



Sample Elementary School

ADDRESS: 1271 W. Bellevue Rd., Atwater, CA 95301 COUNTY: Merced
 PRINCIPAL: Lauri Heberline PHONE: 209-357-6143 FAX: 209-357-3509 GRADE LEVELS: K-6

Summary: Overview and Key Resources, 1999-2000

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	560	533	587
Teachers	Total number of teachers on staff, measured as full time equivalents (FTEs)	30	29	31
Students per teacher	Ratio that indicates how available teachers are to students	19	19	19
Academic Performance Index	The state's method of combining SAT-9 scores across all subjects and grade levels	748	N/A	675
Students per computer	Ratio that indicates how many students share one computer	22	9	8
Internet classrooms	Number of classrooms offering Internet connections	25	23	14

Principal's Comments

This year will differ from prior years in several ways. First, because of test results from last spring, we're emphasizing reading in grades 2 through 5. We'll be asking students to read aloud more in school, and be asking them to read more at home.

Second, we've grown, and in more ways than one. We have added two fourth-grade classes. This will add 62 more students to our enrollment. In addition, our fourth and fifth grade classes have grown by 12 students, due to the arrival of new families in our area. The two portable classrooms installed last summer should provide enough classroom space for these new classes.

Third, we'll be getting new playground structures installed over the summer. New benches and playground asphalt will be added at that time.

Major Achievements

- More of our students (23 percent) now qualify for the Gifted and Talented Program (GATE) than last year.
- We have reduced the percent of students reading in the lowest quartile from 25 percent to 12 percent.
- We have tripled the rate at which we are advancing students still learning English to fluency.

Focus For Improvement

- We'll be working on writing more in grades 3 through 5.
- We'll also be identifying problem readers earlier, using computer based testing, and finding reading solutions for each student individually.



Academic Performance Index (API)

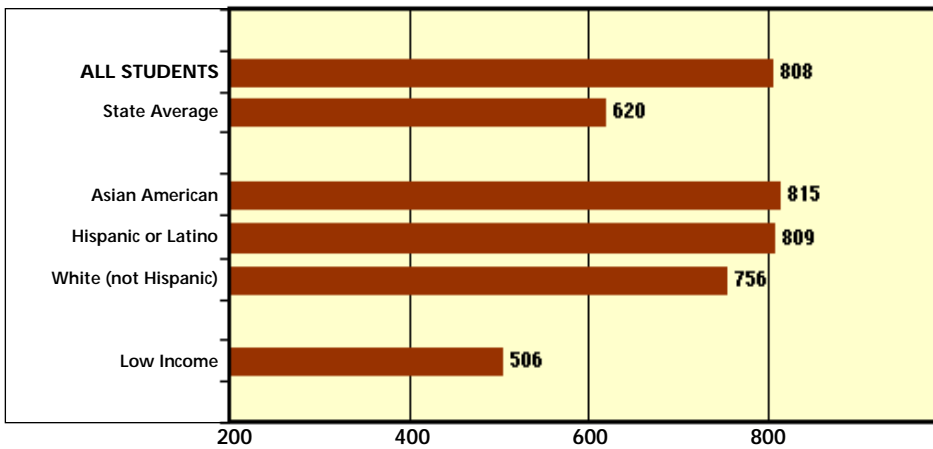
The API is a way of comparing schools, based on their students' test scores. The index was created in 1998 by Governor Davis and the Legislature, and is now used as a basis for awarding money to schools that show progress.

Our school's API was 808, based on the Spring 2000 SAT-9 test results. This was an improvement of 51

points, compared to the prior year's API. About 96 percent of the students took the test, which met the state's required participation rate of 95 percent. The school met its assigned growth target and qualified for bonus funds.

