



Rail Ranch Elementary School

25030 Via Santee Rd. • Murrieta, CA 92563 • (951) 696-1404 • Grades K-6
Tammy Hunter-Wethers, Principal
thunter-wethers@murrieta.k12.ca.us
www.murrieta.k12.ca.us/rail

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Murrieta Valley Unified School District

41870 McAlby Ct.
Murrieta, CA 92562
(951) 696-1600
www.murrieta.k12.ca.us

District Governing Board

Ken Dickson
Robin Crist
Paul Diffley
Barbara Muir
Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

At Rail Ranch Elementary we believe in providing a safe, nurturing environment for all and in promoting good manners, honesty, responsibility, and self-esteem in our students as we model those behaviors. We also believe in every child's potential to learn, and parents, community, and teachers share in that responsibility. We believe in open and honest communication and in respectfully meeting individual needs of the diverse population while recognizing other perspectives.

All children participate in an instructional program that fosters individual growth, academic progress, cultural literacy, good citizenship, and character education. We use academic standards, current research in education, district and state curricula, and student assessments to maintain a strong educational program.

Parent and community involvement and strong positive school leadership provide significant and necessary support for excellence in education.

Tammy Hunter-Wethers, Principal

Highlights & Achievements:

- Rail Ranch was recognized as a 2016 California Gold Ribbon Elementary School for embracing rigorous academic standards, providing excellence and creativity in teaching, and for creating a positive school climate.
- Our school took part in the second year of the California Assessment of Student Performance and Progress (CASPP) assessment. 57% of students in grades 3-5 met or exceeded standards in English Language arts, and 40% of students in grades 3-5 met or exceeded standards in Math.
- Rail Ranch was selected by the Campaign for Business and Education Excellence as a 2015 Honor Roll School for raising student achievement and closing achievement gaps.
- Our Learning Center instructional model provides additional instructional support to students in kindergarten through fifth grade.
- All Professional Learning Communities and Data Teams are working together to study relevant information in order meet the academic needs of all students.
- Our Visual and Performing Arts program includes Drama, Dance, Choir, Band, and Ballroom dancing, Recorder instruction, Artist Masters and Hip Hop Dance training.

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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	96
Grade 2	90
Grade 3	100
Grade 4	84
Grade 5	112
Total Enrollment	587

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	6.6
Filipino	3.2
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.3
White	35.1
Two or More Races	9.2
Socioeconomically Disadvantaged	42.2
English Learners	14.5
Students with Disabilities	16.2
Foster Youth	1.7

A. 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 Credentials

Rail Ranch Elementary School	14-15	15-16	16-17
With Full Credential	27	29	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Murrieta Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	781
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	26

Teacher Misassignments and Vacant Teacher Positions at this School

Rail Ranch Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	1
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.3	1.7
High-Poverty Schools	98.8	1.2
Low-Poverty Schools	98.3	1.7

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Open Court Reading (SRA) Grades K-1 Adopted in 2003 Journeys (Houghton Mifflin) K-1 Adopted in 2013 Reading {Ca}: Medallion Edition (Houghton Mifflin) Grades 2-3 Adopted in 2009 Reading {Ca}: Medallion Edition (Houghton Mifflin) Grades 4-5 Adopted in 2010 READ 180 (Scholastic) Grades 4-5 Adopted in 2006 System 44 (Scholastic) Grades 3-5 Adopted in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math California (Houghton Mifflin) Grades K-5 Adopted in 2014 Math 180 (Scholastic) Adopted in 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (Macmillan) Grades K-5 Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Rail Ranch Elementary School opened in 1989 as the third elementary school in the Murrieta Valley Unified School District. Rail Ranch Elementary has 39 classrooms, a library, a multipurpose room, administrative offices, two play areas, and a childcare room. We have ample space for the number of students enrolled at the school. When the school reaches capacity, new students may be assigned to other schools in the district where classroom space exists.

Upkeep, maintenance, and cleaning of district schools are provided by the district. Schools and rest rooms are cleaned daily. District maintenance staff maintains the landscaping. Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 22, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 22, 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				No apparent problems.
Structural: Structural Damage, Roofs	X				No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	74	75	73	74	71	66	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.8	29.7	27.9

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	56	56	57	61	44	48
Math	45	39	42	46	34	36

* 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	116	115	99.1	73.0
Male	58	58	100.0	74.1
Female	58	57	98.3	71.9
Hispanic or Latino	51	50	98.0	76.0
White	38	38	100.0	73.7
Socioeconomically Disadvantaged	50	49	98.0	61.2
English Learners	15	14	93.3	50.0
Students with Disabilities	23	22	95.7	77.3

