



Oro Grande Elementary School District
Oro Grande Elementary School
2007-2008 School Accountability Report Card

Oro Grande

Elementary School

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Kindergarten - Sixth Grade

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Data Sources

Data within the SARC was provided by Oro Grande School District, retrieved from the 2007-08 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention.

Principal's Message

We are very pleased to present the School Accountability Report Card for the 2007-2008 school year. This report is designed to share important information to our families and to the community we serve regarding the services that are provided by Oro Grande Elementary School. There is a range of information in this report that is required by law to be included. We hope that you will review this report; we believe that it accurately reflects the services that our staff provides to our students. As always, we believe that we can be most successful when we can work in collaboration with our families to help our students be academically successful and support them to become productive young citizens. This staff is committed to providing the best services possible to our students with the resources that we have to work with.

School Profile

In the 2007-08 school year, Oro Grande Elementary School served 116 students in kindergarten through grade six. The school's staff believes that quality education for all students can be achieved through high standards for academic performance and behavior. Oro Grande Elementary School is dedicated to ensuring the academic success of every student and providing a safe, nurturing, rigorous, and relevant educational experience. Student body demographics are illustrated at right.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.9%
American Indian	0.0%
Asian	0.0%
Caucasian	13.8%
Filipino	1.7%
Hispanic or Latino	82.8%
Pacific Islander	0.0%
Multiple or No Response	0.9%

Discipline & Climate for Learning

Students at Oro Grande Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Oro Grande Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school recognizes students for academic achievement, most improvement, and perfect attendance. The school believes parents are partners in enforcing the discipline policies. Students follow a strict behavior and honor code.

Parents and students are informed of discipline policies at the beginning of each school year through the parent/student handbook that outlines student behavior expectations and school and personal safety rules, Back-To-School Night, newsletters, and school assemblies.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	5	7	12	5	7	12
Suspension Rate	4.5%	5.6%	10.3%	1.9%	1.2%	1.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Oro Grande Elementary School. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Students with perfect attendance are rewarded with a pin recognizing them for their accomplishment.

Class Size

Oro Grande Elementary School maintained a schoolwide average class size of 17.3 students in the 2007-08 school year. The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution											
Average Class Size	Classrooms Containing:										
	1-20 Students			21-32 Students			33+ Students				
06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level											
K	17	20	-	1	1	-	-	-	-	-	-
K-3	17	18	17	2	2	3	-	-	-	-	-
3-4	18	-	-	1	-	-	-	-	-	-	-
4-8	32	18	18	-	2	1	1	2	1	1	-
By Subject Area											
Mathematics	-	-	19	-	-	1	-	-	-	-	-

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. 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 Oro Grande School District. Absence reports are regularly reviewed by the school's 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			
	2005-06	2006-07	2007-08
K	14	29	15
1st	13	21	21
2nd	14	13	16
3rd	23	22	15
4th	19	11	16
5th	15	15	20
6th	13	13	13

Parent Involvement

Oro Grande Elementary greatly benefits from its supportive parents who volunteer in a variety of capacities. Parents are also welcome to join the District English Language Advisory Committee and other committees. The school also benefits from several community partnerships, including the Boy Scouts. The school also sponsors reading programs for students.

Curriculum Development

All training and curriculum development activities at Oro Grande School District revolve around the California State Content Standards and Frameworks. Teachers meet weekly on Friday with the principal to review student progress and analyze and evaluate state testing results. Professional development activities were provided during the 2007-08 school year to support the adoption and implementation of the "Reading First" program. In the program, students receive 20 minutes of language arts and 60 minutes of math instruction that is directly tied to state standards every day.

The area of focus changes each week. Students are tested when needed, then are regrouped based on their understanding of the lessons. The program has proven to be very effective in assisting students to reach state standards. Each student has an individualized program to fit their needs.