API SCORE IN 2000	808
CHANGE FROM PRIOR YEAR	+51
RANK: COMPARED TO ALL SCHOOLS	8 OUT OF 10
COMPARED TO SIMILAR SCHOOLS	7 OUT OF 10
MET GROWTH TARGET	YES
AWARDED BONUS FUNDS	YES
UNDERPERFORMING SCHOOL	NO

Academic Performance Index (API), Year 2000



Student Achievement

Stanford-9 (SAT-9) Test Scores, 1999-2000

NAME	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High scoring students	Percent of students scoring in the 75th percentile and higher nationally	9%	17%	22%
Students scoring above average (all students)	Percent of students scoring in the 50th percentile and higher nationally	30%	38%	46%
English-proficient students	Percent of English-proficient students scoring in the 50th percentile and higher nationally	34%	50%	57%
Students not yet proficient in English	Percent of limited-English-proficient (LEP) students scoring in the 50th percentile and higher nationally	11%	10%	15%
LANGUAGE				
High scoring students	Percent of students scoring in the 75th percentile and higher nationally	13%	21%	27%
Students scoring above average (all students)	Percent of students scoring in the 50th percentile and higher nationally	35%	43%	51%
English-proficient students	Percent of English-proficient students scoring in the 50th percentile and higher nationally	40%	54%	61%
Students not yet proficient in English	Percent of limited-English-proficient (LEP) students scoring in the 50th percentile and higher nationally	14%	17%	29%
MATH				
High scoring students	Percent of students scoring in the 75th percentile and higher nationally	20%	26%	30%
Students scoring above average (all students)	Percent of students scoring in the 50th percentile and higher nationally	45%	47%	54%
English-proficient students	Percent of English-proficient students scoring in the 50th percentile and higher nationally	50%	57%	62%
Students not yet proficient in English	Percent of limited-English-proficient (LEP) students scoring in the 50th percentile and higher nationally	25%	27%	31%

There are many ways to present test scores. We've constructed two school-wide perspectives on the results: high scoring students and students scoring above average. When the data makes it possible, we also offer the separate scores of students proficient in English, and those students still learning English.

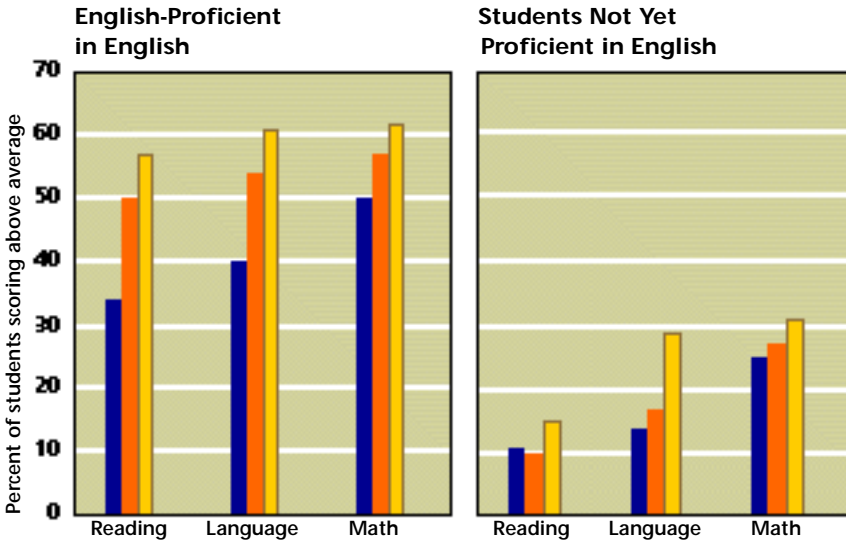
HIGH SCORING STUDENTS: This view of the test scores asks, "What percent of the students in this school scored in the top one-fourth of students nationally?" This is the same as scoring at the 75th percentile or higher. The percent of Nell Dawson's students who scored at the top were: in reading nine percent (compared to 17 percent countywide); 13 percent in language (21 percent countywide); and in math 20 percent (26 percent countywide). The subject with most high-scoring students was math.

STUDENTS SCORING ABOVE AVERAGE: This view of the test scores asks a different question: "What percent of the students in this school scored in the top half of students nationally?" This is the same as scoring at the 50th percentile or higher. Here's the percent of Nell Dawson's students who scored above average: in reading 30 percent (compared to 38 percent countywide); 35 percent in language (43 percent countywide); and in math 45 percent (47 percent countywide). The subject with most students scoring above average was math.

