

SUBJECT

Compass Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Compass Public Charter School (Compass) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Meridian since 2005. Compass serves approximately 540 students in grades K-12.

DISCUSSION

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

Compass continues to produce stellar academic results. Compass achieved the highest [Star Rating](#) possible for the 2011-12 school year, a 5 out of 5, and the school met [AYP](#). Compass 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, Compass met the Measurable Student Educational Standards (MSES) outlined in the school's charter.

The school's board continues to function in an effective manner and the school's fiscal stability is apparent.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC encourage the Compass board to review 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.

February 14, 2013

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

School	Compass Public Charter School
Address	2511 West Cherry Lane, Meridian, ID 83642
Date of Site Visit	December 6, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Mike Adolf, Chair Stephen Pratt, Vice Chair Jason Hessing, Member
Administrator(s) Interviewed	Kelly Trudeau, Administrator
Business Manager / Clerk Interviewed	Cindy Stover, Business Manager
Other Stakeholder(s) Interviewed	Teachers (4) and Students (5)

Board Member(s) Interview

Mike Adolf, Board Chair, Stephen Pratt, Vice Chair, and Jason Hessing, Member, took part in the interview. They demonstrated a clear understanding of the mission of the school: to provide students with a safe environment and accelerated learning. The board has strong relationship with the administrator, Kelly Trudeau. They work well as a team, have mutual trust, and communicate regularly. The board members explained the division of roles and responsibilities between the board and administration, stating that the board has a strategic focus and sets policies, while the administrator is trusted to make daily operational decisions and keep them informed.

The board conducted a discussion-based self evaluation in spring 2012 and used the results to develop a board training plan. As a result, the board planned to have workshops every other month this school year. Board members have also attended ISBA and ICSN conferences and workshops. The board members noted that training is an area where they can continue to improve, since they have not been as diligent in implementing their plan as they had hoped.

When asked about concerns they have regarding the school's academics, operations, or finances, the board expressed no immediate concerns or significant challenges. However, they are focused on identifying ways to address facility and fundraising challenges. The school has outgrown its current space, but since charter schools cannot fund new facilities through bonds or levies, the board is planning to implement a capital campaign. Similarly, the board recognizes that they can improve the schools communication, marketing, and PR efforts, so that the community knows of the school and its successes and becomes more familiar with charter schools as a whole. The board also recognizes that because the school is strong academically and is in the maintenance phase, they must be diligent in ensuring that a strong school culture continues to be nurtured amongst the school's staff, teachers, students, and families. Finally, in an effort to ensure that the school has strong and sustainable policies and procedures, the board is in the process of reviewing and revising policies and has requested that the administrator work to identify and develop leadership among the school staff.

Administrator(s) Interview

Kelly Trudeau participated in the interview. It is clear that Ms. Trudeau has a strong understanding of the school's mission and a focus on ensuring that Compass students receive an excellent education. Ms. Trudeau spoke of the Harbor method, and the importance of having a safe, supportive culture and strong academics. She discussed the need to identify and implement specific strategies to maintain the Harbor method theories in the high school classes. At Compass,

a key practice is a group school opening time each morning that gathers all of the high school students and instills the school culture.

Ms. Trudeau measures success at the school based on a number of factors: academic performance and assessments; classroom observations and strong teaching; teacher communication, interactions, and collaboration; parent feedback; and observed school culture.

While Ms. Trudeau has no significant worries about the school, she noted that finances are always a concern, particularly in regards to balancing funding streams, school size, and facility challenges. She also recognizes that they can improve the number and types of course offering and electives (especially for high school students), but noted that funding and facilities limit their options. On the other hand, she is proud of the programming and culture they have developed at the school, particularly in the high school, where this can be more challenging.

Business Manager / Clerk Interview

A brief interview about finances was conducted with Cindy Stover, the Business Manager, and Kelly Trudeau, Administrator. At this time, neither the business manager nor administrator has concerns about the financial situation of the school. The school had a carryover of just under \$600,000 from FY12 to FY13, and revenue and expenditures year-to-date are close to where they were expected to be based on the approved budget.

The school has strong checks and balances in place for finances – duties are segregated and four people sign off on accounts payable (in addition to board review at meetings). This year (FY13) is tighter financially for Compass than the past couple years, since they have had interest only payments on their loan for the past two years, and they will now be paying on principle. Despite this, they anticipate ending the year balanced or possibly with an increased carryover. The board and administration are hoping to build (likely an add-on to the current facility) since the school has outgrown the current building, but are planning to do a capital campaign to help fund the project.

Currently, there are no concerns about the financial standing or fiscal practices / accounting at Compass.

Teacher Meeting

The PCSC staff member had the opportunity to meet with four (4) teachers. Below are the questions presented to the teachers and their summarized responses:

How can Compass improve?

- We could offer more electives; our enrollment is impacted when students leave because we don't offer classes that matter to them
- Some non-classroom things could be eliminated – there could be more dialogue between the state and authorizing entity so that duplicate work (similar reports, etc.) could be eliminated, which would give our administration more time to do their jobs
- The facility – it's cramped and we're maximizing space as well as we can, including sharing classrooms and other spaces, and we could definitely benefit from more space, but funding is a challenge
- We have some great equipment and don't know how to use it – sometimes the state provides opportunities, but not adequate training

February 14, 2013

- Sometimes we could take longer / be more though in the process of implementing changes at the school; we move pretty quickly sometimes, and that can result in needing to address glitches, etc. that maybe could have been anticipated

Describe the professional development you receive. Is it effective?

- It's productive, valuable, and time well spent
- It aids in collaboration and is well aligned with the school philosophy
- The administration asks teachers for feedback about professional development, and our interests and needs
- Specialists are also allowed to get external training as needed to ensure that we get what we need

Do you feel prepared for Common Core implementation?

- Yes, we're ahead
- We have collaborated on horizontal and vertical alignment and are already starting to work on new types of assessments that will prepare us for the Smarter Balanced Assessment
- We're also using a new gradebook that identifies which standards (aligned with CCSS) students are meeting

What's going well? What do you like about working here?

- This is a great school; teachers work well together – we collaborate with each other and the administration
- Ms. Trudeau makes everyone feel valued – she trusts us and doesn't micromanage; she has our back
- There are higher expectations of teachers here; we are pushed and we perform at a higher level because of it
- The school culture and the students are amazing – the students are kind and helpful to each other
- We set high academic standards and the students reach them
- We get a lot of learning done because there are minimal behavior issues – it's fun to get to actually teach

Student Meeting

The PCSC staff member had the opportunity to meet with five (5) students, including two (2) high school freshman and three (3) seniors. Below are the questions presented to the students and their summarized responses:

What can the school do better?

- The laptops we use are old and don't work well (9th graders)
- When substitutes come, they don't teach us much
- The facility / space is small and cramped, especially the high school commons
- It would be nice if there was more separation between the elementary and high school spaces
- We could have more electives / class offerings

February 14, 2013

- Inter-teacher communication could be improved (it sometimes seems like we are doing all of our large projects at once)

Are you challenged academically?

- Yes (all 5 students)

On a scale of 1-10, with 1 being really easy and 10 being way too hard, how challenged are you?

- 6 (one student); 7 (three students); 8 (one student)
- The school pushes everyone to do the best they can; the academic workload is packed and really prepares you for college

Interview note: All of the seniors are planning to go to postsecondary education, and all expressed that they feel prepared for it

Describe the school culture.

- Awesome; friendly
- There is no bullying or cliques
- It is stable – it's small enough that students learn how to deal with disputes appropriately

What do you like about going to school here?

- The ability to take so many classes for college credit starting in 11th grade (the seniors who were interviewed anticipated having between 24 and 38 credits by the time they graduated)
- There is an active student council
- The environment – it's small respectful, and students meet expectations for good behavior
- The teachers – they know who you are, treat you with respect and give you responsibility, ask for feedback from students, and go the extra mile (they give extra time and are willing to help)
- If students have an idea or identify a need, students can bring it up and the teachers and / or administration will try to address it
- Students are trusted to do what they need to do and to help set a high standard of accountability
- The administration has made real efforts to make the school feel comfortable and homey

Documents Review

Finances

The financials through 2011-2012 (FY12) and year-to-date for 2012-2013 (FY13) were reviewed. Questions were answered by Cindy Stover, Business Manager. The school had a carryover at the end of the FY12 of nearly \$600,000. The year-to-date financials appear to be in order; the budget expectations seem to fairly well aligned to actual revenues and expenditures thus far. The finances and accounting practices appear to be appropriate and there are no concerns at this time.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff for review. The files were organized, with strong documentation. All IEPs were up-to-date and accommodations pages were completed and included. Goals seemed appropriate, and there was documentation that

demonstrated communication between Compass and parents and outside providers. There were no opportunities to see special education pullout services. However, at this time, there are no concerns about the files reviewed.

Classroom Observations

The PCSC staff member observed elementary, middle school, and high school classes. Because of the time of the visit and the observations, many classes were wrapping up, and some classes were not available for observation. There appeared to be some variation among teachers in regards to implementation of the Harbor method. In certain classrooms, the environment and teaching was as anticipated (based on the PCSC staff member's observation of other Harbor schools), while in other classrooms this was less true. However, it was clear that student learning was taking place. Hallways were quiet, and students were respectful and well-behaved in and out of the classroom.

The staff member who conducted the site visit was very impressed with all observations, particularly since all were done without an administrator present, and most were drop-ins where teachers were not previously informed.

Summary

Strengths

- Strong Academics, as represented by the school's 5 Star Rating and accelerated curriculum, including significant concurrent credit options for high school students
- Strong teaching and student engagement was observed
- Solid financial situation
- Teachers report a strong relationship between teachers and administration; teachers feel supported, pushed to excel in their profession, and encouraged to collaborate with each other
- Students feel academically challenged and had primarily positive feedback regarding the school
- Strong relationship between board and administration
- The board is reviewing and revising policies to ensure the school has a strong foundation for long-term sustainability

Challenges or Areas for Improvement

- MSES are outdated, they do not meet the expectations the PCSC currently uses for new petitions and do not align with the Idaho Five Star Rating System
- The board could be more consistent in implementing their board training plan / schedule
- The facility is cramped and limits the school's ability to offer certain courses and activities

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Compass 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 Compass staff or board)
- Other amendments may come as the result of the policies audit currently being conducted by the board, though none were mentioned

Recommendations

- PCSC staff recommends that the Compass board consider amending the charter to align some or all of the MSES to the Idaho Five Star Rating System
- PCSC staff recommends that the board continues to review policies and make revisions and additions to ensure the sustainability of the schools organization, programming, and fiscal practices

* Please Note: PCSC staff member sent these recommendations to the school via e-mail (along with praise for the many things they are doing well).

Materials or Follow-up Requested of the School

Nothing additional was requested of the school.

