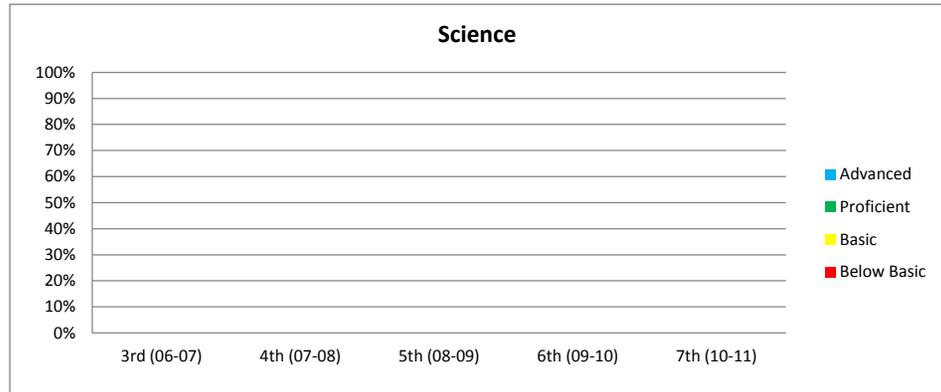
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



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	#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	#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	*



May 31, 2012

SAGE International School of Boise

Marketing Research 315

Dr. Shikhar Sarin

May 5, 2011

Student Researchers:

Brit Haas

Britteny Gardner

Callie Taylor

Ryosuke Asano

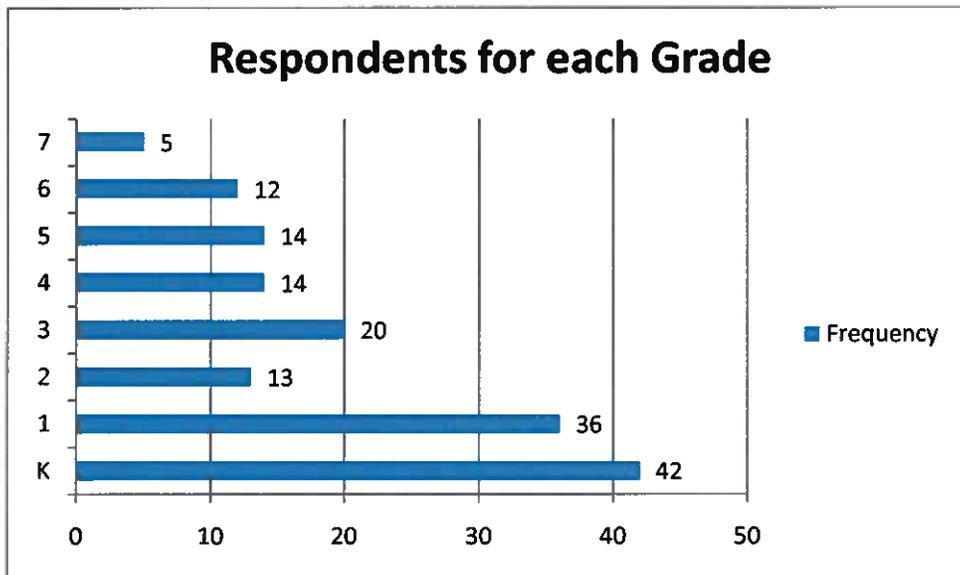
Table of Contents

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SAGE International School of Boise is Boise’s newest public charter school. Their first academic year began in August of 2010. SAGE follows the International Baccalaureate Program with a focus on complex problem solving, increased global understanding and a math and technology curriculum. As Boise State marketing research students, it was our responsibility to discover how satisfied the parent community is with SAGE’s first year of operation.

We followed the four primary phases of the information research process. First we determined the research problem, in our case; it was to discover the overall satisfaction in the parent community at SAGE. Second, we determined the research design and data sources. We collected primary descriptive data from a sample size of 227. Our target population was the parent community. We tailored a survey of 33 questions (Reference Appendix A) to focus on five areas of satisfaction; overall academics, communication, school community, school leadership and the IB curriculum. Third, we conducted the survey and received successful response rate of 68.7%; if you see the chart below (Table A) you will easily identify the number of respondents for each grade.

