

Accelerated Achievement Academy

1151 Buena Vista Rd. • Hollister, CA 95023 • (831) 636-4460 • Grades 4-8

Mr. Joe Rivas, Principal

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

Hollister School District

2690 Cienega Rd.
Hollister, CA 95023-9687
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District Governing Board

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Elsa Rodriguez, Clerk

Patricia Moore, Trustee

Peter Hernandez, Trustee

Mike Baldwin, Trustee

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School Description

The Accelerated Achievement Academy is a California Distinguished School in the Hollister School District. It is a 4th through 8th grade school of choice in the Hollister School District for the county's most gifted and high achieving students. It is a public school. Research shows that high achievers do better in school, both academically and socially, when surrounded by likepeers, encouraging high levels of verbal dialogue and academic gains through friendly competition. The school operates through assessing what the students already know, compacting the curriculum so that repeated learning does not occur, and curriculum is given with rigor and depth. Doing so allows for time for the students to explore their own unique talents and interests in the form of enrichment and project-based learning of the grade level standards.

The Academy started in the 2007-2008 school year as a program within a school, sitting on the Calaveras School campus and consisting of three separate classes starting with a 3rd grade, a 4th grade and a 5th grade class. Each consecutive year after, a new grade level was added, until the 2010-2011 school year when it celebrated the opening of its doors to a separate school with a separate identification code and its first 8th grade graduating class of the Accelerated Achievement Academy. At the end of the 2013-2014 school year the Academy had 95 students enrolled in three classes in grades 4 through 8. In the 2014-2015 school year we have grown to 122 students and five classrooms.

Students wishing to enroll in the Accelerated Achievement Academy are encouraged to pick up an application packet at the front office of Calaveras School or download off of the Hollister School District website. The administration reviews the packet that consists of report card grades, standardized test scores, results of a non-verbal intelligence test, teacher recommendations, a task commitment survey and a writing sample. Students achieving an entry level score are invited to enroll.

The staff at the Accelerated Achievement Academy believe that gifted and high achievers thrive in an academic setting designed around their unique needs and wish to take them to their highest level of possible achievement.

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 (831) 636-4460 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	24
Grade 5	30
Grade 6	25
Grade 7	25
Grade 8	18
Total Enrollment	122

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
Asian	3.3
Hispanic or Latino	71.3
White	22.1
Socioeconomically Disadvantaged	58.2
English Learners	19.7
Students with Disabilities	4.1
Foster Youth	0.8

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			
Accelerated Achievement Academy	13-14	14-15	15-16
With Full Credential	3	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Hollister School District	13-14	14-15	15-16
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Accelerated Achievement	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	93.0	7.0
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	100.0	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)

Textbooks and Instructional Materials Year and month in which data were collected: 6/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	4-5: Houghton Mifflin Reading, Medallion Edition, Copr. 2003, 2010; 6-8: McDougal Littel Language of Literature, Copr. 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	4-5: My Math, McGraw Hill, Copr. 2013 6-8: California Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	4-5: MacMillan McGraw-Hill, California Science, Copr. 2008; 6-8: Glencoe Science, California, Copr. 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2007; 6-8: Glencoe, California Series, Copr. 2006 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)

The Accelerated Achievement Academy's five classrooms sit on the Calaveras School campus. The school provides a safe, clean environment for students, staff and volunteers. School facilities were built in 1984. A team of two custodians ensures that classrooms, restrooms and the campus are kept clean and safe. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. Measure M will upgrade fire alarm and security systems, improve access to classroom technology, and provide better school access to people with disabilities, among other improvements. For a complete list of projects go to http://www.hesd.org/departments/facilities/measure_m.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 4, 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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	78	32	44
Math	61	23	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	89	94	79	56	55	53	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
5	20.00	13.30	46.70
7	36.00	32.00	

* 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	53
All Student at the School	79
Male	--
Female	70
Black or African American	--
Hispanic or Latino	71
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	60
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	4	22	22	100.0	9	41	27	23
	5	30	30	100.0	3	30	53	13
	6	24	24	100.0	0	4	58	38
	7	27	26	96.3	0	0	46	54
	8	15	15	100.0	0	27	60	13
Male	4		12	54.5	8	42	25	25
	5		10	33.3	--	--	--	--
	6		8	33.3	--	--	--	--
	7		12	44.4	0	0	42	58
	8		6	40.0	--	--	--	--