February 14, 2013
CHARTER SCHOOL DASHBOARD

Date:12/3/12

School Name:Compass Public Charter School

School Address:2511 W. Cherry Lane, Meridian, ID 83642

School Phone:208-855-2802

Current School Year:2012-2013

School Mission:The Compass Public Charter School’s mission is to prepare each child with a personal compass that will guide them in life’s directions. We do so by developing students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Mike Adolf	Board Chairman	Management/Technology	madolf@compasscharter.org	887-7630
Rich Fairbanks	Vice-Chairman	Management	rfairbanks@compasscharter.org	
Jason Hessing	Treasurer	Systems Technology & Business Management	jhessing@compasscharter.org	888-0366
Stephen Pratt	Secretary	Computer Programer	spratt@compasscharter.org	
James Escobar	Member	Systems Technology & Business Management	jescobar@compasscharter.org	

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year’s Enrollment	Previous Year’s ADA
K	42	40	57	48	47
1	48	46	41	48	46
2	42	40	35	48	46
3	49	47	27	48	46
4	50	48	28	53	51
5	46	46	26	55	53
6	59	57	36	53	51
7	53	51	17	55	53
8	53	51	21	50	48
9	28	26	2	36	34
10	34	32	8	25	24
11	20	18	0	17	16
12	13	11	0	10	9
TOTAL	537	513	298	546	530

Student Attrition Rate:1%

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

February 14, 2013

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

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	28/55	17/3%	471/87%	5/1%	7/1%	2/.36%	118/22%	11/2%
Previous	26/5%	20/4%	481/85%	10/2%	7/1%	2/.36%	152/27.89%	20/4%

FACULTY AND STAFF

Administrator Name(s):Kelly Trudeau
Administrator's Hire Date:July 2005
Administrator Email(s):ktrudeau@compasscharter.org
Current Classified Staff (# FTE):19/9.36FTE
Classified Attrition Rate: 13%
Current Faculty (# FTE):30/28.6%
Faculty Attrition Rate:15%

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?April 2012
Date submitted to authorizer?September 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:

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

5 Star Rating
Continued partnership with CWI with approval to teach 36 dual credits on our campus

Please describe any challenges you anticipate during the upcoming year:

Proposed budget cuts/changes that reduced our general fund and flexibility to run our program according to the original mission and charter.

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

REQUIRED ATTACHMENTS

- Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- Chart comparing ISAT, IRI, DWA, and DMA 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

Measurable Student Educational Standards

CPCS will obtain adequate yearly progress (AYP) on the Idaho Standards Achievement Test (ISAT). After attending Compass Public Charter School for a period of three (3) consecutive academic years, 90% of students will perform at proficient or above on the ISAT.

2010

Met AYP?		Yes	
	% Proficient-Advanced Rdg.	% Proficient-Advanced Math	% on IEP/504/Tier 2
3rd	100%	100%	0%
4th	100%	100%	0%
5th	95%	95%	5%
6th	95%	95%	5%
7th	95%	95%	4%
8th	100%	96%	4%
10th	100%	100%	0%

2011

Met AYP?		Yes	
	% Proficient-Advanced Rdg.	% Proficient-Advanced Math	% on IEP/504/Tier 2
3rd	95%	100%	0%
4th	95%	100%	0%
5th	95%	90%	10%
6th	94%	100%	0%
7th	94%	100%	0%
8th	94%	94%	5%
10th	100%	100%	0%

2012

Met AYP?		Yes	
	% Proficient-Advanced Rdg.	% Proficient-Advanced Math	% on IEP/504/Tier 2
3rd	100%	100%	0%
4th	100%	96%	4%
5th	90%	95%	9%
6th	94%	88%	12%
7th	100%	96%	8%
8th	100%	100%	0%
10th	93%	100%	6%

Measureable Goal Attainment

Goal: Maintain a positive and safe teaching and learning climate as measured by staff, student, and parent satisfaction surveys, student and staff retention, and discipline referrals.

Our parent survey indicates that 90-95% of Compass parents feel that our program meets or exceeds their expectations.

Student retention rate is high. Our biggest attrition occurs between 8th and 9th grade, approximately 40% of our 8th grade students choose to attend a different high school. Having two 8th grade classes to “feed” in to the high school allows us to maintain a high school program.

We have minimal discipline referrals, none of which meet the Safe School requirements for reporting.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance as measured by staff, student and parent satisfaction surveys, low absentee rate, staff and student retention, and record of discipline referrals.

Our parent survey indicates that 90-95% of Compass parents feel that our program meets or exceeds their expectations. Similar results are seen in staff and student surveys.

Our attendance criterion of 96% has been reached each year.

Student retention rate is high. Our biggest attrition occurs between 8th and 9th grade, approximately 40% of our 8th grade students choose to attend a different high school. Having two 8th grade classes to “feed” in to the high school allows us to maintain a high school program.

Our staff retention was lower this past year due to “downsizing” and teachers who were not offered contracts because of performance issues.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program as evidenced by record keeping of student community service hours.

Our students have been participating in community service projects as required for graduation. During our August Academy, two high school teachers presented the topic of “Community Service Outside of Your Comfort Zone.” They followed up this lesson with an actual service activity to Farmway Village during the Thanksgiving break. Three teachers and 35 students spent the night at Farmway Village, a migrant work camp in Caldwell, Idaho. They lived in “poverty” for 24 hours and completed several service projects for the community during their stay.

Goal: Teach students a range of effective communication skills appropriate for the 21st century as measured by student performance on the Direct Writing Assessment, Classroom Writing Assessments, and Computer Curriculum Evaluations.

Our high school and middle school English teachers have been working on a Writing Handbook in conjunction with the Compass Common Core Committee to align writing and speech communication skills to the Common Core Standards.

90% of our students are proficient or advanced in the area of Language on the Idaho Standards Achievement Test.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as measured by teacher generated evaluations and assessments as well as statewide assessments.

On statewide testing (ISAT) in the spring of 2012, our students' performed above the overall State of Idaho as well as above the District (Meridian) where our school resides. We are preparing our students for the new SBAC assessment which will replace the ISAT in the spring of 2014.

Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. This goal will be measured through career assessments and employer assessments of students who complete work related internships.

Our students take a Career Explorations course in the spring of their sophomore year. This course prepares them for resume writing, interviews, professionalism, etc. Our students also prepare for the SAT in this mandatory course.

Compass students must complete 120 hours of apprenticeship over the course of their high school career, typically completed during the junior and senior academic years.

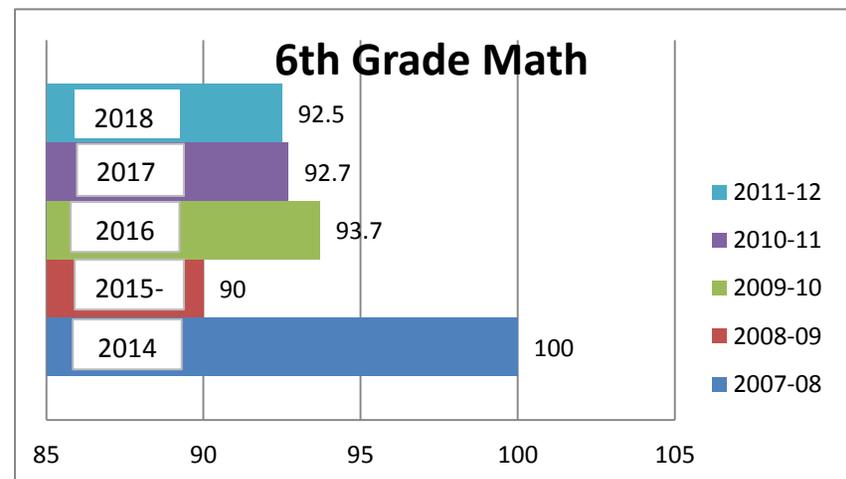
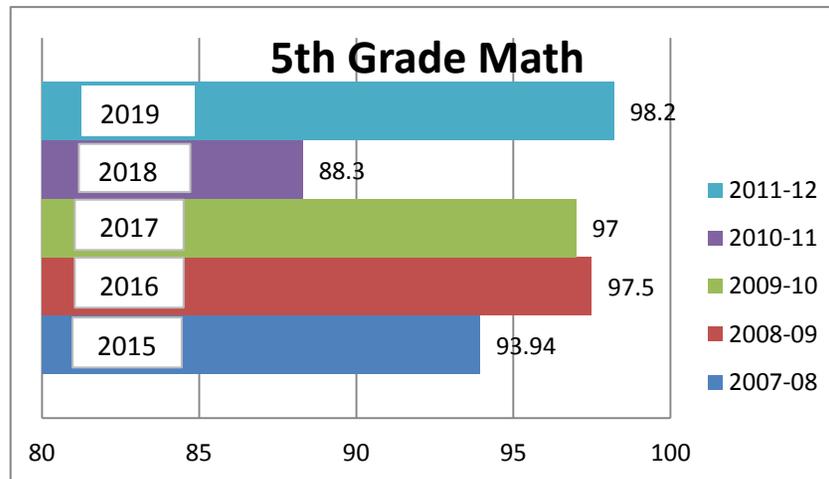
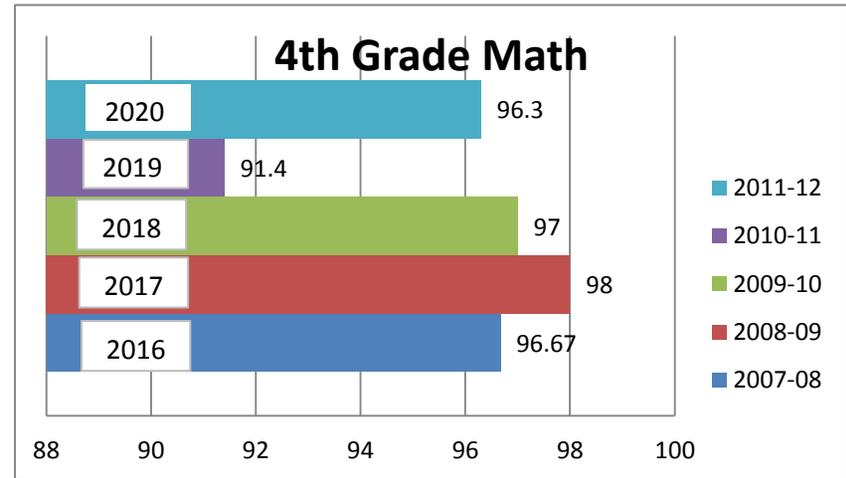
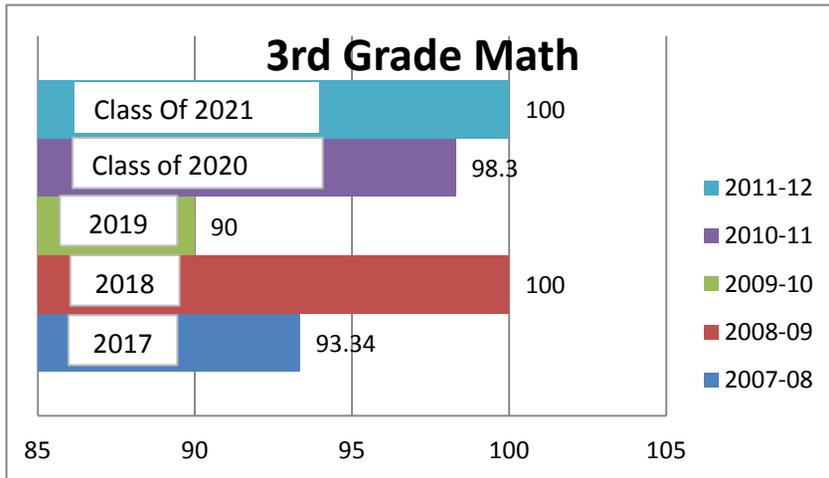
Compass students also participate in the PSAT, SAT, ASVAB, and COMPASS testing. Compass recently became a testing site for both the PSAT and SAT; we offer this opportunity to the community as a whole and have tested many private school and homeschool students as well as our own students.