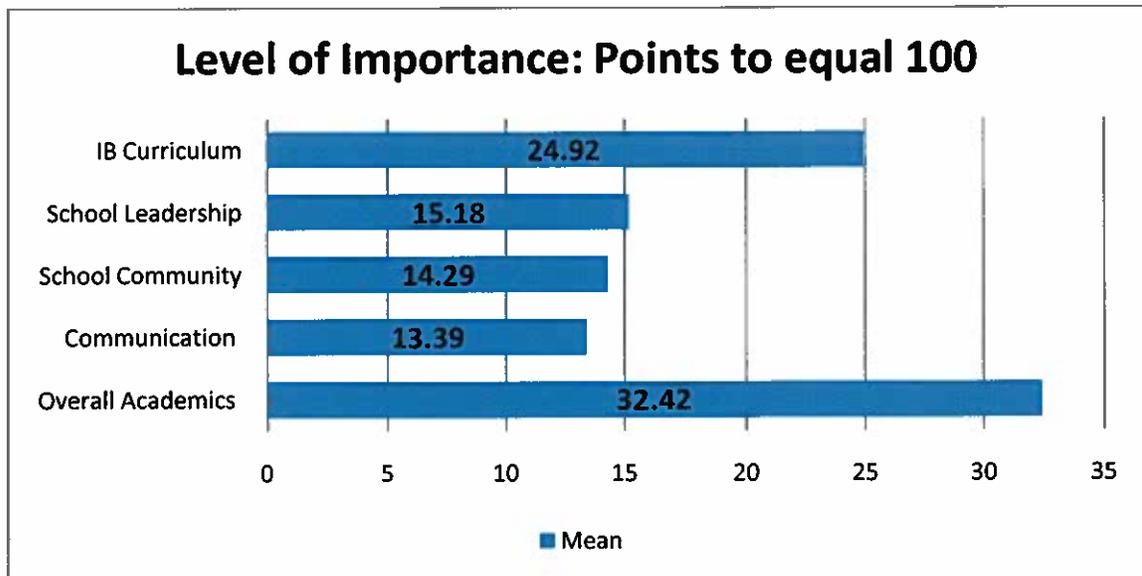
Table A: Frequency of Respondents



One of the problems we've identified is the lack of respondents in the 6th and 7th grades. SAGE has specific courses tailored to these grades and we would have liked to see a higher response rate.

We began data analysis by running descriptive statistics on all the responses. This consists of N (the amount of respondents per question), range, minimum, maximum, mean, standard deviation and variance (Reference Appendix B). With this analysis we were able to identify the means for Q23-Q27. These questions asked respondents to allocate 100 points among the following: Overall Academics, Communication, School Community, School Leadership and IB Curriculum to represent why they would recommend SAGE to a friend. The more points assigned to an item, implied the more importance that item has in recommending SAGE to a friend. See below at Table B, parents found the most important item to be overall academics, with a mean of 32.42 points. This leads us to believe parents will recommend friends to SAGE based on their performance, first with Overall Academics and second with SAGE's IB curriculum (mean of 24.92).

Table B: Frequency



Overall Academics

Descriptive Statistics

Parents rank “Overall Academics” at SAGE as most importance when it comes to recommending a friend. There are a few other factors we wanted to analyze for overall academics. Q2-Q16 consisted of questions specific to subject teachers for K-5th and 6th & 7th grades. We ran descriptive statistics (See appendix B) for grades K-7 and wanted to see if there was a significant difference between the means. We discovered that there was not a significant difference between these means therefore we can assume that overall, parents are satisfied if not extremely satisfied (with an overall mean of 4.34 out of 5, 5 being extremely satisfied) with their child’s teacher.

Overall Academics

Pearson Correlation Test

We also wanted to see if there was a correlation between Q19 “SAGE provides a balanced academic curriculum” with Q28 “Overall satisfaction with SAGE.” We assume there is a linear relationship, but in order to validate this assumption we will run a Pearson Correlation Coefficient test. This test we used multiple times throughout our research, it is a statistical measure of the strength of a linear relationship between to metric variables. The null hypothesis for this tests states that there is no association between these two variables and the correlation coefficient is zero. In this case, we will reject the null hypothesis because as you can see from table C, there is a significant relationship (Sig. = .000). You can also see the correlation coefficient is at .71, which is a statistically strong relationship.

It is important that teachers and administration know the relationship between overall satisfaction and a balanced academic curriculum. It is just as important for them to see the means

(4.52 and 4.49 out of a scale of 5) for both of these variables are above average for strongly agreeing and extremely satisfied. Our recommendation to increase these means closer to five entails a continuation of existing programs along with direct communication to the parent community of what/how their child is learning in each subject area on a monthly if not bi-weekly bases.

Table C: Pearson Correlation Coefficient			
Descriptive Statistics			
	Mean	Std. Deviation	N
Overall Satisfaction	4.52	.599	149
Balanced Academic Curriculum	4.49	.600	149
Correlations			
		Overall Satisfaction with SAGE	Balanced Academic Curriculum
Overall Satisfaction with SAGE	Pearson Correlation	1	.718
	Sig. (2-tailed)		.000
	N	149	148
Balanced Academic Curriculum	Pearson Correlation	.718	1
	Sig. (2-tailed)	.000	
	N	148	149

