

# Kerman Middle School

601 S. First Street • Kerman, CA 93630 • (559) 843-9600 • Grades 7-8

Margaret Nichols, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Kerman Unified School District

151 South First St.  
Kerman, CA 93630-1029  
(559) 843-9000  
www.kermanusd.com

#### District Governing Board

Efrain Guizar  
Darrell Yates  
Vicki A. Blair  
Daniel Babshoff  
Maria Cantu

#### District Administration

Robert Frausto  
**Superintendent**  
Mark Ruiz  
**Assistant Superintendent  
Personnel**

Kraig Magnussen  
**Assistant Superintendent  
Chief Business Official**

Pamela Millspaugh  
**Assistant Superintendent of  
Educational Services**

### **A Message from the Principal:**

At Kerman Middle School (KMS), our staff is committed to excellence. We recognize the importance of personal qualities such as self-discipline, self-esteem, integrity, values, and respect for both students and staff. KMS students are challenged to increase skills and reach proficiency to become life long learners and productive citizens.

The purpose of the middle school is to begin and maintain a smooth transition from elementary school into the high school environment. The middle grades have always been a critical turning point for students and their education. Continuous improvement is the focus of our school culture as all staff members continually aim to improve themselves and their students. We provide additional courses in the area of Math and English to support students performing below grade level.

Major Achievements: English Language Arts CAASP scores showed an increase in the two year cohort from 6th-7th grades. In Math, both seventh grade and eighth grade students showed an increase from 2016 to 2017.

Kerman Middle School continues to upgrade technology with the end goal in mind to have a technology device for every student. With the addition of three Chromebook Carts this year, we are able to provide a cart of forty Chromebooks to every core classroom, as well as most elective classrooms. We are implementing a character counts educational program and are providing interventions in the area of math, ELA, science, and history. We also provide many club offerings on campus as well as a GATE program in addition to extra curricular activities such as athletics.

### **Focus for Improvement:**

Our plan is to continue to incorporate additional tutoring for students who are not mastering the standards in the area of Math, English, History and Science. We will offer after school tutorial through a CAL SOAP tutor who primarily focuses on Math. We also offer homework help in the After School Program and provide instructional support through migrant education. Kerman Middle is also offering intervention twice a week in the four content areas to provide additional support to students who are not mastering the common core standards. We provide System 44, which focuses on early literacy skills through the READ 180 program to assist students who are performing below the READ 180 levels. These students will be able to transition to READ 180 after completing this program. We also have a plan to address the needs of our English Language Learners as we teach the ELD standards in the classroom daily and provide paraprofessional support. KMS provides an intensive research based language and writing program for English Language Learners. Teachers are using Explicit Direct Instruction Strategies as well as incorporating the ELD Standards in the classroom, which include checking for understanding throughout the lesson and promoting the development of academic language. We have fully implemented the adopted Common Core State Standards (CCSS) and use many common core teaching strategies such as promoting critical thinking, student collaboration and using textual evidence. Our math, ELA, science, and history departments are participating in a coaching professional development model in partnership with the Fresno County Superintendent of Schools.

For this school year we will continue our approach in working with students by analyzing student data and making instructional decisions based on the data. As a staff we will emphasize the selection and alignment of essential standards in our academic areas. Our instructional practices include the importance of proper social skills, respect, and behavior of the students on our campus. The bell schedule reflects a modified block schedule and a seven period day in order to implement the technology standards of the Common Core and provide additional learning opportunities for students as well as incorporate interventions/enrichment during the school day. We continue to implement the ELD standards in designated ELD classes, as well as integrating them in all classes.

A full time Literacy Coach continues to assist teachers and improve student achievement. We also have a district math coach to assist Math teachers in grades 6-12.

We have an Advisory period to teach reading strategies, set goals for students, teach character education and provide intervention when needed.

