

SUBJECT

Sage International School of Boise Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(2)

BACKGROUND

Sage International School of Boise (Sage) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2010. Sage serves approximately 475 students in grades K-9. In 2013-2014, Sage will increase enrollment by adding tenth grade and making additional spaces available for ninth grade students.

DISCUSSION

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

Sage continues to produce strong academic results. Sage's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). Sage 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, Sage did not meet all of the Measurable Student Educational Standards (MSES) outlined in the school's charter. Sage met MSES 2, but did not meet all targets included in MSES 1. MSES 1 sets the goal that 80% of students in kindergarten, first, and second grade will score a three (or benchmark level) on the Idaho Reading Indicator. While this goal was achieved in kindergarten and second grade, the performance of Sage's first grade students fell slightly short, with 75.56% scoring a three. MSES 3, 4, and 5 are not measurable at this time, so they are not included in this analysis.

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

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC consider whether Sage has failed to substantially meet MSES 1. If the PCSC believes that the MSES was not substantially met, the PCSC should direct staff to issue to Sage International

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School of Boise a notice of defect on the grounds of failure to substantially meet MSES 1 in the approved charter.

COMMISSION ACTION

A motion to direct PCSC staff to issue Sage International School of Boise a notice of defect on the grounds of failure to substantially meet MSES 1 in the approved charter.

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

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Idaho Public Charter School Commission Site Visit Report

School	Sage International School of Boise
Address	Elem Campus: 457 E. Parkcenter Blvd, Boise, ID 83706 MS & HS Campus: 601 S. 9th Street, Boise, ID 83702
Date of Site Visit	December 12-13, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Suzanne Metzgar, Chair Bryan Moore, Vice Chair
Administrator(s) Interviewed	Don Keller, Administrator
Business Manager / Clerk Interviewed	Lisa Lechner, Business Manager
Other Stakeholder(s) Interviewed	None

Board Member(s) Interview

Suzanne Metzgar, Board Chair, and Bryan Moore, Vice Chair, took part in the interview. They demonstrated a clear understanding of the mission of the school: to implement the International Baccalaureate (IB) model and curriculum, which is focused on using inquiry-based teaching methods and a well-rounded, accelerated curriculum to prepare students to be academically fit for a global world. At the time of the visit, Sage was an IB candidate school for both the primary and secondary grades (shortly after the visit, Sage received official IB certification for the primary program). The board members were easily able to describe how Don Keller, Administrator, ensures that this mission is fulfilled. He has ensured that courses and curriculum are aligned to the goals of IB from kindergarten through high school and has utilized Fridays to provide teachers and staff with strong professional development and opportunities for collaboration so they have the knowledge needed to implement the curriculum well. The board members also gave a practical example of the detailed implementation of IB, pointing out that the IB learner profile and learner attitudes are posted and taught in every classroom.

The board has a strong relationship with the administrator. They work well together and have open communication. Challenges and successes are brought to the board and, as much as possible, the board utilizes available data and research to inform their decision making. The board members explained the ideal division of roles and responsibilities between the board and administration, and they are confident that they are close to this ideal.

The board has not yet done a self-evaluation, though they did request feedback from parents regarding board performance and have considered and used that feedback. The board has done some training, including having external parties speak on fundraising. They also provide new board members with a commitment document that clarifies the roles, duties, and responsibilities they will be undertaking. Additionally, the board has invited a staff member from the Idaho Nonprofit Center to provide board training in January.

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 do recognize their need to identify the best methods for managing the school's growth, particularly in regards to making facilities decisions (which also impact finances). They want their choices to be strategic and data-driven, and are having ongoing discussions about ways to ensure the school is strong and sustainable while growing. To that end, the board is reviewing policies and procedures, to identify whether there are any needs for adjustment. They have also encouraged Mr. Keller to continue to develop leaders within the staff.

Administrator(s) Interview

Don Keller, Administrator, participated in the interview. It is clear that Mr. Keller has a strong understanding of the school's mission and vision and is working to ensure the school is strong, sustainable, and providing a high quality education to students. He described the International Baccalaureate (IB) methods and other data-based best practices that Sage uses to teach to set high academic standards. Teachers use inquiry-based discussion, hands-on learning, and other interactive approaches to teach students both the core subjects and the skills they need to be world citizens (including cultural understanding). The curriculum is well-rounded and includes French, music, art, and physical education. The school works to ensure that students who need it receive extra support so they can succeed at Sage.

Professional development is a focus for Sage. The school operates Monday-Thursday, so Friday is used to facilitate training and collaboration for staff. Administrators observe classrooms regularly, using an instructional practices checklist that allows for clear feedback to teachers. Teachers are also expected to observe other classrooms, primarily so they can reflect on what they can learn from their peers. According to Mr. Keller, the leadership team at Sage is strong, allowing him to focus more on the big picture. Mr. Keller focuses on ensuring the curriculum is working and properly aligned to IB (and state standards and expectations). He believes that the school is well-prepared for the Common Core State Standards (CCSS) and the Smarter Balanced Assessment, both because the Sage teachers are prepared and because IB is aligning their materials to the CCSS.

Mr. Keller seems to have an appropriate relationship with the Sage board. He described the board as intelligent and diverse. While Don concedes that he can sometimes be "hard-headed", the board expects him to explain his viewpoints and give information and research before they decide. They ask questions and are thorough, and Mr. Keller feels that the communication between the administration and board is strong. At each board meeting, Mr. Keller reports on academics, Lisa Lechner (Business Manager) reports on finances, and Keith Donahue (Facilities and Operations) reports on facilities and policy development.

While Mr. Keller has no significant concerns about the school, he did identify areas of focus / improvement. As Sage grows and hires new teachers, there is a lag time with student performance as the teacher adjusts to the IB approach and curriculum, so Mr. Keller is trying to find ways to get them up to speed faster. Mr. Keller's biggest area of focus relates to funding and facilities. As the school grows, finding appropriate facilities will continue to be a challenge, particularly given the level of funding the school receives. On the other hand, Mr. Keller is proud that the school is open, that teachers are happy, and that the school has strong enrollment and academic performance.

Business Manager / Clerk Interview

A brief interview about finances was conducted with Lisa Lechner, Business Manager. At this time, the business manager does not have significant concerns regarding the school's financial situation. Revenue and expenditures year-to-date are tracking as expected. In FY12, the school operated at a deficit. This year, they are working to end the year balanced so that the carryover from FY12 remains. The revenue from fundraising was budgeted for FY13 based on what was raised for FY12 and currently, the funds received through these efforts exceeds those the school had received at the same time last year. Appropriate processes appear to be in place for budgeting and fiscal monitoring. Currently, the PCSC staff member does not have significant concerns about the school's financial standing or fiscal practices.

Documents Review

Finances

The FY12 audit and FY13 financials were reviewed. Questions were answered by Lisa Lechner, Business Manager. The school had a carryover at the end of FY12 (in the general fund) of approximately \$130,000. 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 included all appropriate documentation. All IEPs were up-to-date and accommodations pages were complete and included. Though files were not as organized ideally, the Special Education Director was able to locate or explain documentation that was not where the PCSC member had expected.

The PCSC staff member had the opportunity to observe pullout services, which appeared to be effective and appropriate. While Sage may want to consider auditing their special education files for organization and documentation, at this time, there are no significant concerns about the reviewed files or the special education services.