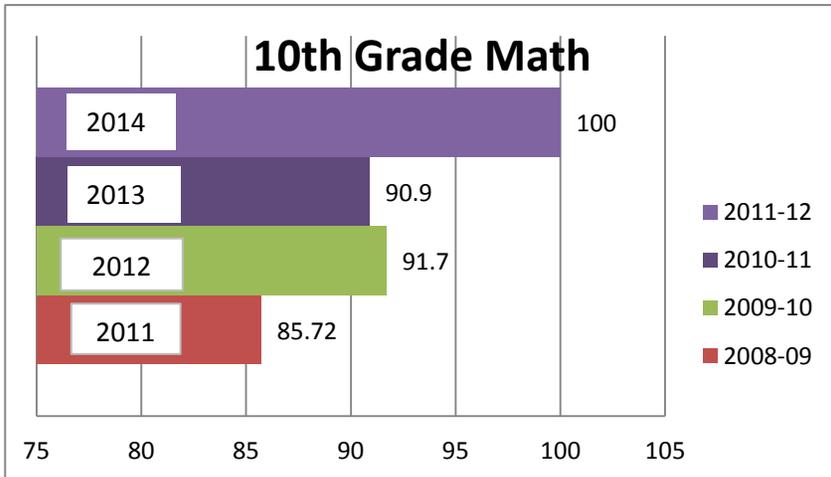
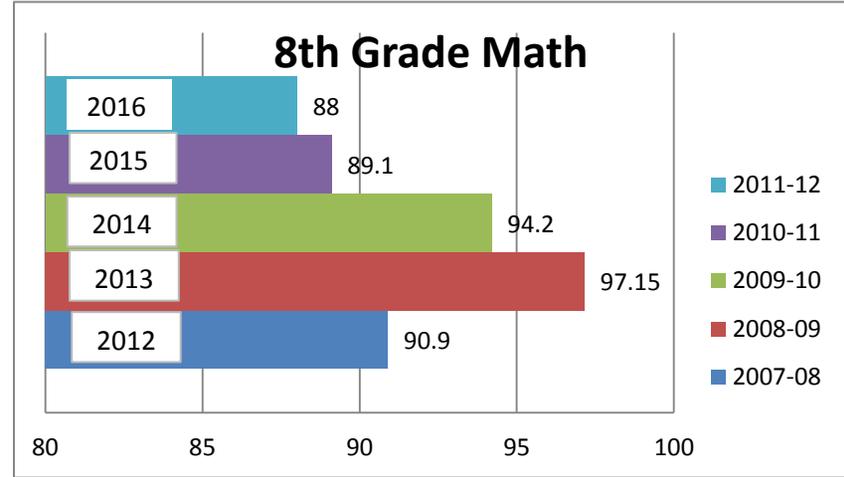
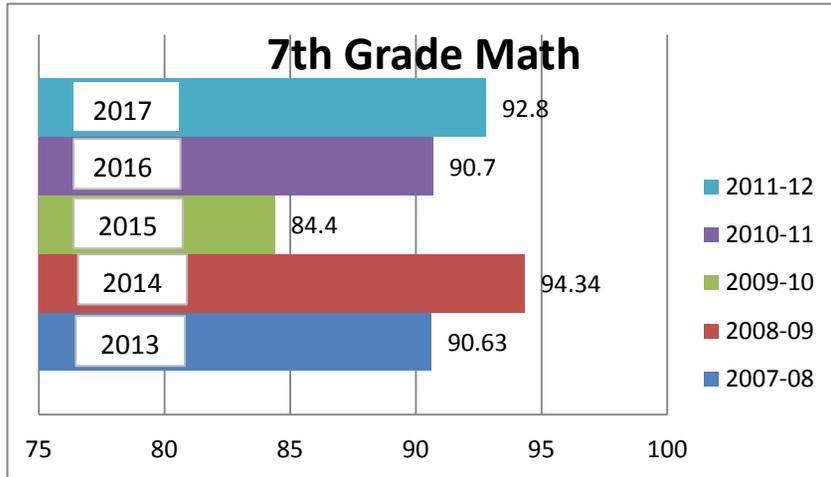
Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

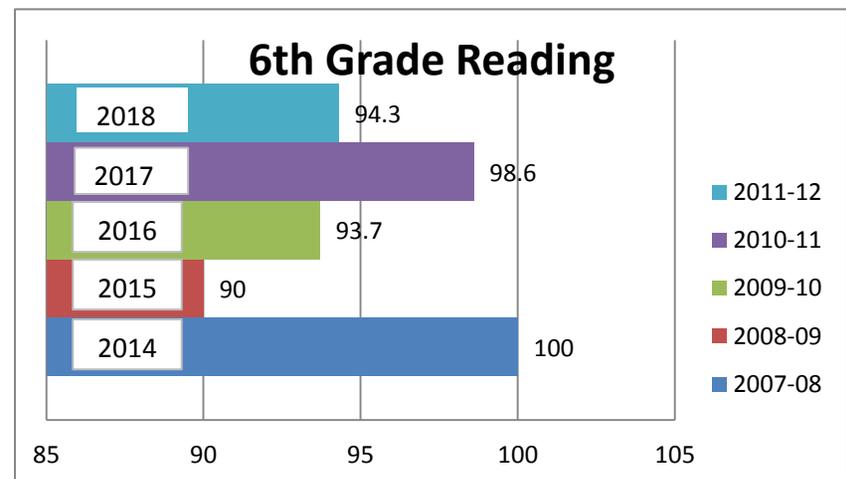
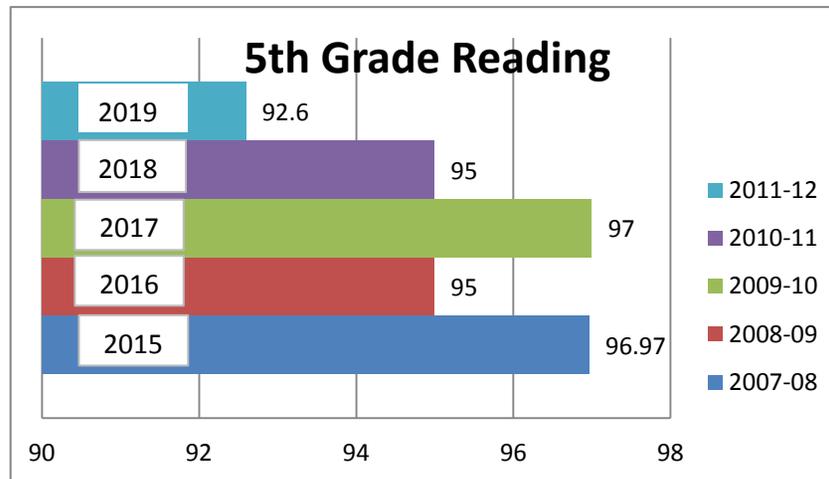
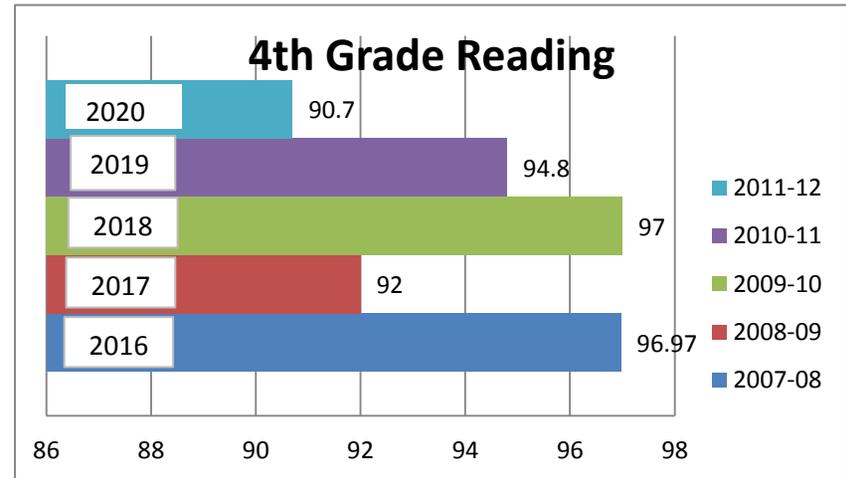
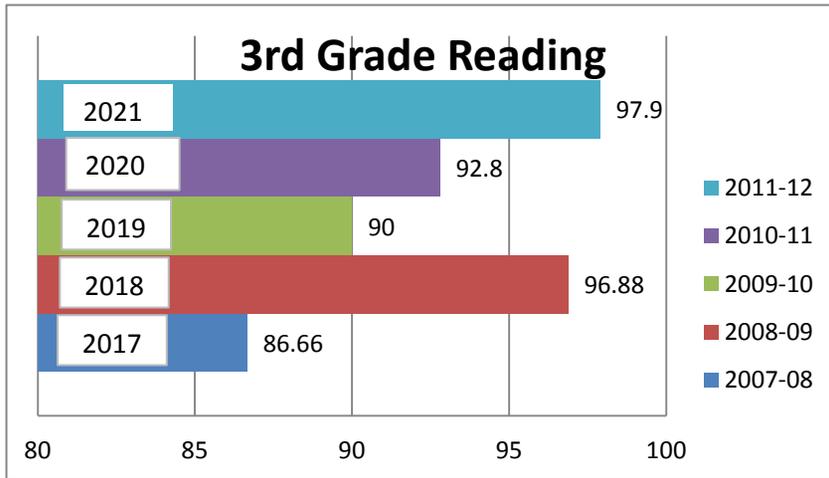
Our students have demonstrated skills in this area through PowerPoint presentations, creation of Aviator Television, and a school newspaper.