### 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
Grade 7	415
Grade 8	395
<b>Total Enrollment</b>	<b>810</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	5.7
Filipino	0.1
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	0
White	9.5
Two or More Races	0.5
Socioeconomically Disadvantaged	84.7
English Learners	30.6
Students with Disabilities	12.8
Foster Youth	0.2

### 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			
Kerman Middle School	15-16	16-17	17-18
With Full Credential	30	30	30
Without Full Credential	3	5	5
Teaching Outside Subject Area of Competence	0	0	0
Kerman Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	233
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kerman Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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)

Kerman Middle School sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the district, grade level, and subject area committees coordinated by district curriculum and instruction administrator. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit.

Categorical funding also allows us to purchase supplementary instructional materials for English Learners in grades seven and eight to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: Study Sync: Grade 7 and 8 ELA/ELD 2007: Scholastic: Read 180 2009: Scholastic: System 44  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	2010 Copyright: Pearson Digits 7-8 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	2008: Cambridge Physics Outlet: Focus on Life Science 2008: Cambridge Physics Outlet: Focus on Physical Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	2000: Holt, Rinehart: Call to Freedom 2007: Holt, Rinehart & Winston: World History: Medieval to Early Modern Times 2007: Holt, Rinehart & Winston: US History: Independence to 1914  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Kerman Middle School was built in 1963. A multipurpose building was completed by the beginning of the 2007-08 school year. The buildings on this campus are all in good shape. Currently there are 13 portables on campus. Prior to the 2009-2010 school year, the deferred maintenance projects included painting, and cement work, the parking lot at the multipurpose building, and the PE asphalt at this site, which we have completed. We have also converted our former cafeteria into a fitness center. The outside of all buildings were painted over the summer. Solar panels were added to three areas around campus. Two new classrooms were added to the campus and the inside of the gym was painted as well.

Looking ahead, the parking lot at the front of the school will be redone during the summer of 2018. This project will include the installation of solar panels. The gymnasium interior will be updated during the summer of 2018 also.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces		X		Work orders have been submitted and will be completed at the time of the next days scheduled by the district maintenance department.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
<b>Electrical:</b> Electrical		X		Work orders have been submitted and will be completed at the time of the next days scheduled by the district maintenance department.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 85 and 97 percent on the 15 categories of our evaluation.
		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	47	40	44	46	48	48
Math	22	25	26	29	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	60	64	47	47	60	56

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.8	22.2	39.2

\* 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	338	335	99.1	63.6
Male	174	173	99.4	65.3
Female	164	162	98.8	61.7
Asian	22	22	100.0	72.7
Hispanic or Latino	274	271	98.9	59.8
White	38	38	100.0	84.2
Socioeconomically Disadvantaged	293	290	99.0	60.3
English Learners	68	65	95.6	30.8
Students with Disabilities	24	24	100.0	45.8
Students Receiving Migrant Education Services	14	14	100.0	50.0

\* 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	811	805	99.26	40.12
Male	423	421	99.53	33.02
Female	388	384	98.97	47.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	58.7
Filipino	--	--	--	--
Hispanic or Latino	676	670	99.11	37.31
White	74	74	100	51.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	686	680	99.13	36.18
English Learners	383	377	98.43	29.97
Students with Disabilities	99	98	98.99	7.14
Students Receiving Migrant Education Services	24	23	95.83	30.43
Foster Youth	--	--	--	--

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	811	808	99.63	24.5
Male	423	421	99.53	23.04
Female	388	387	99.74	26.1
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	47.83
Filipino	--	--	--	--
Hispanic or Latino	676	673	99.56	21.4
White	74	74	100	36.49
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	686	683	99.56	21.08
English Learners	383	380	99.22	15.79
Students with Disabilities	99	98	98.99	3.06
Students Receiving Migrant Education Services	24	23	95.83	17.39
Foster Youth	--	--	--	--

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)

Kerman Middle School (KMS) has multiple opportunities for parents to be involved in the process of the school. Parents are always welcome to come to ELAC (English Learner Advisory Committee), Parent Information Night, School Site Council Meetings, Parent Faculty Club (PFC) meetings, and to participate in fundraisers to provide KMS with items needed to improve the school. Kerman Middle School parents hold two dinner fundraisers per year and help with the school's Portfolio Day by interviewing students.

