

SUBJECT

North Idaho STEM Academy Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

North Idaho STEM Academy (NI STEM) is a public charter school located in Rathdrum. NI STEM was approved by the Public Charter School Commission (PCSC) in 2010 and is in its first year of operation.

DISCUSSION

NI STEM has provided a written update regarding the status of the school.

Since NI STEM is in their first year of operation, academic results cannot yet be compared to the MSES in the school's charter. Similarly, standardized test results for NI STEM will not be available until the end of the school year.

NI STEM has a strong board and administration with a clear understanding of the school's mission and vision, and it appears that the school has already established a positive reputation in the community. Enrollment, currently at 249 in grades K-8, is strong. In 2011-2012, NI STEM had waiting lists in all grades except grade eight. The lottery for 2012-2013 has been conducted. NI STEM will be adding an additional first grade class in 2013-2014. Despite this growth, the school reports having approximately 220 students on its waiting list.

NI STEM's financial situation is stable. The school began FY13 essentially balanced after completing a purchase of land for its facility. The land and gym are fully paid for and the school has a mortgage for its portables. After budgeting conservatively and carefully estimating support units for advance payment, NI STEM's actual support units are higher than anticipated, resulting in increased funds from the state. NI STEM anticipates ending FY13 with a carryover of over \$160,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

April 11, 2013

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

| | |
|--------------------------------------|--|
| School | North Idaho STEM Charter Academy (NI STEM) |
| Address | 15633 N. Meyer Rd., Rathdrum, ID 83858 |
| Date of Site Visit | February 21, 2013 |
| PCSC Staff Present | Alison Henken, Charter Schools Program Manager |
| Board Member(s) Interviewed | Darrell Richardson, Vice Chair |
| Administrator(s) Interviewed | Scott Thomson, Principal Colleen Thomson, Director of Instruction |
| Business Manager / Clerk Interviewed | Cathy Richardson, Business Manager |
| Other Stakeholder(s) Interviewed | Students (5), Teacher (1), Parent (1) |

Board Member(s) Interview

Darrell Richardson, Vice Chair, participated in the interview. Mr. Richardson described the school’s mission and vision to provide students with a positive environment where they can receive a quality education, including a well-integrated STEM (science, technology, engineering and math) curriculum. At North Idaho STEM Charter Academy (NI STEM), this includes setting aside time every afternoon for students to focus on projects and encouraging all students to integrate a learning cycle based on the scientific method into their projects and other classroom work.

Mr. Richardson believes that the board has high expectations for the school and a strong relationship with the administrators. They communicate well and have strong opinions, and they are able to work through disagreements when they arise by recognizing the legitimacy of others’ opinions and coming to consensus. The administrators communicate well with the board, and have already reported on the school’s academics after conducting mid-year benchmark assessments.

Board training since NI STEM was founded has included a couple of sessions facilitated by external parties, with strong attendance by board members. Some board members have also participated in online training and/or webinars. However, the board has not established or implemented a plan for ongoing training at this time. Since NI STEM is in its first year of operation, the board has not yet conducted a self-evaluation.

When asked whether he has any concerns regarding the school’s operations, finances, or academics, Mr. Richardson responded that while he is happy with how things are running so far, the board does have some areas where they maintain focus. Finances are always a consideration for the board, particularly as they relate to facilities. Additionally, the board is already discussing future expansion and whether NI STEM should plan to develop a high school program at some point. This discussion is still in its early stages, and Mr. Richardson stated that the board intends to be thoughtful and strategic in their decision-making process.

Administrator(s) Interview

Scott Thomson, Principal, and Colleen Thomson, Director of Instruction, participated in the interview. When asked to compare the intended mission and vision with reality, they responded that the intention of NI STEM is to provide an excellent curriculum (including STEM) to help students develop a strong work ethic and higher level thinking so they are prepared for the real world. While they are seeing many aspects of this come together, they have found through the process of establishing the school that it is critical to set high expectations and make sure that all parties (teachers, parents, students, etc.) understand and support them.

The curricula at NI STEM is aligned to the Common Core State Standards, and the administration has already implemented strategies aimed at helping teachers and students prepare for the types of assessment tools that they will experience when Idaho transitions to the Smarter Balanced Assessment.

Scott and Colleen both confirmed that they have a good working relationship with board. They described their board as diverse, supportive, and willing to work hard for the benefit of the school. The board trusts the administrators to run the school and provide the board with the information they need to make governing decisions.

When asked how they measure success at NI STEM, Scott and Colleen responded with a number of indicators they consider. Test scores are recognized as critical; however, Scott and Colleen stated that they consider academic and personal growth to be more important. They also assess whether the school's climate is safe and sets high expectations, whether there is parental and community support for the school, and if students and teachers are happy to be there.

Both Scott and Colleen recognize the need for the board and administration to be diligent as they establish the school in their oversight of finances, operations, and academics. The school's finances are on-target at this point, but it is still an area of focus. They intend to grow responsibly and ensure that overhead stays under ten percent. To establish and maintain strong operations, Scott and Colleen want to make sure they get the right people in the right places on staff and that they keep learning and growing. In regards to academics, they asserted that they are confident that NI STEM has strong curricula and programming in place, but that they need to be thoughtful in making decisions to adjust their academic programming to their students.

Business Manager / Clerk Interview

Cathy Richardson, Business Manager, and Scott Thomson, Principal, participated in the interview. When asked how they feel NI STEM is doing financially, they responded that they feel that everything is on track. They started FY13 essentially balanced since they purchased land for the school's facility. The land and gym are paid for and the school has a mortgage for the portables. They budgeted very conservatively, so their actual support units have exceeded what they anticipated, resulting in increased funds from the state. At this point, Ms. Richardson estimates that the school will end FY13 with a strong carryover of no less than \$40,000.

Student Meeting

The PCSC staff member had the opportunity to meet with five (5) students in grades two through eight. The students were open and honest in their responses, which are summarized below:

What can the school do better?

- Students could be more responsible for cleaning up trash on the playground
- Students could be more respectful of each other and the teacher (not talk over each other) and of the school uniform expectations
- We could have better lunchroom seats – the ones we have now can slip from underneath you and someone falls almost everyday
- If older grades could have lockers, it would be easier to manage our things and the classrooms wouldn't feel as cramped
- For safety, it would be good if there were blinds up in all of the classrooms, and it would be good if students knew where we can go but not be seen if there is an emergency

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Students were told that the interviewer would make a statement and they should give their level of agreement to the statement using a hand signal- each student could give one thumb up (definitely yes), a thumb to the middle (sort of / not so much), or a thumb down (definitely no). The statement and results were as follows:

I feel challenged academically at this school.