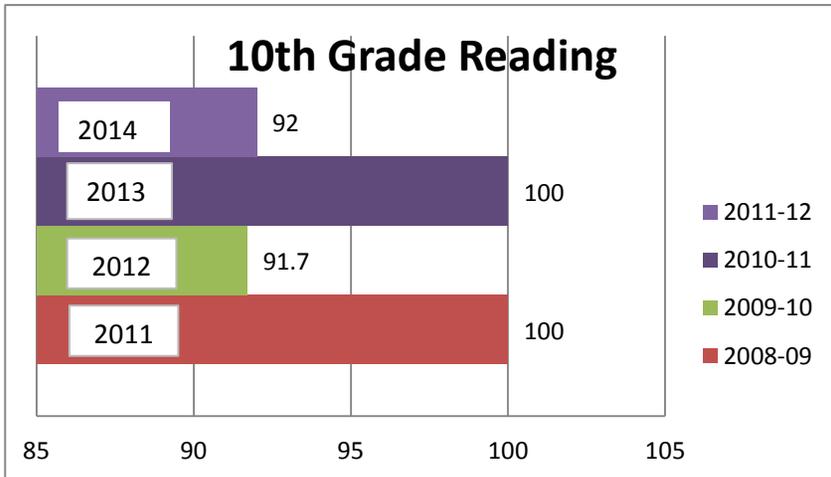
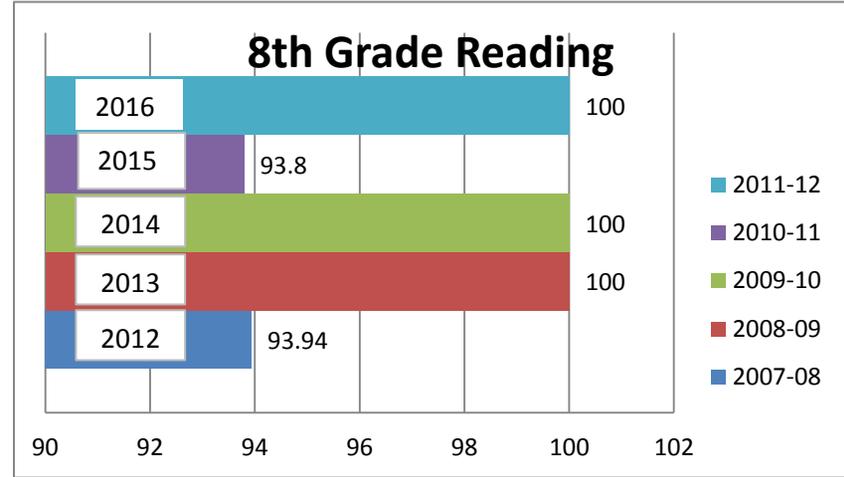
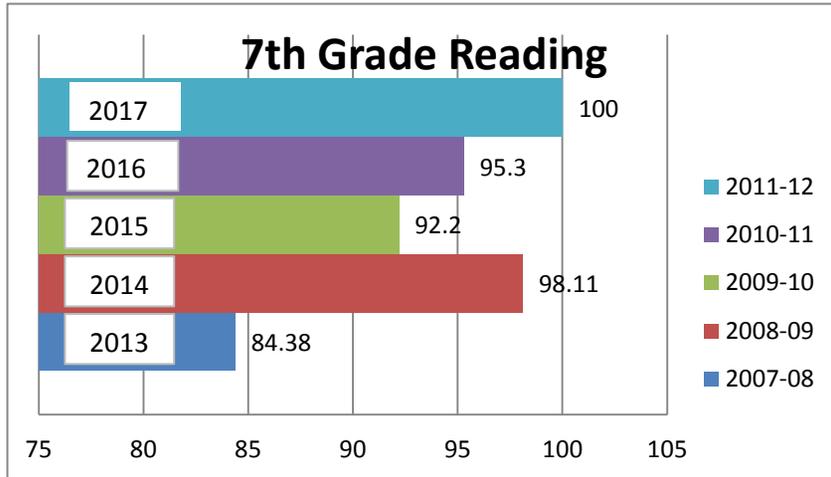
Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century. This goal will be measured through annual student focus groups and student Reflection Sheet data gathered at Student-led conferences.

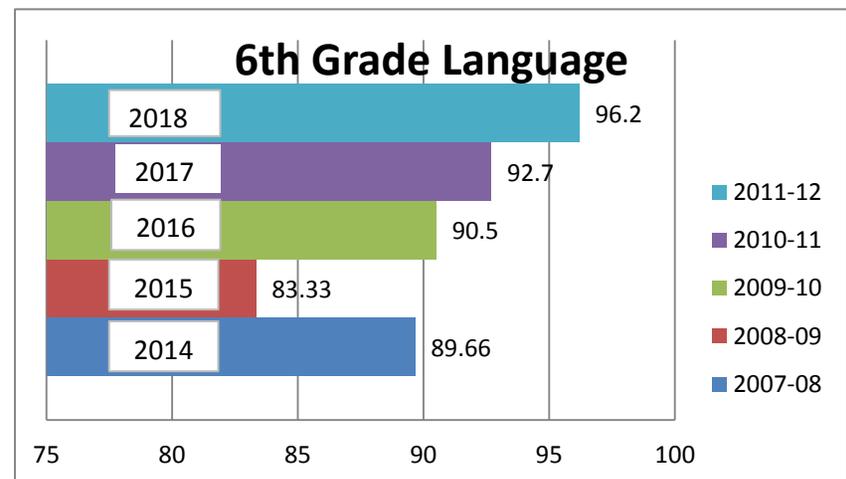
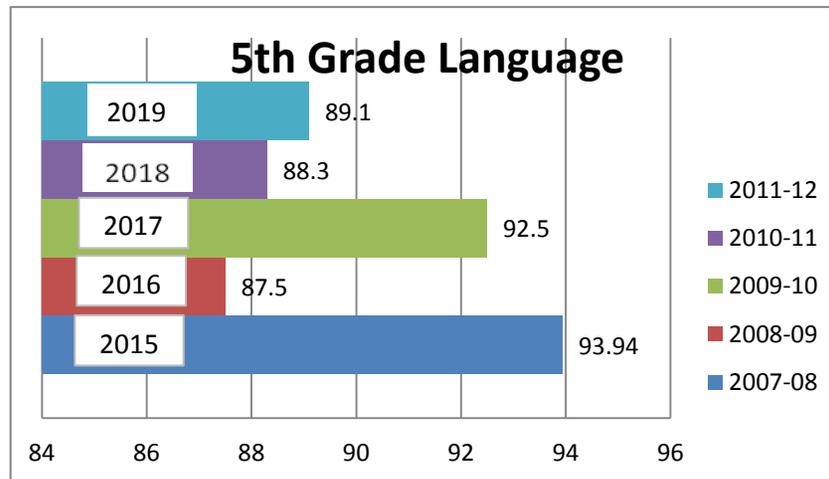
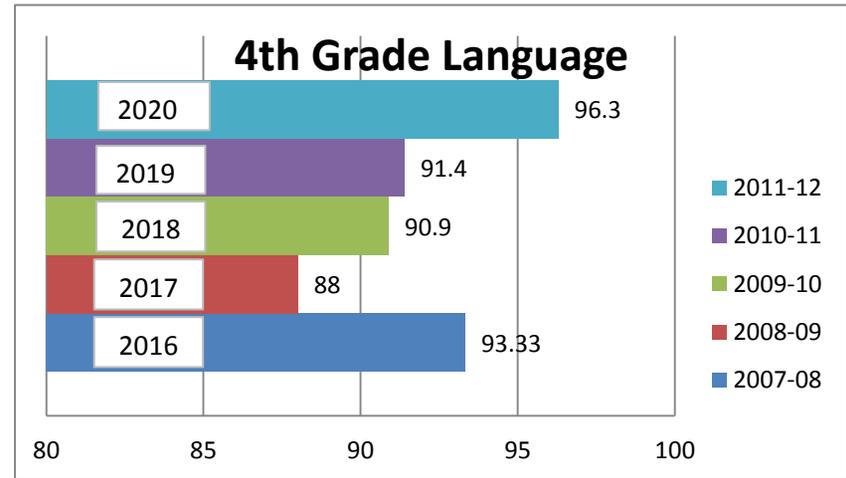
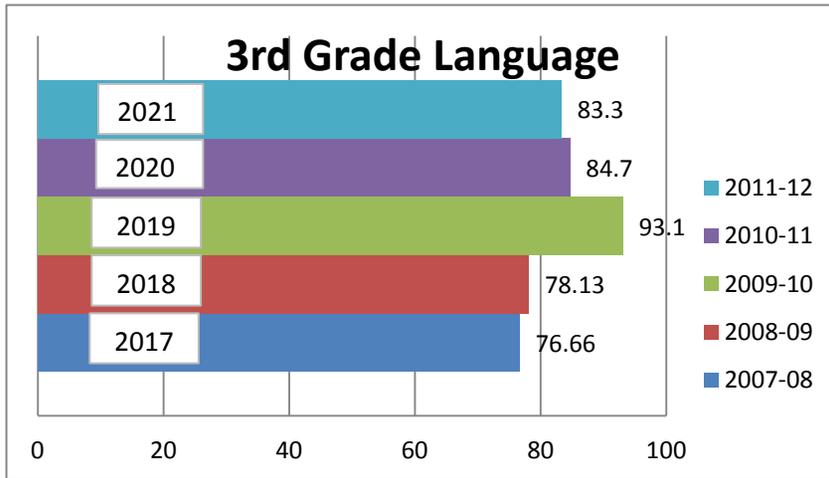
Each spring, students conduct a student-led conference for their parent(s) including reflection sheets of their work. These documents were provided in a portfolio for parents.

