



Newcastle Charter School

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Kathleen Daugherty, Principal

School Accountability Report Card

Vision & Mission Statement

Vision: Newcastle School District is the cornerstone of a lifelong community of learners where community, staff and students work together to encourage responsibility, integrity and enthusiasm for learning; students are prepared to the highest level of social, moral, and academic development; students are capable of using their learning experiences to contribute to the school and community in which they live.

Mission: The Newcastle School District Community is committed to empower every child to become productive responsible citizens. The Newcastle School District community and staff believe that every child can be successful. We are committed to work in a partnership with the home and community to develop an educational program for students to acquire attitudes, knowledge and skills necessary to become active and effective global citizens in a safe, positive learning environment that meets all students' needs, challenges each individual to reach his or her academic potential and develops self-worth and esteem through his or her accomplishments.

School Profile

Newcastle Elementary School District, located at the gateway to the foothills, first opened to 44, first to eighth grade students in 1865. Newcastle continues to be a small single-school, school district that, as the motto states, can be seen, Mighty Knights Shining Above the Rest.

Although the building location has moved three times and enrollment has grown to over 330, it is still a small and close-knit community school, serving kindergarten through eighth grade district and charter students on the same campus and in the same classes. Student demographics are shown in the chart.

The school provides for academic achievement through an articulated, integrated and rigorous curricular program which is focused on the standards and rich with art, music, drama, and dance. The school has high expectations and have set a goal to have all students at proficient or advanced in reading, math, science and social science at their respective grade levels as measured by the annual STAR testing program and trimester core curriculum summative assessments. In the Newcastle school community, we believe that every child can be successful. Parents play important roles in the education of their children through active involvement in the School Site council, Parent's Club, classroom aides, Reading Chain/Literature Circle facilitators, Elective teachers, guest speakers, coaches, library assistants and Art Docents through the Placer County Art Docent Program. They are an integral part of the organization and decision-making involving school programs, projects, and fundraisers. Newcastle School and Charter School is a focal point for students, their parents and community. We enjoy active partnership with the various clubs, churches, and organizations such as the Newcastle Golden Spike Lions, Newcastle 4-H, Scouting, and the Newcastle Community Association. Students are held accountable for school and community service projects before promotion to high school.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.0%
American Indian	6.5%
Asian	0.0%
Caucasian	82.6%
Filipino	0.0%
Hispanic or Latino	4.3%
Pacific Islander	1.4%
Multiple or No Response	5.1%

Parent Involvement

Many forms of parental involvement are available through the school's Parent-Teacher Club, which has regular meetings and many opportunities to assist students and staff. Volunteer and involvement opportunities include Literature Circle Leaders, Reading Chain Leaders, Art Docent, Garden Docent, room parent coordinator, playground supervisor, field trip supervisor, career presenter, athletic coach, and individual classroom support requests. In addition, opportunities for parents to take on leadership roles occur through the School Site Council and school site committees such as the Facilities Committee, Site Safety, Parent Involvement Committee and Newcastle Health and Wellness Committee. In addition, the School Site Council members meet regularly to provide oversight to the Charter component of the district.

Discipline & Climate for Learning

The school is committed to excellence in education as evidenced by the caring and nurturing of the students. Each classroom is provided instructional assistant time to support student learning. After school homework clinics and subject skills classes are available three to four days a week for students needing extra support in curriculum or organization. The computer lab and library are open and available to students before and after school on identified days of the week. Clearly defined school rules and a clearly articulated, proactive and progressive assertive discipline policy contribute to a positive, safe learning environment. The policy is reviewed and updated annually by a committee of parents and staff. Monthly newsletters communicate rules and policy reminders to students and parents. Policies are available on the district website.

Classroom award programs, student council, student of the month assemblies, Stellar Knight badges, perfect attendance, honor roll letters, sports banquets, rallies, monthly newsletters and bumper stickers provide opportunities for student recognition. After school and extracurricular programs such as sports, Honor Society and dances set high expectations on positive discipline and base membership and participation on positive citizenship. Teachers and coaches remind students that citizenship and grades are expected and valued.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	1	1	1	9	6	14
Suspension Rate	0.9%	0.8%	0.7%	2.9%	1.7%	4.1%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment By Grade

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. This chart illustrates the enrollment trend by grade level for the past two school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	11	13	9
1st	10	15	13
2nd	10	13	17
3rd	10	11	13
4th	15	10	10
5th	17	23	19
6th	12	16	25
7th	8	15	17
8th	14	9	15

Curriculum Development

The curriculum at Newcastle Charter School is driven by state standards, which have been extended by teachers in each of the content areas. Instruction centers on specific content standards with goals and objectives at each grade level designed to ensure students meet adopted district and state standards. All students have access to the core curriculum with support and services for students with special needs in an integrated and differentiated approach.

