



Roosevelt Elementary School

2600 N. Garfield Ave. • Fresno, CA 93723 • (559) 276-5257 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Central Unified School District

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School Description

Roosevelt Elementary School is a TK- 6th grade school in the relative center of Central Unified School District. Roosevelt Elementary is a wonderfully unique school located in a rural area though a majority of our students live in urban and suburban communities about four miles from our school site. Roosevelt is located in a rural portion of our school district and serves approximately five hundred students. We are given the opportunity due to our location and numbers to run our organization as a good old country school, our staff and students are tight knit and all have a voice here at Roosevelt. Students, parents, teachers, principal, adjunct faculty and staff have a growing sense of continuous improvement & shared responsibility. Our mission is to engage every student in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Roosevelt has a focused climate and a determination of student achievement and to educate every student so that he/she is continually advancing his/her level of character, leadership, innovation and continuous improvement. Our vision is to inspire and be inspired by our student's diverse gifts and strengths. Staff, students and parents will develop a love of learning as well as set rigorous academic goals. The Roosevelt community will demonstrate respect, responsibility, and safety.

Our school's primary learning goals for the 2017-2018 school year are:

- 1.) Reading Proficiency: By June 2018, 80% of all K-2 students will be on grade level, as evidenced by End of Year Fountas & Pinnell Reading Levels.
- 2.) By June 2018 the percentage of 3rd-6th grade students meeting or exceeding standard in English Language Arts based on Smarter Balanced Assessment will be at 80%.
- 3.) Mathematics Proficiency: By June 2018, all students will demonstrate continuous improvement in the Eight Math Practices as part of the CCSS.
- 4.) By June 2018 the school wide average of students that are performing at meeting or exceeding standards will be at 55%
- 5.) Every English Learner student will increase by at least one EL proficiency level as measured by ELPAC.
- 6.) We will increase the percentage of our parents who feel their child's teacher and/or principal provides them with ideas on how to help their child at home from 81.4 % to 90%.
- 7.) We will increase the percentage of our parents who believe that their child feels safe when he/she is at school from 90.4 % to 97%.
- 8.) Increase parent participation in school meetings, events, and in collaboration with school staff to better support their child's success.
- 9.) Roosevelt staff will gain increased knowledge and increase their capacity to prepare and provide instruction by incorporating curriculum maps, aligned assessments and data analysis team.

Roosevelt's progress indicators are:

- 1.) Progress indicators to gauge the success of our goal is teacher, student and parent surveys that are administered twice a year.
- 2.) Progress indicators to gauge the success of our goal are the Fountas & Pinnell scores that are analyzed by teachers and administration at least three times a year.
- 3.) Progress indicators to gauge the success of our goal is anecdotal notes from weekly professional learning community meetings.
- 4.) Progress indicators to gauge the success of our goal is the progress monitoring meeting that are held with grade level, instructional coach, intervention teacher and administration.
- 5.) Attendance at Parent Education Classes
- 6.) Anecdotal feedback from parents
- 7.) Information provided for parents at Parent Conferences as well on an ongoing basis throughout the school year
- 8.) Amount of and level of information and communication sent home from principal/office
- 9.) Amount of expressed parent concerns regarding their child's safety and well being while at school
- 10.) Amount of documented behavioral incidents concerning bullying and/or similar offenses
- 11.) Attendance rates and sign-in sheets for Parent Conferences, Annual Title I Meeting, Parent Engagement Classes, EL Parent Engagement Saturdays, IEP Meetings, SST Meetings, SSC meetings, ELAC meetings

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	52
Grade 2	68
Grade 3	75
Grade 4	58
Grade 5	74
Grade 6	76
Total Enrollment	481

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	1.7
Asian	11
Filipino	0.8
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0
White	12.3
Two or More Races	0.4
Socioeconomically Disadvantaged	90
English Learners	23.9
Students with Disabilities	9.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials			
Roosevelt Elementary School	15-16	16-17	17-18
With Full Credential	20	20	19
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt sits on 11.3 acres and 45,279 square feet. It contains 32 classrooms at 31,036 sq ft, and 13 restrooms at 2,134 sq ft. The oldest main building was built in 1955. Current enrollment is 549.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Damaged & stained ceiling tiles. Cabinet door hinge is broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/17/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Electrical: Electrical		X		Electrical conduit end cap is missing.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rusted sinks. Exterior drinking fountain has button missing.	
Safety: Fire Safety, Hazardous Materials		X		Fire extinguisher is missing.	
Structural: Structural Damage, Roofs	X			Holes in exterior wall.	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window screen is ripped.	
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	27	26	39	40	48	48
Math	20	21	26	28	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	55	39	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	23	20.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	76	76	100.0	39.5
Male	40	40	100.0	47.5
Female	36	36	100.0	30.6
Asian	11	11	100.0	36.4
Hispanic or Latino	48	48	100.0	41.7
Socioeconomically Disadvantaged	73	73	100.0	37.0
English Learners	16	16	100.0	18.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	293	286	97.61	25.52
Male	159	156	98.11	21.15
Female	134	130	97.01	30.77
Black or African American	29	29	100	10.34
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100	45.16
Filipino	--	--	--	--
Hispanic or Latino	191	186	97.38	23.12
White	35	33	94.29	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	268	261	97.39	23.75
English Learners	97	93	95.88	24.73
Students with Disabilities	31	31	100	22.58
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	293	290	98.98	20.69
Male	159	158	99.37	22.78
Female	134	132	98.51	18.18
Black or African American	29	28	96.55	14.29
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100	45.16
Filipino	--	--	--	--
Hispanic or Latino	191	191	100	17.8
White	35	33	94.29	21.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	268	266	99.25	19.55
English Learners	97	97	100	12.37
Students with Disabilities	31	30	96.77	6.67
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The opportunities our school provides for parents and community to be involved in are:

Volunteer (library, cafeteria, parking lot, classroom, playground, clubs)

Parent conferences

Family Events (Grandparent Luncheon, Donuts with Dads, Muffins with Mom, Kindergarten Christmas Program, etc.)