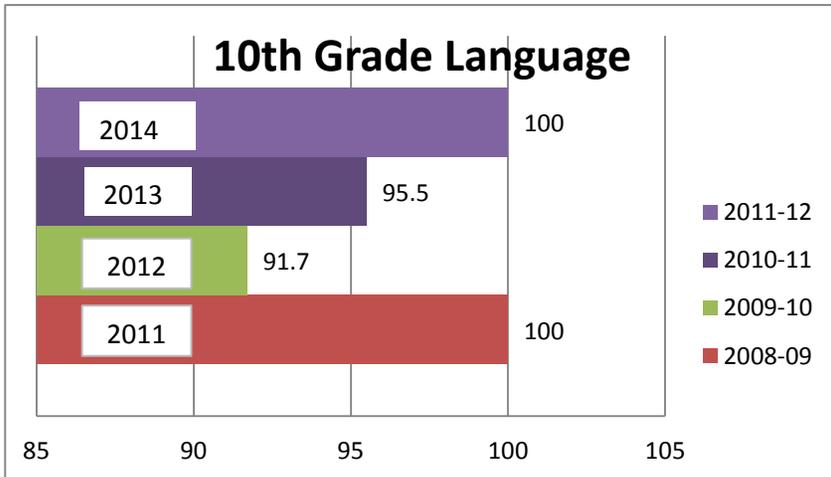
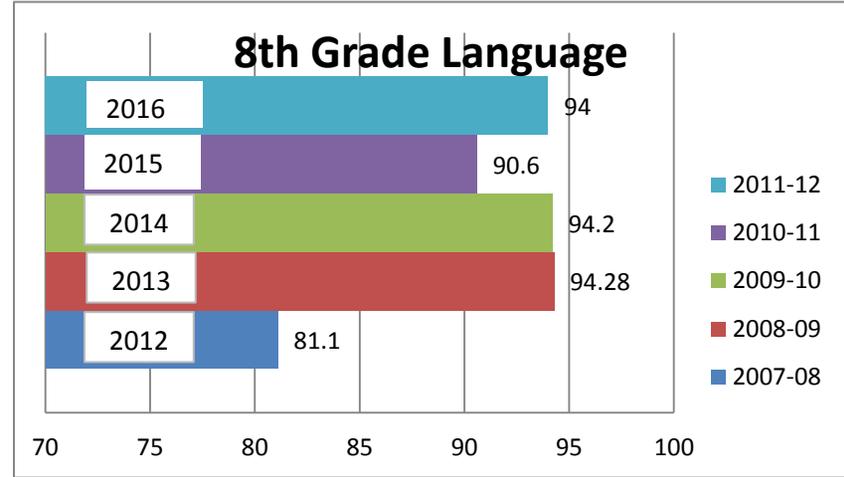
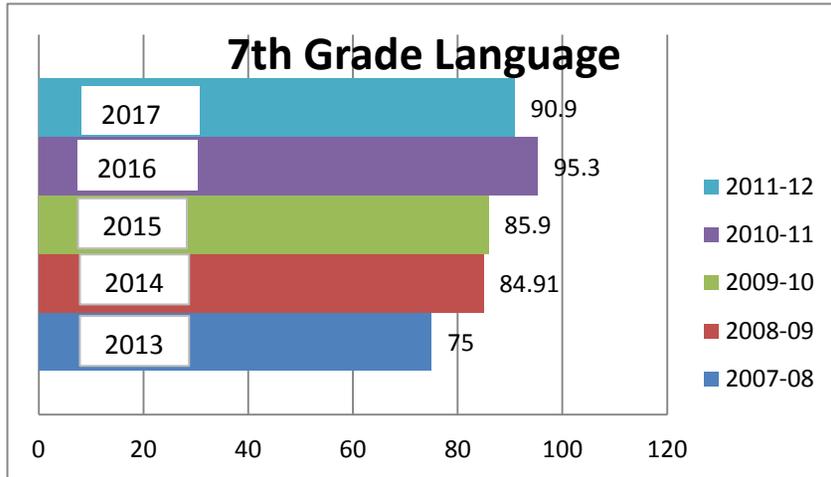


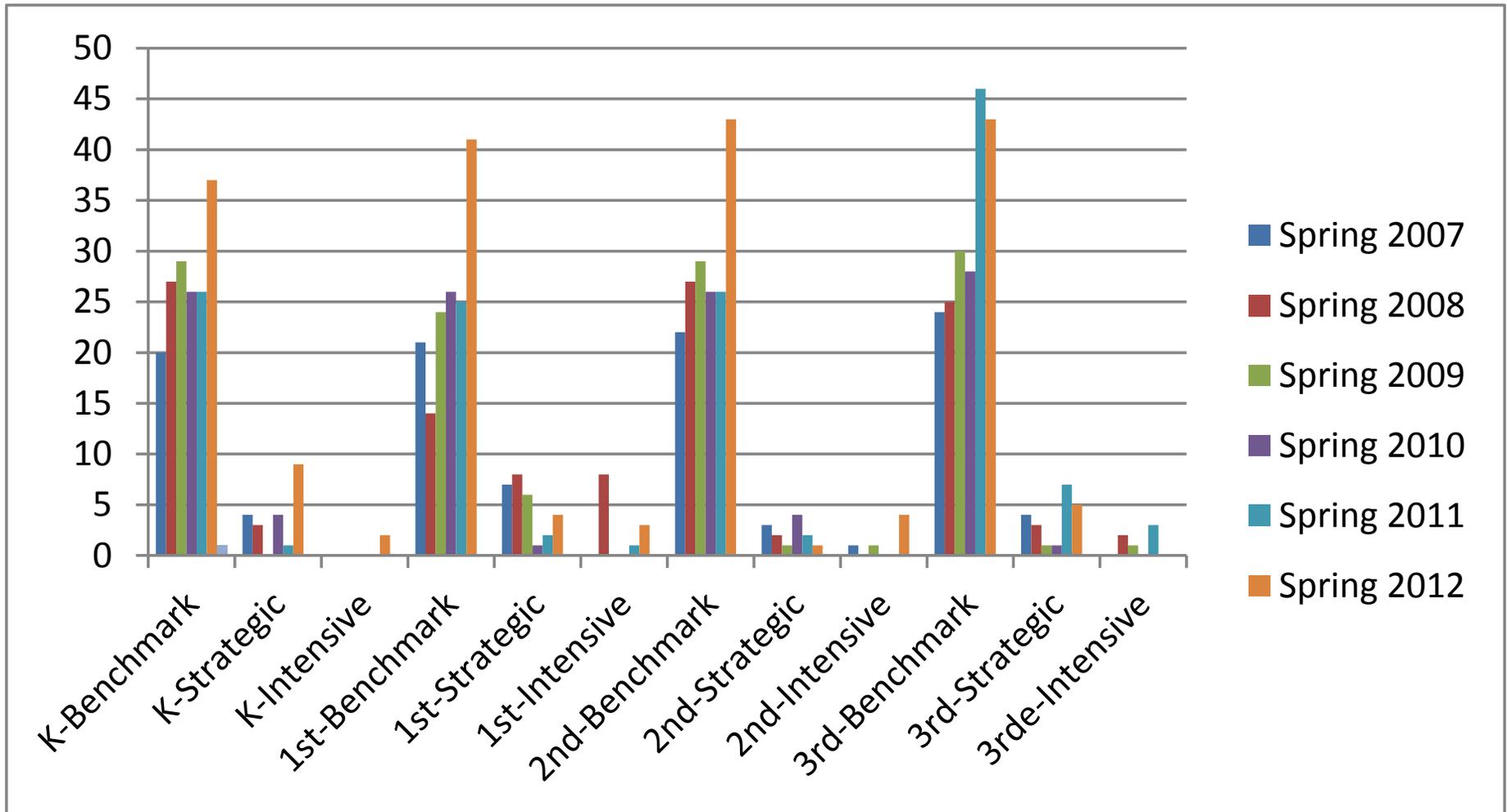












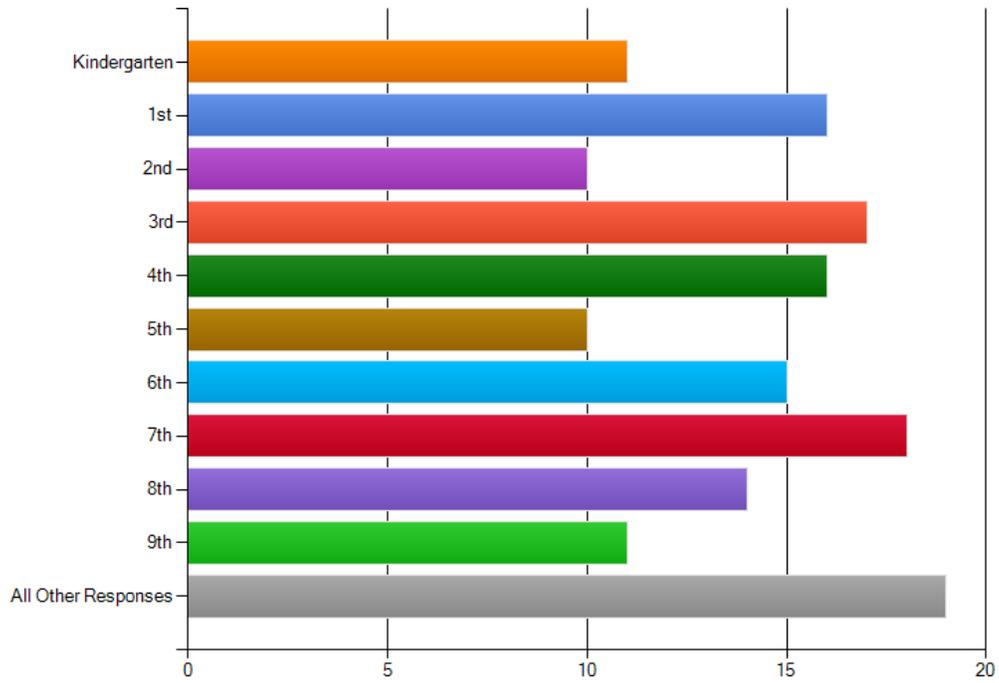
February 14, 2013



2011-12 Parent Survey Results

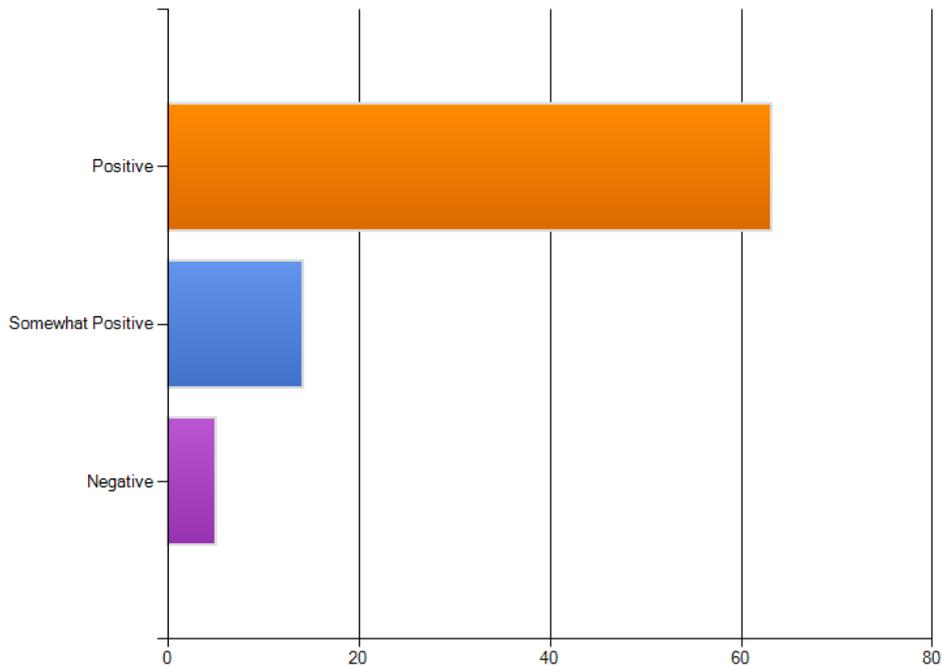
1.

