

**2000-2001
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Imperial Unified School District

Frank Wright Intermediate School

2000-2001 Annual School Report Card



515 West 10th Street
Imperial, CA 92251
(760) 355-3240 - FAX (760) 355-3256
Seventh through Eighth Grade

www.icoe.k12.ca.us/iusd/fw

Principal's Message

Welcome to Frank Wright Intermediate School! This report will provide information about our school's achievements, resources, students and staff. We encourage all community members to visit and become familiar with our school.

Parents and community play a very important role. Understanding the school's educational programs and the students' achievements can assist both school and community in ongoing program development.

Frank Wright Intermediate School has a long-standing tradition of excellence. We will continue to explore new educational ideas and trends to improve our academic programs.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring an academically stimulating environment where students are actively involved in their learning, as well as positive values. Through our hard work students will be challenged to reach their maximum potentials.

Frank Wright Intermediate School believes that cooperation between school and community is imperative. We look forward to seeing you at school.

Mission Statement

The mission of Frank Wright Intermediate School is to provide students with an educational environment that facilitates the mastery of essential learning skills, the learning of important skills and concepts taught in the basic academic subjects, the development of physical and emotional health, and the development of interpersonal skills and attitudes relevant to their needs in our society.

Community & School Profile

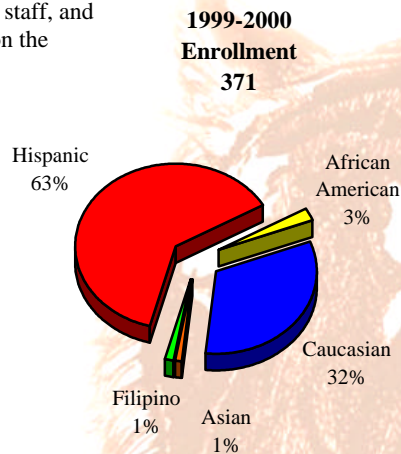
The Frank Wright Intermediate community is located in the city of Imperial, approximately 111 miles east of San Diego and approximately 210 miles southeast of Los Angeles. The Imperial county climate is a desert climate. Winter low temperatures average around 45° and summer highs are around 100°.

The desert was settled by families that worked hard to claim the land from the natural elements. The biggest obstacle they had to overcome was the lack of water. The early pioneers planned and accomplished the amazing task of bringing water from the Colorado River, 60 miles across the desert, to the Imperial Valley. They used animals, their own brute strength, and sheer determination to construct the All American Canal which now provides water to the Valley.

The desert climate in the Imperial Valley allows for plants to grow continuously throughout the year. Because of this, the main source of income in the county is farming. At some time or another, during the year, various crops are in production. Some of these include: lettuce, cauliflower, broccoli, citrus, wheat, sugar beets, alfalfa, sudan grass, carrots, tomatoes, and the famous Imperial Sweet Onions.

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1901 and produced its first graduation class in 1906. The district educates students in grades kindergarten through twelve on a tradition calendar system. There are currently three elementary schools, one middle school, one high school, and one continuation school in the district. Imperial Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Frank Wright Intermediate School is located in the city of Imperial. The school opened its doors in 1957 to grades seven through eight. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Frank Wright Intermediate School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.



Discipline & Climate for Learning

Students at Frank Wright Intermediate School have many opportunities to demonstrate their individual talents. School staff encourage every child to stretch his/her energies, abilities and talents.

Frank Wright Intermediate School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of Frank Wright Intermediate School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Frank Wright Intermediate School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual student handbooks.

Attendance

Regular attendance at Frank Wright Intermediate School is a necessary part of the learning process and is critical to academic success. Attendance policies are clearly stated, consistently enforced, and fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

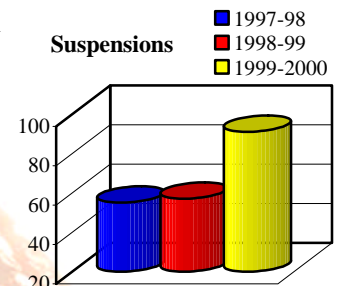
Punctuality and promptness are desirable traits to develop. The students of Frank Wright Intermediate School are expected to be in their seats and ready

for instruction at the designated time. Students who are late to class must secure a pass from the office before going to class.

The District annually provides a Student Conduct Code for each of its sites. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth.