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	102	102	100.0	50.0
	4	88	85	96.6	63.5
	5	115	115	100.0	56.5
Male	3	56	56	100.0	39.3
	4	47	45	95.7	57.8
	5	58	58	100.0	46.5
Female	3	46	46	100.0	63.0
	4	41	40	97.6	70.0
	5	57	57	100.0	66.7
Hispanic or Latino	3	44	44	100.0	56.8
	4	32	32	100.0	75.0
	5	50	50	100.0	52.0
White	3	34	34	100.0	41.2
	4	36	34	94.4	64.7
	5	38	38	100.0	63.2
Socioeconomically Disadvantaged	3	46	46	100.0	45.6
	4	28	26	92.9	57.7
	5	50	50	100.0	44.0
English Learners	3	14	14	100.0	50.0
	5	15	15	100.0	33.3
Students with Disabilities	3	23	23	100.0	21.7
	4	24	22	91.7	50.0
	5	23	23	100.0	26.1

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 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	102	102	100.0	36.3
	4	88	85	96.6	42.4
	5	115	115	100.0	38.3
Male	3	56	56	100.0	33.9
	4	47	45	95.7	33.3
	5	58	58	100.0	32.8
Female	3	46	46	100.0	39.1
	4	41	40	97.6	52.5
	5	57	57	100.0	43.9
Hispanic or Latino	3	44	44	100.0	40.9
	4	32	32	100.0	50.0
	5	50	50	100.0	26.0
White	3	34	34	100.0	32.4
	4	36	34	94.4	38.2
	5	38	38	100.0	57.9
Socioeconomically Disadvantaged	3	46	46	100.0	32.6
	4	28	26	92.9	19.2
	5	50	50	100.0	34.0
English Learners	3	14	14	100.0	42.9
	5	15	15	100.0	33.3
Students with Disabilities	3	23	23	100.0	8.7
	4	24	22	91.7	18.2
	5	23	23	100.0	8.7

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 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. 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 Parental Involvement State Priority (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 2016-17)

Parents are welcome at school, and the school staff sincerely appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parent and community involvement is encouraged through PTA and the School Site Council (SSC). We also have a English Language Parent Coffee meeting once a month to provide our non-English speaking parents an opportunity to ask questions about school programs and any paperwork sent home. We provided interpreters for languages such as Farsi, Arabic, Tagalog, Spanish, and Vietnamese. Our site was also provided with a grant to house a parent English Language Acquisition class on site. Mount San Jacinto College provides a professor to teach a group of twelve parents the English language. The parents are eager to participate and feel this is a way to help their children academically.

The PTA is actively involved in Red Ribbon Week, Reflections, Character Counts assemblies, book fairs, and activities to enhance school and community spirit, as well as reward and incentive programs. Our School Site Council includes four parents and four staff members that provide input on decisions for our students. Parent volunteers must attend an annual volunteer training and have a current Megan's Law check and chaperone agreement form on file with the front office. The contact person for parent involvement is Natasha Pickard, PTA president. She can be reached at (951) 696- 1404 ext 2471.

State Priority: School Climate

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

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

School Safety Plan

School safety is a high priority at our school. Administrators and teachers monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect is used to call all families immediately in an emergency. School Resource Officers are available to respond to the school in the event assistance is needed.

Rail Ranch Elementary is a closed campus that is fully fenced. Visitors and volunteers must report to the office for permission to be on campus, and identification must be shown at the front desk. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that may occur on campus either during the school day or after school hours, making our school safer and more secure. The Spriego reporting system allows parents and students to report problems such as bullying and safety concerns online.

Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

Our school adopted a Comprehensive School Safety Plan that we review annually. The plan was last reviewed on August 26, 2016. The district holds monthly safety meetings and our School Site Council works on our Safety Plan throughout the year. The plan is presented to all staff and parents, and there are numerous student assemblies that address safety issues. We conduct evacuation and emergency drills regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, the school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.5	0.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.5	1.8
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	31	15	21		7	2	3	0	3		0	
1	28	23	20		0	3	3	4	1		0	
2	30	21	31		1		3	3	3		0	
3	31	31	29		0		3	3	3		0	
4	31	31	31		0		3	2	3	1	0	
5	29	30	26	1	0	1	1	3	4	2	0	
Other	11	16	9	2	3	1		1			0	

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2015 – 2016 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,400	\$45,092
Mid-Range Teacher Salary	\$73,522	\$71,627
Highest Teacher Salary	\$100,255	\$93,288
Average Principal Salary (ES)	\$118,014	\$115,631
Average Principal Salary (MS)	\$124,589	\$120,915
Average Principal Salary (HS)	\$133,261	\$132,029
Superintendent Salary	\$192,400	\$249,537
Percent of District Budget		
Teacher Salaries	44%	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 district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides a full time elementary counselor to our school approximately five days a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss, and provide support to military-connected students.. They also provide individual responsive services, interventions and referrals on an as needed basis. The counselor monitors chronic absenteeism each reporting period.

Homework club meets before school and provides extra tutoring, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7865	2674	5191	84834
District	♦	♦	6440	\$82,264
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-19.4	3.1
Percent Difference: School Site/ State			-8.6	11.9

* Cells with ♦ do not require data.