

Classroom Dollars and Proposition 301 Results

Marana Unified School District

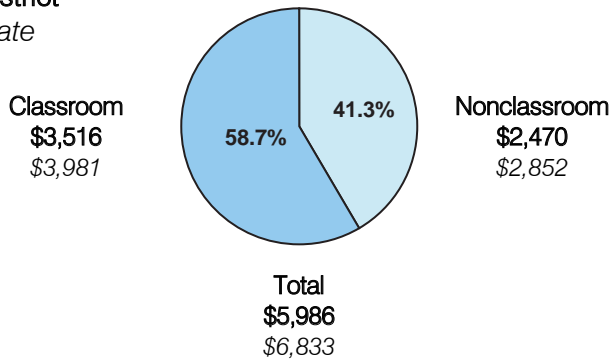
Pima County

District size: Large
 Students attending: 12,731
 Number of schools: 16
 Number of certified teachers: 691

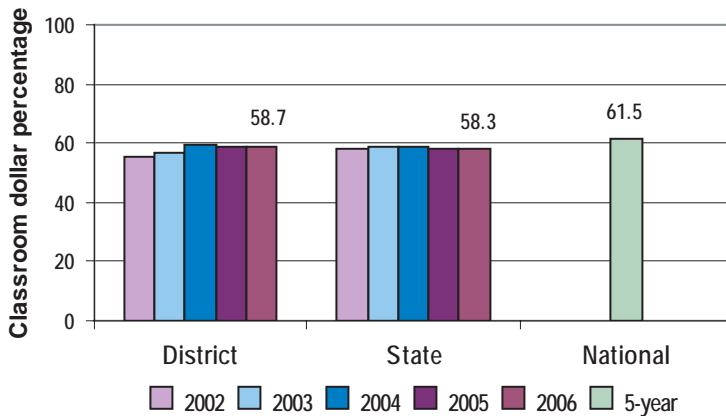
Classroom Dollars

Fiscal year 2006 averages per pupil

District
 State



5-year comparison



Expenditures by function

	Percentage					State 2006	National 5-year
	2002	2003	2004	2005	2006		
Classroom dollars	55.4	56.5	59.2	58.8	58.7	58.3	61.5
Nonclassroom dollars:							
Administration	9.1	8.8	7.6	8.1	8.0	9.4	11.0
Plant operations	14.5	15.1	14.0	13.0	12.1	11.2	9.6
Food service	4.3	3.5	3.9	3.6	4.1	4.7	3.9
Transportation	7.8	7.3	7.5	7.8	7.6	4.2	4.0
Student support	6.1	5.7	4.8	5.7	5.9	7.2	5.1
Instruction support	2.6	2.9	2.8	2.7	3.5	4.8	4.7
Other	0.2	0.2	0.2	0.3	0.1	0.2	0.2

Comparative Information

	District			State 2006
	2004	2005	2006	
Student/teacher ratio	18.6	18.4	18.4	17.7
Average teacher salary	\$36,093	\$43,024	\$40,025	\$42,967
Average years' experience	9.6	9.6	9.5	8.3

Classroom dollar ranking: 64 of 229 districts.

Proposition 301

District-reported 2006 results

Teacher pay

- On average, each teacher, librarian, speech pathologist, audiologist, and counselor earned an additional \$5,445 in salary.

Performance

- The District accomplished its goals, which were similar to the prior fiscal year's goals and were based on school and individual performance.
- Each school named a teacher to assist with development, implementation, review, and monitoring of school performance plans.
- Schools set goals linked to increased student achievement. Achievement results were used to assess the efficacy and impact of the goals and to adjust them for fiscal year 2007.
- Professional development activities included trainings on research-based methods that impact student achievement.

Menu

- Monies were used primarily to increase eligible employee compensation.
- The District purchased materials and paid tutors for AIMS intervention activities.
- Teachers attended workshops on implementing standards, building effective assessment systems, and dropout prevention.