What grade level are your children? (Please select all grade levels that represent your children.)



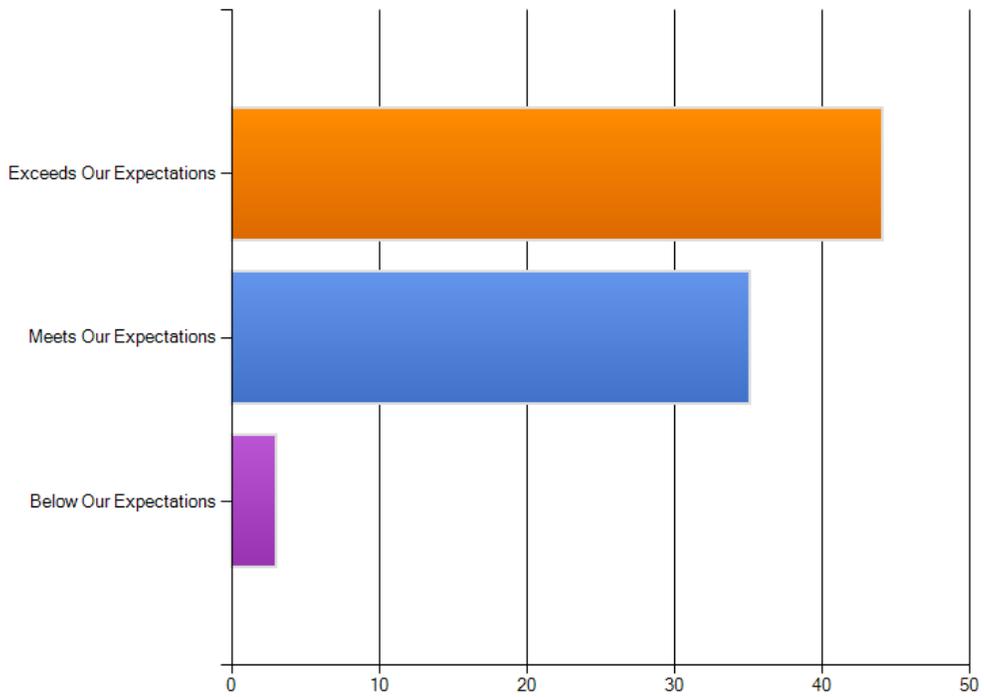
2.

Our children's attitude regarding their school.



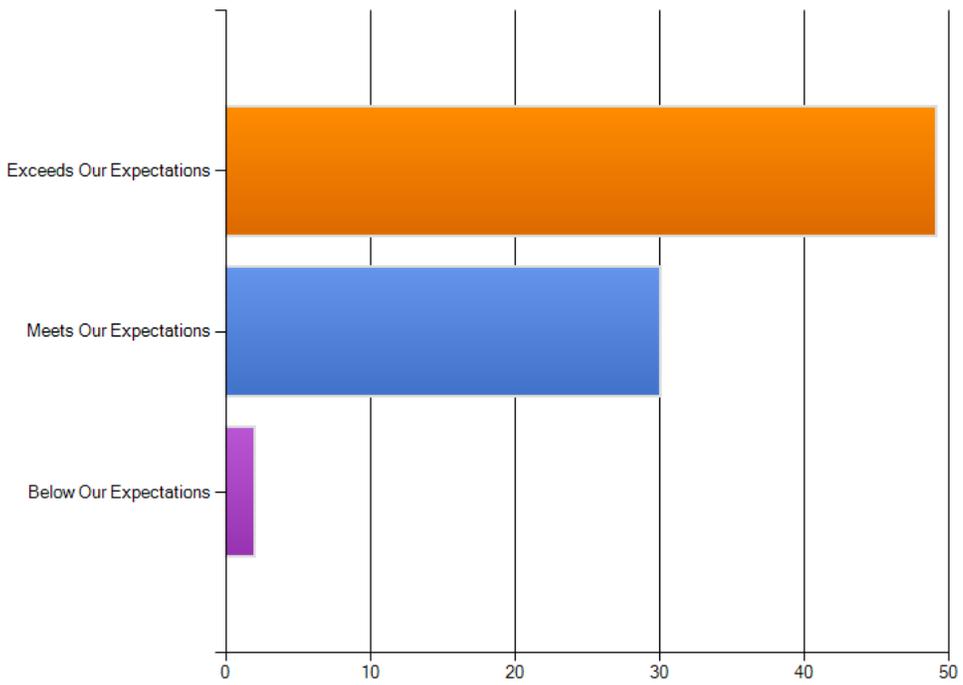
3.

Our children's learning in language arts (reading, writing, vocabulary development).

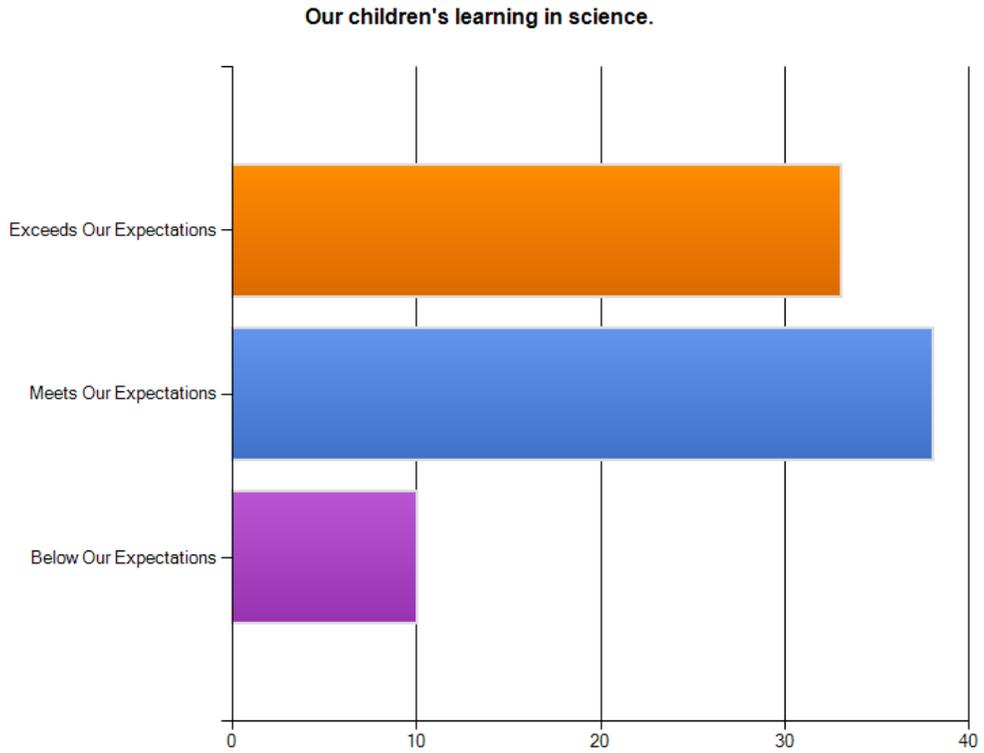


4.

Our children's learning in mathematics.

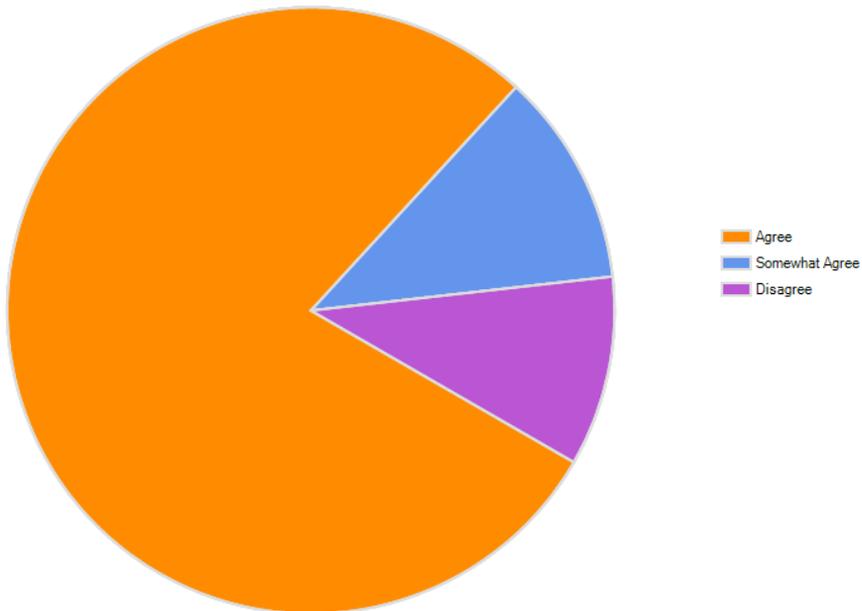


5.



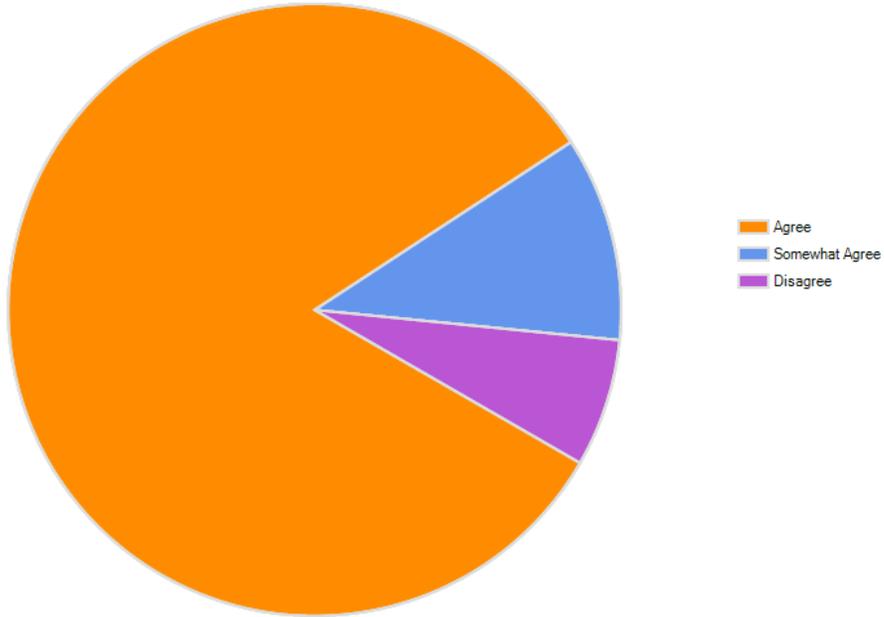
6.

Computer: The learning objective for computer class is to teach students typing skills and develop knowledge of various computer programs through assigned activities. These objectives are being met.