**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
Female	4		10	45.5	--	--	--	--
	5		20	66.7	5	35	40	20
	6		16	66.7	0	0	50	50
	7		14	51.9	0	0	50	50
	8		9	60.0	--	--	--	--
Black or African American	5		1	3.3	--	--	--	--
	6		1	4.2	--	--	--	--
Asian	4		1	4.5	--	--	--	--
	7		3	11.1	--	--	--	--
Hispanic or Latino	4		17	77.3	12	35	29	24
	5		19	63.3	5	26	63	5
	6		16	66.7	0	6	56	38
	7		17	63.0	0	0	53	47
	8		13	86.7	0	31	54	15
White	4		2	9.1	--	--	--	--
	5		10	33.3	--	--	--	--
	6		7	29.2	--	--	--	--
	7		6	22.2	--	--	--	--
	8		2	13.3	--	--	--	--
Socioeconomically Disadvantaged	4		16	72.7	13	44	25	19
	5		15	50.0	7	20	67	7
	6		15	62.5	0	0	60	40
	7		14	51.9	0	0	64	36
	8		8	53.3	--	--	--	--
English Learners	4		5	22.7	--	--	--	--
	5		8	26.7	--	--	--	--
	6		4	16.7	--	--	--	--
	7		3	11.1	--	--	--	--
Students with Disabilities	4		1	4.5	--	--	--	--
	5		1	3.3	--	--	--	--
	6		2	8.3	--	--	--	--
	8		1	6.7	--	--	--	--
Students Receiving Migrant Education Services	4		2	9.1	--	--	--	--
	5		4	13.3	--	--	--	--
	6		1	4.2	--	--	--	--
	7		2	7.4	--	--	--	--
	8		1	6.7	--	--	--	--

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
Foster Youth	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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	4	22	22	100.0	0	64	36	0
	5	30	30	100.0	23	33	37	7
	6	24	24	100.0	0	21	33	46
	7	27	27	100.0	0	22	63	15
	8	15	15	100.0	13	13	47	27
Male	4		12	54.5	0	58	42	0
	5		10	33.3	--	--	--	--
	6		8	33.3	--	--	--	--
	7		12	44.4	0	17	50	33
	8		6	40.0	--	--	--	--
Female	4		10	45.5	--	--	--	--
	5		20	66.7	35	25	30	10
	6		16	66.7	0	19	44	38
	7		15	55.6	0	27	73	0
	8		9	60.0	--	--	--	--
Black or African American	5		1	3.3	--	--	--	--
	6		1	4.2	--	--	--	--
Asian	4		1	4.5	--	--	--	--
	7		3	11.1	--	--	--	--
Hispanic or Latino	4		17	77.3	0	71	29	0
	5		19	63.3	26	42	21	11
	6		16	66.7	0	13	38	50
	7		18	66.7	0	28	67	6
	8		13	86.7	15	15	38	31

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
White	4		2	9.1	--	--	--	--
	5		10	33.3	--	--	--	--
	6		7	29.2	--	--	--	--
	7		6	22.2	--	--	--	--
	8		2	13.3	--	--	--	--
Socioeconomically Disadvantaged	4		16	72.7	0	75	25	0
	5		15	50.0	20	47	27	7
	6		15	62.5	0	13	47	40
	7		15	55.6	0	40	47	13
	8		8	53.3	--	--	--	--
English Learners	4		5	22.7	--	--	--	--
	5		8	26.7	--	--	--	--
	6		4	16.7	--	--	--	--
	7		4	14.8	--	--	--	--
Students with Disabilities	4		1	4.5	--	--	--	--
	5		1	3.3	--	--	--	--
	6		2	8.3	--	--	--	--
	8		1	6.7	--	--	--	--
Students Receiving Migrant Education Services	4		2	9.1	--	--	--	--
	5		4	13.3	--	--	--	--
	6		1	4.2	--	--	--	--
	7		2	7.4	--	--	--	--
	8		1	6.7	--	--	--	--
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Each family at the Academy is asked to participate in school activities for 20 hours per year as part of their enrollment obligations. Parents attend parent-teacher conferences, the Principal's Coffee Club, Academy Parent Club meetings, parent committee meetings, and assist in fundraising efforts. Some parents are chaperones on field trips, especially for Science Camp. Opportunities for participation include being officers on the Academy School Site Council as well as the Parent Club. Parents are encouraged to be a part of the enrichment activities offered at the Academy. Some parents hold enrichment classes such as in the areas of photography, literature, art, and marketing. Parents interested in volunteering time at school are encouraged to contact Mr. Rivas, Principal and/or Mrs. Bettencourt, the Academy Parent Club President at 831-636-4460.

