



Newhall Elementary

24607 Walnut Street • Newhall, CA 91321 • (661) 291-4010 • Grades K-6

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



Newhall School District

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District Governing Board

Philip C. Ellis, Jr.
Isaiah Talley
Christy Smith
Suzan T. Solomon
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District Administration

Mr. Paul Cordeiro
Superintendent
Mr. Jeff Pelzel
**Assistant Superintendent of
Instructional Services**
Mr. Deo Persaud
**Assistant Superintendent of
Business Services**
Dr. Michelle Morse
**Assistant Superintendent of
Human Resources**

School Description

Newhall Elementary School is the oldest of ten schools in the Newhall School District. Our TK-6th campus encompasses 12 acres, which includes a State Preschool Program that is housed on our campus as well as the Newhall Auditorium, a community theater. Newhall Elementary was first built in 1879. In 1940 the core facility was built. In 2015 a permanent two-story building replaced all of the portables. The Newhall Family Theater is in the final stages of construction. It will be open to the community and District schools as a theatre-performance center in Winter 2018.

Newhall Elementary provides a comprehensive arts-integrated educational program partnering parents, staff, and community to inspire academic success. The arts is a passion and focus at our school. We work closely with the Kennedy Arts Center and TEAL to provide our teachers with workshops and tools to integrate the arts into all content areas. It is our goal to become an arts integrated school in the 2018-19 school year.

We serve the residents of the Newhall community. Housing includes apartments, condominiums, single-family homes, and mobile homes. The current enrollment is 639 students. Newhall's student population is primarily 94% Hispanic (601 Students); 3% White (19 students); and 3% "Other" (19 students). Our current Free/Reduced lunch percentage is 93%. Our English Language Learners (ELL) population represents 73% of the total student body.

The certificated staff includes the principal, one full-time assistant principal, one part-time physical education teacher, twenty-four classroom teachers, two Special Day Class (SDC) classroom teachers, five part-time differentiation teachers (DT), a full-time speech/language specialist, and a Resource Specialist Program (RSP) teacher. Support staff includes a part-time school psychologist, three part-time SDC assistants, a part-time support technician, a part-time counselor, four curriculum reading/math specialists, three curriculum specialists (Science Lab [1] and physical education [2]), two behavior support specialists, and seven safety supervisors. Office staff consists of the office manager and office assistant, one part-time office assistant, one part-time community liaison, one part-time health assistant, and a part-time media clerk.

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	97
Grade 1	88
Grade 2	69
Grade 3	88
Grade 4	99
Grade 5	98
Grade 6	91
Total Enrollment	630

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.5
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.2
White	3.5
Two or More Races	0.5
Socioeconomically Disadvantaged	92.2
English Learners	72.5
Students with Disabilities	14
Foster Youth	0.5

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			
Newhall Elementary	15-16	16-17	17-18
With Full Credential	28	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Newhall School District	15-16	16-17	17-18
With Full Credential	♦	♦	266
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Newhall Elementary	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.

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

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance, 2017, Benchmark Education Company The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (3-5), approved spring 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace Social Studies (K-6), adopted Spring 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Newhall School District is very concerned about the safety of our students, staff, parents, and community members. The following outlines the various steps the Newhall School District takes to ensure we have clean, safe, and well maintained schools.

Cleanliness

The Newhall School District provides custodial staffing so that every classroom at every school can be cleaned daily. We also clean all Preschools and Kindergarten bathrooms and offices on a daily basis. Our Assistant Director of Facilities routinely inspects our schools to ensure they are kept in a clean, safe and orderly condition. Our custodial staff has been directed to notify the school Principal or Office Manager of any safety hazard or maintenance issue that requires immediate attention. The Office Manager will submit a work order via our net-based work order program where the Director of Facilities reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

Weekly School Visits / Inspections

The Director of Facilities visits and inspects two schools every week

Security

We ask that all parents and visitors check in with the main office at each school. To assist staff in communicating on site, two-way radios are used by administrative staff, office staff, and safety supervisors. Each school provides playground supervision to ensure our students are properly supervised during recess and identify any safety or security concerns to the school administrative team.