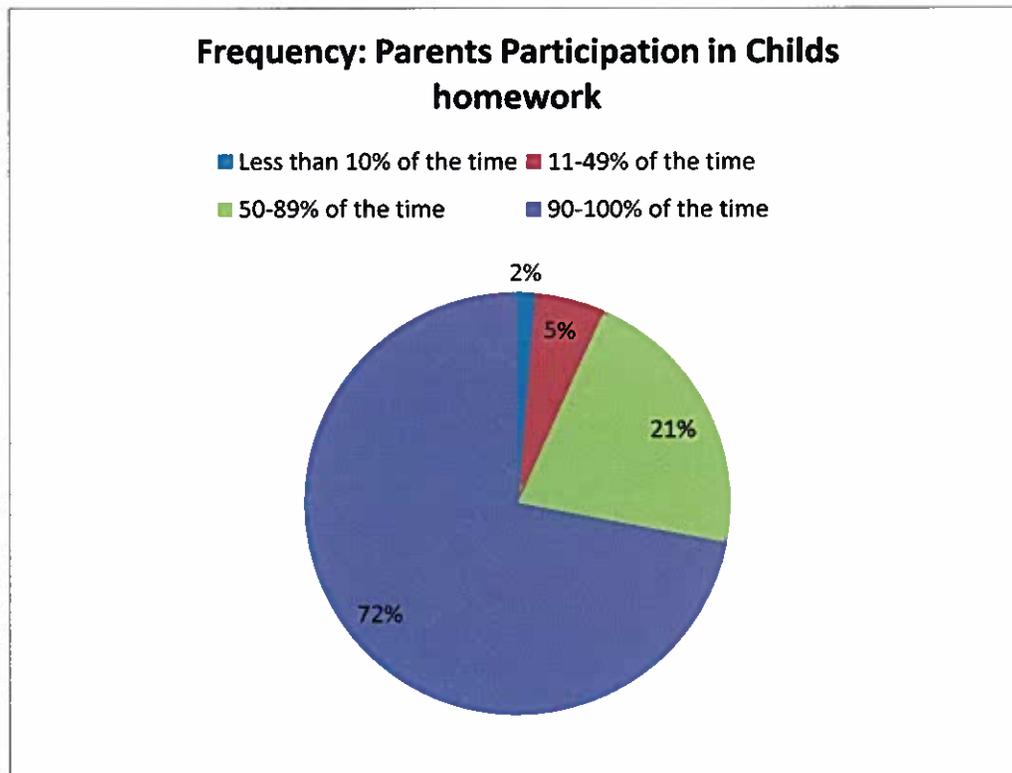
Overall Academics

Frequency: I take part in my child’s at home suggested class work.

Q18 on the survey, “I take part in my child’s at home suggested class work,” is a question we designed to not only see the frequency of parent participation, but how it relates to overall satisfaction with the schools academics. See Table D below, 72% of the parent community

participates in their child's at home class work 90-100% of the time. A total of 93% of the parent community participates in their child's class work 50-100% of the time. We believe if parents increased the amount of participation in their child's class work from 72% of parents participating 90-100% of the time, to 85% of the parents participating 90-100% of the time, parents overall would have a better understanding of what/how their child is doing overall academically. Our recommendation to accomplish an increase is to encourage parents participation by sending their child home with one check list for each subject on a weekly bases. This check list should describe what/how parents can participate with their child's at home class work.

Table D: Frequency



School Community

Pearson Correlation Test

We wanted to test if there was a significant relationship between if parents overall satisfaction was correlated to how they would rate their child's experience at SAGE. The null hypothesis for this test is if there is no association between the two variables and the correlation coefficient is zero. You can see from the table below (Table E) the satisfaction is .675, and the statistical significance of the correlation is .000. Thus, we have confirmed that satisfaction is positively related to "How would you rate your child's experience at SAGE," therefore, we reject our null hypotheses. When we examine the means of the two variables, we see that overall satisfaction (4.52 out of 5) is somewhat higher than the rating of their child's experience (4.44 out of 5) There is covariation between the responses to the two variables: As one goes up, so does the other and as one goes down, so does the other. In conclusion, more satisfied respondents are more likely to rate their child experience at SAGE as extremely positive. These variables are measured on a 5-point scale, 5 being extremely satisfied and extremely positive. Both means are above the average which leads us to believe SAGE is effectively satisfying the parent community which has a positive correlation to how extremely satisfied parents view their child's experience at SAGE. Our recommendation to increase the parent's perception of their child's experience at SAGE is to do a monthly "report card" from the students specially tailored to the student's. This "report card" should be taken by the student's and sent home to share with the parent community. A student's perspective of their personal experience at school will give parents and teachers a better understanding of what makes a good experience for a student in school.

Correlation: Table E			
Descriptive Statistics			
	Mean	Std. Deviation	N
Overall Satisfaction	4.52	.599	149
Child's Experience	4.44	.651	149
Correlations			
		Overall Satisfaction	Child's Experience
Overall Satisfaction	Pearson Correlation	1	.675
	Sig. (2-tailed)		.000
	N	149	149
Child's Experience	Pearson Correlation	.675	1
	Sig. (2-tailed)	.000	
	N	149	149

School Leadership

SPSS Multiple Regression

Multiple regression analysis is a statistical technique which analyzes the linear relationship between a dependent variable and multiple independent variables by estimating coefficients for the equation for a straight line. In order to solve a multiple regression you have to calculate the beta coefficient, which is the estimated regression coefficient that has been recalculated to have the mean of 0 and a standard deviation of 1. Change enables independent variable with different units of measurement to be directly compared to the association with the dependent variable. The beta coefficient can be either positive or negative; a positive coefficient the size of an independent variable will increase and then the size of the dependent variable will increase. A negative beta means the size of the independent variable will increase then the size of the dependent variable gets smaller.

We will measure the school leadership predictors; questions Q22 (How responsive SAGE’s staff is to parents concerns/inquiries), Q29 (Principals Keller’s leadership of SAGE),

and Q30 (Direction the board is taking SAGE) to Q28 (Overall satisfaction with SAGE). The “Model Summary” below (Table F) shows the R-square for this model is .568. This means that 56.8 percent of the variation in satisfaction (dependent variable) can be explained by the three independent variables. The regression model results in the ANOVA table indicate that R-square for the overall model is significantly different from zero (F-ratio = 65.35; probability level (“Sig.”) = .000). This probability levels means there are .000 chances the regression model results come from a population where the R-square actually is zero. Meaning, there are no chances out of 1000 that the actual correlation coefficient is zero.

Now if you look at the “Coefficients” table, look at the “Standardized Coefficients Beta” column, you will see that Q 29 (Principal Keller’s leadership of SAGE) has a beta coefficient of .389 that is significant (.000). Similarly, Q22 (How responsive SAGE’s staff is to parents concerns/inquiries) and Q 30 (Direction the board is taking SAGE) have beta coefficients of .33 (Sig. = .000) and .20 (Sig. = .004). This means we can reject the null hypothesis that none of the school leadership is related to overall satisfaction. This regression analysis tells us parent perception of school leadership at SAGE, for three of the variables, are good predictors of the level of satisfaction with the school. Another item we look at for these questions is the mean. Q22 has a mean of 4.41 out of 5, 5 being they strongly agree to the satisfaction of how responsive SAGE’s staff is to the parent’s concerns/inquiries. This mean is above average based on a midpoint of 2.5 (neither agree nor disagree), however to improve how responsive SAGE is, we recommend they set a time limit for how long a question from a parent can go unanswered. We also looked at the mean of Q29 “How satisfied parents are with Principle Don Keller.” We found parents overall are satisfied if not extremely satisfied with a mean of 4.59 on a scale of 5. You can also see from Table F the beta coefficient for Principal Keller is the highest coefficient

(.389) which means it is the most important variable for parents out of the group of independent variables. We recommend that Principal Keller continues to lead as he has in the past.