ENGLISH-PROFICIENT STUDENTS SCORING ABOVE AVERAGE: We've separated the results of students who are English-proficient from those students who are still learning English. So while asking the same question—what percent of students scored above average—we look only at the test results of English-proficient students. The percent of our school's English-proficient students who scored above average was: in reading 34 percent (compared to 50 percent countywide); 40 percent in language (54 percent countywide); and in math 50 percent (57 percent countywide). The subject with the most English-proficient students scoring above average was math.

SAT-9, Year 2000

■ Our school ■ District Average ■ State Average



STUDENTS NOT YET PROFICIENT IN ENGLISH SCORING ABOVE AVERAGE:

This view of test scores examines how well students who are not yet proficient in English performed (as opposed to the previous section, which looked at only English-proficient students). Remember, this year's Stanford-9 test was given in English to students who don't yet read English fluently. Obviously, their test results will reflect both their partial mastery of English, as well as their knowledge of the subject matter tested. The percent of Nell Dawson's students still learning English who scored above average was: in reading 11 percent (compared to 10 percent countywide); 14 percent in language (17 percent countywide); and in math 25 percent (27 percent countywide).

Students learning English did best in math.

Three Year Trends in SAT-9 Results

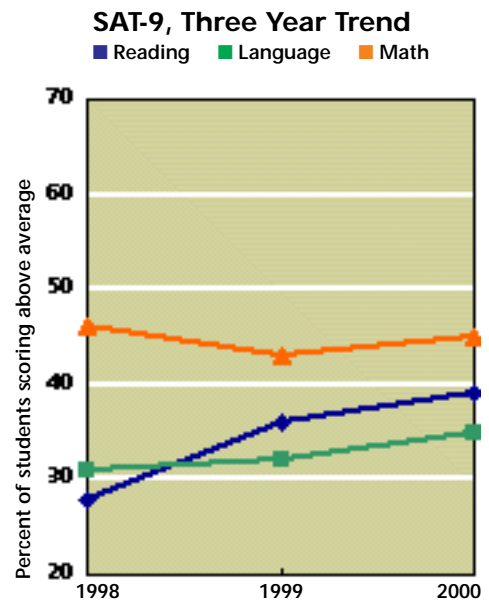
Students in this school have taken the SAT-9 test starting in the second grade, and continuing through grade five. In the table to the right, you'll see the test results of all students in each year for the past three years. Please note that the results you see are the percent of students who scored above average in reading, language and math. This is just one way to view results. There are certainly others, each of them best suited to a different purpose.

We are presenting this measure for one main purpose: as the broadest and simplest measure of how students are doing in each subject tested.

Below you'll see how each class level of students is doing over time. Fifth-graders are identified as the class of 2001, fourth-graders as the class of 2002, third-graders as the class of 2003 and second-graders as the class of 2004. We present the percent of students scoring above average in each subject for each year they've taken the SAT-9 test.

The class of 2001 has taken the test and received results three times. So their results display as a conventional line graph. But the class of 2004 has only taken the test once. So their results are displayed as points (one for each subject tested) on their graph.

If those students who are in each class haven't changed much year to year, the results are a pretty meaningful measure of progress. But if there's been a lot of student turnover – students' families leaving the area and new families arriving – then the results you see are less meaningful.



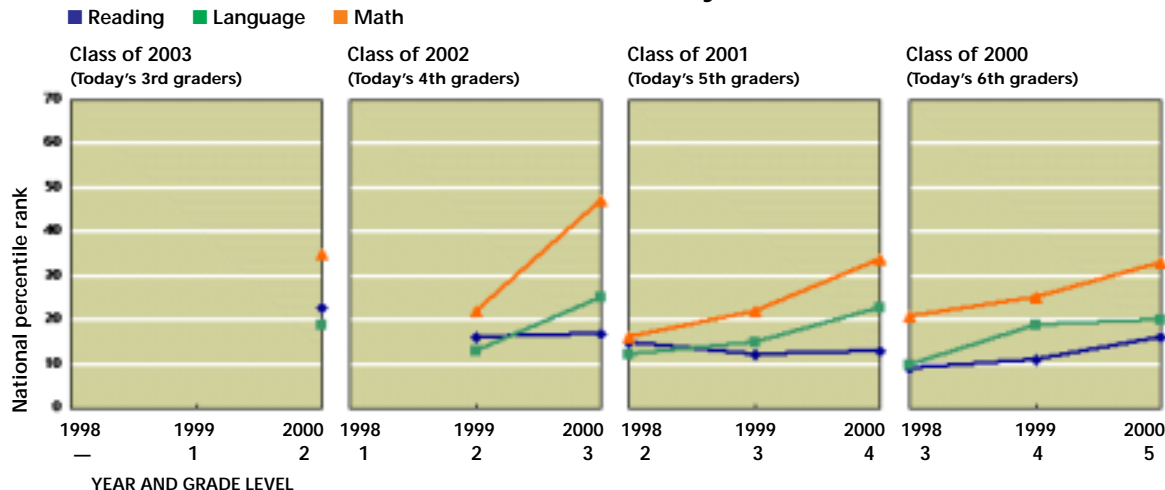
Detail Of Trends in SAT-9 Test Results, Class by Class