Imperial Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Frank Wright Intermediate School expelled 5 students over the past three years, expulsions occur only when required by law or when all other alternatives are exhausted.



Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extra-curricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and prevent behavioral problems. Extracurricular activities and programs include:

- Associated Student Body
- Club Live
- Honor Society
- Yearbook Club

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other junior high schools in the area.

- Soccer
- Basketball
- Softball
- Volleyball
- Track

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Science Fair
- Honor Roll
- Math Competition
- Honor Society
- Social Science Competition

Special recognition is given for specific accomplishments and levels of achievement:

- Presidential Physical Fitness Awards
- Athletic Awards Night
- Academic Award Night
- Attendance Awards

Homework

Frank Wright Intermediate School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels. Each teacher determines the appropriate measure of homework for his or her students. Appropriate homework is assigned at all grade levels, Monday through Thursday. Each student is expected to complete his/her homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

Counseling & Other Support Services

It is the goal of Imperial Unified School District 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 district provides qualified personnel to provide counseling and support services, on a full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

- District Nurse – full-time
- District Psychologist – full-time
- One Counselor - full-time

Special Education

The goal of the Imperial Unified School District Special Education Program is to provide training and support for students and teachers to allow students to experience success in the regular education classroom. Through continual monitoring, measuring, and modifying Frank Wright Intermediate School's philosophy is that every child is capable of benefiting from the regular education classroom. Through continual support and training, the Special Education Program helps teachers adopt program modifications and teaching styles respectful of students' needs.

Community Resources

The district/school uses all available resources in the community to assist students in their emotional and academic development using the following resources:

- ALPH Program
- Social Services
- Child Protective Services
- Mental Health

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth target it may be eligible to receive monetary and non-monetary awards.

1999 Percent Tested ¹	1999 API ²	1999 State- wide Rank ³	1999 Similar Schools Rank ³	1999- 2000 Growth Target ⁴	2000 API Target ⁵	Awards Eligible
92	631	5	7	8	639	Yes
2000 API Score		711	2000 API Growth		72	

¹ This percent is calculated by dividing the number of students tested by enrollment on grades tested as indicated on the October, 1998 CBEDS School Information Form.

² The API scale is 200-1000. Only scores for students in the district the prior school year are included in the calculation.

³ Rankings are in deciles with 10 being the highest and 1 being the lowest. Each decile contains 10% of all schools.

⁴ The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target 800.

⁵ This is the sum of the 1999 API plus 1999-2000 Growth target.

Frank Wright Intermediate School exceeded its growth target of 8 by 64 points, demonstrating Frank Wright Intermediate School's efforts and determination to guide students towards the path of academic success.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Frank Wright Intermediate School. These measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program. These measures are especially helpful as active long-term reflections of student instructional growth.

Assessments are administered to all grade levels throughout the year.

- Writing Proficiencies
- Teacher Grades
- Accelerated Reading Star Assessment
- Accelerated Math Star Assessment

Standardized State Testing

Frank Wright Intermediate School participates in the state's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series, Ninth Edition (SAT-9), the most respected achievement test in the country. The SAT-9 was modified to include items directly tied to the state's curriculum standards.

The SAT-9 was administered for the first time statewide in the spring of 1998 to all students, grades 2-11. This nationally norm-referenced test measures a student's performance in various academic subjects against other students at the same grade who take the test. Students at Frank Wright Intermediate School were tested in reading, math, language, and spelling.

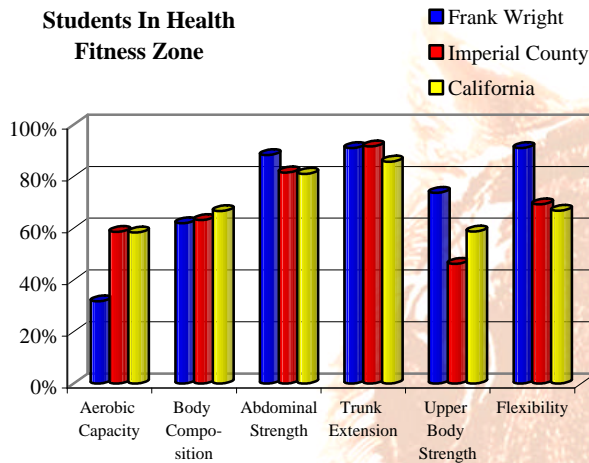
SAT-9 results are presented as national grade percentile ranks. A student scoring at the 65th percentile has scored higher than 65% of the other students nationally who are in the same grade who took this test.