Regression: Table F						
Model Summary						
Model				Adjusted R Square	Std. Error of the Estimate	
1		R	R Square	.568	.395	
		.759	.577			
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.521	3	10.174	65.350	.000
	Residual	22.418	144	.156		
	Total	52.939	147			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.795	.269		2.952	.004
	Responsive to SAGE's staff	.256	.047	.330	5.441	.000
	Principal Keller	.386	.074	.389	5.214	.000
	Direction Board is taking SAGE	.189	.065	.212	2.891	.004

IB Curriculum

One-way ANOVA

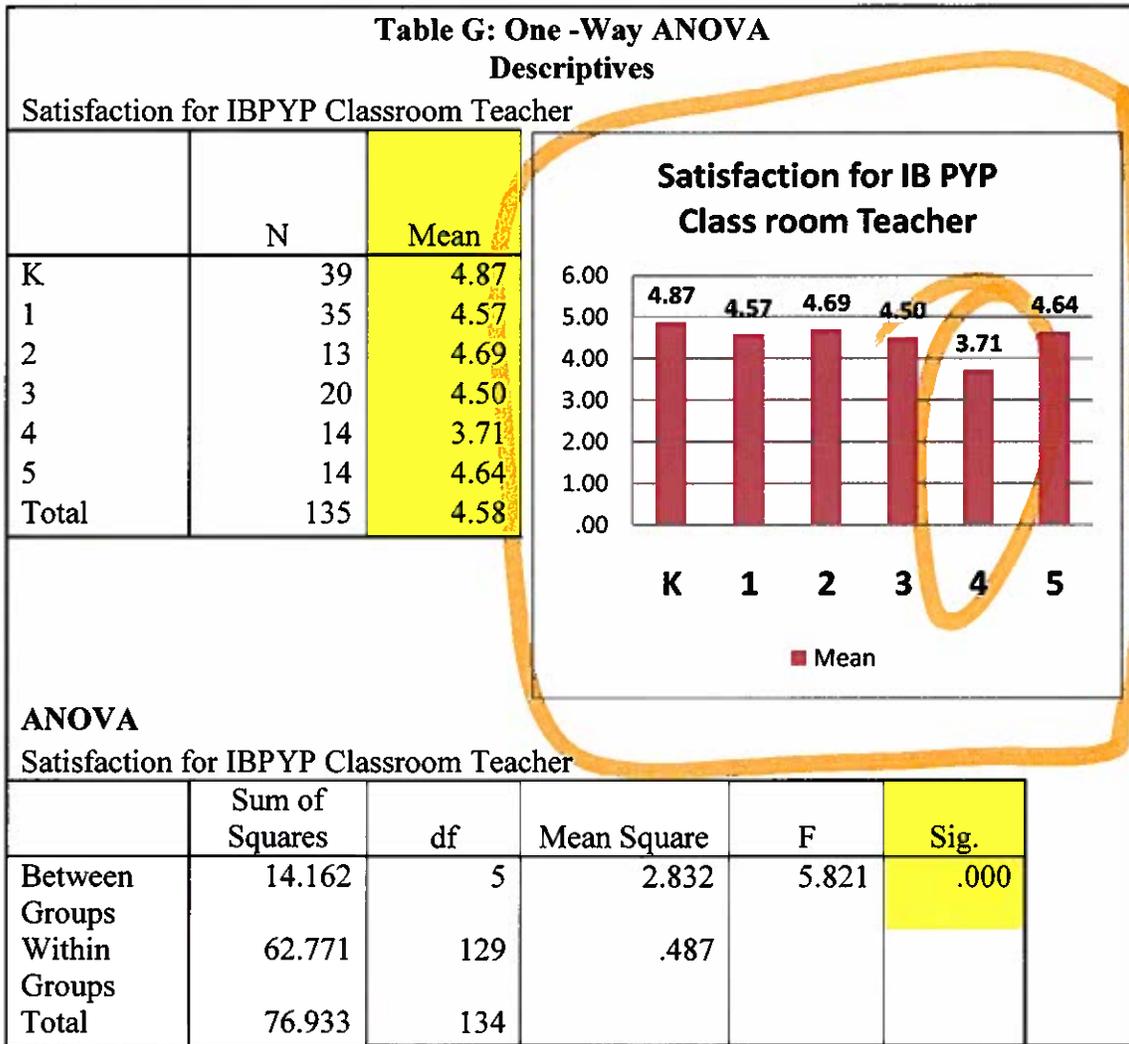
One-way ANOVA is a statistical technique that determines whether three or more means are statistically different from each other. In this test the dependent variable must be measurable, either interval or ratio scale, and the independent variable is a categorical or nominal scale.

Within the one-way ANOVA, there can only be one independent variable. The one-way

ANOVA examines the variance within a set of data. The one-way ANOVA's null hypothesis is when the mean of the first variable is equal to the mean of the second variable which is equal to the mean of the third variable and so on.