Oro Grande School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers two staff development days.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to newly credentialed teachers. For experienced teachers, the Peer Assistance and Review (PAR) program utilizes the district's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Instructional Materials

Oro Grande Elementary School District held a Public Hearing on September 9, 2008 and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Oro Grande Elementary School District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoptions occur the year following the state's adoption.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-6	Mathematics	Harcourt Brace	2002	Yes	0.0%
K-6	Science	Houghton Mifflin	2006	Yes	0.0%
K-6	Social Science/ History	Houghton Mifflin	2007	Yes	0.0%

Students visit the library on a regular basis and receive instruction on research techniques and library usage.

Each classroom at Oro Grande Elementary School contains an average of 20 computers for student use. Computer resources within the classrooms are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the numerous branches of the San Bernadino County public library which contain numerous computer workstations.

Contact Information

Parents who wish to volunteer or participate in Oro Grande Elementary School leadership teams, school committees, or school activities may contact the school's office at (760) 245-9260 ext. 10 or visit the website at www.oro grande.net.

School Facilities

Oro Grande Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1947 with another wing added in 1957 and modernized in 1992. Facilities are situated on 10 acres and encompass 24,850 square feet. They include eight permanent classrooms, three portable classrooms, a multi-purpose room/gymnasium, computer lab, library, two playgrounds, staff rooms, and administrative offices. The facility strongly supports teaching and learning through its ample classroom and playground space.

Recent remodeling included recarpeting of all rooms, painting and refinishing all hallways, converting the old kitchen to a new P.E. facility, and overall safety upgrades to the school. Facility information was current as of May 2008.

Safety

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in 2006.

The table below shows the results of the most recent school facilities inspection. 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.

School Facility Conditions				
Date of Last Inspection: 10/20/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates/Fences (Interior and Exterior)	✓			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	✓			
Hazardous Materials (Interior and Exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (Interior and Exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (Inside and Outside)	✓			
Restrooms	✓			
Sewer	✓			
Roofs (observed from the ground, inside/outside the building)	✓			
Playground/School Grounds	✓			
Overall Cleanliness	✓			

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance staff are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

A custodial staff ensures that all classrooms and facilities are in good working order. Classrooms are cleaned each evening. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 2008-09 school year, the district allocated \$7,934 for the deferred maintenance program. This represents 1.16% of the district's general fund budget. Deferred maintenance projects for the school include plumbing.

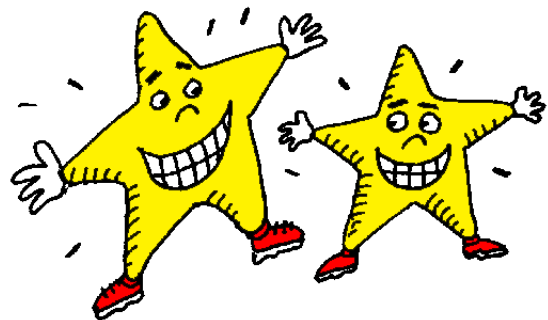
Teacher Assignment

Oro Grande Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Oro Grande Elementary School had six fully credentialed teachers.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	5	6	6	41
Without Full Credentials	1	1	0	15
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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



Highly Qualified Teachers

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.

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	70.4%	29.6%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	60.2%	39.8%

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Oro Grande Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California Standards Test

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

California Standards Test (CST)																																			
Combined % of Students Scoring at Proficient and Advanced Levels																																			
Language Arts															Math										Science										
2			3			4			5			6			2			3			4			5			6			5					
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																																			
School	62	82	44	4	8	6	43	28	0	0	20	27	0	0	23	69	69	71	11	38	75	79	23	0	0	7	13	0	0	0	0	14	13		
District	62	73	45	4	5	22	43	27	43	0	20	43	0	21	28	69	73	55	11	27	66	79	17	55	0	4	22	0	21	12	0	12	32		
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46		
Males																																			
School	*	*	*	6	*	*	*	27	*	*	18	*		*	24	*	*	*	17	*	*	*	27	*	*	9	*		*	0	*	18	*		
District	0	0	41	6	0	17	0	27	30	0	17	40		16	27	0	0	58	17	0	76	0	21	42	0	6	30		25	15	0	17	43		
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48		
Socioeconomically Disadvantaged																																			
School	62	81	44	4	8	6	43	27	*	*	15	27	*	*	23	69	69	71	11	38	75	79	23	*	*	8	13	*	*	0	*	15	13		
District	62	83	39	4	7	10	43	24	42	0	14	36	0	25	24	69	71	63	11	36	69	79	20	50	0	7	22	0	33	6	0	14	25		
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32		
Hispanic or Latino																																			
School	*	75	44	5	*	8	*	17	*	*	8	31	*	*	18	*	58	75	14	*	67	*	17	*	*	8	8	*	*	0	*	8	15		
District	0	71	39	5	8	15	0	13	53	0	6	33	0	7	20	0	64	55	14	33	60	0	13	69	0	6	8	0	14	6	0	6	17		
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32		
English Learners																																			
School	*	73	*	8	*	*	*	*	*	*	*	*		*	12	*	55	*	15	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
District	0	66	23	8	0	0	0	0	0	0	0	0		0	11	0	58	53	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17		