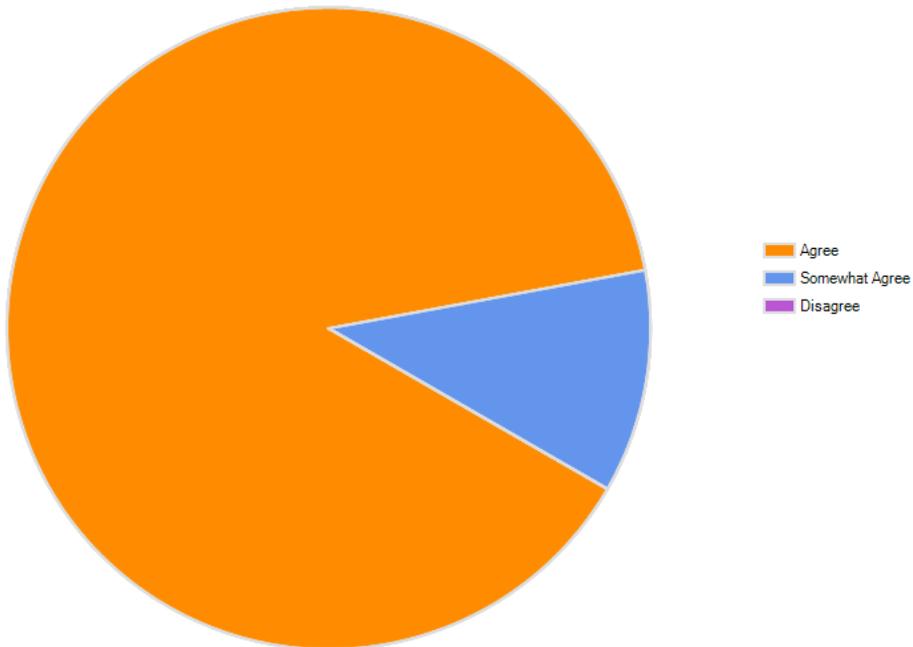
7.

Music:The learning objective for music is to teach students both keyboarding and vocal skills. Students also learn music vocabulary. Thematic songs are practiced that support our character expectations as well as seasonal topics. These objectives are being met.



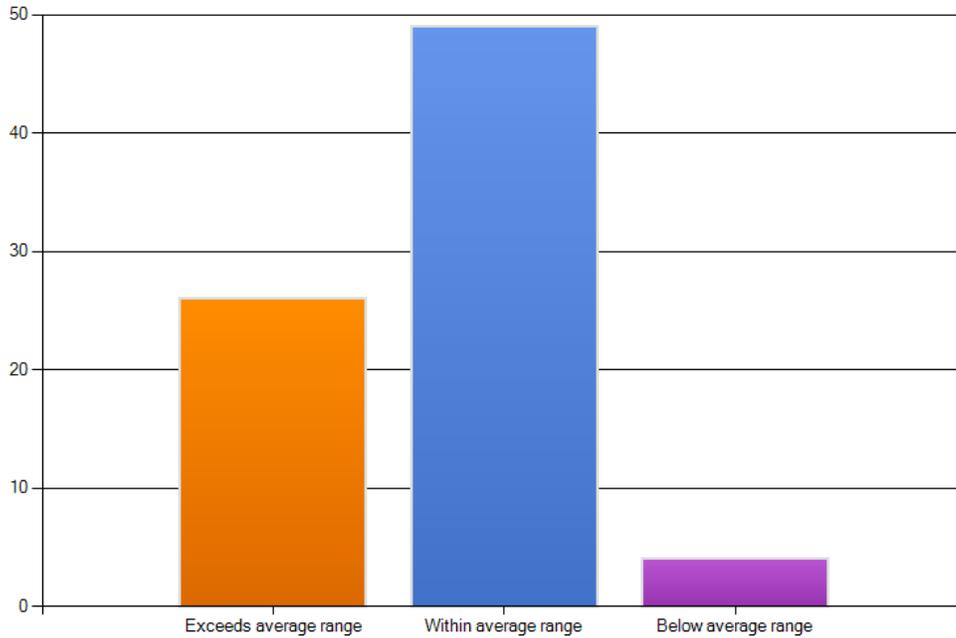
8.

P.E.:The objective for physical education is to give students healthy exercise as well as to teach them rules of games and sports. These objectives are being met.



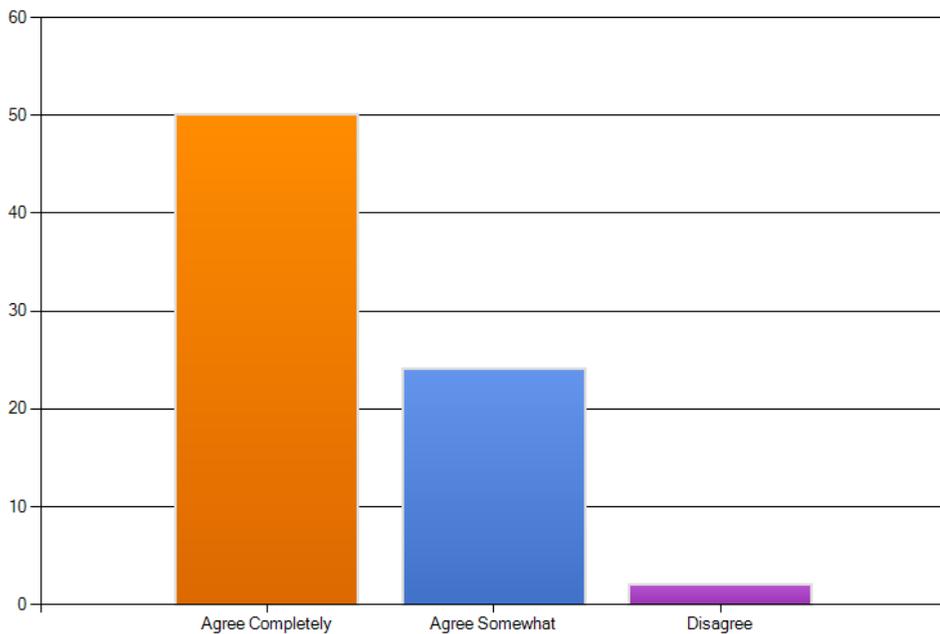
9.

Homework, on average should require 10 minutes per grade level. For example a 4th grade student should average 40 - 50 minutes of homework per night. This does not include required outside reading. The amount of homework:



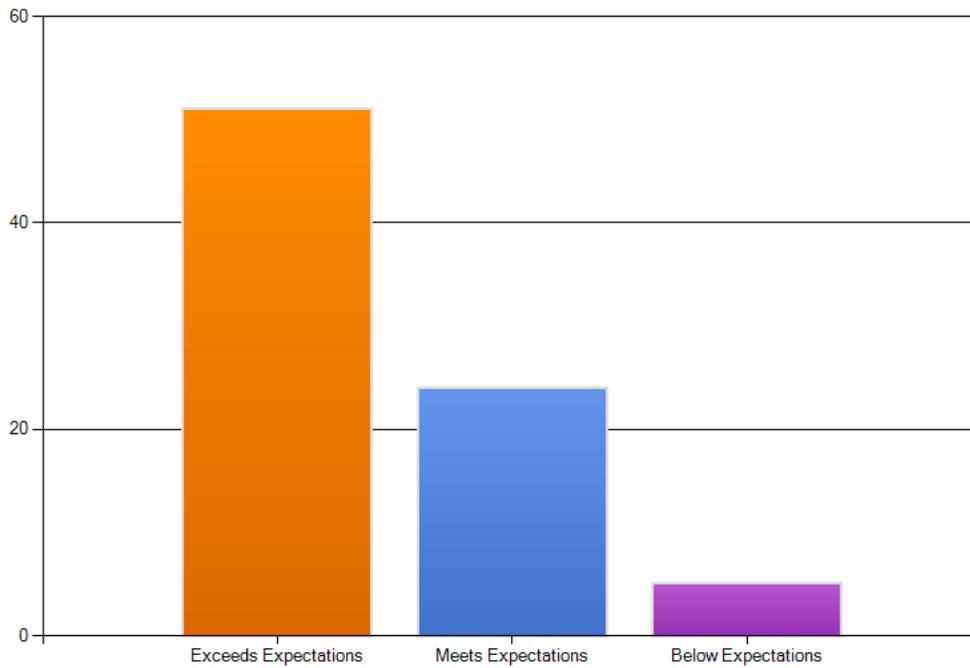
10.

At the elementary level homework is intended to be practice of concepts taught during the school day. By middle school and high school, students are using concepts learned in school to apply to outside assignments. The nature and type of homework fits the explanation above:



11.

Indicate your satisfaction with the following area: Our confidence in our children's teachers



12. Indicate your satisfaction with the following areas:

				answered question	77
				skipped question	5
Exceeds Our Expectatio	Meets Our Expectatio	Below Our Expectatio	Rating Avera ge	Respon se Count	

12. Indicate your satisfaction with the following areas:

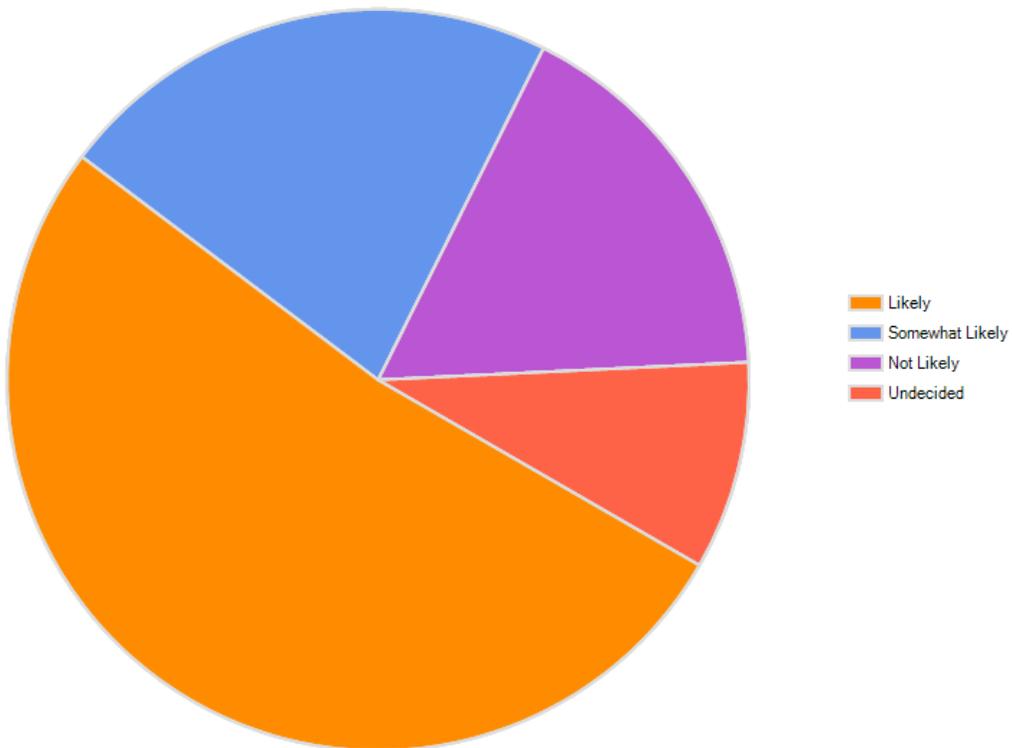
	ns	ns	ns		
Expectations for conduct are appropriately modeled by staff	50.6% (39)	44.2% (34)	5.2% (4)	1.55	77
The school's attention to behavioral expectations and character development	46.8% (36)	46.8% (36)	6.5% (5)	1.60	77
Expectations for conduct are appropriately reinforced	45.5% (35)	45.5% (35)	9.1% (7)	1.64	77
The atmosphere in the school	42.9% (33)	54.5% (42)	2.6% (2)	1.60	77
The care of my child at school	50.6% (39)	42.9% (33)	6.5% (5)	1.56	77
Opportunity to discuss my child's learning or behavior at	40.8% (31)	51.3% (39)	7.9% (6)	1.67	76