- Yes (thumb up): 4
- Sort of / not so much (thumb to the middle): 1
- No (thumb down): 0

Based on the responses the PCSC staff member asked a follow-up question and received the following responses:

Why did you respond that way?

- The teachers are good and they expect more from us than at other places; they push us to go bigger and try to get us to think deeply
- Participating in outside programs and competitions (like the Mars Rover project) really pushes us to do our best
- The bar is set high here and the teachers are willing to help you get there
- It depends on your background and on the subject, I feel pushed in math but not in some other subject areas (this student also admitted to having been well above grade level in many areas at the point of enrolling at NI STEM)

What do you like about your school?

- There is almost no bullying – if it happens, it is addressed quickly
- This school has amazing teachers; they are reasonable in difficult situations and try to understand how each student learns and meet us where we are
- If a student is respectful, kind, and trustworthy, you are rewarded by being given leadership opportunities
- This school lets students be independent
- They treat us with respect, and expect us to be responsible for our actions

Teacher Meeting

The PCSC staff member had the opportunity to meet with one (1) teacher. Below are the questions presented to the teacher and her summarized responses:

How do you feel about the transition to the Common Core State Standards?

- We are very prepared; we're already implementing
- Our professional development has included Common Core implementation

What can North Idaho STEM do better?

- We're given freedom to incorporate deep thinking into our teaching and classroom practices, but that is more stressful for a teacher (than just doing a lecture or straightforward instruction), so I think it would be good if we had some more facilitated / structured collaboration between teachers. If it was more expected and organized, we would probably do it more often and effectively.

What do you like most about working here?

- The atmosphere is really strong – teachers and students feel respected and supported. Students feel safe.

Parent Meeting

The PCSC staff member had the opportunity to meet with one (1) parent whose child attends NI STEM. Below are the questions presented to the parent and summarized responses:

What can the school do better?

- There could be more communication and interaction between parents
- Communication from the school to parents could be improved so that families are better informed about what is happening at the school

What do you like about this school?

- The projects students are doing in the afternoon – students are engaged and learning at the same time
- Students are encouraged to tinker and try things - there is no dictation of how a student should get to the answer or what it should be; it's about the learning that happens in the process
- Kids are held to a high standard at NI STEM and they live up to it

Documents Review

Finances

The FY13 year-to-date finances were reviewed in person. Questions were answered by Cathy Richardson, Business Manager. The school began operation this year, and finances appear to be progressing appropriately. The school budgeted conservatively, so they have received higher than anticipated revenue since their actual support units are higher than estimated for the advance payment. Appropriate financial monitoring appears to be taking place. There are no concerns about NI STEM's finances at this time.

Special Education Files

Due to time constraints as, the PCSC staff member was not able to review special education files during this site visit.

Classroom Observations

The PCSC had the opportunity to visit four (4) classes at NI STEM. One was focused on a national history month project for middle school students; students were presenting group projects and responding to questions from an adult panel. In all classes, students were clearly engaged in learning, and minimal behavior issues were observed. Some classes also included integrated technology or multi-disciplinary work. For instance, in a fifth grade classroom, students were engaged in both science and persuasive writing. While there were only minimal classrooms available for observation and there is still certainly room for growth and improvement as NI STEM becomes more established, classroom observations indicated that the school may be off to an appropriate beginning.

Summary

Strengths

- The board and administrators report have a strong, respectful working relationship.
- Students report being challenged academically.
- Classroom observations revealed engaged students and activities aligned to the school's mission and vision.
- Curriculum and activities are already aligned to the Common Core State Standards (CCSS); support and training is being given to teacher for implementation of CCSS and preparation for the Smarter Balanced Assessment

Challenges or Areas for Improvement

- The school is still in the early development stage, so it will be essential for the board and administration to remain diligent in ensuring that the curriculum and program are appropriately developed and implemented; that high expectations are set and clear for teachers, students and parents; and that conservative financial practices are established.
- Based on teacher feedback, teachers may benefit from an increase in intentional, facilitated collaboration.

Concerns

- There are no significant concerns about NI STEM at this time.

Possible Charter Violations

- There are no apparent charter violations at this time.

Possible Charter Amendments

- The NI STEM board may want to consider revising the school's MSES for improved alignment with the Star Rating system.

Recommendations

- PCSC staff recommends that the board consider revising the school's MSES so that one or more goals are well-aligned to the Star Rating system.
- PCSC staff recommends that the administrator, clerk, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year with a strong carryover.

Materials or Follow-up Requested of the School

No follow-up was requested of the school.

April 11, 2013

March 19th 2013

To the Charter School Commission,

What a great ride this first year has been!! On behalf of the Board, staff and students at STEM Charter Academy, I want to thank you for your guidance and support over the last three years. All the work was worth it!!

As of today, we have 245 students with over 200 still on our waiting list for the current year. We just conducted our lottery for next year and even though we added another first grade class, we still have over 220 on next year's waiting list. We have a positive cash flow, positive parents, successful students and a happy healthy staff!! While the year has had its share of inevitable challenges, we have worked through them and are looking forward to winding up our first year and doing even better next year.

Some of this year's highlights are:

1. Winning the Albertson's ID 21 award for innovative education
2. Students taking 4 of the 15 awards at state for the First Lego League Robotics competition.
3. One of our students winning the "Best in Show" award at the state competition for "Invent Idaho"
4. Several students also won their category and age level competition at Invent Idaho.
5. 6 of our students winning awards at the regional "History day" competition. They will be competing at the state finals
6. One of our Science teachers, David Moon, winning the GIANTS award for Middle school.
7. Too many STEM projects to mention!!!
8. Our 4-6th graders will be competing at the University of Idaho Mars Rover competition on April 26th.

Plans for next year include:

1. Adding a first and third grade.
2. Installing another portable for our two additional classrooms needed.
3. Expanding our parking area and developing our driveway to handle more traffic.
4. Developing our playground area and expanding grassy area.
5. Installing our new \$60,000 playground structure that was purchased by our parent group.

We know that each year will have its own challenges, but I feel that we are off to a great start and have a great foundation financially, and a good core group of students, parents and teachers that will help us continue to grow our positive school culture as we move forward.

Again, thank you for support and guidance.

Sincerely,

Scott Thomson
Administrator
STEM Charter Academy

April 11, 2013

CHARTER SCHOOL DASHBOARD

Date: 3/4/13

School Name: North Idaho STEM Charter Academy

School Address: 15633 N Meyer Rd. Rathdrum, ID. 83858

School Phone: 208-687-8002

Current School Year: 2012-13

School Mission: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.