We ran a one-way ANOVA test on how satisfied parents are with their child's IB primary year program (IBPYP) classroom teacher relative to what grade their child is in. Please refer to Table G below, and reference the first column N (the number of respondents for each grade). Now, if you look to the next column "Mean" you will be able to see the majority of means are above satisfaction. The scale for this question is a 5 point scale, where 5 is extremely satisfied. We can conclude from this test, parents with children in kindergarten have a significantly (.000) higher level of satisfaction (mean of 4.87 out of 5) for their child's IB primary year program than other grades. Therefore we can also conclude parents with children in fourth grade have a significantly lower level of satisfaction (mean of 3.71 out of 5) from their child's IB teacher, from these results we will reject the null hypotheses of these means being equal.

We recommend SAGE integrates a program where parents can review weekly what their child's progress within the IB PYP is, for each grade level. Because we have identified there to be a significant difference between these means, it is important for SAGE to monitor consistency between the grade levels. Overall parents are satisfied if not extremely satisfied with the IB PYP class room teachers.



We assume there to be a correlation between how overall parents are satisfied with SAGE and how that satisfactions relates to the implementation of SAGE’s IBPYP. Therefore as explained before we ran a Pearsons Correlation test between these two variables and found there to be a strong positive relationship between these two (See Table H). Therefore, we reject the null hypotheses of there being no association based on our significance of .000 and the correlation coefficient at .72, which is highly correlated. We recommend that SAGE continues to communicate what the IB PYP is to parents, how they can support their child’s reiteration of the IB PYP concepts, and why IB PYP sets SAGE apart from other charter schools in the Valley.

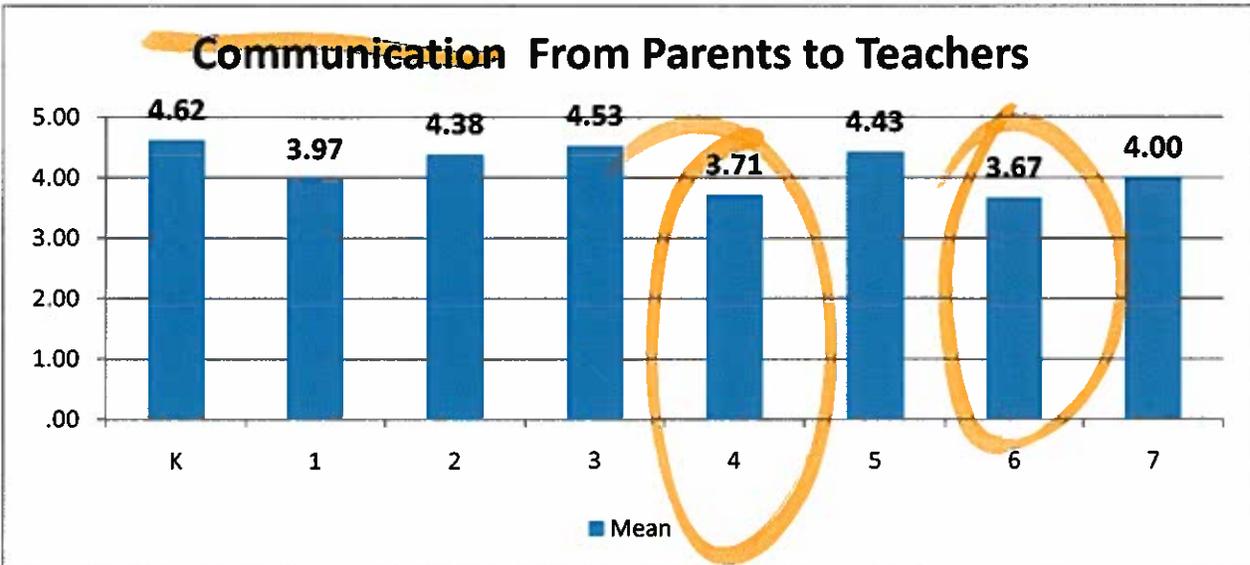
Table H: Correlation			
Descriptive Statistics			
	Mean	Std. Deviation	N
Overall Satisfaction	4.56	.569	133
SAGE's Implementation of IBIPYP	4.46	.622	133
Correlations			
		Overall Satisfaction	SAGE's Implementation of IBIPYP
Overall Satisfaction	Pearson Correlation	1	.720
	Sig. (2-tailed)		.000
	N	133	133
SAGE's Implementation of IBIPYP	Pearson Correlation	.720	1
	Sig. (2-tailed)	.000	
	N	133	133