Classroom Observations

The PCSC staff member observed elementary, middle school, and high school classes at both Sage campuses. Observations revealed consistently strong teaching and student engagement. There was clear and consistent implementation of Sage's mission and IB teaching methods; all observed classrooms had the IB learner profile and learner attitudes posted on the wall, and hands-on activities, real-life skills, and inquiry-based teaching were all observed. The curriculum and activities being implemented were usually reflective of above-grade-level material. Students were respectful and there were virtually no behavior issues.

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

Summary

Strengths

- Strong Academics, as represented by the school's 4 Star Rating and accelerated IB curriculum
- Strong teaching and student engagement was observed
- Consistent implementation of Sage mission / IB teaching methods was observed
- Solid financial situation
- Well-developed administrative team, with both board members and administration reporting a strong working relationship

Challenges or Areas for Improvement

- The board may want to consider developing a process for board evaluation
- Organization of special education files could be improved (all essential documents were present, but sometimes hard to find)

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- MSES in the charter could benefit from revision to ensure alignment with the Idaho Five Star Rating System

Concerns

The PCSC staff member who conducted the visit has no significant concerns about Sage International School of Boise at this time.

Possible Charter Violations

There are no apparent charter violations at this time.

Possible Charter Amendments

- Updated MSES aligned to the STAR Rating System is a potential future amendment (identified by PCSC staff, not the Sage staff or board)

Recommendations

- PCSC staff recommends that Sage do an internal review of special education files for the purposes of improving organization of documents
- PCSC staff recommends that the board develops a process for self-evaluation.
- PCSC staff recommends that the Sage board consider amending the charter to align some or all of the MSES to the Idaho Five Star Rating System

* 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. However, after the site visit, the board chair did follow-up with the PCSC staff member for recommendations regarding self-evaluation tools that the Sage board could consider implementing.

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CHARTER SCHOOL DASHBOARD

Date: 01/03/2012

School Name: Sage International School of Boise

School Address: 457 E. Parkcenter Blvd.

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
Suzanne Metzgar	Chair August 2014	Past Parent, President	suzanne@metzgar.net	371-0124
Bryan Moore	Vice Chair March 2015	Finance, Banking, Budgeting	bmoore@watrust.com	830-0257
Trina Segó	Member Sept. 2013	BSU Marketing Professor	trinasego@hotmail.com	426-2732
Priya Mahalingham	Treasurer Oct 2014	Accounting	savithrym@hotmail.com	283-3878
Stephanie Wicks	Secretary October 2014	Education, Board Experience	stephanie.l.wicks@hp.com	863-1476

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	45	43.47	79	43	41.92
1	46	44.44	66	45	43.74
2	48	46.37	62	46	44.60
3	50	48.30	40	41	35.81
4	48	46.37	19	44	42.66
5	48	46.37	30	31	29.64
6	52	50.23	4	52	50.71
7	62	59.89	14	33	31.96
8	47	45.40	0	14	13.84
9	30	28.98	0		
10					

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11					
12					
TOTAL	476	459.82	296	349	334.88

Student Attrition Rate: Since the start of the school year we have lost 20 students (one Kindergartener to moving, five 6th graders to traditional contained classroom settings; one 9th grader for behavioral reasons; 2 families of three siblings each for commuting/scheduling reasons; one 8th, one 5th, one 4th and one 9th grader sighting social reasons; two 9th graders citing academics that are too rigorous; one 9th grader looking for a bigger music program.) In this same time we have added 17 students (one kindergartener, one 2nd grader, two 4th graders, two 5th grader, three 6th graders, one 7th grader & seven 8th graders.) Most of the turn-over has happened in the 6th- 9th grades.

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 10th graders.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	33/7%	22/5%	388/82%	30/6.3%	3/.6%	1/.2%	59/12%	18/4%
Previous	20/5.7%	11/5%	179/84%	12/6%	1/.5%	0	18/.5%	10/5%

FACULTY AND STAFF

Administrator Name(s): Don Keller
Administrator's Hire Date: Executive Director
Administrator Email(s): mr.keller@sageinternationalschool.org
Current Classified Staff (# FTE): 4.6
Classified Attrition Rate: 0
Current Faculty (# FTE): 31.625
Faculty Attrition Rate: 3% - 1 FTE

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes
If no, please specify indicator and status: N/A
If no, please describe plan for addressing need: N/A
Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? October 22-23
Date submitted to authorizer? No, has been waiting for audit from IB organization
Who performed your most recent programmatic audit? IB Organization
Date of most recent fiscal audit? July 2012
Date submitted to authorizer? December 2012

COMMENTS

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

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Growth. We added 137 new students and added 9th grade. We have had to start our high school program and accreditation for both high school and the IB DP program. We had our final race to the finish line for authorization as a elementary school. We finished remodeling our downtown high school location.

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

We are still open, still increasing enrollment and have outstanding student achievement results. I believe we will be authorized as the first elementary public IB school in Idaho. ISAT reading 95.5%, Math 92.4%

Please describe any challenges you anticipate during the upcoming year:

Our enrollment has steadily increased and that has put some strain on our facilities. We are keeping ahead of the curve but not by much. We will be doing some remodeling of our downtown building to accommodate our student growth. Our special education population and scope of our IEP's increased and we increased staffing to accommodate this growth.

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

We are working extremely hard to bring our school back up to a 5 star. We dropped to a four star in 2011-12. Having all your growth measured across K-8 grade makes it more of a challenge in the star model. We don't break out each of grade configurations.

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 Dashboard Addendum

SAGE VISION

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

2013/14 LOTTERY - Will be held on FEBRUARY 28th

Sage began accepting lottery applications on January 3rd. Sibling commitment/application forms are not due to Sage until February 7th (no data yet). The 'Anticipated # of Spaces' column assumes a certain level of attrition in all grades and growth in our upper grade levels; grades showing '2' spaces are all full with an assumption of 2 students choosing not to return.

As of Jan. 14th (10 days since lottery opened; 48 days remaining):

Grade Level	Anticipated # of Spaces Available (New Students)	Sibling/Staff Preference Applicants	Other Applicants	Anticipated Wait List
K ½	22		28	
K Full	22		33	
1 st	2		36	
2 nd	2		18	
3 rd	2		15	
4 th	2		12	
5 th	2		14	
6 th	12		11	
7 th	15		10	
8 th	5		4	
9 th	15		6	
10 th	10		2	
TOTALS	111 New Students (44 Kinder) (67 Other)		189	

IB World School Authorization Schedule:

	Submit Application for Candidacy	Submit Application for Authorization	Authorization Visit by IBO	Authorization
PYP	Completed August 2010	Completed April 2012	Completed October 2012	Anticipated Fall 2012
MYP	On Hold	On Hold	On Hold	On Hold
DP	Completed July 2012	Anticipated October 2013	Anticipated October 2014	Anticipated Fall 2014

MIND THE GAP – 2012/13

	% PARTICIPATION	\$ CONTRIBUTED
TARGETS	100%	\$125,000 (Budgeted for \$100,000)
NOVEMBER 26th	18%	\$34,630
DECEMBER 11th	21%	\$42,220
JANUARY 7th	28%	\$71,135

SAGE COMMUNITY NETWORK

The Parent Network modified their name and focus. The group is now the ‘Sage Community Network. The web page the Network is developing identifies the Network’s focus and mission as coordinating Volunteers for: (1) help during the normal school day; Teacher/Staff Appreciation Lunches (once a month); community building events for the school wide community and each grade level; Facilities - beautification day; improved active communication (going to board meetings, talking to teachers, creating a parent directory...); organizing and holding parent education classes; and developing a contract between students, parents, and teachers.