CHARTER SCHOOL BOARD

| Board Member Name | Office and Term | Skill Set(s) | Email | Phone |
|--------------------|--------------------|-------------------------------|---------------------|--------------|
| Darrell Richardson | Chairman 3 years | Engineering/ small business | dhrichar@gmail.com | 208-719-2107 |
| Dan Tesulov | Vice-chair 3 years | Real Estate- Small business | dancdahomes@msn.com | 208-964-5030 |
| Lorna Finman | Director-4 years | Science/ Math/ Business owner | lornalcf@gmail.com | 208-640-9412 |
| Patricia Guzman | Director 4 years | Law enforcement/ legal | tsguzman1@aol.com | 208-623-5654 |
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ENROLLMENT

| Grade Level | Current Enrollment | Current ADA | Current Waiting List | Previous Year's Enrollment | Previous Year's ADA |
|--------------|--------------------|-------------|----------------------|----------------------------|---------------------|
| K | 43 | 41.56 | 12 | N/A | N/A |
| 1 | 22 | 21.3 | 31 | N/A | N/A |
| 2 | 24 | 23.64 | 40 | N/A | N/A |
| 3 | 26 | 25.71 | 24 | N/A | |
| 4 | 28 | 26.65 | 48 | | |
| 5 | 29 | 27.85 | 21 | | |
| 6 | 29 | 28.65 | 9 | | |
| 7 | 26 | 25.2 | 18 | | |
| 8 | 22 | 21.35 | 0 | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| TOTAL | 249 | 241.91 | 203 | | |

Student Attrition Rate: 16%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? yes
If yes, briefly describe planned enrollment changes, including numbers and grades affected: We will be adding another first grade class and possibly another primary grade depending on demand.

STUDENT DEMOGRAPHICS

| School Year | Hispanic (# and %) | Asian (# and %) | White (# and %) | Black (# and %) | American Indian (# and %) | LEP (# and %) | FRL (# and %) | Special Education (# and %) |
|-------------|--------------------|-----------------|-----------------|-----------------|---------------------------|---------------|---------------|-----------------------------|
| Current | 4 and < 2% | 4 and < 2% | 241 and 97% | | | | | 2 and <1% |
| Previous | N/A | | | | | | | |

FACULTY AND STAFF

Administrator Name(s): Scott Thomson
Administrator’s Hire Date: 8/15/12
Administrator Email(s): sthompson@northidahostem.org
Current Classified Staff (# FTE): 3
Classified Attrition Rate: 0%
Current Faculty (# FTE): 12.49
Faculty Attrition Rate: 12%

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? N/A
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? N/A
Date submitted to authorizer?
Who performed your most recent programmatic audit?
Date of most recent fiscal audit?
Date submitted to authorizer?

COMMENTS

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

Please describe the greatest successes experienced by your school in the past year:
 ID 21 award/FLL tournaments/invent Idaho/ National History Day/ Students engaged and learning

Please describe any challenges you anticipate during the upcoming year:
 Managing expansion

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

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

North Idaho STEM Charter Academy Annual Update
April 11, 2013

Finances:

- Please see attached dashboards and financial information

Academics:

- **Measurable Student Educational Standards (MSES)**
 - 1. 80% of second grade students who have a 90% attendance record and have attended the school for 2 consecutive years will achieve a score of 3 on the spring IRI and by the end of third grade, 85% of students will receive a score of 3.
 - i. Status: No data at this time
 - 2. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year's growth on their ISAT scores for reading.
 - i. Status: No data at this time
 - 3. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year's growth on their ISAT scores for math.
 - i. Status: No data at this time
 - 4. 85% of fifth and seventh grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year's growth on their ISAT scores for science.
 - i. Status: No data at this time
 - 5. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year's growth on their ISAT scores for language.
 - i. Status: No data at this time
 - 6. By the end of year one, 90% of students will have raised their science course post-test scores by 10% from the pre-test scores
 - i. Status: No data at this time
 - 7. By the end of year two, 90% of students will have raised their science course post-test scores by 15% from the pre-test scores from year one.
 - i. Status: No data at this time
 - 8. By the end of year three, 90% of students will have raised their science course post-test scores by 20% from the pre-test scores from year one.
 - i. Status: No data at this time
 - 9. By the end of year two, students will show a 10% decrease in student discipline referrals from year one.
 - i. Status: No data at this time
- **IRI Fall Results at or above proficiency**
 - Kindergarten: 78.05%

- Grade 1: 88.24%
- Grade 2: 62.50%
- Grade 3: 73.91%
- **Strategies to address IRI concerns:**
 - We are currently developing our Extended Reading Intervention Program
 - Have put in place our RTI team (Response to Intervention)
 - We are providing daily interventions for students scoring a 1 or 2 on the Fall IRI
 - Progress monitoring with weekly probes, small group reinforcement with both the teacher and an aide directly under the supervision of the teacher; have enlisted parent support at home and provided materials and instruction for parents working with their child.
- **Highlighted Successes:**
 - **We are building communities around our program by using professionals and businesses in various STEM fields as mentors such as:**
 - Ross Welburn, an engineer and pilot who arrives by helicopter and has taught both aeronautical and electrical engineering programs
 - Please see attached article "Off to a Flying Start."
 - Shelly Johnson with Cooperative Extension through the University of Idaho for students in grades 1-8 to discuss senior issues for the First Lego League projects and senior solutions
 - John Barber/Former NASA Engineer and was involved with the design of Apollo 13 and also founded the company Modern Transport Systems Corp. to develop MagneGlide, which is a passive magnetic support system that represents the next step in the evolution of transport technology.
 - Gaia Brown, from Pro Tech Communications Incorporated, to expose students to prototypes in grades 5-8
 - Time Warner Egg Drop as kick-off for structural engineering project 5-8
 - Please see attached article
 - Ambassador Joe Bruce from Jet Propulsion Laboratory/ NASA
 - Scott Broder/Inventor of a new history video game where students become people in history
 - Burt Rutan/Inventor/Entrepreneur
 - Please see attached article "High Flying Endorsement."
 - **American Journal of Engineering Education**
 - Asked to submit several paragraphs about our school and have been included in the final paper for publishing
 - **Article on North Idaho STEM Charter Academy in Limitless Learning Magazine**
 - Please see attached article "ID21 Awards Winner."
 - **Student Successes**
 - Invent Idaho
 - Held a school-wide competition with 244 students 1st through 8th grade. This exceeded the regional state competition.
 - Trevor Glander 1st place and interviewed on KXLY news

