



# Walter Colton Middle School

100 Toda Vista St. • Monterey, CA 93940 • (831) 649-1951 • Grades 6-8

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



### Monterey Peninsula Unified School District

700 Pacific St.

Monterey, CA 93942-1031

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[www.mpusd.k12.ca.us](http://www.mpusd.k12.ca.us)

#### District Governing Board

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Mr. Tom Jennings, Clerk Vice  
President

Mr. Tim Chaney

Ms. Debra Gramespacher

Dr. Jon Hill

Dr. Bettye Lusk

Ms. Wendy Root Askew

#### District Administration

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Cresta McIntosh

**Associate Superintendent  
Educational Services**

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**Assistant Superintendent  
Secondary Education**

Bijou S. Beltran

**Assistant Superintendent Human  
Resources**

Brett W. McFadden

**Associate Superintendent Business  
Services**

Ryan Altemeyer

**Chief of Technology**

Marci McFadden

**Chief of Communications and  
Engagement**

### School Description

Walter Colton Middle School is nestled among tall trees on a hill overlooking the beautiful city of Monterey and the Monterey Bay. Our school, built in 1955, began as a junior high school serving grades seven through nine. The school was reorganized to a K-8, to better serve as a neighborhood school. In 2010, Colton was reconfigured as a middle school that is currently educating over 700 students in grades six, seven, and eight.

Colton Middle School is an International Baccalaureate Middle Years Program candidate school. The International Baccalaureate is designed to prepare students for full participation in an increasingly globalized world. It includes courses in all of the traditional subject matters, but is taught in a way that guides students to deeper, more student-driven, trans-disciplinary exploration into issues, questions and problems of global importance. The Middle Years Program shapes curriculum, teaching, and assessment into an inquiry focused learning experience, and consists of eight subject groups integrated through five interactive areas providing global contexts for learning. The goal of the Middle Years Program is to create citizens equipped to develop original ideas while being cognizant of the ethical and cultural impact of their actions.

Colton Middle School students, parents, and staff all hold high expectations for one another, and all students are expected to learn and grow in a safe, nurturing environment that promotes literacy, fosters self-esteem, and challenges students to succeed. We strive to have all students realize their full potential to become productive citizens now and in the future. We have several special programs at Colton, including AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering and Math), instrumental music, drama, art, and leadership. All students are encouraged to become involved in these programs as well as our co-curricular programs and practice responsible habits through their participation.

### Mission:

Walter Colton Middle School is committed to developing and empowering open-minded, lifelong learners who recognize their common humanity and help create a better, more peaceful world. We achieve this through innovative, inspiring, rigorous, academic programs which promote respect for the individual, importance of community and appreciation of cultural diversity.

## 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 6	247
Grade 7	210
Grade 8	237
<b>Total Enrollment</b>	<b>694</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.4
Asian	5.5
Filipino	3
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.7
White	23.8
Two or More Races	4
Socioeconomically Disadvantaged	66
English Learners	15.6
Students with Disabilities	10.8
Foster Youth	0

## 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			
Walter Colton Middle School	15-16	16-17	17-18
With Full Credential	27	29	30
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	2	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Walter Colton Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	2	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)**

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Holt, Literature and Language Arts - Adopted 2010 Pearson, Reality Central - Adopted 2011 Kinsella, Strategic English - Adopted 2011 Scholastic Inc, Read 180 - Adopted 2013 Teacher-Developed Units of Study - Adopted 2016 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Carnegie Math Course 1 2014 Carnegie Math Course 2 2014 Carnegie Math Course 3 2014 Supplemental Teacher-Developed Units of Study - Adopted 2016 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	McDougal Littell, Focus on Earth Science - Adopted 2007 McDougal Littell, Focus on Life Science - Adopted 2007 McDougal Littell, Focus on Physical Science - Adopted 2007 Stem Scopes - Adopted 2016 Textbooks and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	McDougal-Littell, World History: Ancient Civilization - Adopted in 2006 McDougal-Littell, World History: Medieval and Early Modern Times - Adopted in 2006 McDougal-Littell, Creating America, A History of the U.S. - Adopted in 2006 TCI Supplemental - Adopted 2017 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	<b>The textbooks listed are from most recent adoption:</b> Yes
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes

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

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

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit [www.mpusd.net](http://www.mpusd.net) for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
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		A few classrooms have missing or loose ceiling tiles or tiles with water damage; some areas pose a tripping hazard due to uneven asphalt walkway; inadequate lighting; dry rot in some areas at base of doors; outlet cover missing
<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			Asphalt are trip hazards in various areas
<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

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	40	32	40	38	48	48
Math	18	15	27	27	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.