Communication

One-way ANOVA

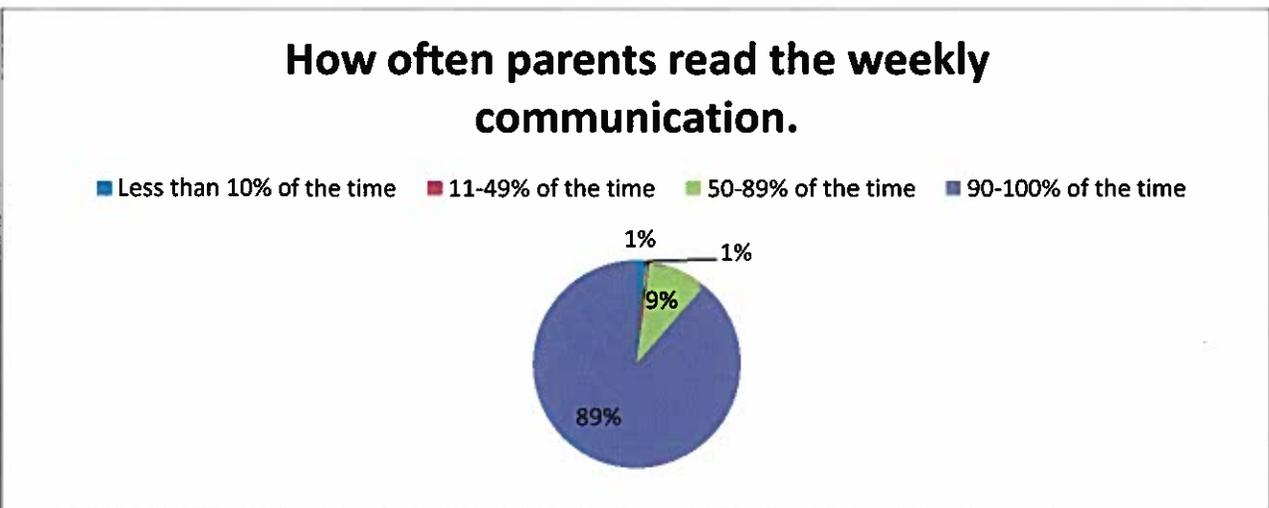
As stated before a one-way ANOVA test will measure if there is a significant difference between more than three means. We wanted to see if there was a significant difference between how the teachers communicate across the grade levels at SAGE. You can see below (Table I) there is a significant difference (Sig. =.000). You can also see from this table, parents strongly agree that kindergartner teachers clearly communicate what/how their child is doing in class at a mean of 4.63 out of a sale of 5. This is significantly different from how parents perceive sixth grade teachers to clearly communicate what/how their child is doing class with a mean of 3.67 out of a sale of 5 (5 being strongly agree).

Table I: One-Way ANOVA Histogram



We ran a frequency test for question Q17 “I read the weekly communication from my child’s teacher.” See below (Table J), 89% of the respondents read the weekly communication from their child’s teacher. Two percent of the respondents read the weekly communication less than 49% of the time. Based on these results we are confident to recommend that teachers should continue to send weekly communication home with their students.

Table J: Frequency



ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE					
Salary Apportionment	\$767,781.85	\$674,163.00	\$763,498.52	87.81%	
Benefit Apportionment	\$138,507.85	\$121,042.00	\$137,735.12	87.39%	
Entitlement	\$327,754.00	\$290,947.00	\$327,754.20	88.77%	Budget based on 335/16.7 units - actual enrollment 345
State Transportation				#DIV/0!	
Lottery				#DIV/0!	
Other State Funds (Specify)	\$11,008.80	\$6,230.00	\$11,246.00	56.59%	Technology & IRI
Special Ed - Regular	\$23,000.00	\$0.00	\$28,511.00	0.00%	Based on actual 521 & 616 spending and carry over funds from FY11
Special Ed - ARRA				#DIV/0!	
Title I				#DIV/0!	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement				#DIV/0!	
Title IIA	\$6,625.00	\$6,409.00	\$6,409.00	96.74%	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant	\$50,000.00	\$50,000.00	\$50,000.00	100.00%	3rd year funds
Other Grants (Specify)	\$25,786.00	\$26,167.00	\$26,167.00	101.48%	Job Fund
Fundraising	\$50,000.00	\$70,520.00	\$79,520.00	141.04%	
Interest Earned				#DIV/0!	
Other (Specify)	\$55,188.00	\$54,230.00	\$54,944.00	98.26%	Full-day K tuition
Other (Specify)	\$20,000.00	\$29,816.00	\$42,391.00	149.08%	Rental/student fee income/school activity/summer programs
TOTAL REVENUE	\$1,475,651.50	\$1,329,524.00	\$1,528,175.84	90.10%	
EXPENDITURES					
100 Salaries					
Teachers	\$605,961.30	\$506,869.00	\$607,663.17	83.65%	
Special Education	\$46,047.00	\$34,724.00	\$41,668.00	75.41%	
Instructional Aides	\$16,531.00	\$23,354.00	\$30,237.00	141.27%	
Classified/Office	\$84,464.00	\$70,442.00	\$84,464.00	83.40%	
Administration	\$83,000.00	\$69,167.00	\$83,000.00	83.33%	
Maintenance				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Salaries	\$836,003.30	\$704,556.00	\$847,032.17	84.28%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$154,463.11	\$137,394.00	\$159,887.00	88.95%	includes workers comp ins.
Other (Specify)	\$79,200.00	\$61,442.57	\$80,534.00	77.58%	Health
Total Benefits	\$233,663.11	\$198,836.57	\$240,421.00	85.10%	
300 Purchased Services					
Management Services	\$9,500.00	\$13,550.00	\$13,550.00	142.63%	IB Program Fees PYP and DP (Additional \$4000)
Staff Dev/Title IIA	\$6,625.00	\$10,462.35	\$10,600.00	157.92%	Title IIA & GF
Legal Pub/Advertising	\$6,000.00	\$2,706.50	\$4,506.50	45.11%	Advertising
Legal Services	\$5,000.00	\$3,750.00	\$5,000.00	75.00%	Financial Audit
Special Education	\$38,500.00	\$44,209.74	\$56,614.00	114.83%	OT/ST & Direct Services GF & IDEA
Liability & Property Ins	\$6,945.00	\$119.00	\$7,500.00	1.71%	
Substitute Teachers	\$8,190.00	\$7,610.00	\$8,191.00	92.92%	
Board Expenses	\$7,110.00	\$1,190.57	\$3,190.57	16.75%	Fundraising, ICNS audit, Professional Memberships, Principal eval software
Computer Services	\$9,500.00	\$10,726.09	\$11,300.00	112.91%	IT Consultant
Transportation				#DIV/0!	
Travel	\$7,263.00	\$6,432.38	\$6,432.38	88.56%	Travel for Training
Other (Specify)	\$4,500.00	\$10,219.50	\$12,000.00	227.10%	Whole School/Student Activity
Other (Specify)	\$6,304.00	\$3,420.19	\$4,371.00	54.25%	Copier lease/Printing expense
Total Services	\$115,437.00	\$114,396.32	\$143,255.45	99.10%	
Facilities					
Building Lease	\$209,544.60	\$176,698.00	\$193,134.00	1.79%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$42,440.00	\$28,348.02	\$39,598.00	17.93%	utilities, phones, internet