All students are offered weekly classroom music and technology programs. In addition, fifth through eighth grade students have the opportunity to select classes of interest ranging from the arts to foreign language through the elective/exploratory program. The leadership program and the yearbook class offer addition experiences for students through student council and yearbook production. An after school drama program is available to students in grades four to eight while the after school sports program offers students in grades six to eight the ability to compete in competitive team sports.

The special education staff provides both in-class and pull-out services for students that have Individualized Education Plans, as well as non-special education students that need extra support in language arts and math. Students qualifying for Title I receive individual and small group instruction in reading and math.

Identified third through fifth grade GATE students (Gifted and Talented) have opportunities to participate in a weekly-specialized program designed to meet their unique needs, while sixth through eighth grade students participate in specialized daily and weekly classes through the elective/exploratory program.

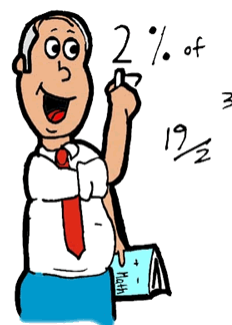
English Language Learners receive assistance in their regular classrooms and additional support from specially trained personnel, as needed. The lunchtime Lunch Bunch (serving student's study and behavior needs in grades 1-8) along with after school language arts and math skill centers and homework clinics are available to students in grades 3-8. A four-week summer school program is also available for Kindergarten through eighth grade students needing remedial instruction.

All students are regularly assessed each trimester using state and district tools that allow staff to monitor each child's progress toward standards. Teachers conduct formal conferences with parents at the end of the first and second trimesters. Information regarding individual, grade level and district-wide assessments is shared during the conferences. Teachers inform parents of students who are at risk of retention and provide regular feedback as they monitor learning. The school community is informed of school successes at Back to School Night and school wide concerts, through newsletters, at Site Council meetings, on the web site, through School Board Meetings and through the PTC (Parent Teacher Club) meetings.

Class Size

Average class sizes vary by grade level and subject area taught. The pupil-to-teacher ratio varies by grade level. The following chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
1	-	18	17	-	1	1	-	-	-	-	-	-
2	-	20	18	-	1	1	-	-	-	-	-	-
3	21	13	20	-	1	1	1	-	1	-	-	-
5	28	28	25	-	-	-	1	1	1	-	-	-
6	-	21	28	-	1	-	-	1	1	-	-	-
K-3	19	-	-	1	-	-	-	-	-	-	-	-
4-8	-	28	31	-	-	-	-	1	1	-	-	-



Staff Development

The emphasis of the current staff development program is on the implementation of the new language arts adoption, technology integration, data analysis and the development of benchmarks for the essential standards in mathematics and language arts. Students at Newcastle School have scored well on the Academic Performance Index (API). Reading is considered a strength for the school and writing has been identified as a relative weakness, with math somewhere in the middle.

Teachers attend workshops which supports the implementation of school-wide and their personal professional growth goals. Instructional assistants are also given an opportunity to attend workshop which support the curriculum. This past year all staff has received training in technology integration, streaming video, reading fluency, Step Up to Writing, training for the new social science adoption, and data analysis through DATAWISE during staff development days and staff collaboration days.

Newcastle Charter School District offered three staff development days in 2007-08. In addition, certificated staff reviewed assessment strategies and curriculum mapping and spent time working with the publishers of the newly adopted History/Social Science programs at both K-5 and 6-8 levels. For next year the focus continues to be on writing across the curriculum with an emphasis on technology and writing, differentiated instruction and implementation of the new Science textbooks.

Counseling & Support Staff

It is the goal of Newcastle Charter to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Newcastle Charter.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Specialist	1	0.46
Nurse	1	0.15
Psychologist	1	0.20
Reading Specialist	1	0.60
Speech/Language/ Hearing Specialist	1	0.40

Instructional Materials

Newcastle Charter School District held a Public Hearing on September 17, 2008, and determined that each school within the district has 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 State 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. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin	2004	Yes	0.0%
K-8	Mathematics	McDougal Littell	2004	Yes	0.0%
6th-8th	Reading/ Language Arts	Holt	2005	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2005	Yes	0.0%
6th-8th	Science	Pearson Scott Foresman	2007	Yes	0.0%
K-5	Science	Scott Foresman	2007	Yes	0.0%
6th-8th	Social Science/ History	Holt	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Placer County public libraries which contain numerous computer workstations.

