

McCaffrey Middle School



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

2011-2012 School Accountability Report Card

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Data Sources

Data within the SARC was provided by Galt Joint Union Elementary School District, retrieved from the 2011-12 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Mission Statement

Students, staff and parents working together to inspire excellence in education and character.

Principal's Message

Our goal is to have the middle school years prepare our students for high school and nurture their plans for college. For students to achieve their personal best, they must come to school with the right attitude... the right attitude can be more important than their aptitude. With the right attitude, students may embrace the many wonderful opportunities we offer in order for them to get involved with our school and the community. We hope to fulfill these goals and eagerly look forward to our students' participation in their education.

As educators we have the unique opportunity to work with young adolescents. It is our duty to help them see their potential, something that they may not see in themselves. Our staff understands the developmental needs of this age group; we work together with parents to ensure a safe and caring school environment.

Our school encourages parents to maintain an active role in the education of their middle school child. This "middle" phase of education is just as important as in the lower grades- perhaps even more so. Parent participation does have a direct effect on the progress of their student.

McCaffrey Middle School exists because of the outstanding students it serves. It is our pleasure to work with you and your child... working together for a common goal- the education of the student.

School Profile

McCaffrey Middle School is one of six schools in the Galt Joint Union Elementary School District. Robert L. McCaffrey Middle School, named for a long time Galt Elementary District superintendent, is located in the southern part of Sacramento County within the City of Galt. McCaffrey Middle School opened its doors in the fall of 2003 as a sixth through eighth grade school on a traditional calendar. In 2011-12, McCaffrey Middle School enrolled 911 seventh through eighth grade students. Student demographics are illustrated in the chart.

Discipline & Climate for Learning

Our mission at McCaffrey Middle School is: Students, staff and parents working together to inspire excellence in education and character. One way our school supports this mission is through our schoolwide discipline policy. The discipline plan utilized at McCaffrey Middle School is one that promotes accountability and responsibility. The Citizenship Development Program (CDP) is a multiple step process that walks a student through his/her misbehavior and helps them to develop better options and choices for the future. Part of the CDP is for the child to develop a plan of rehabilitation for his/her actions. This contract is signed by the student, parent, teacher, and administrator. Students can clearly see potential consequences if their misbehavior continues while having the opportunity to be rewarded for positive behavior by moving back a step on the CDP. Once a student moves back a step, a positive phone call home is made. This is to inform parents of the progress the student has made.

Another component of our mission is: School to home communication. Teachers send home detailed progress reports throughout the year. Parents can also contact teachers through e-mail or phone calls whenever necessary. Our website also provides school information.

Renaissance is a dynamic and exciting program that recognizes students for their academic achievement. There are varying levels of Renaissance to motivate students to do their best. Each trimester recognizes a new group of students.



Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	2.4%
American Indian	0.8%
Asian	1.6%
Filipino	2.1%
Hispanic or Latino	52.8%
Pacific Islander	0.7%
White	39.3%
Two or More	0.1%
None Reported	0.2%

Rewards for making Renaissance can include things like: early lunch dismissal, t-shirts, pizza parties and entrance to special activities.

McCaffrey also offers Superintendent's Honor Roll and Principal's Honor Roll. Certificates are issued each trimester for students that qualify.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	252	248	172	395	369	296
Suspension Rate	25.7%	25.5%	18.9%	9.6%	9.3%	7.7%
Expulsions	11	13	8	15	18	10
Expulsion Rate	1.1%	1.3%	0.9%	0.4%	0.5%	0.3%

Class Size

The chart shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	24	25	25	3	9	13	7	33	27	-	-	-
Mathematics	31	29	28	-	4	6	4	17	18	2	10	6
Science	26	32	30	1	-	-	6	18	21	-	12	9
Social Science	27	31	30	1	-	1	4	25	23	-	6	6

Enrollment By Grade

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students that require extended leaves from school.

Regular daily attendance is a priority at McCaffrey Middle School. Absence reports are regularly reviewed by the school's attendance secretary. Parents are advised of absences through phone calls, letters, and if necessary, home visits. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
7th	487	488	444
8th	493	484	467

Instructional Time

For the 2011-12 school year, all instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
7th	54,000	59,300
8th	54,000	59,300

Parent Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners and teacher communication through newsletters, email and phone calls. The school also seeks parental participation in the PTA (Parent Teacher Association) and the School Site Council. Parents are enthusiastic about doing their part to create a great school.

Curriculum Development

All training and curriculum development at McCaffrey Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials (School Year 2012-13)

Galt Joint Union Elementary held a Public Hearing on October 24th, 2012, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	History/Social Science	Glencoe/McGraw Hill	2006	Yes	0.0%
7th-8th	Mathematics	Glencoe/McGraw Hill	2008	Yes	0.0%
7th-8th	Reading/Language Arts	Prentice Hall	2002	Yes	0.0%
7th-8th	Science	Glencoe/McGraw Hill	2007	Yes	0.0%

Library Information

The school's library provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. The library is staffed by a part-time library media clerk. Twenty computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Galt and Sacramento, which contain numerous computer workstations.

Computer Resources

All classrooms have at least one computer that is connected to the Internet. McCaffrey Middle School also has two computer labs. One computer lab contains 32 computers and the other contains 38 computers. The computer labs are staffed by two full-time technology teachers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in Microsoft Office Suite and numerous other programs.