Site Preparation				#DIV/0!	
Other (Specify)	\$12,200.00	\$13,999.00	\$13,999.00	87.92%	Grounds/Bldg Maintenance & Alarm
Other (Specify)	\$7,200.00	\$6,923.50	\$8,600.00	0.00%	Custodial Services
Total Facilities	\$271,384.60	\$225,968.52	\$255,331.00	83.27%	
400 Supplies and Maintenance					
Textbooks				#DIV/0!	
School Supplies	\$11,400.00	\$9,274.00	\$10,000.00	81.35%	classroom supply and curriculum materials
Power School				#DIV/0!	
Custodial Supplies		\$2,247.04	\$2,750.00	#DIV/0!	
Other (Specify)	\$4,080.00	\$4,900.00	\$5,800.00	120.10%	School/admin supplies
Other (Specify)	\$1,750.00	\$0.00	\$0.00	0.00%	Software
Total Supplies	\$17,230.00	\$16,421.04	\$18,550.00	95.30%	
500 Capital Objects					
Furniture	\$22,500.00	\$37,812.60	\$37,812.60	168.06%	GF
Technical AV Equipment	\$9,000.00	\$8,728.16	\$8,728.16	96.98%	Computer/Printers
Other (Specify)	\$10,560.00	\$2,376.00	\$10,032.00	22.50%	Tech Fund
Other (Specify)	\$4,000.00	\$4,437.00	\$4,437.00	110.93%	School Equipment
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Capital Objects	\$46,060.00	\$53,353.76	\$61,009.76	115.84%	
Debt Service					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!	
Grant Purchases					
Specify	\$8,600.00	\$8,826.62	\$8,826.62	102.64%	Curriculum & supplies
Specify	\$6,900.00	\$4,552.68	\$4,552.68	65.98%	Digital lab/hardware
Specify	\$34,500.00	\$36,620.70	\$36,620.70	106.15%	Furniture & School Equipment
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	\$50,000.00	\$50,000.00	\$50,000.00	100.00%	
Reserve Fund	\$72,265.35	\$72,265.35	\$72,265.35	100.00%	%5 GF Contingency - not put in separate fund, remains in cashflow
Building Fund				#DIV/0!	
Total Expenses	\$1,642,043.36	\$1,435,797.56	\$1,687,864.73	87.44%	
Carryover from Previous FY	\$198,898.73	\$217,611.00	\$217,611.00	109.41%	Increased carry over due to additional FY11 surplus payment from SDE in July 11
Reserve/(Deficit)	\$32,506.87	\$111,337.44	\$57,922.11	342.50%	

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue			\$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$529,303.00	Based on 480 enrollment (K-5: 280 & 6 - 9: 200) at 96% ADA = 26.86 Units. Current enrollment is 477	\$529,302.11	reflects State actual from "current FY"
Wages				
Administration	\$126,908.00			
Teachers	\$929,529.00			
				reflects all salaries compared to State actual
Classified	\$188,756.00		\$1,245,192.12	from "current FY"
Medicaid			\$0.00	reflects projected from "current FY"
Benefit	\$224,633.00		#DIV/0!	reflects State actual from "current FY"
Transportation			#DIV/0!	
Federal Revenue				
Title I			#DIV/0!	reflects State actual from "current FY"
Special Ed	\$35,000.00	IDEA Funds	#DIV/0!	reflects State actual from "current FY"
Title II	\$6,500.00		\$6,499.03	reflects State actual from "current FY"
Startup Grant			(\$1.00)	reflects State actual from "current FY"
	\$53,369.00	Special Dist: Math & Science, Reading Initiative, Math Remediation, IT Staffing, Technology		
Other Sources (Specify)	\$55,440.00	Full-day K tuition		
Other Sources (Specify)	\$133,500.00	After School & Summer program tuition		
Other Sources (Specify)	\$136,000.00	Fundraising/Student & School activity		
Total Revenue before holdback	\$2,418,938.00		#DIV/0!	
PROPOSED HOLDBACK				
Teacher Salaries		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$2,418,938.00		\$2,418,937.10	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$983,534.00		375,870.83	reflects projected from "current FY"
Admin	\$88,000.00		5,000.00	reflects projected from "current FY"
Classified	\$122,616.00		38,152.00	reflects projected from "current FY"
Special education	\$80,500.00			
Other (Specify)	\$25,720.00	After School/Summer Program Certified Teacher		
Other (Specify)				
Total Salaries	\$1,300,370.00		419,022.83	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	\$242,087.00	Includes Workers Comp. Ins.		
Other (Specify)	\$111,000.00	Health Insurance		
Total Benefits	\$353,087.00		\$112,666.00	reflects projected from "current FY"
300 Purchased Services				
Transportation			\$0.00	reflects projected from "current FY"
Special Education	\$57,600.00		\$986.00	reflects projected from "current FY"
Proctor costs				
Legal	\$5,500.00	Fiscal Audit	\$500.00	reflects projected from "current FY"
Insurance	\$8,160.00	Liability Insurance	\$660.00	reflects projected from "current FY"
Copier Lease	\$9,000.00		\$9,000.00	
Printer Lease			\$12,150.00	
Facility Lease	\$294,438.00		\$294,438.00	reflects projected from "current FY"
Utilities	\$43,200.00	utilities/phone/internet & custodial services/alarm	\$3,602.00	reflects projected from "current FY"
Professional Development	\$18,200.00	Title IIA & GF	\$7,600.00	reflects projected from "current FY"
Technology	\$23,830.00	Technology for students and IT consultant	\$12,530.00	reflects projected from "current FY"