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

Academic Performance Index

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 one (lowest) to ten (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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API School Results				2008 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	1	3	4	702
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	105	43	-36	702
Socioeconomically Disadvantaged				
Actual Growth	104	43	-36	702
Hispanic or Latino				
Actual Growth	-	-	-25	696

N/A - Means a number is not applicable or not available due to missing data.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB 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 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 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 below.

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

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. *The district does not receive Title I funds, therefore does not participate in program improvement.*

Physical Fitness

In the spring of each year, Oro Grande Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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). In 2007-08, 25% of fifth grade students at Oro Grande Elementary met all six fitness requirements.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 35 staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies on Wednesday afternoons.



Counseling & Support Staff

It is the goal of Oro Grande Elementary School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The chart is a list of support services offered at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Psychologist	1	As Needed
Speech/Language Specialist	1	0.2

It is Oro Grande Elementary School's goal that all students are provided the support they need in order to experience success. The school's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are continually reviewed to align with state standards. Through teacher training, monitoring of student achievement, and modification of instruction, Oro Grande Elementary School is able to offer programs to meet the individual needs of its students.

Oro Grande Elementary School recognizes that students with special gifts and talents need more challenging curriculum and instruction. While the school does not have a formal Gifted and Talented Education (GATE) program, these students do receive challenging experiences and opportunities, and may even move on to upper grade level classes with parental permission.

The school offers a variety of programs to students whose test results indicate they need additional support to achieve grade level proficiency. In some cases, students may be referred to Special Education for further evaluation. The school continuously monitors the progress of students and maintains open communication with parents regarding their child's status throughout the school year.

For students whose primary language is not English and who have limited English proficiency, English Language Development (ELD) programs are offered at all grade levels. Students are identified for participation in ELD classes and programs based on the results of the California English Language Development Test (CELDT). The district offers SDAIE based on students' academic abilities and level of English acquisition. Students are grouped according to their level of proficiency and receive supplemental assistance in their regular classrooms.

Oro Grande Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. Teams of teachers, administrators, and the participating students' parents develop Individual Education Plans (IEPs) to provide any additional services to assist students in successful academic careers, including assistance from our Resource Specialist Program (RSP). The IEP team regularly evaluates the plan to monitor its effectiveness, and makes necessary revisions.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Total Expenditures table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$10,152
From Restricted Sources	\$2,907
From Unrestricted Sources	\$7,245
District	
From Unrestricted Sources	\$7,245
Percentage of Variation between School & District	0%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	36.70%

In addition to general fund state funding, Oro Grande Elementary School District receives state and federal categorical funding. The district receives federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Economic Impact Aid
- Instructional Materials
- Class Size Reduction
- Peer Assistance and Review
- Title I
- Home-to-School Transportation
- Mandated Costs Reimbursements
- School Improvement Program

Teacher & Administrative Salaries as a Percentage of Total Budget

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 districts 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 the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	-	\$37,322
Mid-Range Teachers	-	\$53,824
Highest Teachers	-	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	-	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	18.4%	37.6%
Administrative Salaries	13.9%	6.4%

School Site Teacher Salaries

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$50,032
District	\$50,032
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	7.90%