Below you'll see how each class of students is doing over time. This is a closer, more detailed look at how the same group of students (more or less) is doing over time.

If those students who are in each class haven't changed much year to year, the results are a fairly meaningful measure of progress. But if there's been a lot of student turnover – students' families leaving the area and new families arriving – then the results you see are less meaningful. Also, when the results of relatively small numbers of students are being analyzed this way, small differences in the scores are statistically not very meaningful.

We have plotted their progress below showing how they've done compared to other students nationally who took the same test. This is known as the national percentile rank, and it shows the percent of students nationally who scored lower than students at our school.

SAT-9, National Percentile Rank Across Time, by Class



Test Results on State Standards

This is the first year that our school is reporting how our students did on a new statewide English and math test. This test is different from the national SAT-9 test because it is based entirely on what California students are supposed to know at each grade level.

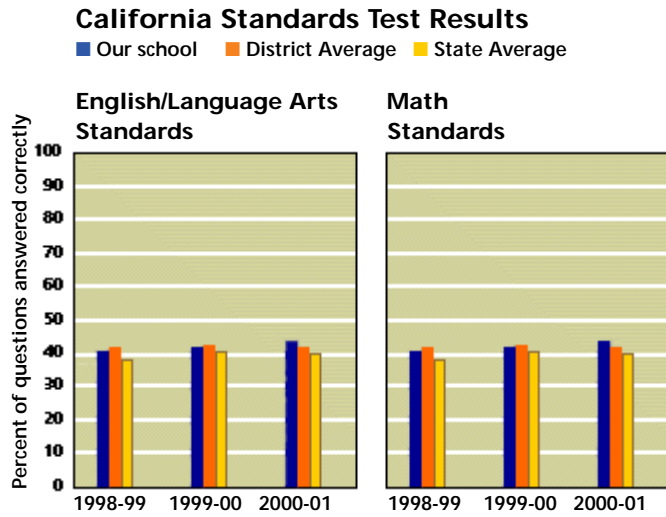
Scores are based on the percent of questions students answer correctly. A panel of experts has decided what constitutes a score that is proficient or advanced. It is the percent of students who fall into either of these top two levels that we are reporting below.

Other Measures of Student Achievement

The District is dedicated to the philosophy that all students can learn. To that end we have implemented several types of assessment. All students are assessed with the STAR or SAT 9 test every Spring. In addition teachers assess daily and will soon be reporting student progress towards mastery of the new state standards. English Language Learners (ELL) are continually assessed with various tests including the Woodcock/Johnson/Munoz from Riverside Publishing. A teaching coach from our SPELL program assesses lessons and implementation in the primary grades and assists the teachers with appropriate methods and delivery styles for the students. Teachers access computer generated tests for specific state standards and monitor student learning weekly.

The standards themselves are set quite high. In fact, the head of the state Board of Education considers the California standards to be among the most difficult in the U.S. Given this deliberate degree of difficulty, and the fact that new textbooks are just now being published to meet these new requirements, we are not surprised at our students' results. They answered, on average 41 percent of the English/language arts questions correctly. On the math standards test, they answered 42 percent of the questions correctly. The graph above shows the percent of questions answered correctly by our students in each of the last three years, and compares their results to other elementary school students in the county and state.