Teacher Assignment

Newcastle Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Newcastle Charter had seven fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	4	7	7	18
Without Full Credentials	0	0	1	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	87.5%	12.5%
District	94.4%	5.6%
High-Poverty Schools in District	94.4%	5.6%
Low-Poverty Schools in District	0.0%	0.0%



Physical Fitness

In the spring of each year, Newcastle Charter is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. For the 2006-07 school year, 0% of all fifth and seventh graders at Newcastle Charter met the standards in all six fitness areas.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank		8	10	
Similar Schools Rank		N/A	N/A	
All Students				
Actual Growth	B	50	-24	867
Caucasian				
Actual Growth	-	42	-19	875



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>. To protect student privacy, scores are not shown when the number of students tested is 10 or less.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science											
	2			3			4			5			2			3			4			5			5					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																														
School	0	84	76	0	63	69	60	91	0	69	71	63	0	100	95	0	54	69	60	82	0	69	79	63	62	75	69			
District	52	61	78	51	63	52	67	80	81	56	73	67	76	88	89	73	70	61	67	75	74	66	80	65	49	68	69			
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46			
Males																														
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0	54	70	27	67	47	53	76	75	43	55	45	0	86	88	73	92	58	63	82	81	62	68	55	58	68	45			
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48			
Females																														
School	*	*	*	*	*	*	*	*	*	73	92	75	*	*	*	*	*	*	*	*	*	73	92	58	55	83	75			
District	47	69	85	64	60	58	82	82	86	68	90	79	74	90	90	72	54	63	70	73	67	68	91	70	41	69	83			
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45			
Caucasian																														
School	*	83	71	*	64	73	57	*	*	67	70	64	*	100	93	*	55	73	57	*	*	67	78	64	60	74	71			
District	60	61	76	48	63	51	66	77	84	60	76	66	75	88	93	71	66	57	66	77	73	63	83	66	45	71	68			
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68			

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Math						Science			Social Science					
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
School	75	69	67	0	94	69	65	0	80	83	68	47	0	57	70	43	0	67	64	0	67
District	57	59	68	78	76	58	72	81	74	73	63	60	84	57	57	54	53	58	72	68	52
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	53	52	56	63	78	41	76	72	90	90	63	60	88	72	52	62	75	75	81	72	65
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	*	*	73	*	*	*	*	*	*	*	*	45	*	*	*	*	*	*	*	*	*
District	64	69	76	91	76	78	67	86	55	45	63	58	81	38	63	42	36	39	58	63	39
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Caucasian																					
School	73	69	72	*	92	71	73	*	92	91	75	56	*	67	64	45	*	77	64	*	77
District	56	57	71	77	79	60	77	79	83	80	66	66	81	64	62	58	53	64	73	64	59
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

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

School Facilities

Newcastle School works closely with Placer County Office of Education to maintain safe, clean and state-conforming facilities. The current school buildings were constructed in 1963, although the school went through modernization four years ago with upgrades to the heat and air systems, walkway, overhangs, roof and gymnasium floor. In addition, a portable restroom was added to the site, and completed the building of a new amphitheater for school and community use. The district takes great effort to ensure that all classrooms and all parts of the campus are kept safe, clean and functional. Recent remodeling on campus includes the re-landscaping of the play field with new sprinklers and grass, repainting of two classes and installation of new carpet, and the addition of another portable on site to house a special education class from the county and the addition of a special education playground structure. At the time of publication 100% of restrooms on campus were in working order.

Each December the school uses the facility survey instrument developed by the State of California Office of Public School Construction to determine the district and campus needs. Copies of this instrument are available at the district office. All classrooms, restrooms, and the cafeteria are cleaned on a daily basis using the guidelines developed by Placer county Office of Education and adopted by the governing board.

A more thorough cleaning along with routine maintenance and repairs to buildings and grounds take place during scheduled vacations and school breaks. The custodial/maintenance supervisor examined each of the areas listed in the facility survey instrument and reported his findings to the Superintendent/Principal and School Site Council.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$83,995 for the deferred maintenance program. This represents approximately 3.0% of the district's general fund budget. Deferred maintenance projects included redoing the heat and air in the office wing, replacing the gym air conditioner, new carpeting in 3 classrooms, upgrading the electrical system.



