

SIERRA VISTA ELEMENTARY SCHOOL

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SCHOOL
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2010-11 REPORT CARD

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DISTRICT MISSION STATEMENT

We believe in the worth and dignity of every individual involved in the learning process. Based on this belief, the mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process, all students may become responsible and contributing members of society.



PRINCIPAL'S MESSAGE

Our staff at Sierra Vista is committed to building a positive learning environment for all our students. We have a rigorous academic, standards based program that teaches students to work both cooperatively and independently and to become lifelong learners. Our campus is clean, well maintained, and safe as documented by the Williams Facilities Inspection Report. Our goal is for all students to develop grade level or above grade level skills in reading, writing, and math, and to be nationally competitive. We have high expectations, and based on formative and summative data, are working to provide an arduous curriculum to prepare students for school success throughout their educational years.

COMMUNITY & SCHOOL PROFILE

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally renowned as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere.

Established in 1951, Sierra Vista Elementary School is one of four schools in the Arvin Union School District. Operating on a trimester calendar, Sierra Vista served 856 students in grades kindergarten through six during the 2010-11 school year. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	0.4%
American Indian	0.1%
Asian	0.4%
Filipino	-
Hispanic or Latino	96.0%
Pacific Islander	-
White	2.9%
Two or More	0.1%
None Reported	0.1%

DISCIPLINE & CLIMATE FOR LEARNING

Students at Sierra Vista Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. In order to build an effective, safe school environment, Sierra Vista Elementary School follows an intervention approach to discipline. The goal of Sierra Vista Elementary School's discipline program is to provide students with opportunities to learn self-discipline through the Boys' Town Model of Discipline. This program emphasizes 16 basic skills that are important for effective peer relations and becoming a positive, contributing member of society. Every week students focus on one skill and practice it continuously. The school wide rules are posted in every classroom as is the list of consequences for breaking them. There is also an intervention discipline program containing steps to help students make good choices. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the S.V. Parent Handbook. Policies are communicated during the year through the Parent/Student Handbook, Parent Club Meetings, School Site Council meetings, parent bulletin, and classroom posting of school rules.

The suspensions and expulsions table illustrates total cases for the last three years, as well as the percentage of enrollment. Cases are reported as total number of incidents, not total number of students, as some students may have been involved on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	88	72	40	853	762	452
Suspension Rate	9.7%	8.0%	4.7%	25.4%	22.8%	13.7%
Expulsions	1	0	0	22	5	5
Expulsion Rate	0.1%	0.0%	0.0%	0.7%	0.1%	0.2%

RECOGNITION PROGRAMS

It is the desire of the Sierra Vista Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. With this in mind, Sierra Vista Elementary has developed an extensive list of school-wide recognition programs, including:

- Lunch with the Principal
- Perfect Attendance
- Classroom Awards
- Cougar Pride
- Honor Awards
- Behavior and Academics Awards
- Standardized Testing Recognition Awards
- Citizenship Awards
- Student-of-the-Month
- Caught Being Good
- Principal List

EXTRACURRICULAR ACTIVITIES

Sierra Vista Elementary School recognizes that extracurricular activities enrich the educational and social development of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities include:

- Daytime/Afterschool Intervention
- Arvin Advantage
- Migrant Saturday School
- Field Trips
- Migrant Afterschool Program

SCHOOL ENROLLMENT & ATTENDANCE

Regular attendance at Sierra Vista Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters are sent home if absences are excessive.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

The table illustrates the enrollment trend for the past three years.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	122	124	136
1st	136	135	116
2nd	142	129	121
3rd	138	143	124
4th	122	128	127
5th	131	114	120
6th	117	122	112

CLASS SIZE

The chart illustrates average class size and the number of classrooms for each range of students, by grade level.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
09	10	11	09	10	11	09	10	11	09	10	11	
	By Grade Level											
K	20	23	25	6	-	-	-	5	5	-	-	-
1	19	18	18	7	6	6	-	-	-	-	-	-
2	20	19	19	7	6	6	-	-	-	-	-	-
3	19	24	24	7	-	-	-	5	5	-	-	-
4	24	31	32	-	-	-	5	3	1	-	1	4
5	24	30	30	-	-	-	5	4	4	-	-	-
6	29	29	28	-	-	-	4	4	4	-	-	-

COUNSELING & SUPPORT STAFF

It is the goal of Sierra Vista Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer support services, on a part-time and/or full-time basis. The table illustrates the resources that have been made available to students.