The state Board of Education has also set criteria for five levels of skill or proficiency on the English/language arts test. The two top levels are the goal the Board has set for all students. This is equivalent to answering at least 55 percent of the questions correctly. Based on those criteria, the 33 percent of our students scored at "proficient" or "advanced" levels. This compares to 37 percent for other elementary school students statewide.



Students

Average Class Size by Grade Level, 1999-2000

Our school had an average class size of 23 in the 2000-2001 school year, compared to 19 for other elementary schools in this county. Our school's class sizes, like most elementary schools, differed across grade levels because funding for class-size reduction was focused only on kindergarten through third grade.

GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	19	19
First grade	20	19	19
Second grade	20	19	19
Third grade	20	19	10
Fourth grade	30	29	29
Fifth grade	31	28	29
Average class size	23	22	22

English Language Skills, 1999-2000

LANGUAGE SKILL	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	Percent of students proficient in English	92%	77%	70%
Limited English proficient students	Percent of students not yet proficient in English, as determined by district standards	8%	23%	30%
Advancement rate to English proficiency	Percent of LEP students from prior data graduated (redesignated) to English proficiency	5%	4%	6%

At our school, 92 percent of students were considered to be proficient in English, compared to 77 percent of elementary school students in the county overall. Of the eight percent of our school's students who were still learning English, five percent advanced to English proficiency in the prior year.

Home Languages of Students Learning English

Please note that the table to the left describes the home languages of just those 26 students who were considered by teachers to be less than fluent in English. The language most often spoken at home by these students was Spanish. In California, it's common to find students who are learning English in classes with students whose English skills are well-honed. So when you visit our classrooms, be sure to ask our teachers how they work with language differences among their students.

GRADE LEVEL	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	38%	56%	83%
Vietnamese	8%	6%	3%
Hmong	0%	0%	2%
Cantonese	23%	10%	2%
Filipino/Tagalog	0%	4%	1%
Khmer/Cambodian	4%	2%	1%
Korean	8%	1%	1%
All others	19%	19%	7%

Ethnicity

ETHNICITY	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	Percent of students who identify themselves as African American	19%	21%	8%
Asian Islander/Pacific Islander	Percent of students who identify themselves as Asian American/Pacific Islander	15%	22%	10%
Latino/Hispanic	Percent of students who identify themselves as Latino/Hispanic	6%	25%	45%
White/European American/Other	Percent of students who identify themselves as White/European American/Other	60%	32%	37%

Most of our students identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as African American students, the second-largest ethnic group at our school. Overall, the ethnic composition of our student body looks somewhat different from the county’s student body.

Family Income and Education

FAMILY FACTOR	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low income indicator	Percent of students qualifying for free or reduced-price lunch	8%	39%	58%
Students whose parents attended/graduated college	Percent of students whose parents attended or graduated college	70%	N/A	N/A

The “free or reduced-price lunch” subsidy goes to students whose families earn less than \$30,895 a year (based on a family of four). At our school, eight percent of the students qualified for free or reduced-price lunches, compared to 39 percent of students in the county. Just for reference, the federal poverty guideline for a family of four is \$16,600. It is worth noting that despite

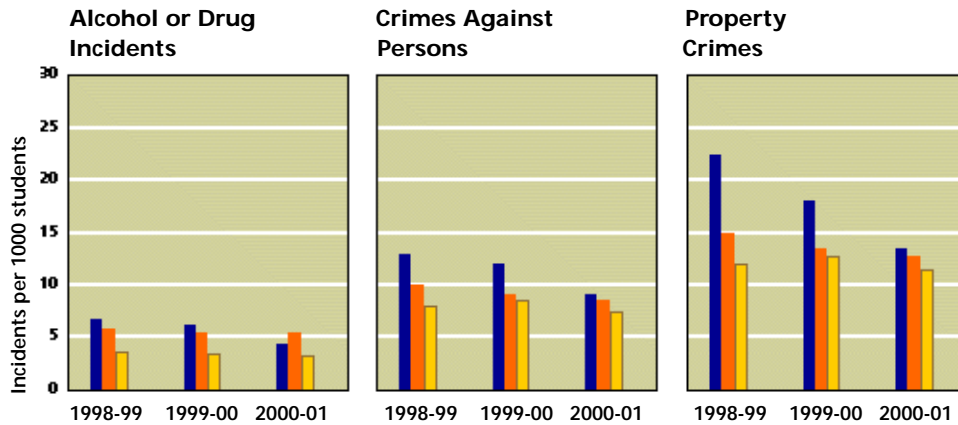
Climate For Learning

Safety

One of the only factual measures of school safety available is the California Safe School Assessment. The information below is drawn from this report, which is filed annually by all schools' principals. The number of incidents per 1000 students is reported in the table below. This way of reporting makes reasonable comparisons possible.

