

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

OAK MEADOW – 2009-10

SOARING LIKE RAPTORS

Oak Meadow Elementary School is a K-5 school nestled in the rolling, oak studded hills of El Dorado County. Oak Meadow opened its doors in July of 2003 with 350 students in grades kindergarten through fifth grade. By August 2008, enrollment had risen to 770 students with an experienced staff of 54 energetic teachers and support personnel.

At Oak Meadow, cooperation, compassion, and celebration of diversity are encouraged in a safe and secure environment. In partnership with students, staff, families and communities, Oak Meadow’s mission is to provide meaningful educational experiences to encourage lifelong learning. We work together to support and develop each child intellectually, physically, socially and emotionally. Our school mascot, the raptor, reflects our desire to soar to new heights in learning each day.

Special programs at Oak Meadow include cross-age buddies, a partnership tutoring/support program with Oak Ridge High School, technology partnership with Intel, and remediation programs to assist students with their academics. Our students are encouraged to become involved and practice responsible habits through participating in school community programs such as T.E.A.M. (Together Everyone Achieves More) Raptors who work as conflict managers and friend finders. Students serve as parking lot supervisors to assist children and parents during pick-up and drop-off times. A school-wide program called Positive Action has also been implemented to encourage our students to make positive choices in their lives.

Parent participation and support is critical to the success of our school program. Parents and staff serve on the School Site Council. This group is actively involved in the writing and implementation of the Single Plan for Student Achievement. The P.T.A. also serves an important role at Oak Meadow, generating and delivering funds that greatly enhance the school’s existing programs. In addition, an Oak Meadow Foundation has been established to augment and support our instructional programs. The foundation purchased a school-wide art program called Meet the Masters which is taught by parent volunteers.

INSTRUCTIONAL PROGRAM

Curriculum standards have been developed that specifically outline what will be taught at each grade level using State Standards and State Frameworks. Assessments and report cards are standards-based. Curriculum improvement is an ongoing, collaborative process and is actively supported by our well-trained staff. Teachers serve on district committees and regularly review performance-based assessments. Strong educational leaders, with the support of administration, have created a learning environment in which all students are successful. Student achievement is closely monitored and early intervention is stressed and supported through the S.S.T. (Student Success Team) process. Curricular areas are summarized below and on the following pages:

Language Arts: Students receive an average of 120 instructional minutes per day in English language skills and literature. We use a balanced literacy approach to teaching listening, speaking, reading, and writing skills. Throughout all grade levels, phonics, the structure of language, writing, and spelling are taught directly through step-by-step strategies. Students learn communication skills by listening to and interacting with good literature. Teacher and district-selected core literature books and activities have been purchased in addition to the district adopted Houghton-Mifflin language arts materials. Our school-wide goal is to have students read an additional 20 minutes per night at home. Classrooms support this through their “I Can Read” programs. Additional materials are used to support the adopted language arts program, including Open Court and Scholastic phonics readers, Signs for Sounds and Explode the Code. Training in “Step Up to Writing,” has been provided by our School Site Council in support of our writing goals. The Accelerated Reader program has been implemented school wide. We have implemented a Push-in Program using the “Read Naturally” and SIPPS programs to help our students with reading comprehension and fluency.

Math: Students are taught mathematical skills, facts and concepts using the Houghton Mifflin math program. This is a balanced, multi-component program aligned with state standards. The Marilyn Burns Math Program, Problem of the Week, Mountain Math and “daily tune-ups” provide supplementary hands-on practice of skills and concepts. In addition, teachers use the skills acquired from DMI (Developing Mathematical Ideas) training, to implement best practices for math instruction.

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HOOR COMENI-HY-NCM300 RCO OH-TRQPMR FACZZA*YH-ZC300 RCO OH-TRQPMR FACZZA*YH-ZC300 RCO OH-TRQPMR FACZZA

Science: The science curriculum is based on our goal of providing a hands-on learning approach in conjunction with teaching the scientific process. The district-adopted the Pearson Scott Foresman program, together with extensive teacher-developed materials and activities, provide a complete science program with activities and experiments in earth, physical, and life sciences. Class field trips also support the instruction.