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

The safety of the students is a primary concern at the Accelerated Achievement Academy. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held monthly, earthquake drills are held every other month, and secure campus drills are conducted at least once a year. Teachers and staff receive information at monthly safety meetings. The School Safety Committee is a part of the School Leadership Team and the school has representation on the District Safety Committee. The School Site Council updates the Safety Plan annually. Copies of the safety plan are shared by law with the district office, local officials, and law enforcement and are available for review.

All visitors to the campus are required to sign in at the office and display a visitor's badge at all times. Supervision is provided for students throughout the school day. The responsibility is shared between the administration, school staff and yard supervisors. Students at the Accelerated Achievement Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Parents are informed of discipline policies at the beginning of each school year through classroom orientations and individual student handbooks.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	7.14	5.15	3.13
Expulsions Rate	0.00	0.00	0.78
District	2012-13	2013-14	2014-15
Suspensions Rate	4.49	4.88	4.61
Expulsions Rate	0.10	0.12	0.15
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	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	9	
Percent of Schools Currently in Program Improvement	81.8	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,267	\$43,091
Mid-Range Teacher Salary	\$63,419	\$70,247
Highest Teacher Salary	\$88,451	\$89,152
Average Principal Salary (ES)	\$93,645	\$112,492
Average Principal Salary (MS)	\$97,435	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$177,250	\$192,072
Percent of District Budget		
Teacher Salaries	39%	41%
Administrative Salaries	6%	6%

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

Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2014/15 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II - Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. AAA receives .30 of services from a Resource Teacher, provided by the district. The Resource Teacher coordinates resources in each site's Response to Intervention program. AAA is not a Program Improvement school, so does not receive the same services from categorical funding as other sites in the district. Site-based Title I funds are used to support after school intervention in the area of mathematics. This decision is made with input from the School Site Council. Most of the additional funding for the school, however, is received through parent fundraising efforts.

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.

Professional Development provided for Teachers

In the most recent 3 years, the district has dedicated a total of 12 days to staff development. Four district-wide Professional Development days are provided for teachers on non-student days. The District focus is on training all teachers in the use of Thinking Maps and Path to Proficiency for English Learners. This decision was based on the data that showed an increasing achievement gap for English Learners. Staff development is also now focused on the Common Core State Standards and the technology needed to implement CCSS and the CAASPP. Teachers have also all received training in, and implement, Professional Learning Communities (PLCs) and Response to Intervention (RTI). Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in their Professional Learning Communities. Future district-wide Professional Development will focus on more writing development, Next Generation Science Standards and training for the new English Language Arts/English Language Development curriculum when adopted.

New teachers receive Beginning Teacher Support and Assessment (BTSA)/Induction services, sponsored by the district. The Peer Assistance Review (PAR) Program provides new teachers and volunteer and assigned veteran teachers with personal support and guidance. PLC grade level teams collaborate two to three hours a week (with the addition of our Physical Education Teacher, who takes groups of students, allowing the classroom teachers time to collaborate). All training and curriculum development are aligned to the Common Core Standards and appropriate instructional strategies.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,250	\$41	\$3,209	\$70,126
District	♦	♦	\$7,066	\$67,285
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-54.6	4.2
Percent Difference: School Site/ State			-40.0	-3.9

* Cells with ♦ do not require data.