April 11, 2013

- Eleven students placed at the state competition in Moscow, Idaho
- North Idaho STEM took more awards than any other school at state
- First Lego League participation at the state competition in Moscow at the University of Idaho
 - Awards received 5th through 8th grade
 - Best Presentation
 - Second place in robotics for the entire state
 - Best Rookie Team
 - Best Teamwork
 - Also, 8 Junior First Lego League teams went to state ages 6-9
- National History Day
 - Awards received
 - Six teams are going to the state completion in April
- Story Starters Lego Education literacy program
 - Beta tested
 - Now piloting the program for Lego Education
- Mars Rover/ 60 students from grades 4 through 6th will participate in the state competition at the University of Idaho this spring
- **After school STEM Club**
 - Students developed this program because they wanted to spend more time on STEM projects. Discover Technology offered to provide both the Discovery Bus as well as STEM projects from 4 to 6 pm every other Wednesday. Our project specialist and gifted and talented teacher, Beth Brubaker, and one of our math and science teachers, David Moon, have volunteered their time to facilitate this club on a regular basis.
- **Parent Participation:**
 - Fundraising for playground structure and basketball hoops in the “cafegymatorium”
 - Goal of \$15,000 met and matched by Discover Technology
 - Purchase of a \$60,000 structure at a discounted price of \$30,000
 - Pizza Thursday completely run by parent volunteers
 - Two Book Fairs through Scholastic Books
 - Parent photographer for school events
 - Upcoming Spring Auction Night
 - Classroom volunteers after going through a volunteer orientation
 - We are developing a parent survey for this spring
 - Please see attached draft
- **Grant Awards**
 - ID21 Albertson’s Grant for Creativity and Innovation - \$50,000
 - NWPE Grant received by Beth Brubaker for our grades 1 through 4 Story Starter Literacy Program - \$500.00

- Hecla - \$1,000
- **2013-2014 Enrollment Information**
 - Have received 290 new applications for our enrollment lottery
 - Re-enrollment received 213

Governance:

- **Board Members**
 - Dr. Lorna Finman is a graduate of Stanford University with a PhD in physics. She is the owner of LCF Enterprises and the founder of Discovery Technology
 - Darrell Richardson/Chairman has a Master's of Science in Electrical Engineering from WSU and a Masters of Engineering in Power Transmission and Distribution from Gonzaga
 - Dan Tesulov/Vice-Chairman is Co-Owner and President of Real Team Real Estate Corporate and two time seated member and President of the Rathdrum City Council
 - Trish Guzman/Secretary holds a Bachelor of Science in Criminal Justice and Psychology from California State University at Hayward. She retired from the Los Angeles Police Department and is currently an investigator with the Office of Professional Responsibility, Peace Officer Standards and Training
- **Administration/Business Manager Scott Thomson**
 - Monthly newsletter/email to parents
 - Please see attached "Principal's Perspective"
- **Director of Instruction Colleen Thomson**
- **Office Manager Cathy Richardson**
- **Continue to hold public monthly Board meetings**
- **On-going Board training through ISBA**
- **Development of spring parent survey**
 - The draft contains questions that cover areas of school climate, parent engagement, and school program
 - Please see attached draft
- **Please see attached letters from our Board**

Professional development

- Northwest Nazarene University - Project-based STEM year-long course with full staff participation
- Attendance by teachers at Edufest in Coeur d'Alene and presentations by our project specialist, Beth Brubaker, and science and math teacher, David Moon
- PLATO training for teachers 1st through 8th grade
- Invent Idaho through the University of Idaho - teachers
- MTI (Mathematical Thinking for Instruction)- teachers
- ICLC (Idaho Comprehensive Literacy Courses) teachers

- Behavior is Language- VESI course through Portland University/Language Arts teacher
- School Master training/ on-going all staff and administration
- ISAT training/Administration/ISAT Coordinator
- IRI Training/Director of Education
- Beth Brubaker attendance at conference in Texas featuring keynote speaker Craig Venter who was the first to complete the Human Genome Project and first to create synthetic life.
- EDCI 517: Gifted and Talented Education 5th through 8th science/math teacher
- EDCI 570: Introduction to Research 5th through 8th science/math teacher
- ENVS 536: Principles of Sustainability 5th through 8th science/math teacher

Implemented Strategies:

- Academics
 - Per our value-added goals, we will be measuring student performance in two important ways: Achievement describes the absolute levels attained by a student in their end-of-year tests, and growth describes the progress in test scores made over the school year.
 - That data will guide us to continue in the direction we are going or make to changes needed to positively impact student success.
- Operations/Finance
 - Over the past 3 years, we have been working with John Lynn and Howard Lunderstat from United States Department of Agriculture in order to set-up a loan in the summer of 2014 for expansion and debt restructuring. This would allow us to essentially double our debt load and not increase our debt service payments due to lower interest rates and longer-term financing that a USDA loan would provide.

Plans for the Future:

- 10% increase on cap for student enrollment
- The addition of one more first grade class to accommodate our current kindergartners
- The possible addition of one more primary class once lottery is completed
- The purchase of an additional portable
- Expansion of current parking area
- Installation of playground structure
- Further development of raw land to include more grassy area
- Installation of basketball hoops in gym

Off to a flying start

Charter school opens to helicopter landing, science demonstrations

By BRIAN WALKER
Staff writer

RATHDRUM — Students at the new North Idaho STEM Charter Academy had a hair-raising experience during Tuesday's first day of school.

In a science kind of way, that is. The public K-8 school that focuses on science, technology, engineering and math (STEM) opened to a helicopter landing, hands-on magnetic and electrical demonstrations and NASA visuals.

"It's been a blast," fifth-grader Hanne Larsen said moments after volunteering to show classmates how static electricity can raise your hair.

"At first, I didn't like science that much, but I now know that you can have fun with it so that's made it more interesting."

The school on Meyer Road is full with 265 students and another 270 are on a waiting list, showing the interest in education focusing on specific subjects. It is Kootenai County's third charter school.

"Project-based learning is just a different choice; it doesn't mean that it's better (than other schools or programs)," said Colleen Thomson, director of instruction.

Students at the school start learning about robotics and engi-



BRIAN WALKER/Press

Zach Moore, left, and Christopher Clark, fifth-graders at the new North Idaho STEM Charter Academy in Rathdrum, watch a magnetic demonstration during the first day of school Tuesday.

neering in the first grade. There's "project time" every afternoon.

Thomson said there's a lot of excitement behind the school.

In the days leading up to opening day, families and students pitched in with landscaping, tidying up classrooms and setting up furniture obtained from donations throughout the state.

"It's been a community effort," Thomson said, adding that grants and private funds were used to start the school because charter schools can't bond or levy for land or facilities.

Ross Welburn, a retired elec-

trical engineer who flew in on a helicopter to give magnetic demonstrations, said he wishes such learning opportunities were available to him growing up.

"If you can spark imaginations in science fields at a young age, it has rewards," he said. "I wish I would have gone to a school like this. It's easier to work if your work is fun."

Fifth-grader Daniel Simmons said he believes the school will be right up his alley.