	Number of Staff	Full Time Equivalent
Academic Coach	1	1.0
Librarian	1	1.0
Nurse	1	0.5
Nurse Assistant	1	0.2
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	2.0
Special Day Class (SDC) Teacher	3	3.0
Speech & Language Therapist	1	0.5
Technology Aide	1	1.0
Technology Coordinator	1	0.2

Students diagnosed with special needs are provided specific services by qualified staff to enhance their success. Resource Specialists and a Speech/Language Therapist provide support in addition to traditional classrooms. A Special Day Class for special needs provides tailored instruction for students who qualify. Sierra Vista Elementary School has a total of three Special Day Classes (SDC) on campus. There is one SDC for severely handicapped students and two classes for mild to moderate handicapped students.

Sierra Vista Elementary School participates in the State's First Five (Child Readiness) program. This program serves qualifying students and their families throughout the district, providing medical and nutritional services supplemented with other professional assistance and referrals.

Sierra Vista Elementary School is dedicated to providing each student the opportunity to succeed in future educational endeavors.

To help reach that goal, Sierra Vista offers English immersion classes to students who are designated as English Language Learners (ELL). Sierra Vista offers an after-school program, Arvin Advantage, for at-risk students who need assistance with daily assignments, or intervention with core subjects. Additional intervention programs are available for all students within the regular day setting.

CURRICULUM DEVELOPMENT

All curriculum development at Sierra Vista Elementary 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. The implementation of Sierra Vista Elementary School's curriculum is aligned to the state standards. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

The Curriculum Committee, consisting of grade level staff representatives, and administrators evaluate the success of the curriculum and instructional methods. The committee determines any areas of strength or weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

SCHOOL FACILITIES & SAFETY

Built in 1951, Sierra Vista Elementary School offers a safe and secure campus for students, staff, and visitors. Currently, Sierra Vista Elementary School consists of 34 classrooms, a library, two computer labs, a multipurpose room/cafeteria, a staff room, two playgrounds, and an administrative office. At the time of publication, 100% of the restrooms were fully functional. Facility information is current as of October 2011. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart illustrates the results of the most recent facilities inspection.

Sierra Vista Elementary School's Comprehensive School Site Safety Plan was revised February 2011 by the School Site Council and grade level staff to ensure the protection of students, staff, and school property. All staff members review annually the school site safety policies.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake drills are held once a trimester. Lockdown procedures are practiced by staff and students on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and the location of emergency supplies.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of five to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the 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. At the time of publication, 100% of restrooms were fully functional.

School Facility Conditions				
Date of Last Inspection: 08/23/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Restrooms - New restrooms south side flooring first RR girls one faucet non-operational.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Rm4 - Unlock data network box. Rm12 - Light out 1 strip. Rm16 - Lights two sections out.
Restrooms/Fountains	X			RmK2 - Spigot leak/dripping.
Safety (Fire Safety, Hazardous Materials)	X			RmK2 - Plant and garden spray not locked up.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

PARENT & COMMUNITY INVOLVEMENT

Sierra Vista Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students, such as: School Site Council, Action Plan Leadership Team, Parent Club, and Title I Parent Meetings.

Sierra Vista Elementary School encourages all parents to become involved in the school. Parents and community members may volunteer in the classroom and as field trip chaperones. Parent conferences and Back-to-School Nights are designed to welcome parents, seek input, and answer questions. Parents are encouraged to make an appointment with their child's teacher or principal any time. Trimester newsletters go out to parents with strategies to help students at home.

CONTACT INFORMATION

Parents who wish to participate in Sierra Vista Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6560.

STUDENT ACHIEVEMENT & TESTING

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	27	32	33	28	34	37	49	52	54
Mathematics	33	47	44	34	46	45	46	48	50
Science	16	18	26	24	34	31	50	54	57
History/Social Science	*	*	*	22	28	27	41	44	48

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	37	45	31	27
School	33	44	26	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	33	44	26	*
Pacific Islander	*	*	*	*
White	24	33	*	*
Males	29	42	34	*
Females	37	45	16	*
Socioeconomically Disadvantaged	33	44	27	*
English Learners	24	38	14	*
Students with Disabilities	13	17	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

PHYSICAL FITNESS

In the spring of each year, Sierra Vista Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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). During the 2010-11 school year, 16.4% of fifth grade students met the HFZ.