Communication with parents is key to a successful partnership. Parents are kept informed of school events, important announcements, and opportunities to be involved through the KMS Facebook page, the Remind App., the school marquee, flyers, and phone calls through Connect Ed.

Kerman Middle School parents also play a vital part in our financial decision making, including input on LCFF funds, through their participation on the School Site Council and English Learners Advisory Committee. Yearly, the PFC provides the staff with a teacher appreciation luncheon. Parents play a major role in the success of their child, and Kerman Middle School is always looking for ways to get more parents involved. Please contact our principal to find out how you can volunteer.

### 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

Kerman Middle School teachers supervise the students 20 minutes before and 20 minutes after school. During the break teachers supervise the students for 15 minutes. The custodial staff locks all of the school gates leading to the campus once the first bell rings, with the exception of the front gate. All visitors must come through the front gate and sign in at the office.

The Kerman Middle School Safety Plan is reviewed by the School Site Council (SSC) and by the middle school staff annually. The plan includes the location of classrooms, emergency exits, and fire extinguisher locations. Kerman Middle School works closely with Kerman Police Department (KPD) to provide a safe and secure campus. A safety committee will be formed in partnership with KPD to evaluate emergency procedures and provide training in emergency scenarios. We practice emergency drills monthly and include drills for fire, earthquake, and lockdown. Kerman Middle School staff receives training in procedures such as evacuation paths, securing doors, and taking attendance during emergencies.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	7.2	7.0	5.2
Expulsions Rate	0.8	0.4	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.9	4.0	3.4
Expulsions Rate	0.3	0.2	0.1
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	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	85.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.8
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	.2
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	845

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	25	25	24	7	7	12	29	29	26	1	1	3
Mathematics	27	27	24	6	6	10	16	16	18	7	7	6
Science	28	28	25	2	2	6	19	19	14	5	5	9
Social Science	28	28	25	3	3	5	18	18	21	6	6	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Professional development has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The district has provided a total of 1 and a half professional development days prior to the beginning of the 2017-18 school year. We have three Wednesdays a month for professional development as well. Teachers meet as departments, as well as in grade levels, to best meet the needs of all students. The administration has provided opportunities for every core content teacher to attend CA Common Core and ELD Standards incorporation training. Trainings are selected based on student needs, as evidenced by multiple measures, such as state testing, school-based assessments, and teacher input. All content area teachers as well as special education teachers are participating in these trainings.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,893	\$44,144
Mid-Range Teacher Salary	\$66,646	\$69,119
Highest Teacher Salary	\$81,629	\$86,005
Average Principal Salary (ES)	\$95,783	\$106,785
Average Principal Salary (MS)	\$98,232	\$111,569
Average Principal Salary (HS)	\$105,654	\$121,395
Superintendent Salary	\$186,708	\$178,104
Percent of District Budget		
Teacher Salaries	28%	34%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The Kerman Middle School Site Council, composed of parents, staff, and students, meets on a monthly basis to discuss student achievement and determine how federal and state funding should be used to support student learning. Several personnel and programs are supported by these funds. Trained bilingual tutors support English Learners in the classroom and work with students in small groups and one on one to improve reading skills. The migrant resource teacher supports migrant student achievement, particularly in learning English and meeting content standards. The English Learner resource teacher provides curriculum development, support to teachers, and verified English Learner placement.

We also have a full-time Learning Director who provides guidance to students in the area of academics and behavior. State and federal funds also support learning with additional programs and materials to supplement core materials.

Categorical funding helps to pay for a full time literacy coach to assist teachers and students in the classroom.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,363	1,352	4,011	47,761
District	♦	♦	4,184	\$66,335
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			4	1
Percent Difference: School Site/ State			46	23

\* Cells with ♦ do not require data.