"I like learning how to build things," he said. "You get to both follow instructions and just do random stuff."

Few scrambled eggs during drop contest



Courtesy photo

Fifth- through eighth-graders at the North Idaho STEM Charter Academy in Rathdrum recently designed "egg capsules" for the K-8 school's inaugural egg drop contest. Students Robby Butterfield, left, and Jeremiah Bridwell check out their egg. Thirteen teams had 26 eggs dropped and all but three survived plunges of up to 40 feet from a Time Warner bucket truck above the school's parking lot pavement. Students used paper, cardboard, yarn, chewing gum and drinking straws to make the capsules. The project incorporated science, technology, engineering and math (STEM).

High-flying endorsement

Voyager designer Rutan encouraged by STEM school

By BRIAN WALKER
Staff writer

RATHDRUM — Maverick aviation engineer Burt Rutan believes students at the new North Idaho STEM Charter Academy are worthy of a photo op.

Rutan, who designed the Voyager — which in 1986 became the first airplane to fly around the world without stopping or refueling — took photos of the kids during the school's grand opening on Tuesday because he believes a few of them will be famous some day.

"You don't know who it is yet — it may be several of you and not just one — but someone here will invent a significant breakthrough for mankind and be world famous," Rutan told 265 students and their parents at the school in Rathdrum.

Quite an endorsement from a man who has launched a lot in his own right.

Five of Rutan's planes hang in the Smithsonian National Air and Space Museum, including the Voyager and SpaceShipOne, which in 2004 became the first private rocket plane ever to put a man into space.

His designs propelled him onto magazine covers and "60 Minutes."

Rutan, 69, retired last year and recently moved to North Idaho from the small desert town of Mojave, Calif.

Rutan, sporting his trademark Elvis-style sideburns, said America used to boast more people with doctorate degrees than any other

country. "Everybody was so excited about science," he said.

Today, America is No. 37.

"That's not very good," he said.

But there's hope, Rutan said. And he believes he saw it at the public K-8 STEM (science, technology, engineering and math) school Tuesday.

"I am encouraged with what I see here," he said.

Rutan's dad was a dentist, but Burt knew early on he didn't want to follow in that path.

"When I was a kid, I played with model airplanes," he said.

When he was 12 in 1955, he remembers watching on black-and-white TV about aspirations to reach Mars.

He was intrigued by aviation dreams and he did his part to bring some to reality.

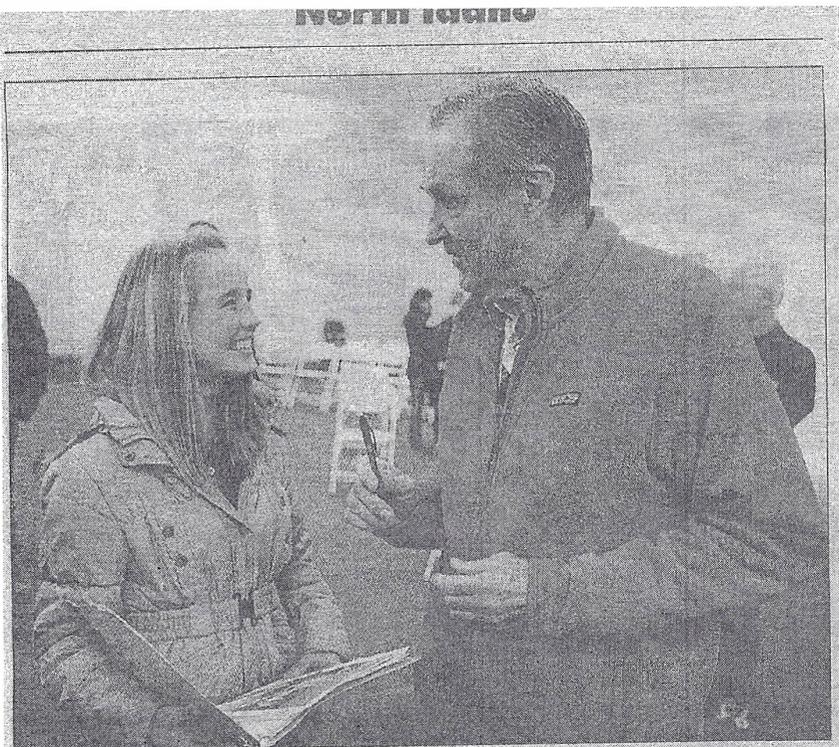
He has been described by Newsweek as "the man responsible for more innovations in modern aviation than any living engineer."

Rutan said students today, aided by multiple school options and more flexibility for teachers, can do the same.

Rutan, who founded the design and manufacturing firm Scaled Composites in 1982, came up with nearly 400 individual concepts — of which 45 have flown.

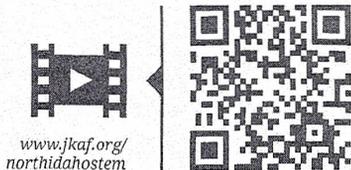
Eighth-grader Cara Williams was among the students who lined up after the assembly to ask Rutan questions and get his autograph.

"I never thought that I'd meet such a really smart inventor," she said. "I was never into airplanes before, but now I'm more into them."



JEROME A. POLLIS/Press

Burt Rutan speaks with Sadie Russell, 13, an eighth-grade student at the North Idaho STEM Charter Academy, following the school's grand opening celebration Tuesday in Rathdrum.



NORTH IDAHO STEM CHARTER ACADEMY

Inquiry-based learning with a radical shakeup of the K-8 class schedule. Students spend every afternoon tackling an ambitious Science, Technology, Engineering or Math (STEM) project with real world applications. Partners include MIT, the Museum of Science and the U.S. Navy.

North Idaho Science Technology Engineering and Math (STEM) Charter Academy has pushed aside the textbooks, paper, pencils and lectures. They've shortened the school week and lengthened school days. Every student utilizes technology daily and collaborates across grade levels and with students from around the world.

If the wait list is any indication, the small community of Rathdrum is hungry for more of this non-traditional approach to learning – nearly 500 students applied for 260 openings.

The K-8 school uses inquiry-based learning to get kids excited about STEM. Students are encouraged to get their hands dirty, dive deep into subjects they're passionate about, and volunteer for service learning projects to build character.

The program also changes the role of students and teachers according to Colleen Thompson, mentor specialist and director of instruction.

"Students lead with their problem-solving and creativity," says Thompson. "Teachers facilitate, create a culture of inquiry and provide support so students can find their personal talents."

"I'm actually getting up on time and when my alarm goes off instead of hitting the snooze button, just because I'm so excited to go to school," says seventh grader, Jessica Millard.