12. Indicate your satisfaction with the following areas:

school with the teacher					
Our confidence in the school's principal	44.2% (34)	42.9% (33)	13.0% (10)	1.69	77
Opportunity to discuss any concerns with principal	27.3% (21)	61.0% (47)	11.7% (9)	1.84	77
Our confidence in the school board	27.3% (21)	63.6% (49)	9.1% (7)	1.82	77
Communication with parents to keep us informed	28.6% (22)	59.7% (46)	11.7% (9)	1.83	77
Service learning opportunities	20.3% (15)	70.3% (52)	9.5% (7)	1.89	74
Extracurricular activities	16.9% (13)	64.9% (50)	18.2% (14)	2.01	77

13.

How likely will your child attend Compass through the 12th grade?



February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

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	State Comparison (Anticipated Year End Numbers) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$1,643,048.00	\$2,117,658.49	\$2,117,658.49	128.89%	Includes pay for performance		
Benefit Apportionment	\$270,419.00	\$189,293.00	\$270,419.00	70.00%			
Entitlement	\$670,004.00	\$469,002.00	\$618,768.00	70.00%	34 units dropped to 31.4 units through typical attritior		
State Transportation	\$100,000.00	\$0.00	\$100,000.00	0.00%			
Lottery	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other State Funds (Specify)	\$50,500.00	\$0.00	\$50,500.00	0.00%	Driver's Education Reimbursements, IRI,		
Special Ed - Regular	\$75,828.00	\$12,000.50	\$75,828.00	15.83%			
Special Ed - ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!			
Title I	\$0.00	\$0.00	\$0.00	#DIV/0!			
Federal Title I Funds : ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!			
Medicaid Reimbursement	\$0.00	\$0.00	\$0.00	#DIV/0!			
Title IIA	\$6,300.00	\$1,164.76	\$6,300.00	18.49%			
Local Revenue (Specify)	\$15,000.00	\$8,488.69	\$15,000.00	56.59%	Lease payments from church.		
Federal Startup Grant	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other Grants (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!			
Fundraising	\$105,000.00	\$6,209.00	???	5.91%			
Interest Earned	\$1,800.00	\$553.81	\$1,800.00	30.77%			
Other (Specify)	\$28,000.00	\$2,575.09	\$28,000.00	9.20%	Booster Club /Athletic Fees		
Other (Specify)	\$151,700.00	\$74,739.99	\$151,700.00	49.27%	Child nutrition program.		
TOTAL REVENUE	\$3,117,599.00	\$2,881,685.33	\$3,435,973.49	92.43%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$1,195,982.00	\$241,997.90	\$1,195,982.00	20.23%			
Special Education	\$97,509.00	\$44,710.20	\$97,509.00	45.85%			
Instructional Aides	\$193,200.00	\$96,117.73	\$200,000.00	49.75%			
Classified/Office				#DIV/0!			
Administration	\$75,000.00	\$36,606.16	\$75,000.00	48.81%			
Maintenance	\$20,000.00	\$8,790.88	\$25,000.00	43.95%	"As needed" maintenance was added after budget was finalized.		
Other (Specify)	\$60,000.00	\$32,193.57	\$60,000.00	53.66%	Food Service		
Other (Specify)	\$15,000.00	\$8,358.38	\$15,000.00	55.72%	Student Athletics		
Total Salaries	\$1,656,691.00	\$468,774.82	\$1,668,491.00	28.30%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$491,490.00	\$210,620.07	\$491,490.00	42.85%			
Other (Specify)				#DIV/0!			
Total Benefits	\$491,490.00	\$210,620.07	\$491,490.00	42.85%			
300 Purchased Services							
Management Services	\$200,850.00	\$53,208.40	\$58,000.00	26.49%	Includes capital campaign and driver's education.		
Staff Dev/Title IIA	\$6,300.00	\$2,572.93	\$3,300.00	40.84%	Paid \$3000 as stipends, so it appears in salaries.		
Legal Pub/Advertising	\$750.00	\$245.00	\$750.00	32.67%			
Legal Services	\$9,000.00	\$3,750.00	\$9,000.00	41.67%			
Special Education	\$5,000.00	\$540.00	\$5,000.00	10.80%			
Liability & Property Ins	\$15,000.00	\$15,000.00	\$15,000.00	100.00%			
Substitute Teachers	\$7,500.00	\$3,197.50	\$7,500.00	42.63%			
Board Expenses	\$9,500.00	\$3,825.00	\$9,500.00	40.26%			
Computer Services	\$500.00	\$21,645.81	\$21,645.81	4329.16%	Chose to have projector installation done, instead of purchasing equipment		
Transportation	\$177,250.00	\$53,707.65	\$177,250.00	30.30%			
Travel	\$0.00	\$0.00	\$0.00	#DIV/0!			
Other (Specify)	\$13,000.00	\$5,881.00	\$13,000.00	45.24%	Worker's compensation insurance.		
Other (Specify)				#DIV/0!			
Total Services	\$444,650.00	\$163,573.29	\$319,945.81	36.79%			\$0.00
Facilities							
Building Lease				#DIV/0!			

February 14, 2013

CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$53,500.00	\$28,565.73	\$53,500.00	5.98%		
Site Preparation	\$47,500.00	\$61,112.90	\$62,000.00	8.05%	Maintenance Costs	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	\$101,000.00	\$89,678.63	\$115,500.00	88.79%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$15,000.00	\$17,957.96	\$18,000.00	119.72%		
School Supplies	\$114,700.00	\$58,670.95	\$114,700.00	51.15%	Includes food service purchases.	
Power School	\$2,500.00	\$2,500.00	\$2,500.00	100.00%		
Custodial Supplies	\$10,000.00	\$2,970.46	\$10,000.00	29.70%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Supplies	\$142,200.00	\$82,099.37	\$145,200.00	57.74%		\$0.00
500 Capital Objects						
Furniture	\$6,650.00	\$6,232.00	\$6,250.00	93.71%		
Technical AV Equipment	\$11,078.00	\$4,391.00	\$7,500.00	39.64%		
Other (Specify)	\$2,750.00	\$1,421.60	\$2,750.00	51.69%	Equipment for child nutrition.	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$20,478.00	\$12,044.60	\$16,500.00	58.82%		\$0.00
Debt Service						
Specify	\$50,000.00	\$49,998.83	\$50,000.00	100.00%	Principle Payments	
Specify	\$314,425.00	\$314,239.89	\$314,425.00	99.94%	Interest Payments	
Specify	\$9,200.00	\$9,193.75	\$9,200.00	99.93%	Bond Expenses	
Total Debt Service	\$373,625.00	\$373,432.47	\$373,625.00	99.95%		\$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Reserve Fund	\$170,000.00	\$170,000.00	\$170,000.00	100.00%		
Building Fund				#DIV/0!		
Total Expenses	\$3,400,134.00	\$1,570,223.25	\$3,300,751.81	46.18%		
Carryover from Previous FY	\$596,555.00	\$596,555.00	\$596,555.00	100.00%		\$0.00
Reserve/(Deficit)	\$314,020.00	\$1,908,017.08	\$731,776.68	607.61%		

February 14, 2013

UPCOMING FISCAL YEAR BUDGET COMPARISON

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$15,000.00		\$0.00	reflects projected from "current FY"
State Revenue				
Entitlement	\$670,004.00	34 Units	\$670,003.30	reflects State actual from "current FY"
Wages				
Administration	\$151,779.00			
Teachers	\$1,282,787.00			
				reflects all salaries compared to State actual
Classified	\$238,221.00		\$1,672,785.71	from "current FY"
Medicaid			\$0.00	reflects projected from "current FY"
Benefit	\$274,028.00		\$125,000.00	reflects State actual from "current FY"
Transportation	\$125,000.00		\$125,000.00	
Federal Revenue				
Title I	\$0.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$70,000.00		#DIV/0!	reflects State actual from "current FY"
Title II	\$6,000.00		\$5,999.82	reflects State actual from "current FY"
Startup Grant	\$0.00		#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$131,000.00	Transportation		
Other Sources (Specify)	\$35,000.00	Athletic Fees & Contributions/Donations		
Other Sources (Specify)				
Total Revenue before holdback	\$2,998,819.00		#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	\$2,998,819.00		\$2,998,818.08	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$1,248,300.00		52,318.00	reflects projected from "current FY"
Admin	\$75,000.00		0.00	reflects projected from "current FY"
Classified	\$195,000.00		195,000.00	reflects projected from "current FY"
Special education	\$110,000.00			
Other (Specify)				
Other (Specify)				
Total Salaries	\$1,628,300.00		247,318.00	
200 Benefits				
Benefit Dollars	\$196,000.00			
PERSI/Payroll taxes	\$265,000.00			
Other (Specify)				
Total Benefits	\$461,000.00		(\$30,490.00)	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$175,000.00		(\$2,250.00)	reflects projected from "current FY"
Special Education	\$5,000.00		\$0.00	reflects projected from "current FY"
Proctor costs				
Legal	\$18,500.00	Includes 3rd party financial audit	\$9,500.00	reflects projected from "current FY"
Insurance	\$15,000.00		\$0.00	reflects projected from "current FY"
Copier Lease	\$4,500.00		\$4,500.00	
Printer Lease			\$0.00	
Facility Lease			\$0.00	reflects projected from "current FY"
Utilities	\$33,000.00		(\$20,500.00)	reflects projected from "current FY"
Professional Development	\$6,000.00		\$2,700.00	reflects projected from "current FY"
Technology	\$10,000.00		(\$11,645.81)	reflects projected from "current FY"