Safety Factors

■ Our school ■ District Average ■ State Average



Attendance

TEACHER ATTENDANCE: Teachers were in class about 98 percent of the time. Absences were due to illness as well as days devoted to school business. Many of our teachers who have joined committees or volunteered to mentor new teachers are required to attend certain conferences or meetings at the district office.

STUDENT ATTENDANCE: Students were in class about 92 percent of the time. We ask parents to make sure students arrive before the final bell. Tardiness and excessive absences affect student learning tremendously. If your child is absent due to illness, you may call the school and arrange to pick up homework assignments. Excessive absences may require the school to report students as truant. In this case, the district policy is to involve the local police department.

Homework

First through sixth grade teachers assign homework Monday through Thursday. Teachers give at least one written assignment daily, and all students are required to read for 10-20 minutes a day. Children in kindergarten receive weekly assignments.

Discipline

Our discipline policies are strict, so we have more suspensions than most elementary schools in this district. All suspensions result in students staying in school, but in separate classes. Classroom tardiness is counted toward in-school detentions. The

SUSPENSIONS AND EXPLUSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students	2000-2001	9.0	8.0	7.0
	1999-2000	6.8	8.2	7.1
	1998-1999	5.5	7.9	7.0
Expulsions per 100 students	2000-2001	1.5	0.7	1.2
	1999-2000	1.0	0.9	1.0
	1998-1999	0.5	0.9	1.1

principal and teachers take turns monitoring school grounds during the ten minutes before the start of school and immediately after dismissal.

We try to prevent discipline problems by training our staff to teach conflict resolution and anger management beginning in first grade. Each grade level holds monthly awards assemblies to recognize students for displaying positive behaviors and for academic improvement/achievement.

Teachers

Experience and Credentials Held By Staff

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years teaching experience	15%	12%	12%
Employed in district	Average years employed in this district	14%	10%	10%
Male teachers	Percent teachers in this school who are male	3%	18%	16%
Elementary credential holders	Percent of staff holding an elementary credential	100%	86%	80%
Secondary credential holders	Percent of staff holding a secondary credential	0%	12%	17%
Emergency permit holders	Percent of staff holding an emergency permit	0%	8%	12%
Trainee credential holders	Percent of staff holding an internship credential	0%	3%	3%

Elmer Wood’s teachers have, on average, about 15 years of experience, compared to about 12 years of experience for elementary school teachers through the state.

About 100 percent of the faculty at Elmer Wood held an elementary credential. This is above the average for California elementary school teachers, which is 80 percent.

None of the faculty at Elmer Wood held emergency permits. In comparison, 12 percent of elementary school teachers throughout the state held these emergency permits. None of the faculty at Elmer Wood held trainee credentials. In comparison, three percent of elementary school teachers throughout the state held trainee credentials.

With a teacher shortage as dramatic as California’s, it is likely that schools will have to recruit teachers who lack formal credentials, but who are still skilled enough to teach successfully. One source of skilled teachers who lack credentials is teachers recruited from outside California, for example. You are welcome to observe classroom teaching in as many classrooms as you have time to visit. Just be sure to call for an appointment first.

Evaluating and Improving Teachers

New teachers and teachers who were hired temporarily are evaluated each school year. Permanent or tenured employees are evaluated every other school year. Principals or assistant principals evaluate teachers by making series of scheduled and unscheduled visits to observe the teacher in action. When a teacher is being evaluated she may be asked to submit her goals for the school year, as well as student work, as evidence that she is achieving her goals. If the evaluator notes that a teacher needs improvement, she will make recommendations and offer support to the teacher. These recommendations typically include having a mentor teacher demonstrate lessons, attending workshops, and participating in follow-up evaluations.