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The Network meets the 4th Monday of each month – typically at 6:30 at the Middle School. Keith Donahue will make every effort to attend the SCN meetings and is the school’s liaison to the SCN. The web page contains excellent information regarding the Network’s focus and planned activities: (<http://communitynetworkatsage.weebly.com/index.html>)

FACILITIES (75-90 SF per student is average)

Parkcenter Facility: Sage leases 11,171 SF. There are 237 students in K-4th at this facility. Sage is in Year 3 of a five year lease at the following rates:

11,171 SF	Lease Rate	Cost Per SF	Students	SF Per Student	Cost Per Student
2012/13 (Year 3) K – 4th	\$139,632	\$12.50 SF	237	47	\$590 (plus trash/cleaning)
2013/14 (Year 4) K - 4th	\$145,224	\$13.00 SF	237	47	\$612.75 (plus trash/cleaning)
2014/15 (Year 5) K – 4th	\$148,015	\$13.25 SF	237	47	\$624.50 (plus trash/cleaning)

Downtown Facility: Sage leases 22,046 SF. Currently, there are 244 students 5th-9th at this facility. Over time this facility will transition to the High School facility – assuming Sage is able to purchase/re-lease the facility. Sage is in Year 2 of a 5 year lease at the following rates (Sage pays utilities at this facility – approx. \$90/student):

Downtown 22,046 SF	Lease Rate	Cost Per SF	Students	SF Per Student	Cost Per Student
2012/13 (Year 2 of lease) 5th – 9th	\$180,000	\$8.16	244	90 SF	\$738 + \$90 util = \$828
2013/14 – 6th-10th (Year 3 of lease)	\$300,000	\$13.60	315	70 SF	\$952 + \$90 util = \$1,042
2014/15 – 7th-11th (Year 4 of lease)	\$309,000	\$14.02			
2015/16 – 9th-12th (Year 5 of lease)	\$318,000	\$14.42			

STUDENT PERFORMANCE TESTING RESULTS

ISAT - SPRING 2012 AND SPRING 2011

Idaho AYP Targets: Reading: 85% Math: 83% Lang Use: 75%

Charter Targets: 3rd to 8th: Idaho AYP 6th to 9th: 80% Meet AYP

THIRD GRADE

Spring 2012

41 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	2.4% (1)	2.4% (1)	29.3% (12)	65.9% (27)	95.2% (39)
Mathematics	4.9% (2)	7.3% (3)	9.8% (4)	78% (32)	87.8% (36)
Language Usage	2.4% (1)	7.3% (3)	36.6% (15)	53.7% (22)	90.3% (37)

Spring 2011

25 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	4% (1)	4% (1)	24% (6)	68% (17)	92% (23)
Mathematics	0% (0)	4% (1)	4% (1)	92% (23)	96% (24)
Language Usage	8% (2)	8% (2)	32% (8)	52% (13)	84% (21)

FOURTH GRADE

Spring 2012

43 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	SAGE AYP % A+P / (# of students)
Reading	4.7% (2)	4.7% (2)	20.9% (9)	69.8% (30)	90.7% (39)
Mathematics	4.7% (2)	4.7% (2)	30.2% (13)	60.5% (26)	90.7% (39)
Language Usage (44 tested)	4.5% (2)	4.5% (2)	27.3% (12)	63.6% (28)	90.9% (40)

Spring 2011

24 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	4.2% (1)	0% (0)	20.8% (5)	75% (18)	90.7% (23)
Mathematics	4.2% (1)	16.7% (4)	54.2% (13)	25% (6)	79.2% (19)
Language Usage	8.3% (2)	0% (0)	33.3% (8)	58.3% (14)	90.9% (22)

FIFTH GRADE

Spring 2012

30 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Science	0%	13.3% (11)	33% (10)	53.3% (16)	88.3% (26)
Reading	3.3% (1)	3.3% (1)	26.7% (8)	66.7% (20)	93.4% (28)
Mathematics	0%	6.7% (2)	26.7% (8)	66.7% (20)	93.4% (28)
Language Usage	3.3% (1)	10% (3)	36.7% (11)	50% (15)	86.7% (26)

Spring 2011

30 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Science	0%	20% (6)	43% (13)	36% (11)	79% (24)
Reading	3.3% (1)	0% (0)	10% (3)	86.7% (26)	96.7% (29)
Mathematics	0%	6.7% (2)	37.5% (11)	60% (18)	97.5% (29)
Language Usage	3.3% (1)	3.3% (1)	36.7% (12)	56.7% (16)	93.4% (28)

SIXTH GRADE

Spring 2012

51 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	0%	5.9% (3)	41.2% (21)	52.9% (27)	94.1% (48)
Mathematics	3.9% (2)	11.8% (6)	41.2% (21)	43.1% (22)	84.3% (43)
Language Usage	3.9% (2)	11.8% (6)	41.2% (21)	43.1% (22)	84.3% (43)

Spring 2011

20 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Reading	5% (1)	0% (0)	10% (2)	85% (17)	95% (19)
Mathematics	5% (1)	0% (0)	35% (7)	60% (12)	95% (19)
Language Usage	5% (0)	0% (0)	40% (8)	55% (11)	95% (19)

SEVENTH GRADE

Spring 2012

32 students tested	% Below Basic / (# of students)	% Basic / (# of students)	% Proficient / (# of students)	% Advanced / (# of students)	% A+P / (# of students)
Science	0%	12.5% (4)	37.5% (12)	50% (16)	87.5% (28)
Reading	0%	0%	21.9% (7)	78.1% (25)	100% (32)
Mathematics	0%	12.5% (4)	53.1% (17)	34.4% (11)	87.5% (28)
Language Usage	0%	0%	43.8% (14)	56.3% (18)	100% (32)

Spring 2011 - ONLY 8 STUDENTS - NO DATA

IRI RESULTS - SPRING 2011 and SPRING 2012

Idaho Targets: Kinder: 60% 1st: 70% 2nd: 80% 3rd:85%

Charter Targets: Kinder, 1st and 2nd: 80% 3rd:85%

KINDERGARTEN

<u>SPRING 2012</u> – 42 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	40	95.24%
Strategic –formerly Near Grade Level	2	4.76%
Intensive – formerly Below Grade Level	0	0%

<u>SPRING 2011</u> – 41 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	38	92.68%
Strategic –formerly Near Grade Level	2	4.88%
Intensive – formerly Below Grade Level	1	2.44%

FIRST GRADE

<u>SPRING 2012</u> - 45 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	34	75.56%
Strategic –formerly Near Grade Level	5	11.11%
Intensive – formerly Below Grade Level	6	13.3%

<u>SPRING 2011</u> - 40 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	30	75%
Strategic –formerly Near Grade Level	7	17.5%
Intensive – formerly Below Grade Level	3	7.5%

SECOND GRADE

<u>SPRING 2012</u>-46 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	38	82.61%
Strategic –formerly Near Grade Level	4	8.7%
Intensive – formerly Below Grade Level	4	8.7%

<u>SPRING 2011</u>-21 Students	No. of Students	% of Students
Benchmark - formerly At Grade Level	14	66.67%
Strategic –formerly Near Grade Level	3	14.29%
Intensive – formerly Below Grade Level	4	19.05%

THIRD GRADE

<u>SPRING 2012-35 Students</u>	No. of Students	% of Students
Benchmark - formerly At Grade Level	32	91.43%
Strategic –formerly Near Grade Level	1	2.86%
Intensive – formerly Below Grade Level	2	5.71%

<u>SPRING 2011-25 Students</u>	No. of Students	% of Students
Benchmark - formerly At Grade Level	22	88%
Strategic –formerly Near Grade Level	2	8%
Intensive – formerly Below Grade Level	1	4%

February 14, 2013

BOISE STATE UNIVERSITY

Sage International Charter School

Marketing Research

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5/3/2012

This report summarizes the statistical and managerial findings of the satisfaction survey for Sage International Charter School.