Risk Manager

The Newhall School District employs a Risk Manager. This employee routinely visits all of our schools and inspects each school regularly. Our Risk Manager is also a certified playground inspector and inspects each school's playground equipment. The inspection includes making sure the equipment is safe, has sufficient fall material, and that there are no loose nuts/bolts and any other potential hazard. If there are any safety concerns regarding the playground equipment, we prohibit the use of the equipment and have the problem resolved immediately.

Age of Schools

The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 13 years old or have been "modernized" with local and State bond funds. "Modernization" may include utility infrastructure replacement, new carpeting, new lights, new windows and doors, new locks, new interior and/or exterior wall paneling, fire alarms, communications systems, internet infrastructure to all classrooms, storage, roof replacement, interior/exterior painting, library renovation, and bathroom renovation.

The district successfully passed Measure E, a \$60 million school construction and modernization bond, in 2011. Projects include the replacement of aging portable classrooms with permanent buildings, the renovation of Newhall Elementary School auditorium, upgrades to the district infrastructure including technology, energy management, communications and utility controls. A significant investment in classroom technology has been completed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/20/2017

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				
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] 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	42	42	71	69	48	48
Math	37	48	62	65	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	73	69	82	84	56	54

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	14.6	28.1	22.9

* 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 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	91	91	100.0	69.2
Male	53	53	100.0	71.7
Female	38	38	100.0	65.8
Hispanic or Latino	81	81	100.0	69.1
Socioeconomically Disadvantaged	75	75	100.0	69.3
English Learners	54	54	100.0	63.0
Students with Disabilities	14	14	100.0	71.4

* 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	376	375	99.73	42.13
Male	208	207	99.52	34.3
Female	168	168	100	51.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	350	349	99.71	40.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	64.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	337	100	40.06
English Learners	306	305	99.67	37.7
Students with Disabilities	69	69	100	8.7

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	376	376	100	47.87
Male	208	208	100	45.67
Female	168	168	100	50.6
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	350	350	100	46.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	70.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	337	100	47.18
English Learners	306	306	100	44.77
Students with Disabilities	69	69	100	10.14

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)

At Newhall Elementary, we understand the importance of building partnerships with our stakeholders. Parents are encouraged to volunteer at our school, and they are encouraged to participate in school events. There are many ways for parents to get involved at our school. We hold a school-wide goal setting conference in the Fall with the purpose of creating awareness for the parent and student to make a positive difference in their educational experience. We also create opportunities to celebrate and recognize students through our monthly Spirit Assemblies where students are acknowledged for academic or social achievements.

In addition, Newhall PTA is always looking for people to chair events and serve on the Executive Board. You can leave a message in the front office for the Newhall PTA President, expressing your interest to participate.

We encourage parents to serve or sit-in on our Parent-Teacher Association (PTA), School Site Council, and/or our English Learner Advisory Committees. Our agendas are posted on our school bulletin board, meeting dates are listed on our school marquee and website, text message reminders or save-the-date are sent in advance, and flyers advertising these opportunities are sent home. Contact Claudia Arrue, our Community Liaison, if you have any questions. We also welcome ideas and feedback.

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

Every school in the Newhall School District has a comprehensive safety plan that is reviewed and updated annually. For further information please contact Tim Palmer, District Safety Coordinator, (661) 291-4196.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.1	0.8	1.2
Expulsions Rate	0.0	0.0	0.0
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	2011-2012	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	60	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	NA
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.6
Social Worker	NA
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	0.14
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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	25	23	24				4	5	4			
1	22	24	22	1			3	3	4			
2	23	22	23				4	4	3			
3	24	24	22				4	4	4			
4	26	27	25		1	1	3	3	3			
5	29	28	30				3	3	3			
6	29	25	28		1		3	3	3			
Other			15			1						

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

Professional Development provided for Teachers

Professional Development

The Newhall School District provides professional development to staff in an effort to enable all students to become proficient or advanced in the Common Core California academic content standards as measured by the CAASPP test. Ongoing efforts in staff development focus on Common Core Instruction, Guided Language Acquisition Design, Depth and Complexity Icons, Thinking Maps, and the NSD Coherent Writing Program.