Staff Development

State funding and our school calendar allow for three days of staff training for teachers and administrators. Support staff or classified staff receive one day of training. During these training days, our staff shares specific skills, attends conferences, or meets to be trained on a new curriculum, or how to analyze test scores. This past fall, our staff training day was devoted to technology training.

Teacher Assignment

Two of our experienced teachers have volunteered to mentor our five new teachers. They will meet every other week to discuss issues, inform new teachers about events that occur throughout the year, and support them in lesson planning. Mrs. Joyce Stephanos will not be teaching fifth grade this year; instead she will be a

"teacher on special assignment" and will be working to head the district textbook committee to research new science and math materials.

Substitute Teachers

Our school has not experienced difficulty obtaining trained substitute teachers when our teachers are ill, attending conferences, or off on school business. We are fortunate to have a group of regular subs who are retired teachers from our school. We try to get these teachers to fill in for absent teachers because they know our school policies and are familiar with our texts. On the rare occasion that we cannot find a substitute for a class, the principal or assistant principal may step in to teach. Occasionally we ask for teachers who have preparation periods to give up their preparation hour to sub for additional pay.

Specialized Programs and Staff

Students at Byrd Elementary receive the support services they need from two special education teachers, a speech therapist, a part-time psychologist, and classroom aides. We have a Student Study Team made up of teachers, a special needs teacher, and a counselor. The team makes appointments to meet with families as the need arises. They may meet because a child needs speech therapy, has a suspected learning disability, or behavior issues continue to interrupt learning. We have a part-time nurse and two counseling interns who meet weekly with small groups of students who have problems getting along with others. GATE students choose a topic to focus on and engage in special activities and lessons planned by Mr. Lee, our GATE coordinator.

SUPPORT STAFF POSITION	NUMBER OF STAFF
Counselor	2.5
Librarian	1.0
Psychologist	.5
Social Worker	.5
Nurse	1.0
Resource Specialist	2.0
Speech/Language /Hearing Specialist	.5

Curriculum and Textbooks

Reading and Writing

K-2 teachers have used the Open Court Reading curriculum — a phonics curriculum organized around themes — since 1997. For example, a second grade theme is Kindness. This program also includes real stories by famous children's authors to teach a particular sound or writing concept. This program is new to our 3-5 grade teachers this year. In the upper grades the program focuses on spelling rules, comprehension, and literary terms, as well as various types of writing. It is also theme based in the upper grades.

Math

We are using the Math Steps program developed by Houghton Mifflin to include all the skills that the state requires K-5 students master (state standards). Every student receives a workbook. Lessons use visuals and manipulatives (blocks, fraction pieces, counting beads), and workbook pages offer drills and practice on questions similar to those that appear on the SAT-9. Each unit ends with a Unit Review and a Unit Test that teachers use to mark progress and indicate who needs additional help.

Science

The good thing about our new reading curriculum is that there is at least one science- and social studies-related theme per grade level. For example, in first grade there is a theme called Machines in Our Garden, which emphasizes plants and simple machines. There is also a theme on Journeys that emphasizes maps and travel.

Social Studies

Incorporating science and social studies with reading and writing helps us cover a variety of skills and makes learning less isolated. We also have additional texts for both science and social studies. Our teachers try to make science learning hands-on; therefore, lessons are often project based and take place over time. For example, the fifth graders spend a month on the Lung; this coincides with our Tobacco Prevention Month.

TITLE	SUBJECT AREA	YEAR OF PUBLICATION	IS THERE A BOOK FOR EACH STUDENT?
Open Court Reading	Reading and writing	2000	Yes
Math Steps	Math	1999	Yes
Scholastic Science Place, for K-2, Harcourt Science for 3-5	Science kits on themes such as Insects, Life Cycles	1994	There is a full set per grade level, which the teachers share
Social Studies	Social Studies	2000	Yes
Into English	English as a Second Language	1998	There are enough for our English-language learners

Resources

Buildings

Our school includes 16 buildings, of which six are portables. They were designed to accommodate 600 people, according to the original plans. On an average day, there are about 790 students and staff in these buildings, which is 93 percent of our capacity.