Executive Summary

Sage International Charter School is required to conduct a satisfaction survey of its board members annually. The following objectives were defined:

Primary data was collected by utilizing Qualtrics.com to develop, distribute, and collect data. Data was then transferred to SPSS to transfer data into usable knowledge. 114 stakeholders responded out of 294 equating to a 43% response rate.

Objective 1: Preferred Method of Communication

Stakeholders are satisfied with the current method of E-mail communication. 97% of respondents indicated E-mail as the preferred method of communication.

Objective 2: Satisfaction with the after-school and summer enrichment programs

74% of respondents did not participate in the after school program. The remaining 26% indicated an above average level of satisfaction. 70% of respondents did not participate in summer enrichment programs. The remaining 30% indicated an above average level of satisfaction. Due to low levels of involvement, it is recommended that further analysis be conducted to ensure that the current programs offered address the needs and offer the greatest value to stakeholders.

Objective 3: Overall Satisfaction with Quality of Education

- Respondents indicated an overall level of satisfaction with Sage International Charter and its teachers is consistently higher than average.
- French consistently received the lowest level of satisfaction throughout all grade levels
- Seventh grade teachers in the Science, Humanities, and Design Technologies courses have shown to have a direct positive effect on the overall satisfaction
- Parents satisfaction is highly influenced by satisfaction with the principal and staff

Objective 4: Perception of Fundraising

The stakeholder overall level of satisfaction with Sage International Charter is positively correlated donations to Mind the Gap.

Recommendations

- It is recommended that further analysis be conducted to ensure that the current programs offered address the needs and offer the greatest value to stakeholders.
- It is recommended that a thorough analysis be conducted in order to determine why the French teacher's satisfaction is consistently lower than the satisfaction of the other courses teachers.
- Overall satisfaction is highly influenced with the upkeep and development of facilities.

Limitations

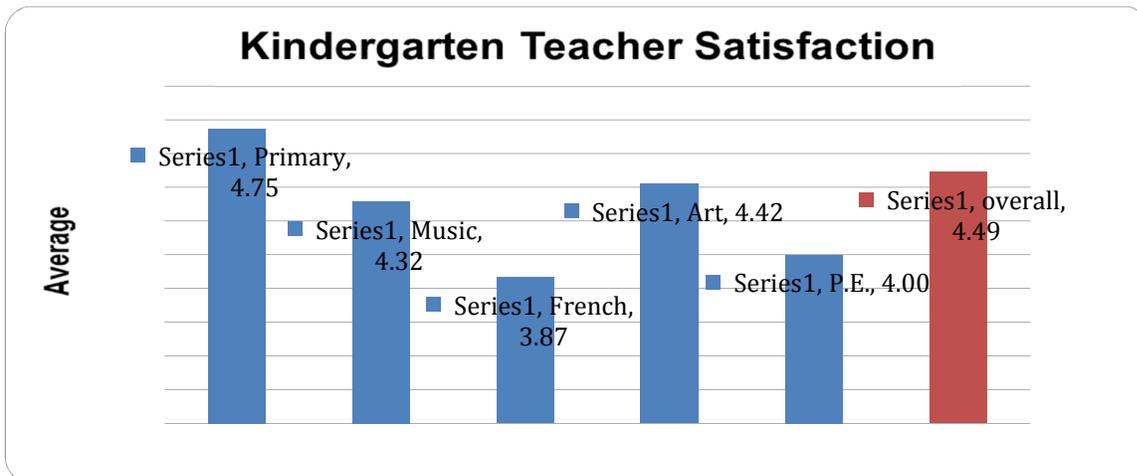
Response rates could have been negatively impacted being released during spring break vacation. Scaling issues were discovered when respondents were asked possible reasons to leave Sage International (respondents were forced to answer without the option of "none").

We found that the actual mean was 4.06, which is relatively higher than the expected mean of 3. This does not take into account the 70 percent of respondents who have not participated. Including the respondents who have not participated would have significantly skewed the data to the right due to coding.

Objective 3: Overall satisfaction with the quality of education

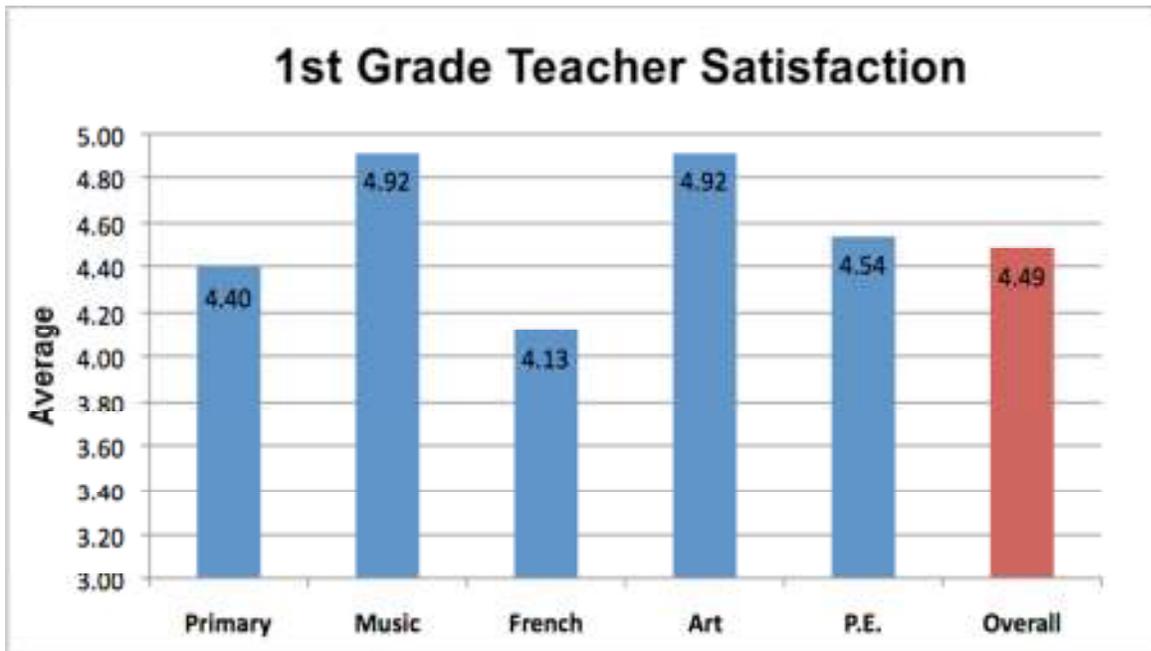
To gauge satisfaction in regard to education at Sage, parents were asked to indicate their satisfaction with the teachers in their child’s grade level. A seven-point scale was used, 1 being very dissatisfied and 7 being very satisfied; therefore the mean was expected to be approximately 4. Overall, teacher satisfaction across all grades was relatively high. Cross tabulations were run to analyze the relationship between the variables (Course teacher satisfaction by grade). Within each grade level, a non-random sample T-test was run to distinguish the level of significance between the means. The statistical findings were significant at the .000 level (See Appendix E).