Social Studies/History – Our goal is to make history and social studies come alive through the use of projects, field trips, and guest speakers. Curriculum materials are designed to help students recognize the connection between the past and the present. Content is correlated regularly with the language arts curriculum to involve reading and writing in the content areas. Using the Harcourt program for grades K-3 and the Scott-Foresman program for grades 4-5.

Visual and Performing Arts: Students are provided visual arts through the Meet the Masters program. A music specialist teaches vocal music for grades first through fifth and a band program is available for intermediate grades. Students in grades second through fifth participate in the school choir. Each grade level is involved in at least one performance/activity during the year and students attend performances such as Fantasy Theater throughout the year.

Physical Education: With an overall goal of lifelong fitness, our P.E. specialists provide our students and teachers with a well-defined, standards based curriculum for grades 1-5. They also offer consultative support to our kindergarten teachers. The focus is on the development of motor skills, movement exploration and the introduction of team sports.

Health: Health is taught by the classroom teacher, with assistance from the school nurse, physical education teacher and counselor.

Technology: At Oak Meadow, learning and using technology is a priority. Our School Site Council is supporting this endeavor through parent support and funds. All classrooms are networked and have Internet access on four student computers and one teacher computer. The computer lab has 30 brand new networked student computers and a teacher computer that is connected to an LCD projector for instructional purposes. We have a computerized library card catalogue and encyclopedia programs in addition to the lab. All teachers use interactive white boards and document cameras as part of their daily instruction.

LEARNING OPPORTUNITIES

We promote the concept that we are a community of learners by encouraging students in different grade levels to work together and support each other. Students in grades 3-5 work with little buddy classes in grades K-2. We also have Oak Ridge High School students working in

classrooms and on our playgrounds to support our programs and instruction.

Our intermediate classes participate in overnight field trips to further extend their understanding of California history and the systems of nature. Fourth graders participate in the living history program at Coloma Outdoor Education School. Fifth graders spend a week at the Marin Headlands by the San Francisco Bay.

Discipline is approached from a positive standpoint with the emphasis on encouraging and rewarding good behavior. All classrooms, and the school as a whole, have clearly communicated discipline plans, and all students are held accountable for upholding their individual responsibilities. Consequences for breaking school rules are consistently applied. A Conflict Manager program is in place where students have been trained to mediate playground problems and foster friendship skills. Students are recognized for positive behavior through our Royal Raptor Program.

CURRICULUM GOALS

Curriculum improvement is a continuing process. District curriculum committees continually evaluate strategies for improving the curriculum and enhancing student performance.

Parents and community members serve with staff on the School Site Council (SSC). The SSC works diligently to update and implement our Single Plan for Student Achievement. To promote and ensure assessment-driven, needs-based instruction in each classroom, funds are allocated for each teacher to spend one-half day each trimester to conduct individual student assessments. The SSC meets bi-monthly to review progress and establish goals in Reading, Mathematics, English Language Learner Program, and School Safety.

SUPPORT SERVICES

GATE: (Gifted and Talented Education) Teachers have been trained to differentiate their curriculum to challenge GATE students on a regular basis. Supplementary opportunities occur throughout the school year both during and after school to provide students with experiences beyond the classroom in fine arts, science, and oral interpretation.

Library Associate: Our library associate is supported by parent volunteers. The library is open six hours each day.

Health Clerk: 3.5 hours each day

District Nurse: .5 days/week

Counselor: 1 day/week

School Psychologist: 1 day/week

Speech and Language Specialist: 5 days/week

SCHOOL STATISTICS

Suspensions: 1.9% (08-09), 4.4% (07-08), 1% (06/07)

Expulsions: 0 (08-09), 0 (07-08), 0 (06/07)

School Days: 180 (equivalent)

Inservice Days: 3 (08/09), 3 (07/08), 3 (06/07)

Oak Meadow School is one of seven schools in the Buckeye Union School District. This report was prepared with assistance from the School Site Council. For further information on Oak Meadow School, please contact the Principal, Barbara Narez, at (916) 933-9746 or (530) 677-9818. For more information on the Buckeye School District, contact the Superintendent, Teresa M. Wenig, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183. Our website address is <http://buckeyeusd.org>