May 31, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	\$12,500.00	PYP & DP Pprogram IB fees	(\$1,050.00)	reflects projected from "current FY"
Legal Publications/Advertising	\$10,500.00		\$5,993.50	reflects projected from "current FY"
Substitute Teachers	\$16,920.00		(\$25,111.00)	reflects projected from "current FY"
Board Expenses	\$5,110.00	ICNS Audit, Prof. memb., principal evaluation software	\$1,919.43	reflects projected from "current FY"
Other (Specify)	\$12,150.00	Custodial & Alarm Services		
Other (Specify)	\$22,460.00	School/Student Activity		
Total Purchased Services	\$539,568.00		\$323,217.93	
Supplies & Materials				
Teacher/Classroom	\$13,300.00		\$3,300.00	reflects projected from "current FY"
Office	\$8,390.00	General office/Operational software	\$8,390.00	Not in 2010 budget.
Janitorial	\$5,000.00		\$2,250.00	reflects projected from "current FY"
Textbooks	\$36,575.00	includes texts, online curriculum and IDLA	\$36,575.00	reflects projected from "current FY"
Other (Specify)	\$19,386.00	After school/Summer Program		
Other (Specify)	\$6,000.00	Bus - Maintenance/gas		
Total Supplies & Materials	\$88,651.00		\$50,515.00	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay	\$34,450.00		\$34,450.00	
Total Capital Outlay	\$34,450.00		\$34,450.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$0.00		\$0.00	
Insurance & Judgements			\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
Transfers			\$0.00	
Total Transfers	\$0.00		\$0.00	
Contingency Reserve	\$113,450.00			
Building Fund	\$0.00			
Total Expenditures	\$2,429,576.00		\$939,871.76	
Carryover from Previous FY	\$57,922.11	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$47,284.11			

Explanation of budget projections and school's financial picture as provided by Sage's Business Manager:

The SDE treats the 5% contingency on the General Fund as an expense, but it is my understanding (perhaps in error) that this money does not have to be transferred into a separate fund. For this reason our 5% contingency (\$72,265) listed in our budget remains in the cash-flow and is currently not set aside. When viewed in this manner our expenses will exceed revenue by \$86,735 - leaving Sage with approximately \$130,000 to carry forward to next year. This, of course, still has us operating at a loss for FY12. Below are a few reasons why we are currently operating with this deficit and how we will be attending to these issues in the FY13 budget:

- **FY12** - Loss of the expected third year of funding through the federal Charter Start-up Grant program required us to absorb into the General Fund \$51,000 in capital purchases, \$13,500 in IB Degree Program/Primary Years Program fees and \$4000 in teacher training expenses in order to grow our middle school.

FY13 - Capital purchases are scaled back because we will not be outfitting an entirely new facility. Additionally since submitting the FY12 CS Budget Reporting Template, we have determined our facilities lease expenses will be approximately \$12,000 less next year, which means we will not have a \$10,000 loss but rather a \$1300 gain with a reserve of \$59,284 in addition to our contingency reserve of \$113,450. (Revised FY12 CS Budget Reporting Template attached.)

- **FY12** - Over the course of the year staffing salary and benefits were increased by approximately \$18,000 to compensate for continuing mid-year enrollment in grades 6 – 8 and to ensure that the student/teacher ratio in the middle school core subject areas (math/English/science) were not out of balance.

FY13 – Secondary student numbers will increase from (48) 7th and 8th graders in FY12 to (140) 7th through 9th graders in FY13. This translates to 7.36 additional funding units and 8 additional instructional FTEs. This will allow us to effectively staff core areas and electives in the middle/high school within the SDE's SBA funding allotment.

- **FY12** - With the addition of 135 new students this year - including (26) 6th graders who did not attend Sage as 5th graders - we had roughly 10 new students transfer in with IEP's requiring 3-year reviews. This increased our overall special education expenses by approximately \$13,735.

FY13 – As a result of the numerous 3-year reviews, 6 students have been exited from IEPs. In addition, our lottery and enrollment process this year has more successfully filled the available spaces in the middle/high school prior to the end of our current year. Therefore, we have more lead time in planning/budgeting for incoming IEP students.

As to next year's projections, your assessment is again correct with the contingency amount of \$113,450 being regarded as an expense. In regard to cash-flow, we are projected to carry \$172,734 forward to FY14 (\$113,450 contingency and \$59,284 reserve. *Please see adjusted template.*)

May 31, 2012

It is also worth mentioning that the learning curve on our budgeting process is straightening out a bit and we feel we can more successfully project expenses, especially in regards to facilities and special education. As we mature as a school our enrollment continues to stabilize, making staffing issues predictable as well. On the income side, we now have two years of donation data that shows we have consistently raised (almost to the dollar) \$232 per student in each of the previous two fiscal years. We have spent a sizable amount of time analyzing patterns of giving among first and second year students/families and have deduced that our efforts to educate our community on how charter schools are funded is the single, biggest factor in securing participation in annual fundraising.

Please let me know if you have additional questions and I will address them as best as I can.

Cheers,

Lisa
Business Manager
SAGE
995-0301