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			
	2008	2009	2010
Statewide	1	1	1
Similar Schools	4	3	6
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	3	58	-5
Hispanic or Latino			
Actual API Change	4	57	-4
Socioeconomically Disadvantaged			
Actual API Change	4	61	-6
English Learners			
Actual API Change	6	54	-7

Growth API						
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	561	703	2,390	707	4,683,676	778
Hispanic or Latino	540	703	2,308	706	2,406,749	729
White	17	671	64	698	1,258,831	845
Socioeconomically Disadvantaged	542	703	2,285	703	2,731,843	726
English Learners	467	690	1,932	686	1,521,844	707
Students with Disabilities	58	541	249	587	521,815	595

ADEQUATE YEARLY PROGRESS (AYP)

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 (ELA) 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 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 in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		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	In PI	In PI
First Year in PI	1999-2000	2004-2005
Year in PI (2011-12)	Year 5	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	100.00%

INSTRUCTIONAL MATERIALS

Arvin Union Elementary School District held a Public Hearing on September 21, 2010, and determined that each school within the district had 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 Language Learners (ELL), 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.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The most recent textbooks (as of October 2011) for are illustrated in the table.

ADDITIONAL INTERNET ACCESS/ PUBLIC LIBRARIES

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Kern County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.kerncountylibrary.org/>.

LIBRARY & COMPUTER RESOURCES

The Sierra Vista Elementary School library is stocked with numerous titles as well as cds, videos and audiotapes that are available to check out. Students visit the library on a regular basis and are encouraged to visit before and after school. Professional resources are also available for teachers and staff.

Sierra Vista Elementary has two computer labs with 30 workstations, and all classrooms are equipped with three to four Internet-connected computers. All teachers have laptop computers, projectors and Smartboards. Students in kindergarten through sixth grade receive computer-assisted instruction, including Fast Math and Orchard Language Arts.

DATA SOURCES

Data within the SARC was provided by Arvin Union School District, retrieved from the 2010-11 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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.

TEACHER ASSIGNMENT

Arvin Union School District recruits and employs the most qualified credentialed teachers.

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 teaching 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English Language Development	Avenues	2006	Yes	0.0%
6th	English Language Development	McGraw-Hill	2010	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	English/ Language Arts	McGraw-Hill	2010	Yes	0.0%
K-6	Health	Pearson Scott Foresman	2008	Yes	0.0%
K-6	Mathematics	Harcourt Brace	2009	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Social Science/ History	Pearson Scott Foresman	2006	Yes	0.0%
6th	Social Science/ History	Pearson/ Prentice Hall	2006	Yes	0.0%

Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	42	43	41	160
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies

	09-10	10-11	11-12
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.

STAFF DEVELOPMENT

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2010-11, training was on English Language Development Strategies, analyzing state mandated testing results, thinking maps, higher level questioning strategies, and new sixth grade language arts curriculum.

TEACHER & ADMINISTRATIVE SALARIES

The 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 website, www.cde.ca.gov.

SCHOOL SITE TEACHER SALARIES

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,729
District	\$59,737
Percentage of Variation	-0.02%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-8.85%

EXPENDITURES & SERVICES FUNDED

The chart provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

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	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Average Salary Information Teachers - Principal - Superintendent

2009-10

	District	State
Beginning Teachers	\$41,846	\$41,183
Mid-Range Teachers	\$62,153	\$63,647
Highest Teachers	\$76,618	\$80,955
Elementary School Principals	\$92,142	\$102,400
Middle School Principals	\$98,113	\$106,158
High School Principals	-	\$124,133
Superintendent	\$121,355	\$151,742

Salaries as a Percentage of Total Budget

Teacher Salaries	39.0%	41.5%
Administrative Salaries	4.3%	6.2%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,027
From Restricted Sources	\$1,333
From Unrestricted Sources	\$3,695
District	
From Unrestricted Sources	\$5,337
Percentage of Variation between School & District	-30.77%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-32.26%