Statistical data regarding student performance, school facilities, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

Student performance is the highest priority in the Buckeye Union School District. The district developed a comprehensive assessment and accountability plan to ensure that information on student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. We have adopted standards for English/language arts, mathematics, history, science, and are adding standards in other curriculum areas as well. We use information from the STAR (state testing program), classroom evidence, and district developed performance assessments to determine whether each student is performing below, at, or above grade level standards. Parents are notified about their child's performance relative to district/state standards for English/ language arts, mathematics, science, and social science. The district report card is based on grade level standards. Targets and goals are established for all subgroups in the School Site Plan based on an annual review of districtwide and statewide standards.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	75	80	80	69	71	75	43	46	50
Mathematics	79	85	88	69	72	74	40	43	46
Science	69	83	81	67	78	79	38	46	50
History-Social Science	0	0	0	70	68	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	65	80	*	
Asian	88	95	64	
Filipino	91	95	*	
Hispanic or Latino	70	83	*	
Pacific Islander	*	*	*	
White (not Hispanic)	80	88	89	
Male	76	86	87	
Female	85	91	75	
Economically Disadvantaged	58	61	*	
English Learners	62	81	*	
Students with Disabilities	57	68	58	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	10
Similar Schools	6	3	7

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	2	28	10	922
White (not Hispanic)	2	22	11	924

"N/A" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Buckeye Union School District identified as a PI school.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.9	18.6	73.5

SCHOOL FACILITIES AND SAFETY

School facilities are safe and clean. Classroom space meets existing standards and play areas are large and include spacious well-maintained athletic fields. Oak Meadow shares a joint use agreement with the El Dorado Hills Community Service District. Grounds and buildings inside and out are maintained with utmost care. The pride and spirit for their beautiful school is shared by staff, students and community and is reflected in the school song.

In November 2006, a district bond measure, Measure K, was supported by voters. There have been technology upgrades and the 6-plex and covered lunch area projects were completed by the summer of 2008.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Good				

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	33	37	40	255
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (2003). Supplemental: Open Court, Scholastic Phonics, Signs for Sounds and Explode the Code.	0
Mathematics	Houghton Mifflin (2008). Supplemental: Marilyn Burns Math Program.	0
Science	Pearson Scott Foresman (2007).	0
History-Social Science	Harcourt, grades K-3, (2006); Scott-Foresman, grades 4-5, (2006).	0
Health	--	NA
Visual and Performing Arts	--	NA

CLASS SIZE AND ENROLLMENT

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	6			20.0	5	1		19.9	6	1	
1	19.7	6			19.6	7			20.4	5	3	
2	19.8	6			20.0	5			19.5	6		
3	20.4	3	2		20.2	4	2		19.5	6		
4	32.0		2		32.5		1	3	33.0		1	4
5	31.0		1		30.8		4		33.0		1	2
K-3									20.0	1		
4-8	30.5		4									

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	139
Grade 1	123
Grade 2	127
Grade 3	129
Grade 4	133
Grade 5	99
Total Enrollment	750

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.33 %
American Indian or Alaska Native	0.13 %
Asian	12.93 %
Filipino	4.53 %
Hispanic or Latino	8.27 %
Pacific Islander	0.13 %
White (not Hispanic)	69.33 %
Multiple or No Response	1.33 %
Socioeconomically Disadvantaged	7.00 %
English Learners	4.00 %
Students with Disabilities	11.00 %

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,149	\$1,512	\$5,637	\$57,834
District	\$7,032	\$1,349	\$5,683	\$61,726
Percent Difference – School Site and District	2%	12%	-1%	-6%
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	2%	-8%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,015	\$41,031
Mid-Range Teacher Salary	\$58,930	\$63,366
Highest Teacher Salary	\$78,196	\$80,596
Average Principal Salary (Elementary)	\$99,684	\$100,937
Average Principal Salary (Middle)	\$104,955	\$105,066
Superintendent Salary	\$150,000	\$147,438
Percent of Budget for Teacher Salaries	44.20 %	40.60 %
Percent of Budget for Administrative Salaries	5.40 %	6.10 %