

# Elverta Elementary School

7900 Eloise Avenue • Elverta, CA 95626 • (916) 991-2244 • Grades K-5

Michael Borgaard Ed.D, Principal

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



### Elverta Joint Elementary School District

7900 Eloise Avenue  
Elverta, CA 95626  
(916) 991-2244  
www.ejesd.net

#### District Governing Board

Raymond Lippincott, Jr., President  
Rhonda Klarcyk, Vice President  
Angel Miranda, Clerk  
Richard Currier, Member  
Santee Felley, Member

#### District Administration

Michael Borgaard Ed.D  
Superintendent

### School Description

Elverta Elementary is proud to present our current School Accountability Report Card. Students and their families, faculty members and staff, work diligently to make education the highest priority of our community. Elverta provides a safe, caring environment which enables learners to reach their individual potential, including literacy, knowledge and skills needed to exercise the rights and humanitarian responsibilities of citizenship and the ability to compete in a global economy. Staff supports the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and fully promote this approach. Elverta School Site Council, in conjunction with all share-holders, develops and applies the vision for the District. About This School Originally, the Lincoln Elementary School, now called the Elverta Joint Elementary School District, was constructed in 1855 on homestead land donated by David Strauch located on the present Strauch ranch west of the Western Pacific Railroad tracks. The district which was then named Lincoln School District went as far as the Archway, now Rio Linda, north to the county line, east to the Center Joint School District, and west to the American River. About 1904, more people came to this area, including the Northern Electric Railroad which came through Elverta going as far as Chico, and a new school district began to form. The original school house was a one-room wood building, with no electricity or plumbing. Very few of the students could speak English because the predominate language was German. Some of the old families who had children attending the school were Jacob Scheidel who came from Alsace-Lorraine, Germany in 1860, Charles Schmittmeyer and David Strauch from Bavaria, Germany. In 1897, the school house was moved on an area of land donated by V.F. Strauch now located on the corner of Elverta Road and Elwyn Avenue. The "Deed", dated October 19, 1901, was in consideration of \$10 to F. Strauch, W.S. Wait and C.T. Horgan, from the Trustees of the Lincoln School District for one acre of land, more or less. In 1911, a new and larger one room school house was constructed on that same site. In the early 1920's, a new school was built on the present site in Rio Linda Boulevard, and the old school on Elwyn Avenue and Elverta Road was later used as a lodge hall for the Modern Woodsmen of America. The School which was wood and stucco had one small classroom and one large classroom with large folding doors to make two classrooms when needed. In the larger classroom there was a stage where silent movies were screened for the community for night recreation. Desks were one piece, bolted to the floor. The school was heated by coal stoves, and in 1927, the school burned to the ground as a result of one of the coal stoves. Classes were held in various homes until the school was rebuilt on it's current location in the fall of 1928. On October 2, 1941, the woman of the Elverta School District met in the Elverta Elementary School for the purpose of organizing a Mothers Club. The current version of the P.T.A. replaced the Mothers Club in the early 1980's. In 1955, the community club of Elverta changed the name of the school from Lincoln to Elverta Elementary School, Elverta School District. On December 6, 1954, two classrooms were added; on November 15, 1957, three more were completed; and on November 15, 1960, three classrooms, a kindergarten, administrative office, multipurpose room and kitchen were added, giving a total of 13 classrooms. The Cornerstone Ceremony for the Elverta Elementary School was held Saturday, April 30, 1977. The Alpha School District joined the Elverta District in 1965, when Alpha School was built on Elwyn and Artesia. Ten acres of land were purchased for \$18,000. The original Alpha School in Placer County was a two-room school house on Baseline Road between Elder Street and Pleasant Grove Road. At this time the word "joint" was added to the District's official name because the District now included parts of two counties. In 1981 Alpha Elementary School was converted to an intermediate school for seventh and eighth graders. In 1998, Alpha Intermediate School's name changed to Alpha Technology Middle School. In 2005 it was named a Distinguished California Middle School.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	29
Grade 1	27
Grade 2	21
Grade 3	29
Grade 4	32
Grade 5	40
<b>Total Enrollment</b>	<b>178</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	2.8
Asian	0
Filipino	1.1
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	2.8
White	50.6
Two or More Races	6.7
Socioeconomically Disadvantaged	82
English Learners	25.3
Students with Disabilities	6.7
Foster Youth	0

## 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			
Elverta Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	9.7	10.0	10
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Elverta Joint Elementary School District	14-15	15-16	16-17
<b>With Full Credential</b>	◆	◆	15
<b>Without Full Credential</b>	◆	◆	0
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Elverta Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	93.4	6.6
<b>High-Poverty Schools</b>	93.4	6.6
<b>Low-Poverty Schools</b>	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 2016-17)

The Textbook committee is a group of teachers along with supervision of the Superintendent. The teachers decide on textbooks from an approved list which is State approved and within the frame works adopted by the State Board of Education. Textbooks and instructional materials are available to all students, including English Learners, the the classroom and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: 2009	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Scott Foresman - 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman - 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman - 2009 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 campus has sufficient classroom, playground and staff spaces which enables the support of learning and teaching. We currently have nine full-time teachers, one part-time teacher and four classrooms. Our school currently has a library and an athletic field. The school is in good condition and is cleaned daily. We have a part-time janitor who works during school hours. The maintenance supervisor makes sure that a safety check is done on a monthly basis to ensure that the school is safe, clean and in good condition.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	20	26	25	26	44	48
Math	19	18	22	16	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	25	6	23	48	32	37	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.8	25.6	25.6

\* 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.