Figure 3: Kindergarten Satisfaction Averages



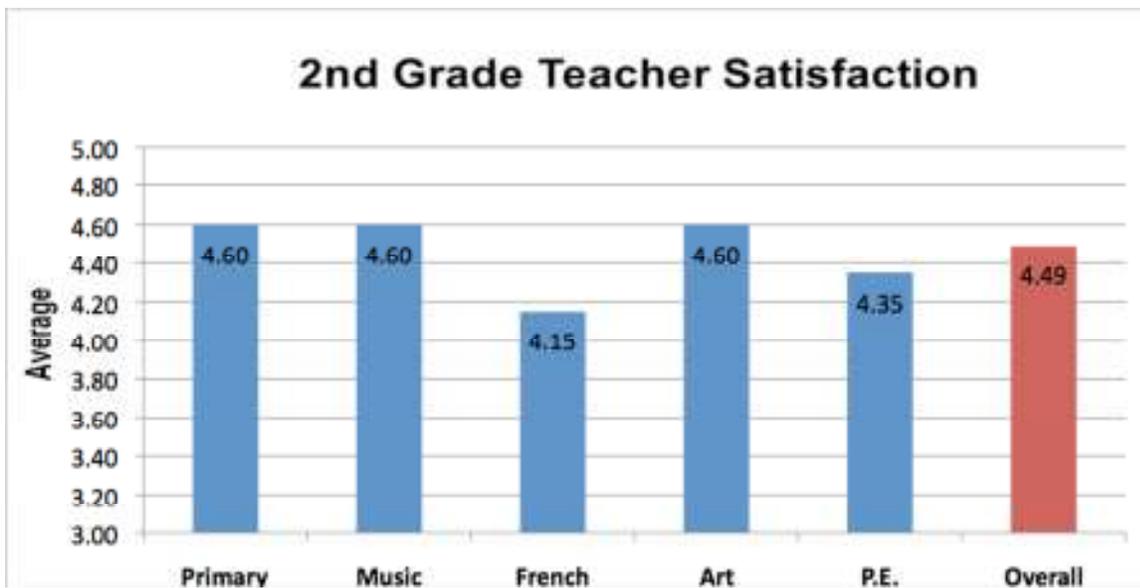
The highest level of satisfaction was associated with the primary teacher at 4.75, which is slightly above average. The satisfaction with the French teacher was the lowest and slightly below average at 3.87.

Figure 4: 1st Grade Satisfaction Averages



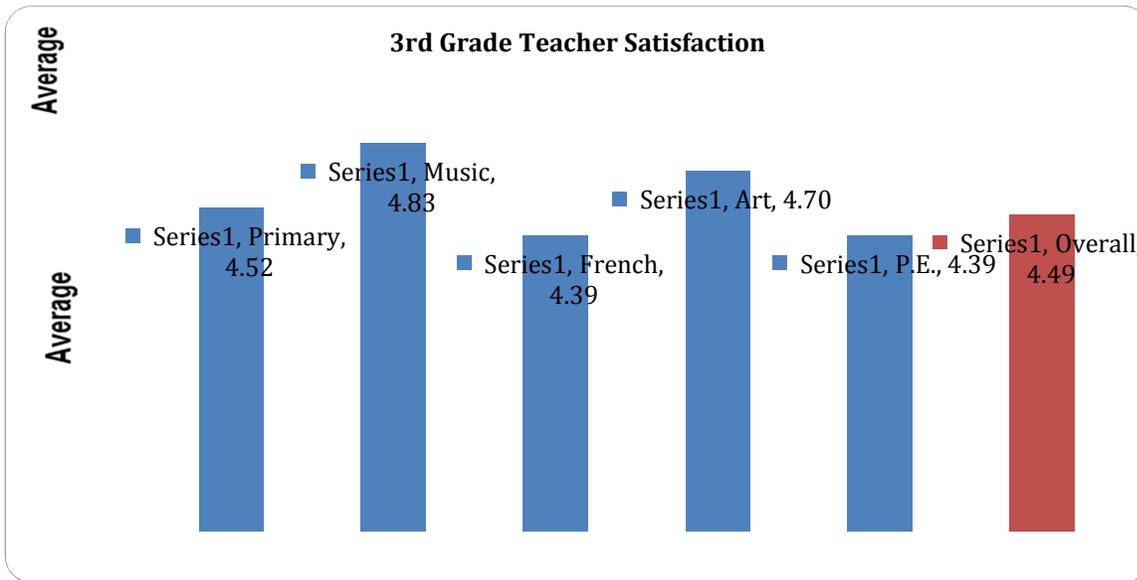
The highest level of satisfaction was associated with the music and art teachers at 4.92, which is above average. The satisfaction with the French teacher was the lowest at 4.13.

Figure 5: 2nd Grade Satisfaction Averages



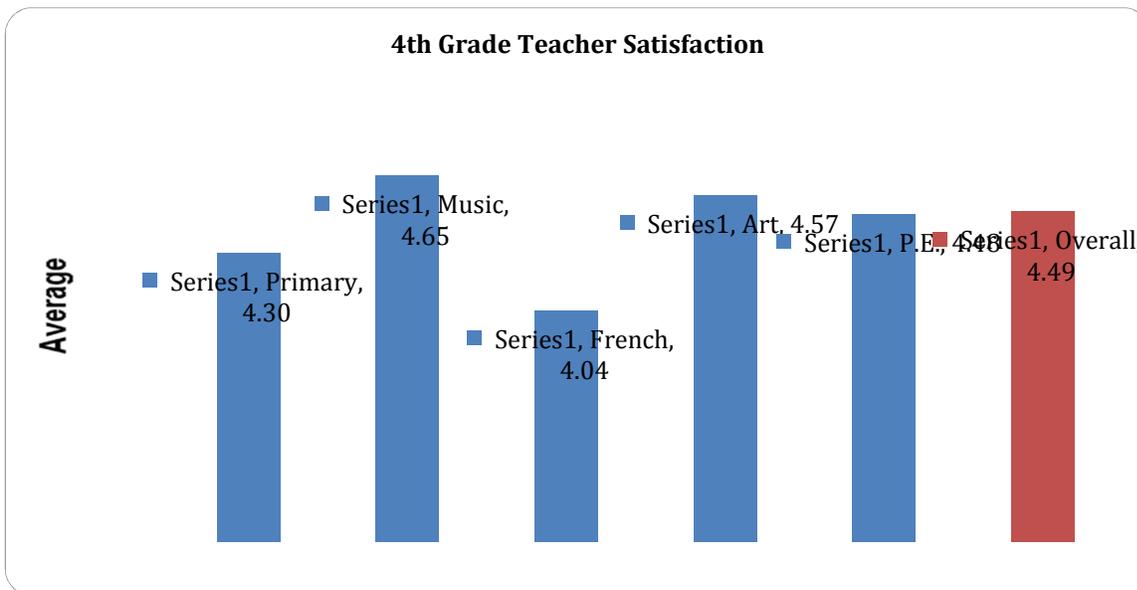
The highest level of satisfaction was associated with the primary, music, and art teachers at 4.60, which is slightly above average. The satisfaction with the French teacher was the lowest at 4.15.