Student Success Team (SST) Meetings

Back to School Night

Open House

Awards Ceremony

Parent Weekly Homework and Behavior packets (grades K-2)

Home-School Compact

Weekly Blackboard Connect Phone Messages

Classroom/School Volunteer

Co-curricular activities (History Day, Science Fair, Young Authors Fair, Peach Blossom, Spelling Bee, field trip chaperons, etc.)

School Site Council (SSC) Meetings

English Learner Advisory Council (ELAC) Meetings

English Learner Saturday School

PTA

Parent Coffee Hour

Fresno County Office of Education Parenting Classes

Family College Field Trip

Science Family Night

Math Family Night

Title One Meetings

Translation and interpretations services are provided

Contact Person Name: Brandi Fleming
 Contact Person Phone Number: 559-276-5257

State Priority: School Climate

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

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

School Safety Plan

The Site Emergency Response Plan was reviewed, updated, and discussed with faculty December 7th, 2017. This annual review of our Site Emergency Resonse Plan allows for us to strongly consider the overall aspects of our school site, while focusing on the key elements of our plan. The key elements of our plan include the properties of the physical features and nature of our entire school site, the daily routines and practices the adults commit to and adhere to, as well as the consistent procedures and protocols we take with our students in the event of man-made and/or natural safety hazards. This annual review and update allowed us to identify and make decisions about our specific school needs to help ensure we have instituted the effective safety measures needed to safeguard our school community, as well as meet our safety compliance standards. Drills are conducted on a regular basis. Two-way radios and surveillance cameras are provided.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.8	4.1	4.3
Expulsions Rate	0.2	0.2	0.2
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.70
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	526

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	29	25	25				3	3	3			
1	28	27	27				2	2	2			
2	27	29	29				3	2	2			
3	30	22	22		1	1	3	2	2			
4	25	34	35	1			1			1	3	2
5	33	31	31				1	2	2	1		1
6	34	35	35							2	2	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

We will support our teachers with professional development in the following areas:

Provide instructional coach support and expertise, identifying best instructional practices and effective differentiated instruction to support teacher instruction and planning, as it applies to meeting the learning needs and goals of every student.

Our grade level lead teachers are receiving in- depth and comprehensive training in the development of and the methods and structures of using Visible Learning by attending district meetings. The grade level leads then return to the school site and lead on site professional development as well and carry out action plans that they plan with their grade levels.

Roosevelt Elementary has a staff development schedule that consist of weekly early dismissal days. Every other Wednesday is used for Professional Development or Staff Development, on the coinciding Wednesday teachers meet in their PLC's. Professional development is focusing on reading, writing, EL interventions and data teams. Grade levels meet weekly on Mondays, our instructional coach attends the meeting for support. Notes are kept and turned in weekly to administration that is then reviewed and feedback is given to the grade level head. The Principal and the GIA have weekly observations through the classrooms and leave feedback via email and in person.

GATE

Our GATE cluster teachers, along with our GATE coordinator has received training specific to teaching GATE students.

EL

Based upon the assessed student performance of our English Learners, we have provided and will continue to provide targeted professional development on research-based effective instructional strategies to improve the level of learning for EL students. This will include training provided by the district, as well as professional development during our site staff meetings.

ST Math

This is year eight of implementation of this mathematical conceptual understanding program involving 85% of our students. First through sixth grade level has a variety of levels which students work through independently until they complete the entire grade level program. All math concepts are directly related to grade level standards. Professional development in the most effective methods to monitor and elicit the best student results is provided a once a year. Progress reports are sent to the administration on a weekly basis.

Accelerated Reader (AR)

The AR program targets the improvement and the consistent monitoring of every students' reading comprehension. Our effort is to have every child average at least 85% on AR quizzes since the research shows performance at this level directly impacts student improvement with reading comprehension. Students are able to take these AR quizzes in our computer lab and/or on the student lap tops in the classrooms. Teaching faculty receive a minimum of an annual training on the most effective use of and monitoring practices of AR. Progress reports are sent to the administration on a weekly basis.

Illuminate, grades K-6

Training will be offered, as needed, for teachers so they can learn how to navigate the Illuminate data management system. The specific purpose is to analyze STAR, Benchmark, Fountas & Pinnell, and DIBELS data in order to determine differentiation of instruction for improved student learning.

Lexia Reader

This year we are using Lexia Reader as a way to provide personalized learning on fundamental literacy skills for students in gradesTK–6 and delivers real-time performance data without testing.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The programs and supplemental services provided at Roosevelt and funded through our categorical budget are: academic intervention and support programs (Literacy Academy, Lexia Reading, Accelerated Reader, ST Math, Positive Behavior Interventions and Support (PBIS), BrainPOP; technology (computers, printers, document cameras, projectors, Promethean boards); student academic incentives and rewards (medallions, certificates); parent meetings; production materials to supplement instruction; staff development; and personnel (Intervention Teacher, Teaching Fellows, and English language interpreters). We have also implemented after school tutoring by site teachers to tutor students twice a week. Teachers will be pulling small groups as well as assisting in the tutoring program.

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 and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,069.16	\$232.31	\$4,836.85	\$70,032.24
District	♦	♦	\$7,671.24	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-36.9	0.6
Percent Difference: School Site/ State			-26.4	-10.0

* Cells with ♦ do not require data.