The adjacent chart illustrates Frank Wright Intermediate School's results compared to the National Percentile Rank (NPR), showing the proportion of students that scored at or above the 50th percentile. Specific levels of student performance are provided to parents.

Physical Fitness

In the spring of each year, Frank Wright Intermediate School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and compares student performance to other students statewide that are in the same grade level who took the test.

The physical fitness test measures six fitness areas and students are provided several options to perform tasks in each area. The scores presented below represent the percentage of students tested that either met or exceeded the standards recommended fitness zones established by the Cooper Institute for Aerobic Research.



Golden State Exam

The Golden State Exam is a voluntary program that offers end of course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to exert extra effort in key subjects and to receive public recognition for their achievements. During the 1999-2000 school year, 45 students took the Golden State Exam.

Training & Curriculum Improvement

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

The writing and implementation of Frank Wright Intermediate's curriculum is an ongoing process. Curriculum planning is done through careful review of the district/state standards, the state frameworks, the district policies, review of the SAT-9 results, review of multiple measures, and research. Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements.

Staff members are encouraged to attend workshops and conferences provided by the district, outside agencies, and consultants. During the 1999-2000 school year, training was offered on the following topics: BTSA Training, Math Network Symposium, PQR Facilitator Training, AVID Summer Institute, and Special Education Training.

Several of the district's teachers are participating in the Beginning Teacher Support Assessment (BTSA) program; a training program to prepare teachers to become "support providers" for the BTSA program. There are 3 teachers at Frank Wright who are eligible for this training.

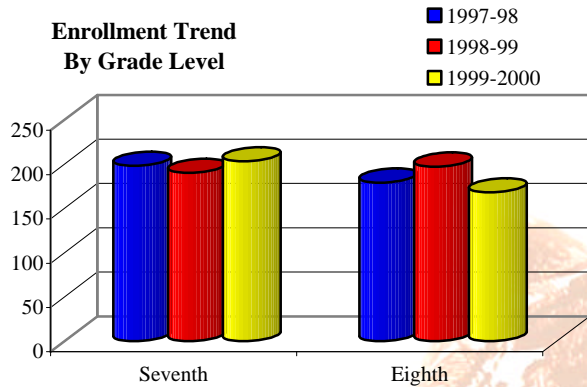
For the 2000-2001 school year, staff at Imperial Unified School District and Frank Wright Intermediate will continue to make a strong commitment to provide guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

SAT-9 Results 1998, 1999, 2000									
Reading									
Grade	7			8					
	98	99	00	98	99	00			
Year Ending									
% At or Above National Average									
F. M. Wright Interm.	30	44	46	37	37	55			
Imperial County	27	28	31	28	31	33			
Statewide	44	44	46	46	47	49			
NPR for Average Student Score									
F. M. Wright Interm.	32	43	45	37	39	54			
Imperial County	27	29	34	30	34	35			
Statewide	41	43	45	44	46	47			
Math									
Grade	7			8					
	98	99	00	98	99	00			
Year Ending									
% At or Above National Average									
F. M. Wright Interm.	41	49	59	42	45	59			
Imperial County	27	28	36	24	28	33			
Statewide	42	45	48	42	45	48			
NPR for Average Student Score									
F. M. Wright Interm.	41	49	59	42	47	58			
Imperial County	32	33	41	31	34	39			
Statewide	45	47	51	45	48	50			
Language									
Grade	7			8					
	98	99	00	98	99	00			
Year Ending									
% At or Above National Average									
F. M. Wright Interm.	38	45	58	40	45	60			
Imperial County	34	37	44	32	35	38			
Statewide	50	51	54	47	49	51			
NPR for Average Student Score									
F. M. Wright Interm.	37	47	57	41	46	60			
Imperial County	35	37	44	35	37	40			
Statewide	49	51	54	47	49	51			
Spelling									
Grade	7			8					
	98	99	00	98	99	00			
Year Ending									
% At or Above National Average									
F. M. Wright Interm.	41	48	53	31	33	47			
Imperial County	30	31	34	22	23	26			
Statewide	43	44	47	33	35	37			
NPR for Average Student Score									
F. M. Wright Interm.	36	47	50	33	36	45			
Imperial County	30	31	35	27	28	31			
Statewide	42	43	45	36	38	39			