Figure 6: 3rd Grade Satisfaction Averages



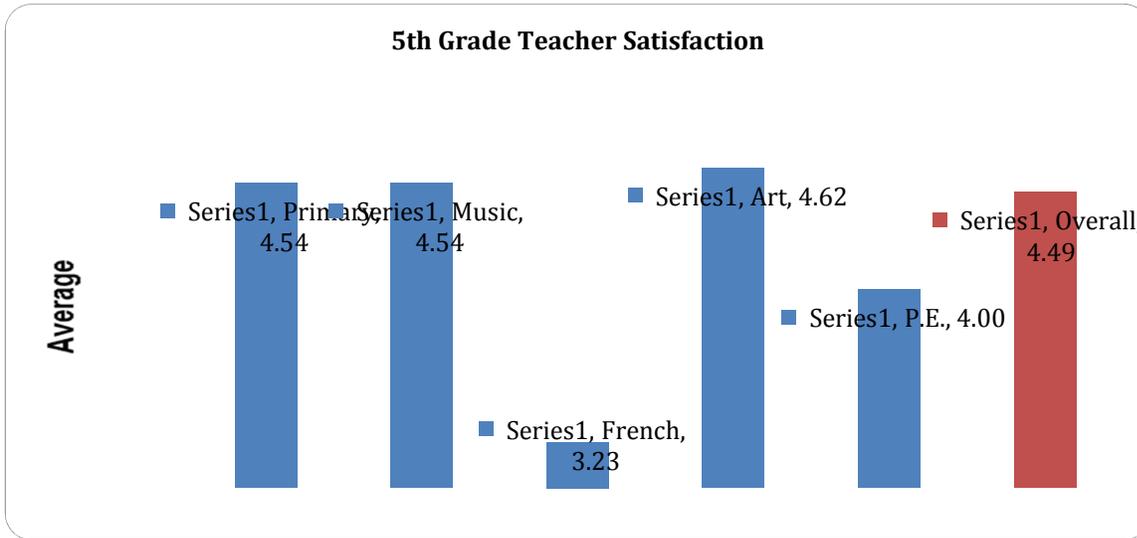
The highest level of satisfaction was associated with the music teacher at 4.83, which is slightly above average. The satisfaction with the French and P.E. teachers were the lowest at 4.39.

Figure 7: 4th Grade Satisfaction Averages



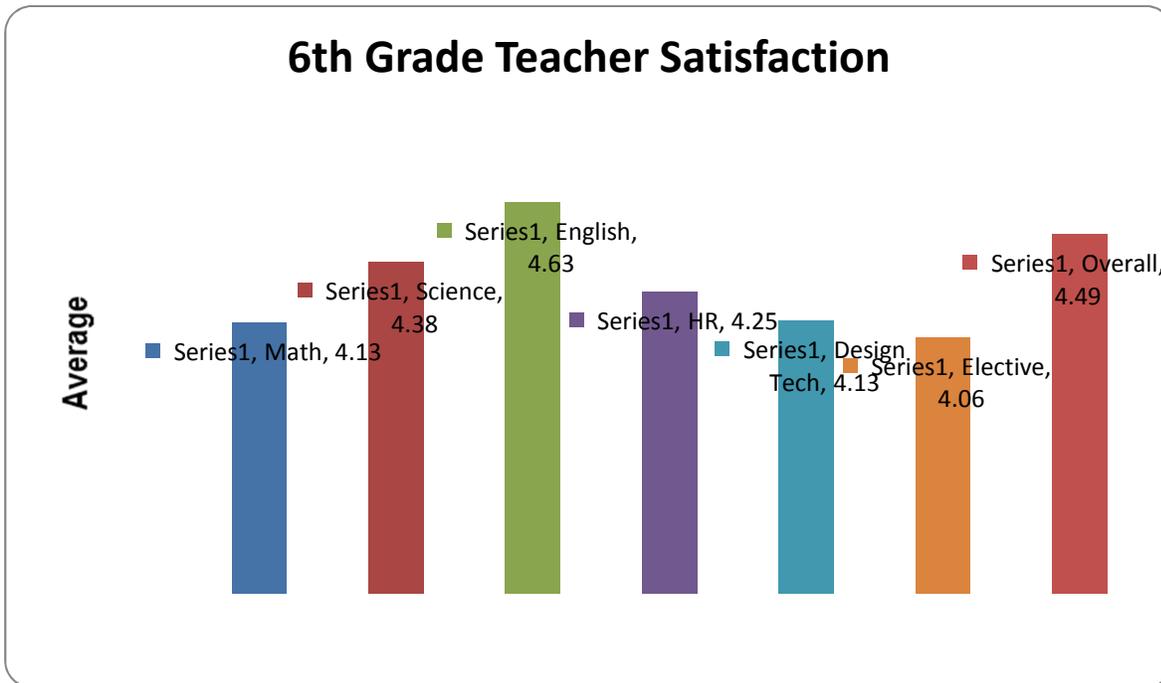
The highest level of satisfaction was associated with the music teacher at 4.65, which is slightly above average. The satisfaction with the French teacher was the lowest at 4.04.

Figure 8: 5th Grade Satisfaction Averages



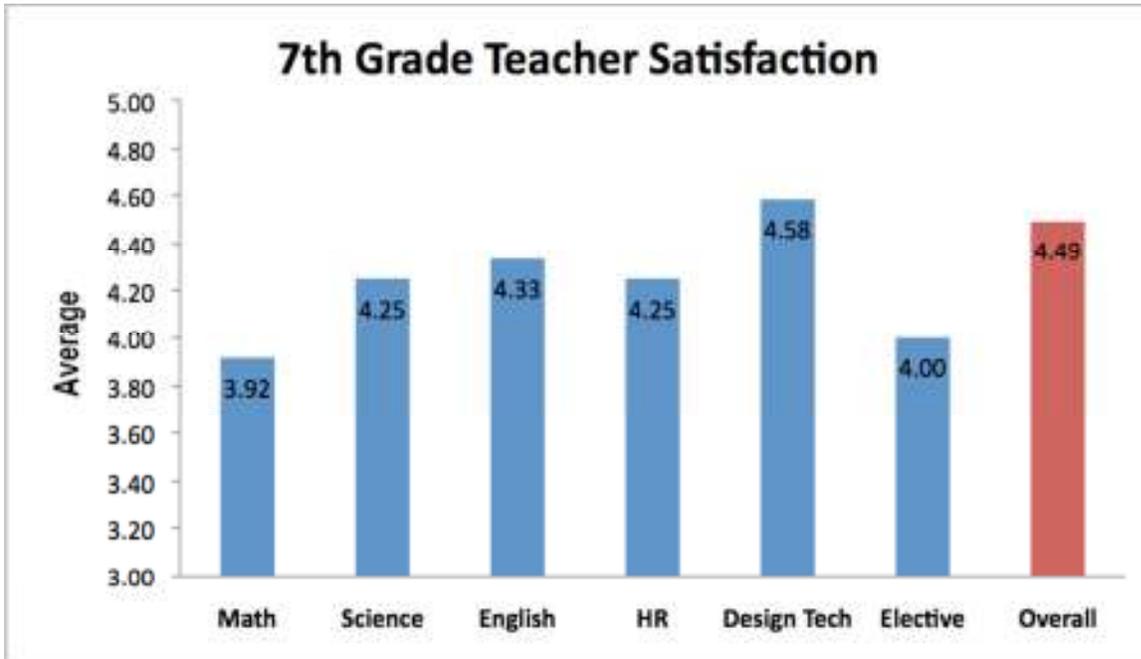
The highest level of satisfaction was associated with the art teacher at 4.62, which is slightly above average. The satisfaction with the French teacher was comparatively below average at 3.23.