The site was designed for 600 students, which makes it a bit crowded for the approximately 850 students who are here daily. We relied on six portable classrooms to alleviate classroom crowding, but this required that we use up playground space. As a result, we have staggered lunch breaks in order to relieve some crowding on our playgrounds. Our school is scheduled for a new exterior paint job over the summer. We have also requested new plumbing in our student restrooms.

Library

The school's library was turned into classroom space in 1999, when we converted to class sizes of 20 students each in the early elementary grades. The library collection was put on rolling carts and is now shared across classrooms.

Computers

We had 43 computers available for student use, which meant there was, on average, one computer for every 20 students. We also had 10 classrooms connected to the Internet. There is no computer lab. Computers are based in the fourth and fifth grade classrooms.

Parent Involvement

Our Parents' Organization has 60 members who have helped us build and grow a garden, paint some school buildings, and raise funds for our music program. New members are always needed. Some teachers welcome volunteers, especially for field trips and special projects. Translators (English/Spanish and English/Vietnamese) are also needed at many school meetings.

School Schedule

The school year is 180 days. It starts the day after Labor Day and ends the second week of June. The school day starts at 7:45 a.m. and runs until 3 p.m., except on Wednesdays when we dismiss students at 2 p.m. so teachers can meet and plan together. Our before-school doors open at 6:30 a.m., and school doors close at 5 p.m. daily. Please visit our office to find out more about our afterschool programs.

Time Spent on Academics

Our school year includes at least as much time as the state requires for instruction. This is true at every grade level. But please note that we don't take into account several days when students are not in class due to teacher conferences.



Fifth Grade Classroom Time Portion of time spent per subject

- Reading/Writing
- Math
- Science
- Social Studies

Time Spent Teaching Each Year

Our district has planned our school year so that the time we spend actually teaching students is explicit for each grade level. That time is measured in an odd way by us, and that measurement is "instructional minutes." In the adjacent table, you'll find that our district meets or exceeds the state's requirements for every grade level.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (MINUTES PER YEAR)	OUR DISTRICT	STATE MINIMUMS
Kindergarten	38,000	36,000
Grades 1-3	55,800	50,400
Grades 4-5	55,800	54,400

Funding

School Expenses

Our school's expenses last year were \$9,999,999, which is equivalent to \$5,500 per student. This compares to district-wide expenses of \$6,550 per student on average for elementary schools. The majority of our funds are spent on teacher salaries and benefits, classroom aides, and textbooks, all of which are directly related to classroom instruction. Expenses which were covered by special grants or gifts are not included here, nor does this list include the value of donations received.

Our School's Budget Percentage of budget by area

- Direct instruction
- Instructional support
- Pupil services
- Maintenance
- Operations
- Transportation



CATEGORY OF EXPENSE	OUR SCHOOL (TOTAL DOLLARS)	OUR SCHOOL (DOLLARS PER STUDENT)
Direct instruction (teacher salaries, textbooks)	\$999,999	\$3,676
Instructional support (administration and technology)	\$99,999	\$159
Pupil services (counseling, health services)	\$99,999	\$159
Maintenance (repairs to buildings and grounds)	\$99,999	\$159
Operations (cleaning, gardening, utilities)	\$99,999	\$159
Transportation (busing students)	\$99,999	\$159
TOTAL	\$9,99,999	\$5,500

District Salaries

The salaries of teachers and administrators here in our district are reported below. In addition, you'll also find reported the percent of our district's total budget dedicated to teachers' and administrators' salaries. Only direct salary expenses are factored in. The cost of health insurance, pensions, and other indirect forms of compensation are not included below.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$31,014	\$31,014
Mid-range teacher's salary	\$45,570	\$45,570
Highest-paid teacher's salary	\$57,704	\$57,704
Average principal's salary	\$72,652	\$72,652
Superintendent's salary	\$96,296	\$96,296
Percent of budget for teachers' salaries	42%	42%
Percent of budget for administrators' salaries	6%	6%

Technical Note on Data Recency

Most data about students and teachers comes from the annual census which occurs in October of the prior academic year. As a result, real life in our school today may be somewhat different than these numbers imply. The Stanford-9 (SAT-9) test results are from the spring 2001 test cycle. The Academic Performance Index (API) results are taken from the January 2001 release. Also, when we compare our school's results to the results in other schools in the county and state, we are using data only from other elementary schools.