# Osborn Elementary School District 

Maricopa County
Number of certified teachers:
Medium
Students attending
3,765
Number of schools:
218


5-year comparison


Expenditures by function

|  | Percentage |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | District |  |  |  |  |  |  |
|  | 2001 | 2002 | 2003 | 2004 | 2005 | State | National |
|  | Class | 2002 |  |  |  |  |  |
| Classroom dollars | 53.2 | 53.1 | 52.9 | 51.5 | 49.1 | 58.4 | 61.5 |
| Nonclassroom dollars: |  |  |  |  |  |  |  |
| $\quad$ Administration | 9.3 | 9.2 | 8.7 | 8.2 | 9.2 | 9.5 | 11.1 |
| Plant operations | 12.0 | 11.7 | 12.1 | 12.6 | 12.6 | 11.4 | 9.5 |
| Food service | 6.9 | 6.3 | 6.2 | 6.3 | 6.6 | 4.8 | 4.0 |
| Transportation | 3.1 | 3.1 | 2.8 | 2.9 | 2.9 | 4.1 | 4.0 |
| Student support | 10.3 | 9.4 | 10.2 | 11.4 | 12.8 | 7.0 | 5.0 |
| Instruction support | 5.1 | 7.2 | 7.1 | 7.1 | 6.7 | 4.6 | 4.7 |
| Other | 0.1 |  |  |  | 0.1 | 0.2 | 0.2 |

## Comparative Information

|  | District |  |  | State |
| :--- | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2005 |
| Student/teacher ratio | 15.7 | 14.6 | 17.3 | 18.3 |
| Average teacher salary | $\$ 35,936$ | $\$ 37,146$ | $\$ 38,764$ | $\$ 39,095$ |
| Average years' experience | 7.5 | 7.5 | 7.9 | 8.5 |
| Classroom dollar ranking: | 189 of 228 districts. |  |  |  |

## Proposition 301

District-reported 2005 results

## Teacher pay

- On average, each teacher, librarian, speech pathologist, and audiologist earned an additional $\$ 4,236$ in salary.


## Performance

- The District accomplished its goals, which were based on school and individual performance.
- Goals linked to student achievement were based on the AZ LEARNS labels that each school received.
- Teachers participated in professional development activities.
- Other goals required such things as participating in curriculum night activities, developing brochures for parents, and calling parents with positive feedback.

Menu

- Monies were used solely to increase eligible employee compensation.