In addition to local STEM professionals, the school is collaborating with KhanAcademy.org, Invent Idaho, the Code Academy, and LEGO Education FIRST LEGO League and WeDo Robotics. They're also partnering with MIT, the Museum of Science and the U.S. Navy.

Thompson believes that early STEM education in a inquiry-based, problem-solving and learning community will help students evolve into tomorrow's entrepreneurs, innovators, manufacturers and business and community leaders.

"The skills students develop are critical to the success of our economy. Our students are creating the future we live in," Thompson says. "All children can learn, but must be challenged and provided the opportunity to find their possibilities."

North Idaho Stem Charter Academy

www.northidahostemcharteracademy.org
Director of Instruction: Colleen Thompson

"All children can learn, but must be challenged and provided the opportunity to find their possibilities."

— Director of Instruction, Colleen Thompson



North Idaho STEM Charter Academy

Parent Survey Draft 2012/2013

School Climate:

1. To what extent do you think your child enjoys going to North Idaho STEM?
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

2. Overall, how much respect do you think your child has for the staff?
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

3. How well do administrators create a school environment that helps children learn?
 - a. Not well at all
 - b. Mildly well
 - c. Fairly well
 - d. Quite well
 - e. Extremely well

4. Overall, how much respect do you think the teachers have for the children?
 - a. Almost no respect
 - b. A little bit of respect
 - c. Some respect
 - d. Quite a bit of respect
 - e. A tremendous amount of respect

5. How fair or unfair is the school's system of evaluating children?
 - a. Very unfair
 - b. Somewhat fair
 - c. Slightly fair
 - d. Neither fair nor unfair
 - e. Slightly fair
 - f. Somewhat fair
 - g. Very fair

6. Students are actively engaged in learning activities for a significant portion of the day.
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

7. The classroom is a secure environment where the emphasis is on academic achievement.
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

8. Students are allowed and helped to develop a sense of responsibility.
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

9. Students are aware of their progress and the criteria used to judge it.
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

10. There is frequent communication between the administration and parents about school programs and events.
 - a. Not at all
 - b. A little bit
 - c. Somewhat
 - d. Quite a bit
 - e. A tremendous amount

School Program

1. How well do the projects offered at your child's school match his or her interests?
 - a. Not well at all
 - b. Mildly well

- c. Fairly well
 - d. Quite well
 - e. Extremely well
2. How well does the overall approach to discipline work for your child?
 - a. Not well at all
 - b. Mildly well
 - c. Fairly well
 - d. Quite well
 - e. Extremely well
 3. How much of a sense of belonging does your child feel at school?
 - a. No belonging at all
 - b. A little bit of belonging
 - c. Some belonging
 - d. Quite a bit of belonging
 - e. A tremendous amount of belonging
 4. How comfortable is your child in asking for help from school adults?
 - a. Not comfortable at all
 - b. Mildly comfortable
 - c. Somewhat comfortable
 - d. Quite comfortable
 - e. Extremely comfortable
 5. How well do you feel your child is being prepared for his or her next academic year?
 - a. Not well at all
 - b. Mildly well
 - c. Fairly well
 - d. Quite well
 - e. Extremely well

Parent Engagement

1. How often do you meet in person with your child's teacher?
 - a. Almost never
 - b. Once or twice per year
 - c. Every few months
 - d. Monthly
 - e. Weekly or more
2. How involved have you been with parent group/s at school?
 - a. Not at all involved
 - b. A little involved

- c. Somewhat involved
 - d. Quite involved
 - e. Extremely involved
3. How confident are you that you can help your child develop good friendships?
- a. Not confident at all
 - b. Slightly confident
 - c. Somewhat confident
 - d. Quite confident
 - e. Extremely confident
4. How confident are you in your ability to support your child's learning at home?
- a. Not confident at all
 - b. Slightly confident
 - c. Somewhat confident
 - d. Quite confident
 - e. Extremely confident
5. How confident are you that you can motivate your child to develop a strong work ethic?
- a. Not confident at all
 - b. Slightly confident
 - c. Somewhat confident
 - d. Quite confident
 - e. Extremely confident

| STEM Charter Academy | 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 | \$629,552.00 | \$567,671.00 | \$645,081.00 | 90.17% | | | |
| Benefit Apportionment | \$97,686.00 | \$84,340.00 | \$95,849.00 | 86.34% | | | |
| Entitlement | \$257,101.00 | \$245,031.00 | \$278,445.00 | 95.31% | | | |
| State Transportation | | | | #DIV/0! | | | |
| Lottery | | \$10,058.00 | \$10,058.00 | #DIV/0! | | | |
| Other State Funds (Specify) | \$7,170.00 | \$3,585.00 | \$3,585.00 | #REF! | | | |
| Special Ed - Regular | | \$23,489.00 | | #DIV/0! | | | |
| Special Ed - ARRA | | | | #DIV/0! | | | |
| Title I | | | | #DIV/0! | | | |
| Federal Title I Funds : ARRA | | | | #DIV/0! | | | |
| Medicaid Reimbursement | | | | #DIV/0! | | | |
| Title IIA | | | | #DIV/0! | | | |
| Local Revenue (Specify) | | | | #DIV/0! | | | |
| Federal Startup Grant | | | | #DIV/0! | | | |
| Other Grants (Specify) | | \$50,000.00 | \$50,000.00 | #DIV/0! | Albertson's ID 21 Award | | |
| Fundraising | | \$30,265.00 | \$40,000.00 | #DIV/0! | | | |
| Interest Earned | | | | #DIV/0! | | | |
| Other (Specify) | | 566000 | \$726,000.00 | #DIV/0! | Albertson's Charter grant + donations | | |
| Other (Specify) | | 3,396 | \$5,094.00 | #DIV/0! | Out of state tuition student. | | |
| TOTAL REVENUE | \$991,509.00 | \$1,583,835.00 | \$1,854,112.00 | 159.74% | | | \$0.00 |
| EXPENDITURES | | | | | | | |
| 100 Salaries | | | | | | | |
| Teachers | \$441,500.00 | \$207,456.00 | \$344,450.00 | 46.99% | | | |
| Special Education | \$21,000.00 | \$7,625.00 | \$12,657.00 | 36.31% | | | |
| Instructional Aides | \$0.00 | | | #DIV/0! | | | |
| Classified/Office | \$55,000.00 | \$22,737.00 | \$45,000.00 | 41.34% | | | |
| Administration | \$60,000.00 | \$30,000.00 | \$60,000.00 | 50.00% | | | |
| Maintenance | \$0.00 | | | #DIV/0! | | | |
| Other (Specify) | | | | #DIV/0! | | | |
| Other (Specify) | | | | #DIV/0! | | | |
| Total Salaries | \$577,500.00 | \$267,818.00 | \$462,107.00 | 46.38% | | | |
| 200 Employee Benefits | | | | | | | |
| PERSI/FICA/Benefits | \$183,680.00 | \$67,352.00 | \$134,000.00 | 36.67% | | | |
| Other (Specify) | | | | #DIV/0! | | | |
| Total Benefits | \$183,680.00 | \$67,352.00 | \$134,000.00 | 36.67% | | | |
| 300 Purchased Services | | | | | | | |
| Management Services | \$10,000.00 | \$6,033.00 | \$8,033.00 | 60.33% | | | |
| Staff Dev/Title IIA | \$4,000.00 | \$0.00 | \$0.00 | 0.00% | | | |
| Legal Pub/Advertising | \$5,000.00 | \$2,457.00 | \$2,837.00 | 49.14% | | | |
| Legal Services | \$5,000.00 | \$0.00 | \$0.00 | 0.00% | | | |
| Special Education | | \$3,398.00 | \$7,000.00 | #DIV/0! | | | |
| Liability & Property Ins | \$12,000.00 | \$7,993.00 | \$8,193.00 | 66.61% | | | |
| Substitute Teachers | \$5,000.00 | \$2,150.00 | \$5,000.00 | 43.00% | | | |
| Board Expenses | | | | #DIV/0! | | | |
| Computer Services | \$10,000.00 | | | 0.00% | | | |
| Transportation | | | | #DIV/0! | | | |
| Travel | \$2,000.00 | \$0.00 | \$2,000.00 | 0.00% | | | |
| Other (Specify) | | | | #DIV/0! | | | |
| Other (Specify) | | | | #DIV/0! | | | |
| Total Services | \$53,000.00 | \$22,031.00 | \$33,063.00 | 41.57% | | | \$0.00 |
| Facilities | | | | | | | |
| Building Lease | | | | 0.00% | | | |