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	39	39	100.0	23.1
Male	21	21	100.0	14.3
Female	18	18	100.0	33.3
Hispanic or Latino	13	13	100.0	15.4
White	19	19	100.0	31.6
Socioeconomically Disadvantaged	31	31	100.0	25.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	23	95.8	8.7
	4	32	31	96.9	32.3
	5	39	39	100.0	30.8
Male	3	15	15	100.0	13.3
	4	19	18	94.7	38.9
	5	21	21	100.0	19.1
Female	3	--	--	--	--
	4	13	13	100.0	23.1
	5	18	18	100.0	44.4
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	12	12	100.0	33.3
	5	13	13	100.0	23.1
White	3	14	14	100.0	14.3
	4	15	14	93.3	35.7
	5	19	19	100.0	36.8
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	20	20	100.0	5.0
	4	25	25	100.0	36.0
	5	31	31	100.0	32.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	23	95.8	13.0
	4	32	31	96.9	29.0
	5	39	39	100.0	12.8
Male	3	15	15	100.0	13.3
	4	19	18	94.7	38.9
	5	21	21	100.0	9.5
Female	3	--	--	--	--
	4	13	13	100.0	15.4
	5	18	18	100.0	16.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	12	12	100.0	25.0
	5	13	13	100.0	7.7
White	3	14	14	100.0	14.3
	4	15	14	93.3	35.7
	5	19	19	100.0	10.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	20	20	100.0	10.0
	4	25	25	100.0	28.0
	5	31	31	100.0	16.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Elverta Elementary School is very proud of the extraordinary support of its parents and our strong connection to the Elverta community. Our success as a learning institution is dependent upon the quality of our partnerships with our parents and the greater community. It is our good fortune to enjoy the support of a community that fully appreciates and embraces the value of quality education. Parents and guardians are regularly encouraged to participate in the multitude of available programs. From our Parent Teacher Association (PTA), to fund-raising events, to family science nights and outdoor education, parents are active partners in the educational process. Field trips, Back-to-School Nights and monthly award celebrations offer additional venues for family adults to support their student(s). A sampling of parent opportunities for involvement include: Classroom Volunteer, Drama Events, School Site Council, Open House, Family Literacy Project, Thanksgiving Lunch, Kids Helping Kids, Back-to-School Night, Homework Support, Field Trips, School Pledge, Parent/Teacher Conferences, Parent Teacher Association, Elverta Alumni Association, Campus Beautification, Awards Assemblies. For more information on how to become involved, please contact Dr. Michael D. Borggaard, Superintendent/Principal at (916) 991-5400 or (916) 991-2244.

#### 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

Maintaining a safe and orderly environment in order to maximize student learning is a top priority of Elverta Elementary School. This school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state safety standards. The school plan, developed in conjunction with local law enforcement and fire departments, includes steps for ensuring student and staff safety during or following an emergency or local disaster. Students receive regular training in fire, intruder, natural disaster and earthquake events. Emergency drills are conducted regularly throughout the school year. The safety plan is revised and implemented annually and is on file in the Principal's office. Elverta boasts up-to-date restroom facilities, American Disabilities Act compliance and an aesthetically pleasing environment in which to learn and work. Additionally, we view the concept of discipline as an integral part of the learning process. In this context, we teach and model pro-social behavior by treating children with respect and dignity and by offering a quality curriculum to keep all students engaged in learning. Discipline problems are few and minor (as you will read in other sections of this report) and the school offers programs, such as Character Counts assemblies to support students in taking responsibility for and improving their conduct. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in July 2016.

### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	3.5	2.1	3.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	4.6	5.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

#### Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	.07
Social Worker	0
Nurse	.07
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	9.1875
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.

#### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	24	18.5	1		2		1				
1	15	21	19	2		1		1				
2	22	19	20		1	1	1					
3	21	24	20	1		2	1	1				
4	29	27	24				1	2	1			
5	35	30	26					1	1	1		

#### Professional Development provided for Teachers

Elverta School District provides two (2) pre-service days (before school officially opens). These days provide for consistent development and implementation of procedures related to staff activities and student activities. Three (3) additional days are provided to teachers for ongoing training and skill development in academic content and consistent procedures with students.



FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,770	\$41,085
Mid-Range Teacher Salary	\$57,817	\$59,415
Highest Teacher Salary	\$75,181	\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)	\$89,170	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$108,386	\$116,069
Percent of District Budget		
Teacher Salaries	31%	33%
Administrative Salaries	5%	7%

\* 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

In addition to general fund and state funding, Elverta Joint Elementary School District receives state and federal categorical funding for the following categorical, special education and support programs: School Improvement Program (SIP)- Funding suspended this year Professional Development (Title II) Gifted and Talented Education (GATE)-Funding suspended by the state this year. Safe and Drug-Free Schools (Title IV) -last year of federal funding. State Lottery English Language Acquisition-Last year of state funding. Immigrant Education and Limited English Proficient Students (Title III) Economically Disadvantaged and Title I (state and federal funding) Enhancing Education through Technology

### DataQuest

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

### Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,800	\$2,628	\$5,172	\$59,717
District	♦	♦	\$5,172	\$57,771
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	
Percent Difference: School Site/ State			-3.3	0.9

\* Cells with ♦ do not require data.