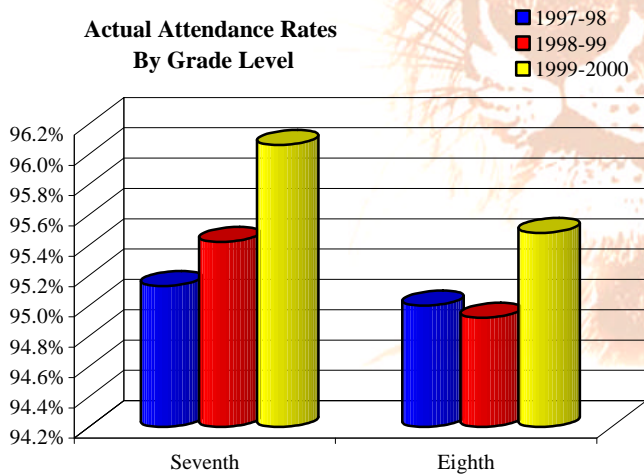
All students, including Limited English Proficient

School Attendance

Student enrollment over the past three years at Frank Wright Intermediate School has decreased by 1.6%. Schoolwide enrollment at the beginning of the 1999-2000 school year was 371 students. Frank Wright Intermediate School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size. During the 1999-2000 school year, 5% of the school's enrollment was comprised of interdistrict transfers from other districts throughout Imperial County.



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 regular daily attendance is a priority at Frank Wright Intermediate School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The actual daily attendance rate for all grade levels for Frank Wright Intermediate School was 95.79%. The chart below displays Frank Wright Intermediate School's actual daily student attendance rate for the past three years.



Intervention programs that promote attendance include:

- Perfect Attendance Awards.
- Follow up home visits by the security department when warranted.
- Referring excessive absences, truanancies, and tardies to the School Attendance Review Board (SARB).
- Encouraging parents to support school policy for school attendance by allowing students to miss school only when they are ill.

Instructional Minutes

During the 1999-2000 school year, all instructional minute requirements at Frank Wright Intermediate School either met or exceeded state requirements. The California Education Code requires that students in grades seven and eight receive a minimum of 54,000 minutes of instructional time. Frank Wright Intermediate School offered 66,920 during the 1999-2000 school year.

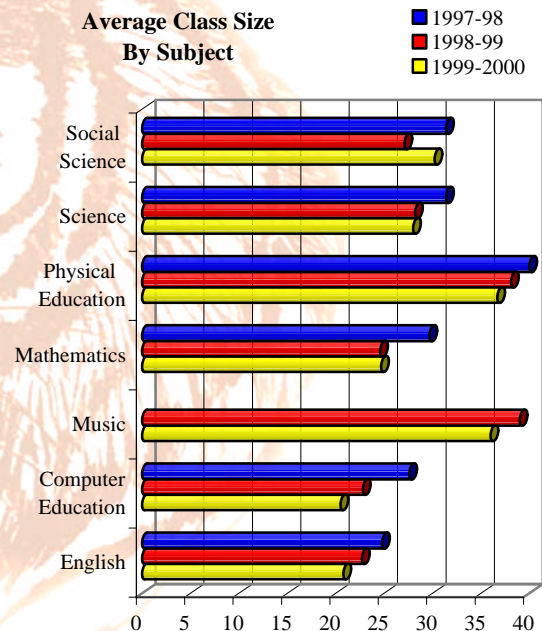
Students receive 56 minutes of specialized instruction daily in each subject area by appropriately credentialed teachers.

Minimum Days

Frank Wright Intermediate School's 180 instructional days for the 1999-2000 school year either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Class Size

Frank Wright Intermediate School maintained a schoolwide average class size of 26 students and a pupil/teacher ratio of 22:1 for the 1999-2000 school year. The ratio of students per teacher varies by grade level and subject area taught.



Textbooks and Instructional Materials

Frank Wright Intermediate School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Frank Wright Intermediate School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators, teachers and district personnel establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption.

