



Cabot Yerxa Elementary School

67067 Desert View Road • Desert Hot Springs, CA 92240 • 760-251-2223 • Grades TK-5

Mark Arnold, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

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Shari Stewart, President
Richard Clapp, Member
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Human Resources**

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**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

Mission Statement

The faculty and staff of Cabot Yerxa Elementary School believe that each child is a unique, valuable individual who is capable of learning and succeeding. We further believe that the participation, communication, and cooperation with the home and the community at large are critical for student success in school. Recognizing the special needs of our multicultural, language diverse population, we practice a variety of best practice instructional strategies, all while promoting district and state goals for educational development and facilitating the growth of productive members of our society.

The School

Cabot Yerxa Elementary School opened in the beginning of the 2009-2010 school year. The school is located in Desert Hot Springs, a community in the Coachella Valley and is one of the sixteen elementary schools in the Palm Springs Unified School District. The school is serving approximately 775 students in transitional kindergarten through fifth grade. Our free and reduced lunch program is now at 93% of our school enrollment.

Title 1

Cabot Yerxa Elementary is a Title I school site. All students are monitored regularly to ensure that their needs in reading and mathematics are being met through classroom practices and targeted interventions. Title I funds are used to support an Intervention Specialist who works to effectively target the individual needs of our students. Teachers use the Student Study Team to help identify students needing special education resources, which include Special Day Classes, resource support and Speech and Language services. The Gifted and Talented Program is available to identified students.

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 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 at 760-251-2223 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	148
Grade 1	116
Grade 2	126
Grade 3	137
Grade 4	134
Grade 5	101
Total Enrollment	773

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	0.9
Asian	0.1
Filipino	0.8
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	0.1
White	11.3
Two or More Races	5.5
Socioeconomically Disadvantaged	96.1
English Learners	38.8
Students with Disabilities	8.8
Foster Youth	1

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			
Cabot Yerxa Elementary School	13-14	14-15	15-16
With Full Credential	30	31	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Cabot Yerxa Elementary School	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

The Educational Services department assigns a committee to review state approved textbooks according to the cycles of curriculum frameworks. A recommendation is then made to the Board of Education and textbooks are approved before they are purchased.

Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials. This includes enVision Math, Treasures grades 1-5, Reflections Social Studies, and California Science. All textbooks are current in grades K-5. Treasure Language Arts is being used in grades K-5.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw Hill 2009-2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math/Pearson 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science/Harcourt 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections/Harcourt 2006-2007 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)

Cabot Yerxa Elementary School has only been in operation since the 2009-2010 school year. We have 33 classrooms available for use. At the present we are only using 30 for current student enrollment. There are two custodians assigned to help maintain the campus and the classrooms as well as the administration building, MPR and Library. The Head Custodian and the Principal meet twice a month to conduct a complete facility walkthrough. Work orders are filed immediately to fix anything on site that needs to be repaired. The School is in great condition and maintained for optimal use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/13/2016				
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		Work Orders on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Work Order on file in M&O Office
Electrical: Electrical		X		Work Orders on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Work Orders on file in M&O Office
Safety: Fire Safety, Hazardous Materials	X			Work Orders on file in M&O Office
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Orders on file in M&O Office
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	15	32	44
Math	9	20	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	30	19	28	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	28
Male	27
Female	30
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	30
Native Hawaiian or Pacific	--
White	36
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	13
Students with Disabilities	28
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	152	148	97.4	63	23	9	4
	4	129	125	96.9	66	20	10	4
	5	132	129	97.7	62	20	14	4
Male	3		76	50.0	75	16	8	1
	4		58	45.0	78	14	5	2
	5		74	56.1	72	16	9	3
Female	3		72	47.4	50	31	11	7
	4		67	51.9	55	25	13	6
	5		55	41.7	49	25	20	5
Black or African American	3		14	9.2	57	29	0	7
	4		11	8.5	73	18	9	0
	5		9	6.8	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	4		1	0.8	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		113	74.3	64	23	10	4
	4		85	65.9	65	21	8	5
	5		98	74.2	62	18	14	5
Native Hawaiian or Pacific Islander	3		1	0.7	--	--	--	--
	5		2	1.5	--	--	--	--
White	3		13	8.6	62	15	15	8
	4		23	17.8	70	17	13	0
	5		12	9.1	50	42	8	0
Two or More Races	3		5	3.3	--	--	--	--
	4		4	3.1	--	--	--	--
	5		6	4.5	--	--	--	--
Socioeconomically Disadvantaged	3		144	94.7	63	23	9	4
	4		121	93.8	66	21	8	4
	5		120	90.9	63	19	14	4
English Learners	3		52	34.2	63	21	10	6
	4		55	42.6	71	16	7	5
	5		50	37.9	84	14	2	0
Students with Disabilities	3		17	11.2	94	6	0	0
	4		22	17.1	95	0	5	0
	5		19	14.4	89	5	5	0
Students Receiving Migrant Education Services	5		2	1.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	152	148	97.4	64	25	11	1
	4	129	124	96.1	48	35	13	2
	5	132	129	97.7	75	22	2	0
Male	3		76	50.0	66	21	13	0
	4		58	45.0	57	31	9	2
	5		74	56.1	80	18	3	0
Female	3		72	47.4	61	29	8	1
	4		66	51.2	41	39	17	2
	5		55	41.7	69	29	2	0
Black or African American	3		14	9.2	71	14	14	0
	4		11	8.5	45	27	27	0
	5		9	6.8	--	--	--	--
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	4		1	0.8	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		113	74.3	62	27	11	0
	4		84	65.1	48	38	11	1
	5		98	74.2	76	21	3	0
Native Hawaiian or Pacific Islander	3		1	0.7	--	--	--	--
	5		2	1.5	--	--	--	--
White	3		13	8.6	62	15	15	8
	4		23	17.8	57	26	17	0
	5		12	9.1	50	50	0	0
Two or More Races	3		5	3.3	--	--	--	--
	4		4	3.1	--	--	--	--
	5		6	4.5	--	--	--	--
Socioeconomically Disadvantaged	3		144	94.7	64	24	11	1
	4		120	93.0	49	34	13	2
	5		120	90.9	75	23	3	0
English Learners	3		52	34.2	67	19	13	0
	4		54	41.9	61	28	7	4
	5		50	37.9	86	14	0	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		17	11.2	88	12	0	0
	4		22	17.1	95	5	0	0
	5		19	14.4	89	11	0	0
Students Receiving Migrant Education Services	5		2	1.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parent involvement is a high priority at Cabot Yerxa. For children to be successful in school, parent participation is an essential component for student success and student achievement. Many opportunities to become involved are provided throughout the school year.