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	237	224	94.5	46.0
Male	113	109	96.5	37.6
Female	124	115	92.7	53.9
Black or African American	14	14	100.0	85.7
Asian	21	18	85.7	55.6
Hispanic or Latino	123	118	95.9	32.2
White	64	60	93.8	58.3
Socioeconomically Disadvantaged	156	151	96.8	39.7
English Learners	18	14	77.8	
Students with Disabilities	18	18	100.0	27.8

\* 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.

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	48	46	45	43	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
7	29.8	27.7	20.7

\* 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.

**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	660	631	95.61	32.43
Male	359	344	95.82	25.36
Female	301	287	95.35	40.91
Black or African American	19	16	84.21	25
American Indian or Alaska Native	--	--	--	--
Asian	38	32	84.21	51.61
Filipino	22	21	95.45	76.19
Hispanic or Latino	393	384	97.71	24.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	148	139	93.92	44.6
Two or More Races	32	32	100	34.38
Socioeconomically Disadvantaged	443	434	97.97	25.93
English Learners	280	268	95.71	17.67
Students with Disabilities	74	70	94.59	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	660	634	96.06	15.35
Male	359	348	96.94	14.7
Female	301	286	95.02	16.14
Black or African American	19	16	84.21	6.25
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.37	32.43
Filipino	22	21	95.45	38.1
Hispanic or Latino	393	385	97.96	8.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	148	137	92.57	24.26
Two or More Races	32	31	96.88	19.35
Socioeconomically Disadvantaged	443	436	98.42	10.37
English Learners	280	275	98.21	8.36
Students with Disabilities	74	69	93.24	4.35

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)

There are many opportunities to volunteer at Walter Colton Middle School. Parents are welcome to work in the classrooms, help in the office and with lunchtime supervision, and chaperone field trips. Our School Site Council (SSC) and International Baccalaureate Advisory Committee (IBAC) is run with shared leadership among students, parents, and staff members. The School Site Council and International Baccalaureate Advisory Committee members volunteer their time to advise the Principal on usage of school funds and development of Middle Years Program transition criteria, as well as assist in developing the LCAP (Local Control Accountability Plan) site plan. In addition, our English Language Advisory Committee (ELAC) supports EL students. ELAC receives full reports from the SSC (School Site Council), IBAC and PTA and participates in parent education, receives English Learner assurances and its components, and provides information to parents.

Our PTA is very active and has helped us raise funds for computers for our lab, enriching field trips, teacher supplies, and co-curricular activities for the students. The PTA supports many of the programs at the school with added financial resources for materials and facility upgrades. New members are always encouraged to participate.

### 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

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpsud.net](http://www.mpsud.net).

Highlight's of this school's plan are detailed below.

At Walter Colton Middle School, the safety of our students is paramount. We recognize that we are responsible for creating a learning environment that provides all students with the behavioral and academic skills necessary to reach their fullest potential and become responsible lifelong learners. With this goal in mind, we have several critical elements in place to support our site. PBIS (Positive Behavior Intervention and Support) enhances the ongoing efforts to meet the needs of the students.

Also, our plan includes greater support for safety on our campus. Staff monitor the school grounds before school, during breaks and lunches, and after school. Two campus security monitors are on site every day and support the site before, during, and after school hours as well. The district has also worked hand in hand with local law enforcement to provide the school with the support of a SRO (School Resource Officer). This officer is specially trained to build positive relationships with our students and is utilized for interventions and programs to support students' socio-emotional needs.

The school safety plan is reviewed with the faculty and staff during faculty meetings annually. We have developed a comprehensive plan that includes fire, earthquake, and hostile intruder responses. The plan addresses procedures for emergencies, exit routes, and inventories of emergency supplies. There are quarterly fire drills and planned earthquake and intruder drills. Teachers review the regulations for drills with their students.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.6	13.2	15.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	289.5

\* 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	29	25	21	5	8	10	18	10	11	9	4	4
Mathematics	27	24	26	4	6	4	5	11	7	9	3	6
Science	30	31	30	2	1	3	4	8	2	10	8	11
Social Science	32	28	28	2	2	4	2	12	5	11	3	8

\* 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

The professional development at Walter Colton Middle School is focused on the Professional Learning Community, high leverage instructional strategies, Positive Behavior Intervention and Supports (PBIS), Restorative Justice, and transforming school culture to align with the International Baccalaureate Middle Years Programme (IB MYP) framework. The focus areas were chosen through a needs assessment, classroom observation, student discipline data, and IB MYP pre-implementation requirements.

Professional development is delivered through after-school and full-day workshops, conference and workshop attendance, and individual coaching and mentoring. Our teachers are supported during the implementation of professional development by ongoing professional development and support, monitoring and feedback, coaching, data collection and individual mentoring.

Staff participate in weekly PLCs, as well as regular districtwide professional development opportunities.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

\* 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

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

### 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	\$4,923	\$41	\$4,882	\$56,998
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-48.4	-13.4
Percent Difference: School Site/ State			-29.5	-26.6

\* Cells with ♦ do not require data.