Common Core Instruction is a change in the pedagogical approach to teaching and learning designed to support the instructional shifts in English Language Arts and Mathematics under the new California State Standards. The role of the classroom teacher shifts from an instructor to a facilitator of learning in this model. In this professional development, teachers are shown how to expect students to work collaboratively together to problem solve and communicate their learning based upon cited evidence and a deeper understanding of ideas. The Common Core instructional model demonstrates that student-to-student discourse is frequent and on-going throughout the arc of the lesson. Teachers engage in activities that illustrate how students must be given opportunities to explore and demonstrate their learning with manipulatives and other technology tools. Teachers engage in multiple professional development opportunities and five additional transition meetings throughout the year to reinforce this work.

Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical instructional strategies for developing metacognitive use of high level academic language and literacy skills. GLAD provides an organizational structure for an integrated, balanced literacy approach to teaching state standards. The integration of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature underscore research indicating language is acquired most effectively when the emphasis is on meaning and message. The GLAD model is intended for English language acquisition for second language learners. The structure, strategies, and classroom implications are invaluable in a multi-lingual setting.

The GLAD training model consists of a two-day training on theory and research regarding second language acquisition, reading/writing research, brain research, classroom implications and applications, and curriculum and strategies of the GLAD model. This is followed by five days of demonstration lessons in the morning with one trainer teaching the lesson to students and another trainer coaching the observing teachers. Teachers spend the five afternoons processing the morning's lesson with the trainers and planning their own GLAD units. GLAD monthly meetings are held with the trainers and the trained teachers to celebrate successes and to discuss concerns and future plans.

Newhall School District's Coherent Writing Program (CWP) is another example of high quality and ongoing professional development provided to all teachers within the Newhall School District. Implementing the CWP entails comprehensive professional development; teachers receive an initial presentation (by teacher-leaders from the CWP's Writing Professional Development Committee) on a given genre, teach the genre to students, return for a follow-up session to score and analyze student work, and finally, administer a formative (benchmark) assessment, using the results to effect improved performance. All new teachers or teachers new to a grade level receive this training on three genres, except fourth grade which receives training on four genres. After a full year of professional development, teachers attend "tune-up" sessions in subsequent years to learn/share new strategies through examination of their students' work. Overall, the intent is to increase teachers' sophistication in their pedagogy, year-to-year.

Thinking Maps, Tools for Learning is an additional high quality professional development opportunity for teachers within the Newhall School District. It is a powerful and distinctive thirty-hour hands-on course that provides teachers with a series of dynamic learning experiences in the 8 fundamental thinking processes. The course provides an intense study of visual-verbal learning maps, each based on a set of tools showing relationships. This course is carefully crafted, giving teachers the tools that enable them to promote continuous cognitive development. Thinking Maps can be used consistently across disciplines and grade levels to advance integrated thinking and interdisciplinary learning.

Depth and Complexity Icon Training is also offered through the district. This training, offered first to upper grade teachers, gives teachers additional differentiation strategies to use. The strategies help students use high-level thinking skills to analyze text and write responses.

The Beginning Teacher Induction Program within the Newhall School District provides an effective transition into the teaching career for first- and second-year teachers. Each new teacher is paired with a support provider who provides intensive individualized support and assistance. An induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher. This program ensures continuous improvement through ongoing research, development, and evaluation for the first two years of teacher service. Additionally, Newhall School District provides coaching opportunities before and during the school year to teachers new to the district (either beginning teachers or teachers coming from other districts). Administrators monitor and meet with new teachers over the course of the year, both individually and as a group, to provide an opportunity to ask questions, discuss needs, and clarify school goals and priorities.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,133	\$48,678
Mid-Range Teacher Salary	\$69,687	\$78,254
Highest Teacher Salary	\$91,231	\$96,372
Average Principal Salary (ES)	\$126,138	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$194,318	\$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
Administrative Salaries	6%	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

- After School Safety, Enrichment, and Education Program
- After School Intervention
- Science Curriculum Specialist
- Production Center Support
- Enrichment
- RTI/ Intervention During School Hours
- Physical Education 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	9199.24	1549	7650.24	73285.8
District	♦	♦	9055	\$72,753
State	♦	♦	10795	77179
Percent Difference: School Site/District			-16.8	0.7
Percent Difference: School Site/ State			-34.1	-5.2

* Cells with ♦ do not require data.