Figure 9: 6th Grade Satisfaction Averages



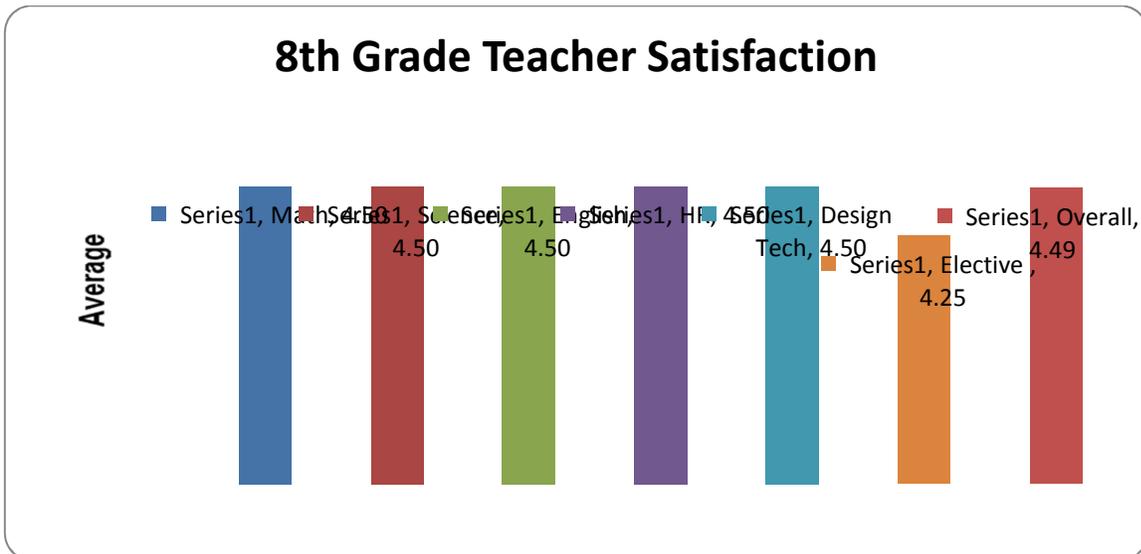
The highest level of satisfaction was associated with the English teacher at 4.63, which is slightly above average. The satisfaction with the electives teachers was the lowest at 4.06.

Figure 10: 7th Grade Satisfaction Averages



The highest level of satisfaction was associated with the Design Technology teacher at 4.58, which is slightly above average. The satisfaction with the math teacher was comparatively below average at 3.92.

Figure 11: 8th Grade Satisfaction Averages



8th grade teachers were very consistent at 4.5 with the exception of the electives teachers at 4.25.

Overall and Teacher Satisfaction Relationships

Elementary School

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	\$1,266,077.00	\$964,807.42	\$1,266,077.00	76.20%			
Benefit Apportionment	\$228,400.00	\$170,123.38	\$228,400.00	74.48%			
Entitlement	\$529,303.00	\$321,602.50	\$529,303.00	60.76%	Base on 480 students at 96% ADA = 26.86 funding units		
State Transportation	\$0.00			#DIV/0!			
Lottery	\$0.00	\$89,559.55	\$89,559.55	#DIV/0!	PAY FOR PERFORMANCE		
Other State Funds (Specify)	\$53,369.00	\$5,300.95	\$6,739.95	9.93%	Special Distribution - Math & Science HS, Reading Initiative, Math Remediation, IT Staffing, Technology		
Special Ed - Regular	\$35,000.00	\$12,672.50	\$42,000.00	36.21%	IDEA Part B		
Special Ed - ARRA				#DIV/0!			
Title I				#DIV/0!			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement				#DIV/0!			
Title IIA	\$6,500.00	\$6,056.37	\$6,551.00	93.17%			
Local Revenue (Specify)	\$55,440.00	\$23,433.20	\$57,708.00	42.27%	Full-day Kindergarten Tuition		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising	\$100,000.00	\$48,062.00	\$110,000.00	48.06%	\$75000 already in pledges, payments, matches		
Interest Earned				#DIV/0!			
Other (Specify)	\$26,000.00	\$34,451.59	\$38,000.00	132.51%	Student/School Enrichment, clubs, Boxtops for Schools etc		
Other (Specify)	\$129,958.00	\$70,195.52	\$136,000.00	54.01%	Afterschool, Fridays, Summer enrichment program (Esage) & Outdoor Expedition program tuitior		
TOTAL REVENUE	\$2,430,047.00	\$1,746,264.98	\$2,510,338.50	71.86%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$1,047,889.00	\$613,005.41	\$1,139,330.20	58.50%	Includes P4P		
Special Education	\$83,511.00	\$40,244.87	\$80,450.00	48.19%	Includes P4P		
Instructional Aides	\$20,412.00	\$5,103.00	\$15,309.00	25.00%			
Classified/Office	\$148,979.00	\$65,329.76	\$141,163.00	43.85%			
Administration	\$88,000.00	\$49,388.62	\$88,000.00	56.12%	Includes P4P		
Maintenance				#DIV/0!			
Other (Specify)	\$21,491.00	\$20,276.25	\$23,828.00	94.35%	Esage salaries (includes Summer)		
Other (Specify)				#DIV/0!			
Total Salaries	\$1,410,282.00	\$793,347.91	\$1,488,080.20	56.25%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$254,636.00	\$147,848.07	\$278,508.11	58.06%	FICA/PERSI - includes P4P		
Other (Specify)	\$99,144.00	\$48,774.05	\$97,550.00	49.20%	Health		
Total Benefits	\$353,780.00	\$196,622.12	\$376,058.11	55.58%			
300 Purchased Services							
Management Services	\$18,750.00	\$12,020.50	\$18,750.00	64.11%	Audit, 2M updates, IB Program Fees		
Staff Dev/Title IIA	\$18,200.00	\$18,452.47	\$19,728.47	101.39%	PYP, DP, Woodcock Johnson, Assessment trainings		
Legal Pub/Advertising	\$19,500.00	(\$2,605.27)	\$10,526.90	-13.36%	Advertising, printing & binding, copier lease (w/ buyout credit)		
Legal Services				#DIV/0!			
Special Education	\$56,600.00	\$16,287.50	\$50,605.00	28.78%	OT & Direct Services		
Liability & Property Ins	\$10,234.00	\$10,904.00	\$10,904.00	106.55%			
Substitute Teachers	\$16,920.00	\$8,045.31	\$16,920.00	47.55%			
Board Expenses	\$4,600.00	\$2,686.62	\$5,000.00	58.40%	ICNS audit/ICSN, NAPCS, IASBO memberships, principal evaluation software, fundraising exp		
Computer Services	\$10,000.00	\$5,268.47	\$10,000.00	52.68%	IT		
Transportation				#DIV/0!			
Travel				#DIV/0!			
Other (Specify)	\$11,700.00	\$11,332.73	\$17,500.00	96.86%	Custodial & Maintenance		
Other (Specify)	\$25,085.00	\$14,221.61	\$21,000.00	56.69%	Professional Education Contracted Services - IDLA, Field Trips, Esage, Outdoor Expedition		
Total Services	\$191,589.00	\$96,613.94	\$180,934.37	50.43%		\$0.00	
Facilities							
Building Lease	\$302,938.00	\$163,575.52	\$302,938.00	0.00%			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$43,200.00	\$21,393.58	\$43,200.00	18.62%	Phones, Internet, Utilities (downtown bldg only) - no utilities on Parkcenter locator	
Site Preparation				#DIV/0!		
Other (Specify)	\$450.00	\$300.00	\$450.00	1170.77%	Alarm	
Other (Specify)				#DIV/0!		
Total Facilities	\$346,588.00	\$185,269.10	\$346,588.00	53.46%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$27,200.00	\$25,241.66	\$27,200.00	92.80%		
School Supplies	\$21,940.00	\$14,128.02	\$22,400.00	64.39%	Classroom/Office supplies/Special Ed	
Power School				#DIV/0!		
Custodial Supplies	\$5,000.00	\$2,500.16	\$3,800.00	50.00%		
Other (Specify)	\$19,386.00	\$8,218.17	\$12,000.00	42.39%	Esage supplies (crafts/groceries)	
Other (Specify)	\$6,000.00	\$5,987.50	\$8,000.00	99.79%	Bus maintenance and gas	
Total Supplies	\$79,526.00	\$56,075.51	\$73,400.00	70.51%		\$0.00
500 Capital Objects						
Furniture	\$20,500.00	\$27,816.24	\$27,816.24	135.69%	Student desks/chairs, new staff furniture	
Technical AV Equipment	\$6,750.00	\$537.95	\$537.95	7.97%	New staff computers	
Other (Specify)	\$13,830.00	\$5,548.83	\$7,500.00	40.12%	Technology for students	
Other (Specify)	\$7,200.00	\$4,023.90	\$7,200.00	55.89%	Bus purchase	
Other (Specify)		\$1,250.00	\$1,250.00	#DIV/0!	Structural Assessment - Downtown Bldg.	
Other (Specify)				#DIV/0!		
Total Capital Objects	\$48,280.00	\$39,176.92	\$44,304.19	81.15%		\$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!		\$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				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	\$2,430,045.00	\$1,367,105.50	\$2,509,364.87	56.26%		
Carryover from Previous FY	\$130,188.00	\$130,188.00	\$130,188.00	100.00%		\$0.00
Reserve/(Deficit)	\$130,190.00	\$509,347.48	\$131,161.63	391.23%		