| | | | | | | |
|-------------------------------------|---------------------|-----------------------|-----------------------|-----------------|--|---------------|
| Land Lease | | | | #DIV/0! | | |
| Modular Lease | | | | #DIV/0! | | |
| Utilities, Phones, Lndscp | \$39,000.00 | \$11,438.00 | \$21,038.00 | 5.51% | | |
| Site Preparation | | | | #DIV/0! | | |
| Other (Specify) | | | | #DIV/0! | | |
| Other (Specify) | | | | #DIV/0! | | |
| Total Facilities | \$39,000.00 | \$11,438.00 | \$21,038.00 | 29.33% | | \$0.00 |
| 400 Supplies and Maintenance | | | | | | |
| Textbooks | \$0.00 | | | #DIV/0! | | |
| School Supplies | \$5,000.00 | \$18,501.00 | \$20,000.00 | 370.02% | | |
| Power School | | | | #DIV/0! | | |
| Custodial Supplies | \$10,000.00 | \$4,509.00 | \$6,909.00 | 45.09% | | |
| Other (Specify) | | | | #DIV/0! | | |
| Other (Specify) | | | | #DIV/0! | | |
| Total Supplies | \$15,000.00 | \$23,010.00 | \$26,909.00 | 153.40% | | \$0.00 |
| 500 Capital Objects | | | | | | |
| Furniture | \$5,000.00 | | | 0.00% | | |
| Technical AV Equipment | \$0.00 | 32744 | 50000 | #DIV/0! | Laptops,document cameras,microprocessors, smartboards,software & installation, Albertsons grant | |
| Other (Specify) | | \$32,816.00 | \$40,000.00 | #DIV/0! | Playground equipment and installation | |
| Other (Specify) | \$8,000.00 | \$24,560.00 | \$24,560.00 | 307.00% | copier, SIS software, Iprism filter, software upgrades for laptops | |
| Other (Specify) | | \$796,095.00 | \$796,095.00 | #DIV/0! | Ground prep for portables, Building of Gym, installation of portables, landscaping, sidewalks, infrastru | |
| Other (Specify) | | | | #DIV/0! | | |
| Total Capital Objects | \$13,000.00 | \$886,215.00 | \$910,655.00 | 6817.04% | | \$0.00 |
| Debt Service | | | | | | |
| Specify | \$70,000.00 | \$41,346.00 | \$65,590.00 | #REF! | Mortgage on 6 portables for 7 years at 7% | |
| Specify | | \$5,025.00 | \$11,725.00 | #REF! | 5 year lease /purchase of network system, servers, wireless access points, software, bell system, etc. | |
| Specify | | \$2,500.00 | \$3,360.00 | #DIV/0! | Line of Credit debt service | |
| Total Debt Service | \$70,000.00 | \$48,871.00 | \$80,675.00 | 69.82% | | \$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 | \$5,000.00 | \$20,000.00 | \$20,000.00 | 400.00% | | |
| Building Fund | \$9,000.00 | \$0.00 | \$0.00 | 0.00% | | |
| Total Expenses | \$965,180.00 | \$1,346,735.00 | \$1,688,447.00 | 139.53% | | |
| Carryover from Previous FY | \$0.00 | \$0.00 | \$0.00 | #DIV/0! | | \$0.00 |
| Reserve/(Deficit) | \$26,329.00 | \$237,100.00 | \$165,665.00 | 900.53% | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| STEM Charter Academy | Proposed Budget | Notes | Difference from "Current Fiscal Year" | |
|-------------------------------|-----------------|---|---------------------------------------|--|
| REVENUE | | | | |
| Local Revenue | | | \$0.00 | reflects projected from "current FY" |
| State Revenue | | | | |
| Entitlement | \$311,000.00 | This assumes 2 more primary classes (1st & 3rd) and 90% attendance (we had 97% this year) and only 55 7th & 8th graders even though we had 60 this year and expect to have the same number next year. 15.8 support units. | \$310,999.05 | reflects State actual from "current FY" |
| Wages | | | | |
| Administration | \$69,354.00 | | | |
| Teachers | \$572,401.00 | | | |
| Classified | \$106,114.00 | | \$747,868.10 | reflects all salaries compared to State actual from "current FY" |
| Medicaid | | | \$0.00 | reflects projected from "current FY" |
| Benefit | \$117,000.00 | | #DIV/0! | reflects State actual from "current FY" |
| Transportation | | | #DIV/0! | |
| Federal Revenue | | | | |
| Title I | | | #DIV/0! | reflects State actual from "current FY" |
| Special Ed | \$15,000.00 | | #DIV/0! | reflects State actual from "current FY" |
| Title II | | | #DIV/0! | reflects State actual from "current FY" |
| Startup Grant | | | #DIV/0! | reflects State actual from "current FY" |
| Other Sources (Specify) | | | | |
| Other Sources (Specify) | | | | |
| Other Sources (Specify) | | | | |
| Total Revenue before holdback | \$1,190,869.00 | | #DIV/0! | |
| PROPOSED HOLDBACK | | | | |
| Teacher Salaries | \$30,000.00 | Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011. | | |
| Classified Salaries | \$10,000.00 | | | |
| Admin Salaries | \$5,000.00 | | | |
| Benefits | | | | |
| Entitlement | \$10,000.00 | | | |
| Transportation | | | | |
| Total Holdback | \$55,000.00 | | (\$55,000.00) | there were no holdbacks last year |
| Total Revenue after holdback | \$1,135,869.00 | | \$1,135,867.40 | reflects State actual from "current FY" |
| EXPENDITURES | | | | |
| 100 Salaries | | | | |
| Teachers | \$505,000.00 | | 160,550.00 | reflects projected from "current FY" |
| Admin | \$65,000.00 | | 5,000.00 | reflects projected from "current FY" |
| Classified | \$70,000.00 | | 25,000.00 | reflects projected from "current FY" |
| Special education | | | | |
| Other (Specify) | \$10,000.00 | Pay for Performance | | |
| Other (Specify) | | | | |
| Total Salaries | \$650,000.00 | | 190,550.00 | |
| 200 Benefits | | | | |
| Benefit Dollars | | | | |
| PERSI/Payroll taxes | \$170,000.00 | including Health Benefits | | |
| Other (Specify) | \$0.00 | | | |
| Total Benefits | \$170,000.00 | | \$36,000.00 | reflects projected from "current FY" |
| 300 Purchased Services | | | | |
| Transportation | | | \$0.00 | reflects projected from "current FY" |
| Special Education | \$10,000.00 | | \$3,000.00 | reflects projected from "current FY" |
| Proctor costs | | | | |
| Legal | \$5,000.00 | | \$5,000.00 | reflects projected from "current FY" |
| Insurance | \$12,000.00 | | \$3,807.00 | reflects projected from "current FY" |
| Copier Lease | | | \$0.00 | |
| Printer Lease | | | \$0.00 | |
| Facility Lease | | | \$0.00 | reflects projected from "current FY" |
| Utilities | \$27,500.00 | | \$6,462.00 | reflects projected from "current FY" |
| Professional Development | \$3,000.00 | | \$3,000.00 | reflects projected from "current FY" |