School Facilities

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; a library; two technology labs; two music rooms; an ASB room; Math lab; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 08/24/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, Galt Elementary School District budgeted \$520,000 for the deferred maintenance program. This represents 0.18% of the district's general fund budget. The district approved the repair or replacement of carpets as a deferred maintenance project for Marengo Ranch, River Oaks, Valley Oaks, and Vernon Greer in 2012-13.

Safe School Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	64	65	65	58	61	63	52	54	56
Mathematics	57	51	52	62	62	63	48	50	51
Science	79	84	80	70	73	71	54	57	60
History/Social Science	55	59	66	55	59	66	44	48	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	63	63	71	66
School	65	52	80	66
African American/ Black	58	42	64	64
American Indian	*	*	*	*
Asian	92	75	*	*
Filipino	84	53	*	*
Hispanic or Latino	55	45	73	53
Pacific Islander	*	*	*	*
White	74	60	88	80
Males	59	52	80	67
Females	71	52	80	66
Socioeconomically Disadvantaged	57	46	76	56
English Learners	8	11	32	10
Students with Disabilities	36	37	48	19
Migrant Education	21	33	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Physical Performance Testing (School Year 2011-12)

In the spring of each year, McCaffrey Middle is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). The results are displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.6%	20.2%	28.6%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	6	7	7
Similar Schools	5	9	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	55	7	-
Hispanic or Latino			
Actual API Change	71	1	-11
White			
Actual API Change	37	8	16
Socioeconomically Disadvantaged			
Actual API Change	71	11	3
English Learners			
Actual API Change	54	1	-24
Students with Disabilities			
Actual API Change	159	25	-27

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	879	821	2,932	831	4,664,264	788
Black or African American	21	809	55	824	313,201	710
Asian	12	943	47	901	404,670	905
Filipino	18	886	33	913	124,824	869
Hispanic or Latino	462	774	1,601	796	2,425,230	740
White	351	872	1,134	873	1,221,860	853
Socioeconomically Disadvantaged	540	786	1,878	797	2,779,680	737
English Learners	249	715	1,023	772	1,530,297	716
Students with Disabilities	132	644	504	686	530,935	607

Adequate Yearly Progress (AYP) (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring for students and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	66.67%

Teacher Assignment

McCaffrey Middle School recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, McCaffrey Middle School had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	46	43	43	191
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2012-13 school year, the most current data are reported.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Misassignments/Vacancies

	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Staff Development

Staff development is an important part of the planned school program at McCaffrey Middle School. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2011-12, two days in 2010-11, and three days in 2009-10. New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Counseling & Support Staff (School Year 2011-12)

It is the goal of McCaffrey Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:911. The table lists the support service personnel available at McCaffrey Middle.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Bilingual Aide	2	1.0
Health Aide	1	0.4
Instructional Aides	5	1.0
Library Technician	1	0.5
Psychologist	1	0.5
Resource Specialist	2	1.0
Program (RSP) Teacher		
RSP Aide	3	1.0
SDC Aide	9	9
Special Day Class (SDC) Teacher	5	5
Speech and Language Specialist	1	1.0
Technology Teacher	2	1.0

Instruction at McCaffrey Middle school is standards based with emphasis on universal access for all students. Teachers have been trained on differentiation of instruction to meet the needs of all types of learners. The seventh and eighth grade GATE students may be offered accelerated math classes. Our English Language Learners are provided with ELD instruction on a daily basis. Students with special needs are serviced according to their Individual Education Plan. Special education teachers provide specialized instruction to help students meet their individual goals and objectives.

At-risk students are provided extra help through intervention during the school day as well as before school, at lunch and afterschool. Students also have several opportunities to meet with their individual teachers on a daily basis. Individual teachers analyze the data of the students in their class to provide and adjust appropriate learning goals through instruction.

As the year progresses, teachers continue to evaluate the progress of their students on a regular basis. The progress is reported to parents through a variety of means including parent conferences, progress reports, e-mails, phone conversations and student success team meetings.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2010-11 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,690
District	\$65,728
Percentage of Variation	-1.58%
School & State	
All Elementary School Districts	\$65,598
Percentage of Variation	-1.39%

District Expenditures (Fiscal Year 2010-11)

Galt Joint Union Elementary School District spent an average of \$7,677 to educate each student (based on 2010-11 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Galt Joint Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I – Improving Academic Achievement of the Disadvantaged
- Title II – Preparing, Training, Recruiting Highly Qualified Teachers and Administrators
- Title III – Instruction for Limited English Proficient Students
- Economic Impact Aid
- After School Education and Safety
- Transportation
- Special Education
- Maintenance and Operations
- LEA Corrective Action

Contact Information

Parents who wish to participate in McCaffrey Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (209) 745-5462. The district's website (www.galt.k12.ca.us) provides a variety of resources for parents, students and community members.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$37,205	\$40,962
Mid-Range Teachers	\$59,566	\$63,212
Highest Teachers	\$75,223	\$80,545
Elementary School Principals	\$98,513	\$102,057
Middle School Principals	\$101,827	\$106,108
High School Principals	-	\$110,838
Superintendent	\$142,019	\$152,557
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.6%	40.7%
Administrative Salaries	5.0%	6.1%

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,353
From Supplemental/Restricted Sources	\$2,283
From Basic/Unrestricted Sources	\$5,069
District	
From Basic/Unrestricted Sources	\$5,349
Percentage of Variation between School & District	-5.23%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-7.08%