School Site Council (SSC)

Parents and staff are elected as council members every two years.

This is a great opportunity for the school community to come together to chart the school's path to improvement.

English Language Advisory Committee (ELAC)

Parents of English Language Learners were elected as members to this advisory panel.

Issues related to the academic performance and needs of the English Language Learners are addressed at the ELAC meetings as well as at the Cabot Yerxa's faculty meetings.

Family Nights (Literacy, Math, Science).

Families participate in special curricular activities planned by District and School staff. Parent Education Nights focus on specific skills to help parents become a member of the learning partnership. Back to School Night is held two to three weeks after school starts. It is a great opportunity to welcome new and returning families. Parents and students review grade level standards, classroom rules and expectations.

Parent Conferences are provided twice a year and bilingual translators are available.

Technology and Media.

Library book check out and Internet access is available for parents.

CABE Project 2-Inspire

Parents are invited to partake in hour and a half classes held every week for ten weeks in which parents learn how to be more actively involved in their child's education. The facilitator helps parents understand their rights and responsibilities in the education system and train parents to work with other parents to help them understand their roles.

Latino Literacy

The program invites parents to participate for ten weeks for an hour and a half each session, which focuses on increasing literacy among families which aligns with our LCAP goals and our school plan.

Parent Surveys are available to complete annually.

Awards assemblies are held six times throughout the year to recognize student achievements and parents are invited to attend.

Contact Person Name: Mark Arnold Contact Person Phone Number: 760-251-2223

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

Cabot Yerxa Elementary is dedicated to ensuring that we have and maintain a safe campus and building a true sense of community within the school. The staff at Cabot Yerxa makes every effort to keep students safe on school grounds before, during, and after the school day has ended. The school day begins at 8:52 a.m. Students are allowed on campus beginning at 8:20 a.m. with supervision provided. Staff members supervise all students at the student pick up zones at the end of the school day. All gates to the school are locked during the school day. Any visitor must first sign a volunteer form, be screened through the Megan's Law web site, and report to the office to sign in before being allowed on campus. All visitors must wear a visitor badge when walking around campus.

Our Safe School Plan is evaluated and updated each year by our Safe School Committee. The Safe School Committee is CRRT and SRRT trained. Monthly Rules assemblies are held to discuss the rules with students. Fire Drills are conducted each month. Lockdown drills and Earthquake drills are practiced at least three times per year. A debrief meeting is held after each drill in order to discuss needed improvements. Our committee also performs a school vulnerability assessment of the entire campus.

Our plan consists of two Components:

Component 1- People and Programs

Character Counts

No Bullying Matrix

Student Behavior/ Rules/ Discipline and Referral Protocol

Component 2- Place/Site

Conduct Emergency Drills

Emergency Supplies inventory

Visitors on Campus/ Student pick up/ Lost Child protocol

Our school plan has been delivered to the Desert Hot Springs Police and Fire Department. If you would like to review our comprehensive safe school plan you find it located in the front office of our school.

Date School Safety Plan last reviewed: August 2014

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.67	1.28	4.68
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	31	30	27			1	5	4	4			
1	29	28	24				5	5	5			
2	33	28	29				2	5	5	2		
3	35	30	29					4	5	4		
4	26	30	29				4	4	4			
5	24	22	26	1	1	1	4	4	4			
Other	12	11	10	1	1	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
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.

Professional Development provided for Teachers

Staff development opportunities assist staff members in developing and refining their professional skills. Opportunities exist for both new and experienced teachers to implement new curriculum, update subject area expertise, and acquire new instructional strategies. Professional development will be provided on Classroom Management Strategies, Curriculum alignment to standards, ELD strategies, Writing standards alignment, Math conceptual understanding aligned to Common Core standards, and Second Step Bullying Prevention. Teachers have participated in many professional workshops and staff development classes during collaboration time on Wednesday afternoons, as well as received on-site coaching during the instructional day. Many teachers also attend voluntary district offered trainings on various topics.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	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

Cabot Yerxa Elementary School offers extended day interventions to help students work toward grade level standards.

A full time intervention teacher is on campus to support teachers and work directly with students.

A math consultant has been hired in the math professional development of staff.

Cabot Yerxa contracts with the Jewish Family Services to provide a counselor 1 day per week.

Two bilingual aides are employed to work with our English Language Learners each 6 hours per day.

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,688	\$2,378	\$6,310	\$67,533
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-9.8	-8.7
Percent Difference: School Site/ State			18.0	-7.5

* Cells with ♦ do not require data.