February 14, 2013

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE				
Local Revenue	\$55,440.00	Full-day K tuition (22 students)	(\$2,268.00)	reflects projected from "current FY"
State Revenue				
Entitlement	\$643,598.00	Lottery to be held February 27th, 2013 - expected enrollment: K - 44, 1 through 6 - 296, 7 through 10 -210; TOTAL- 550/ 32.66 (96% ADA)	\$643,597.39	reflects State actual from "current FY"
Wages				
Administration	\$154,312.00	2.4495 FTE/2.0126 index		
Teachers	\$1,139,733.00	35.926 FTE/1.23 index		
Classified	\$229,515.00	12.2475 FTE	\$1,523,559.24	reflects all salaries compared to State actual from "current FY"
Medicaid	\$0.00		\$0.00	reflects projected from "current FY"
Benefit	\$274,850.00		#DIV/0!	reflects State actual from "current FY"
Transportation	\$0.00		#DIV/0!	
Federal Revenue				
Title I			#DIV/0!	reflects State actual from "current FY"
Special Ed	\$42,000.00	Based on FY13 amount	#DIV/0!	reflects State actual from "current FY"
Title II	\$6,550.00	Based on FY13 amount	\$6,549.07	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$162,530.00	Student Enrichment, Whole School Activity, Club fees		
Other Sources (Specify)	\$129,800.00	Fundraising - based on FY2011 & FY2012 data		
Other Sources (Specify)	\$1,439.00	Reading Initiative/IRI - state funding		
Total Revenue before holdback	\$2,839,767.00		#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	\$2,839,767.00		\$2,839,766.28	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$1,198,505.00	33.75 FTE	59,174.80	reflects projected from "current FY"
Admin	\$90,000.00	1 FTE	2,000.00	reflects projected from "current FY"
Classified	\$191,194.00	6.5 FTE	50,031.00	reflects projected from "current FY"
Special education	\$111,000.00	3 FTE		
Other (Specify)	\$24,560.00	Enrichment program (Summer & School year)		
Other (Specify)				
Total Salaries	\$1,615,259.00		111,205.80	
200 Benefits				
Benefit Dollars	\$105,000.00	Health Insurance		
PERSI/Payroll taxes	\$306,680.00			
Other (Specify)	\$8,884.00	Workers Comp Ins. (.55% of payroll)		
Total Benefits	\$420,564.00		\$44,505.89	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$6,000.00	Bus maintenance and gas	\$6,000.00	reflects projected from "current FY"
Special Education	\$49,800.00	GF & IDEA	(\$805.00)	reflects projected from "current FY"
Proctor costs				
Legal	\$5,500.00	Annual Fiscal audit	\$5,500.00	reflects projected from "current FY"
Insurance	\$9,350.00	Liability and property insurance	(\$1,554.00)	reflects projected from "current FY"
Copier Lease	\$12,216.00		\$12,216.00	
Printer Lease			\$0.00	
Facility Lease	\$414,758.00	Downtown & Parkcenter	\$414,758.00	reflects projected from "current FY"
Utilities	\$45,000.00	Utilities + Phone/internet/fax	\$1,800.00	reflects projected from "current FY"
Professional Development	\$13,750.00	GF + Title IIA	(\$5,978.47)	reflects projected from "current FY"
Technology	\$15,500.00	IT Consultant & new staff computers	\$5,500.00	reflects projected from "current FY"

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	\$16,000.00	IB PYP/DP program fees/ IDLA student fees	(\$2,750.00)	reflects projected from "current FY"
Legal Publications/Advertising	\$9,500.00	advertising/Fundraising expense	(\$1,026.90)	reflects projected from "current FY"
Substitute Teachers	\$15,163.00	22*9 days/each* \$65/day + FICA	(\$32,083.00)	reflects projected from "current FY"
Board Expenses	\$4,360.00	Professional memberships & principal evaluation software	(\$640.00)	reflects projected from "current FY"
Other (Specify)	\$34,743.00	Student/community/Enrichment/Outdoor expedition Activities		
Other (Specify)	\$21,450.00	Custodial & Alarm & maintenance		
Total Purchased Services	\$673,090.00		\$400,936.63	
Supplies & Materials				
Teacher/Classroom	\$14,850.00		(\$7,550.00)	reflects projected from "current FY"
Office	\$8,390.00	includes software purchase and updates	\$8,390.00	Not in 2010 budget.
Janitorial	\$3,500.00		(\$300.00)	reflects projected from "current FY"
Textbooks	\$34,500.00	K - 10/Professional Development	\$7,300.00	reflects projected from "current FY"
Other (Specify)	\$2,500.00	Special ed supplies		
Other (Specify)	\$13,818.00	Afterschool/Summer enrichment program supplies		
Total Supplies & Materials	\$77,558.00		\$7,840.00	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay	\$21,336.00	Student desks/chairs + Bus purchase + classroom furniture	\$21,336.00	
Total Capital Outlay	\$21,336.00		\$21,336.00	
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	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$2,807,807.00		\$585,824.32	
Carryover from Previous FY	\$131,161.63	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$163,121.63			