Subject Adoption Year	Publisher	Series	Grade Levels
Language Arts 1997	McDougal-Littel Scott Foresman	Language of Literature ESL	7-8 7-8
Mathematics 1995	Silver-Burdett-Ginn	Exploring Math	7-8
Science 1999/2000	Holt-Sci. & Tech.	Science	7-8
History/Social Studies, 1990 and 1999	Houghton Mifflin Holt, Rinehart & Wintson	Social Studies	7 8

The school's library is stocked with 9,140 books that are available for students to check out. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and reading skills.

	1997-98	1998-99	1999-2000
Computers	60	80	87
Students per computer	6.4	4.8	4.3
Classrooms connected to Internet	2	2	14

Frank Wright Intermediate School's website provides a variety of resources and information for parents, staff, students and community members.

School Facilities & Safety

Frank Wright Intermediate School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1957, which are all up-to-date and provide adequate space for students and staff. Custodial care is done on a daily basis to ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Imperial Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Frank Wright Intermediate School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The Imperial Unified School District's Emergency & Disaster Preparedness Plan is sent home to parents at the beginning of each school year. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The Frank Wright Intermediate School Site Council has reviewed the School Safety Plan. This plan has been approved and submitted to the District Board of Education. There were no instances of crime reported on school grounds in 1999-2000.

Quality of Instruction & Leadership

Leadership at Imperial Unified School District is a responsibility shared between district administration, the school principals, instructional staff, students, and parents. The district's emphasis has always been on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the State Content Standards and Frameworks and District standards.

The District requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Leadership groups and committees throughout the district include:

- School Site Council
- School Advisory Committee
- District Language Advisory Committee
- Program Quality Review
- Coordinated Compliance Review
- Safe School Committee
- Technology Team
- Grant Writing Teams
- Student Study Team

The School Site Council, comprised of the principal, staff members, and parents, meets regularly to monitor the School Improvement Program (SIP). Each spring the School Site Council and school staff review and update the School Improvement and School Site Safety Plans. The School Improvement Plan identifies Frank Wright's education plan for the year. Site goals, objectives, action steps, timelines, expenditures, and evaluation processes are described in the plan.

Teacher Assignment

Frank Wright Intermediate School recruits and employs the most qualified credentialed teachers. For the 1999-2000 school year, Frank Wright Intermediate School had 14 fully credentialed teachers who met all credential requirements in accordance with State of California requirements.

Teacher Credential Status

	1997-98	1998-99	1999-2000
Fully Credentialed	12	12	14
Emergency Credentials	3	5	4
Without Credentials	0	0	0
Pre-Interns	0	0	1
Working Outside Subject	2	2	2

All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are currently assigned to teach. Many teachers hold multiple credentials. Teaching staff is encouraged to continue their individual efforts in attaining additional training and education.

Frank Wright Intermediate School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 1999-2000 school year, certificated staff consisted of 17 employees: 64 percent with 30+ additional units

beyond their bachelor's degree and 5 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- District Band Instructor
- District Bilingual Technician
- Bilingual Instructional Assistant
- Speech Specialist
- Resource Specialist
- Special Day Class
- Special Education Assistants
- Library Clerk
- Gifted and Talented Education Teacher
- Migrant Instructional Assistant

Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Tenured certificated teachers are formally evaluated at least once every two years. Probationary certificated teachers are formally evaluated twice in each of their two probationary teaching years. The school principal conducts each evaluation and assesses performance based on four criteria:

- Students' progress, as compared to district standards
- Create and maintain an effective learning environment
- Teaching techniques and strategies
- Progress in meeting curricular objectives

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The 1999-2000 topics for staff development were:

Categorical Program and Grant Review

- Eligibility Requirements
- Teaching Strategies
- Classroom Management
- Pupil Performance
- Prepare for CCR/WASC Review

The Regular Education Teacher's Role in the Special Education Process/Site Specific In-service on Classroom Strategies

- In-service on Special Education
- Student Study Team Process
- K-6 Teachers – Effective Teaching Strategies and Title I/Compensatory Education
- 7th and 8th Grade Teachers – Classroom Management
- High School Teachers – Digital High School

Standards and Assessment/Promotion Retention - K-6 Teachers

- New Promotion Retention Policy
- Grading Policy
- Standards and Assessments
- Grade Level Standards

Classroom Management/Instructional Strategies - 7-12 grade Teachers

- Review Instructional Strategies involving School-to-Career, AVID and Classroom Management

State Mentor Teacher funds provide district mentor teachers to assist new teachers. Eisenhower funds provide staff with a math and science mentor teacher. The district pays the costs to allow teachers to attend BCLAD*, CLAD**, and SDAIE*** training to receive certification to assist English language learners.