Safe School Plan

A focus on safety has given us a campus that is free of violence, drugs, and crime. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee reviews the CSSP and conducts school safety inspections annually. Evacuation drills are held monthly and evacuation procedures are communicated to parents. The school staff explains policies about safety, behavior expectations, bullying and harassment annually to students and parents. Along with the annual February review and refinement of the Comprehensive Safety Plan, the Safe Schools Plan was also reviewed, refined and approved in February of 2007 by the School Site Council and the Newcastle School Board of Trustees. Completed goals included: the creation of emergency routes off the campus, a refinement of emergency procedures, classroom first aid and emergency kits, training in first aid and CPR for staff. New goals were written in the areas of campus cleanliness and maintenance, cafeteria and classroom student hand sanitation, driveway and playground repair, egress road development, as well as student emotional safety and positive student communication.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Gym - Kitchen venting system needs to be updated. .
Windows/Doors/Gates/Fences (Interior and Exterior)		X		Bldg 200 - Wood trim on exterior needs replacing. . Portable 401/402 - Exterior could use some paint. . Upper grades playground - Some of the perimeter fence needs to be replaced. . Parking Lot - Some parts of perimeter fence needs replacing. .
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Bldg 200 - Interior walls need painting. . Gym - Gym upper walls & ceiling need painting. Janitorial closet in kitchen (floor) needs replacing. . Portable Restrooms - Floor is worn. .
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)			X	Bldg 100 - Drinking fountain on bld. exterior needs to be replaced. . Bldg 200 - Hall drinking fountains need to be replaced due to age. .
Restrooms			X	Bldg 100 - Restrooms could use a remodel. . Bldg 200 - restroom fixtures & partitions need to be upgraded. . Gym - Restroom partitions are old & need replacing. . Portable Restrooms - Partitions in boys restroom need to be replaced. .
Sewer		X		Bldg 100 - Sewer lines need replacing. . Bldg 200 - Sewer needs replacing. . Bldg 300 - Sewer lines under and around bldg. need to be replaced. .
Roofs (observed from the ground, inside/outside the building)		X		Bldg 200 - Roof flashing starting to crack. West side of building gutter needs replacing. . Bldg 300 - Roof flashing is starting to crack. .
Playground/School Grounds			X	Lower/Primary playgrounds - Surface material under playground equipment needs replacing along with some of the plastic timbers enclosing the material. Asphalt needs replacing. . Upper grades playground - Asphalt needs replacing. . Parking Lot - Asphalt needs to be replaced. Concrete walkway on upper level of parking lot needs to be replaced. . Upper primary playground - Surface material under playground equipment needs replacements along with some of the plastic timbers of the enclosure. Small area of asphalt needs replacing. .
Overall Cleanliness	X			

District Expenditures

Newcastle Charter School District spent an average of \$8,112 to educate each student (based on 2006-07 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,112
From Restricted Sources	\$1,350
From Unrestricted Sources	\$6,762
District	
From Unrestricted Sources	\$6,762
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	27.58%

District Revenue Sources

In addition to general state funding, Newcastle Charter receives state and federal funding for other support programs. Title I services are provided for students needing assistance in grades 1-6 in reading and math. A computer lab with an instructional assistant is provided with time scheduled each week for all classes and is funded through the School Improvement Program. In addition a 40% certificated technology mentor is funded through the REAP grant and district general funds. Each classroom teacher has an instructional assistant for a minimum of 30 minutes each day, funded through Title 1 or the School Improvement fund. The Safe Schools, and a 100% writing/literacy coach and GATE coordinator is funding through general funds, professional development funds, and GATE funding. Title IV and Title VI fund the library program, part of the after school sports program, STAR Math, Accelerated Math, Star Reading and Accelerated Reading programs. The Gifted and Talented Education Enrichment funds the GATE program along with some Reading Chain and Literature Circle time and supplemental math instruction. In addition, we receive after school remediation funds, Special Education, TUPE, EIA, BTSA and PAR funding. The above funding sources also support release time and staff development.

Teacher & Administrative Salaries as a Percentage of Total Budget

This 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 Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$37,464	\$37,322
Mid-Range Teachers	\$53,154	\$53,824
Highest Teachers	\$67,333	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	\$96,000	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.8%	37.6%
Administrative Salaries	3.2%	6.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$51,523
District	\$51,099
Percentage of Variation	0.82%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	5.16%