

Mountain House High



2018-2019 School Accountability Report Card

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Mountain House, CA 95391
(209) 836-7460
mhhs.lammersvilleschooldistrict.net

Principal

Ben Joseph Fobert
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CDS: 39-76760-0128967

Serving grades

Kindergarten through Eight

Lammersville Joint Unified
School District

Superintendent

Dr. Kirk Nicholas
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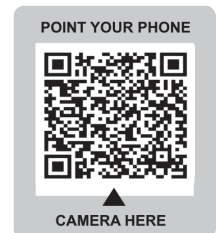
Board of Education

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Mission Statement

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning.

To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.

We believe that:

- Every human being is important and has value.
- The freedom and rights enjoyed in society require that individuals take responsibility for their actions.
- The family is the critical element in an individual's development.
- Reaching one's potential requires great effort.
- Expectations profoundly influence our own performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- People learn best in a safe, healthy environment.
- Meaningful accomplishment enhances the motivation essential for continued success.



School Profile (School Year 2019-20)

Lammersville Unified School District is located in the northwest corner of San Joaquin County in the city of Tracy. Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th), Hansen Elementary School (K-8th), and Mountain House High (9th-12th).

School Enrollment

This charts illustrate the enrollment trends by grade level and student group.

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
9th	322	327	385
10th	293	330	347
11th	265	290	333
12th	198	261	283
Total	1,078	1,208	1,348

Enrollment by Student Group

2018-19

	Percentage
Black or African American	8.2
American Indian or Alaska Native	0.4
Asian	33.8
Filipino	13.2
Hispanic or Latino	18.0
Native Hawaiian or Pacific Islander	0.5
White	20.0
Two or More Races	4.4
EL Students	2.7
Socioeconomically Disadvantaged	20.5
Students with Disabilities	6.7
Foster Youth	0.5
Homeless	0.6

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

Lammersville Joint Unified recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Teacher Credential Status

	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	61	69	76	35
Without Full Credentials	5	9	5	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies

	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	8	0	2

Instructional Materials (School Year 2019-20)

Lammersville Joint Unified held a public hearing on September 6, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. By using technology to best support our students, Mountain House High School does not use textbooks; instead we offer all coursework and learning material to our students online.

School Facilities (School Year 2019-20)

The main facilities for Mountain House High School were completed in 2014 including the administration building, the Multi-Use Room, Gyms, Stadium, playing fields, and classroom building. The final phases of building were completed in 2017 with the addition of a Theater and Performing Arts Center, a Learning Commons and Library including lab classrooms for digital art, digital photography and video productions, Career Technical Education building with culinary, engineering, computer science and engineering, biomedical science, and art labs, a pool and pool house and other ancillary buildings for the stadium and playing fields.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance & Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The table shows the results of the most recent school facilities inspection provided by the district, collected in October 2019. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/11/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			L119: Teacher complains of temperature issues. MAIN LIBRARY: Temperature issues.
Interior	X			BAND ROOM: Band storage room door does not latch on bottom - WARRANTY ITEM.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			MAIN THEATER: Unable to raise projection screen on stage; winch motor for sets burned out on back wall - WARRANTY ITEMS.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			EXTERIOR: Irrigation issues around the campus. L102: Card reader down - WARRANTY ITEM. C143: Door sticking issues. BOYS LOCKER ROOM: Exterior door broken on boys locker room. MAIN GYM: Hinges on several of the main gym doors are broken. C138: Issues with the door locking properly.

Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

The California Science Test based on the Next Generation Science Standards for California Public Schools (CA NGSS) is fully operational. CAST results from the 2018-2019 administration will be reported for individual students for the first time sometime after January 2020. CAST results are not currently available for public review.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	79	79	75	68	69	70	48	50	50
Mathematics (Grades 3-8 and 11)	42	49	50	57	60	66	37	38	50
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	332	326	98.19	1.81	75.15	326	98.19	1.81	50.31
Male	154	151	98.05	1.95	67.55	151	98.05	1.95	47.02
Female	178	175	98.31	1.69	81.71	175	98.31	1.69	53.14
Black or African American	27	27	100.00	0.00	51.85	27	100.00	0.00	18.52
Asian	102	102	100.00	0.00	88.24	102	100.00	0.00	79.41
Filipino	43	43	100.00	0.00	88.37	43	100.00	0.00	67.44
Hispanic or Latino	65	64	98.46	1.54	60.94	64	98.46	1.54	28.13
White	69	65	94.20	5.80	69.23	65	94.20	5.80	36.92
Two or More Races	17	16	94.12	5.88	81.25	16	94.12	5.88	25
Socioeconomically Disadvantaged	76	76	100.00	0.00	56.58	76	100.00	0.00	31.58
English Learners	26	26	100.00	0.00	34.62	26	100.00	0.00	15.38
Students with Disabilities	21	20	95.24	4.76	10	20	95.24	4.76	10

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Career Technical Education (CTE) Programs (School Year 2018-19)

Mountain House High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Mountain House High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including:

- Engineering (Project Lead the Way)
- Arts, Media, Entertainment
- Culinary Arts
- International Studies/World Languages
- Computer Networking
- Biomedical Sciences (Project Lead the Way)
- Public & Human Services
- Business
- Computer Science

College Entrance Info

University of California

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu/>.