| | | | | |
|---|-----------------------|--|---------------------|--------------------------------------|
| Technology | \$18,000.00 | | \$18,000.00 | reflects projected from "current FY" |
| Management Services | \$24,000.00 | Accounting, payroll, snow removal, office service calls. | \$15,967.00 | reflects projected from "current FY" |
| Legal Publications/Advertising | \$5,000.00 | | \$2,163.00 | reflects projected from "current FY" |
| Substitute Teachers | \$5,000.00 | | (\$10,000.00) | reflects projected from "current FY" |
| Board Expenses | \$2,000.00 | | \$2,000.00 | reflects projected from "current FY" |
| Other (Specify) | | | | |
| Other (Specify) | | | | |
| Total Purchased Services | \$111,500.00 | | \$49,399.00 | |
| Supplies & Materials | | | | |
| Teacher/Classroom | \$9,000.00 | | (\$11,000.00) | reflects projected from "current FY" |
| Office | \$3,000.00 | | \$3,000.00 | Not in 2010 budget. |
| Janitorial | \$9,000.00 | | \$2,091.00 | reflects projected from "current FY" |
| Textbooks | \$5,000.00 | | \$5,000.00 | reflects projected from "current FY" |
| Other (Specify) | \$10,000.00 | Furniture for new classrooms | | |
| Other (Specify) | | | | |
| Total Supplies & Materials | \$36,000.00 | | (\$909.00) | |
| Grant Expenditures | | | | |
| Specify | | | | |
| Specify | | | | |
| Specify | | | | |
| Total Grant Expenditures | \$0.00 | | | |
| Capital Outlay | \$20,000.00 | Down payment and installation of new portable | \$20,000.00 | |
| Total Capital Outlay | \$20,000.00 | | \$20,000.00 | |
| Debt Retirement | \$85,000.00 | Mortgage on portables including new one for 2013-14 | \$85,000.00 | |
| Total Debt Retirement | \$85,000.00 | | \$85,000.00 | |
| Insurance & Judgements | | | \$0.00 | |
| Total Insurance & Judgements | \$0.00 | | \$0.00 | |
| Transfers | | | \$0.00 | |
| Total Transfers | \$0.00 | | \$0.00 | |
| Contingency Reserve | \$10,000.00 | | | |
| Building Fund | \$9,000.00 | | | |
| Total Expenditures | \$1,091,500.00 | | \$380,040.00 | |
| Carryover from Previous FY | \$165,665.00 | Reflects projected reserve/(deficit) from "current year" worksheet | | |
| Reserve/(Deficit) | \$210,034.00 | | | |

North Idaho STEM Charter Academy Balance Sheet

1-Mar-13

ASSETS

Current Assets

| | |
|-----------------------------|------------------|
| Cash | \$356,020 |
| Accounts receivable | |
| (less doubtful accounts) | |
| Inventory | |
| Curriculum | 0 |
| Prepaid expenses | |
| Total Current Assets | \$356,020 |

Fixed Assets

| | |
|-----------------------------------|--------------------|
| Long-term investments | |
| Land | 282,000 |
| Buildings | 740,000 |
| (less accumulated depreciation) | |
| Technology (Laptops/Servers etc.) | 87,000 |
| (less accumulated depreciation) | |
| Furniture and fixtures | 124,000 |
| (less accumulated depreciation) | |
| Total Net Fixed Assets | \$1,233,000 |

TOTAL ASSETS **\$1,589,020**

LIABILITIES

Current Liabilities

| | |
|------------------------------------|-----------------|
| Accounts payable | \$0 |
| Short-term notes | 50,000 |
| Current portion of long-term notes | |
| Interest payable | |
| Taxes payable | |
| Accrued payroll | |
| Total Current Liabilities | \$50,000 |

Long-term Liabilities

| | |
|------------------------------------|------------------|
| Mortgage | \$374,443 |
| Other long-term liabilities | 58,520 |
| Total Long-Term Liabilities | \$432,963 |

Shareholders' Equity

| | |
|-----------------------------------|--------------------|
| Capital stock | |
| Retained earnings | 1,106,057 |
| Total Shareholders' Equity | \$1,106,057 |

TOTAL LIABILITIES & EQUITY **\$1,589,020**

Our mortgage is on 5 portable buildings (10 classes) and one office portable. These are financed at 7% over 7 years. Our plan is to refinance these in two years after showing sufficient cash flow to secure better financing through a USDA loan. This will allow us to continue our methodical approach to growth and substantially help cash flow.