**BCLAD – Bilingual Crosscultural, Language and Academic Development*

*** CLAD – Crosscultural, Language and Academic Development*

**** SDAIE – Specially Designed Academic Instruction in English*

Substitute Teachers

Staff attendance is critical to maintaining the quality of instruction and learning. Due to countywide class size reductions, CBEST (California Basic Educational Skills Test) certified substitutes have been difficult to obtain. Imperial Unified School District has requested a waiver from the state for CBEST for substitutes.

Currently, Imperial Unified School District has 57 fully credentialed substitutes and 20 on waiver. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, Imperial Unified School District advertises employment opportunities in local newspapers and on the Internet.

Expenditures Per Student & Types of Services Funded

For the 1998-99 school year, Imperial Unified School District spent an average of \$4,950 to educate each student. The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required annually by law and is compared with other districts statewide.

Current Expense of Education Per Student* 1998-99

Imperial Unified School District	Statewide Average	
	All Unified Districts	All Districts
\$4,950	\$5,416	\$5,379

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

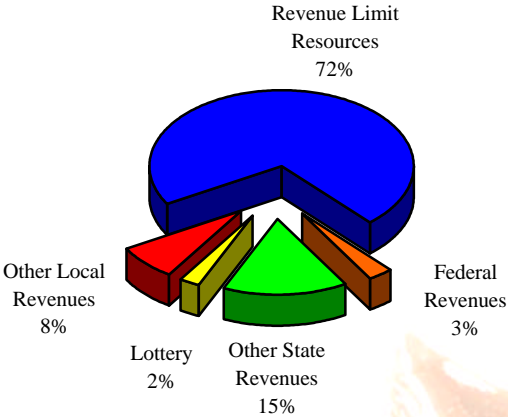
In addition to General Fund State funding, Imperial Unified School District receives state and federal categorical funding. The school receives approximately \$668 per student in categorical aid. Federal and state funding is provided for the following categorical, special education, and support programs:

- Special Education
- Drug-Free Schools
- Math and Science
- Instructional Materials
- School Improvement Program
- Home-to-School Transportation
- Economic Impact Aid
- Gifted and Talented Education
- Mentor Teacher

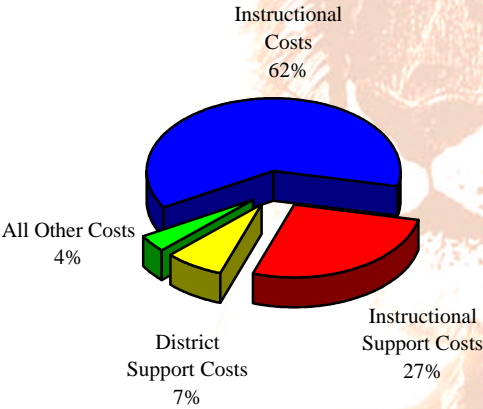
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having between 1,500 and 4,999 average daily attendance throughout the state.

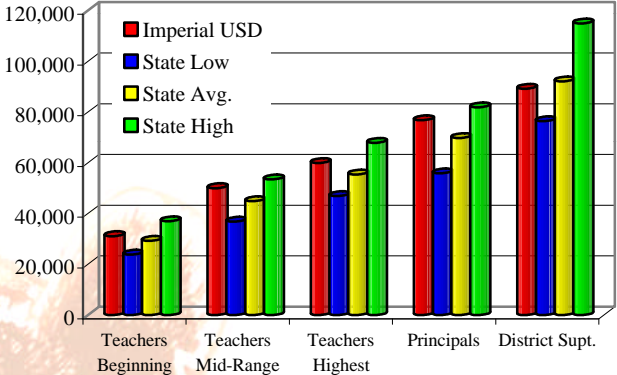
District Revenue Sources 1998-99



District Expenditures 1998-99



1998-99 Average Salary Information Teachers - Principals - Superintendent



1998-99 Average Salary Information Teachers & Administrative Salary Percentages