California State University

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students at Mountain House High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the schools of Lammersville Unified School District are required by the State to administer a physical fitness test to students in grades five, seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). The percentage of students who met the standards is displayed in the chart.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2018-19)	98.77%
Graduates Who Completed All Courses Required for UC/CSU Admission (2017-18)	48.12%

* Duplicated Count (one student can be enrolled in several courses).

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.3%	28.4%	44.3%

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

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Mountain House High School. Opportunities for involvement and active participation include: Parent Teacher Student Association, various booster clubs for athletics, visual arts, and performing arts, volunteering in the classroom, referees, coaches, chaperones, School Site Council, and ELAC (English Language Advisory Committee).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates and graduation rates.

Dropout & Graduation Rates

In order to reduce the rate of student dropouts, Mountain House High School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Note: The National Center for Education Statistics graduation rate is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	15-16	16-17	17-18	15-16	16-17	17-18
School	0.0%	0.5%	3.3%	97.8%	97.0%	96.3%
District	0.0%	0.5%	4.0%	97.8%	96.6%	95.6%
State	9.7%	9.1%	9.6%	83.8%	82.7%	83.0%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	7.14	5.26	4.40	0.09	0.32	0.10
District	3.75	2.48	2.20	0.08	0.08	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Lammersville Joint Unified School District and schools. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. All schools are in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The School Site Safety Plan is revised annually in the fall by staff and the School Site Council. It was last reviewed with staff in August 2019.

Students are supervised throughout the day by administration, instructional staff, and parent volunteers. Visitors to the campus must register at the office and receive identification badges that must be displayed at all times.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Staff development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. In addition to three annual staff development days, our school staff is consistently participating in various professional development activities, including: year-long academies, training days, lectures, conferences and meetings. Our staff is always advancing their knowledge on how to best support our students.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	334	323	198

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.

Class Size

The table indicates the average class size by grade level and/or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	17	18	19	17	18	19	17	18	19	17	18	19
By Subject Area												
English	29	23	15	6	17	55	27	28	19	7	7	16
Mathematics	25	22	16	14	20	48	18	31	21	7	5	13
Science	29	23	16	8	16	37	24	32	24	4	4	10
Social Science	27	19	14	9	25	54	27	26	23	4	4	12

Counseling & Support Staff (School Year 2018-19)

In addition to academics, the staff at Mountain House High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The Speech/Language Specialist is shared with the other schools in the district.

A Gifted And Talented Education (GATE) program is offered to students who qualify. A differentiated curriculum is provided in all content areas which is accelerated and interdisciplinary.

Mountain House High School offers English Language Learner (ELL) students additional classroom help with instructional aides and Cross-cultural Language Academic Development (CLAD) certified teachers during our Direct Instruction Group (DIG) time. Instructional strategies focus on academic English and accessing the core curriculum.

Mountain House High School offers several programs for students with special needs, including on-site SDC, RSP and Speech programs. Students needing more restrictive classroom settings are referred to county SELPA operated programs.

The tables indicate the resources available to all students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.0
English Language Development (ELD) Teacher	1	1.0
Instructional Aides	2	2.0
Resource Specialist Aide	2	2.0
Resource Specialist Program (RSP) Teacher	4	4.0
Special Day Class (SDC) Teacher	1	1.0
Special Day Class Aides	2	2.0
Speech and Language Specialist	1	.5

Advanced Placement Classes (School Year 2018-19)

Mountain House High encourages students to continue their education past high school. Mountain House High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	2
English	9
Foreign Language	2
Mathematics	5
Science	3
Social Science	16
Totals	35
Percent of Students in AP Courses	25.7%

District Revenue Sources (Fiscal Year 2018-19)

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

- Home-to-School Transportation
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- School Improvement Program (SIP)
- Federal, Special Education, Entitlement per UDC
- Peer Assistance & Review
- Federal, ECIA/ESEA/IASA
- Class Size Reduction
- Tobacco Use Prevention Education (TUPE)
- Federal Drug/Alcohol/Tobacco Funds

District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,680
From Supplemental/Restricted Sources	\$1,045
From Basic/Unrestricted Sources	\$7,635
District	
From Basic/Unrestricted Sources	\$1,848
Percentage of Variation between School & District	313.1%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	1.7%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,500 to 4,999 Average Daily Attendance (ADA). The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,749
District	\$65,580
Percentage of Variation	0.2%
School & State	
All Unified School Districts	\$72,949
Percentage of Variation	-9.9%

Teacher & Administrative Salaries (Fiscal Year 2017-18)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	\$48,223	\$46,208
Mid-Range Teachers	\$71,078	\$72,218
Highest Teachers	\$98,931	\$92,742
Elementary School Principals	\$112,160	\$134,864
Middle School Principals	-	\$118,220
High School Principals	\$133,354	\$127,356
Superintendent	\$175,329	\$186,823
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	33.0%
Administrative Salaries	6.0%	6.0%