

# MARGARET WHITE ELEMENTARY SCHOOL



**GRADES K-5**  
610 N Broadway Blythe, CA 92225  
Phone: (760) 922-5159

**Dr. Alan Jensen**  
Superintendent

**Josie Koivisto**  
Principal

**2007-08 School Accountability Report Card**

Published During the 2008-09 School Year

## Principal's Message

We are proud to share these facts with you about our fine school. Our school community includes students and their families, our on-site staff, our transportation and maintenance departments, our wonderful volunteers, our School Site Council (SSC) and English Language Advisory Committee (ELAC), our PTC, and the members of our community.

At Margaret White, we are committed to:

- Providing a safe environment for our children.
- Meeting all of our students' needs.
- Teaching students to be good citizens as fervently as we teach them to be good students.
- Teaching students state curriculum and helping them reach proficiency based on national and state tests.
- Honoring and respecting our students and their families, and teaching students to honor and respect their families.

## Parental Involvement

By volunteering in the classroom, library, or serving on a decision-making group, as well as fundraising events, parents may become a member of Margaret White Elementary's learning community dedicated to developing independent lifelong learners. An open invitation is extended to parents to either help with, participate in, or simply attend annual events. For parents who wish to help their student succeed in school, parenting classes are offered to teach parents effective strategies on how to help and support their child's education at home.

Parents are encouraged to serve on the SSC, Gifted and Talented Education (GATE) Advisory Committee, Parent Teacher Club (PTC), or ELAC to actively participate in the growth and improvement process of their student and the school. The SSC approves the school site plan and oversees the school budget. The ELAC helps students learning English feel welcome at school. Margaret White Elementary's very active and strong PTC oversees and raises funds for student activities.

School-to-home communication takes place at all levels throughout the year to keep parents up to date on their student's progress and school issues. The principal and PTC representatives send letters home throughout the year to keep parents apprised of school events, meeting dates, fundraisers, activities, and parent classes. Classroom activities, instructional issues, and home-support tips are provided in newsletters from the classroom teachers. Parents have the option of using e-mail to communicate with their child's teacher. The school marquee displays upcoming events and special announcements.

Margaret White Elementary invites parents to get involved in their child's educational experience. Any parent who wishes to donate their time and talents or would like more information may contact either the school secretary or any other staff available in the school office or Josie Koivisto, Principal, at (760) 922-5159.



## Palo Verde Unified School District

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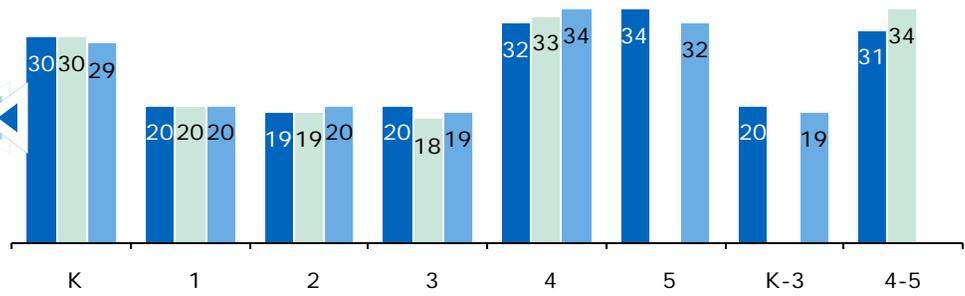
**"Improving Learning... Together"**



## Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08



*“We are committed to teaching students to be good citizens as fervently as we teach them to be good students.”*



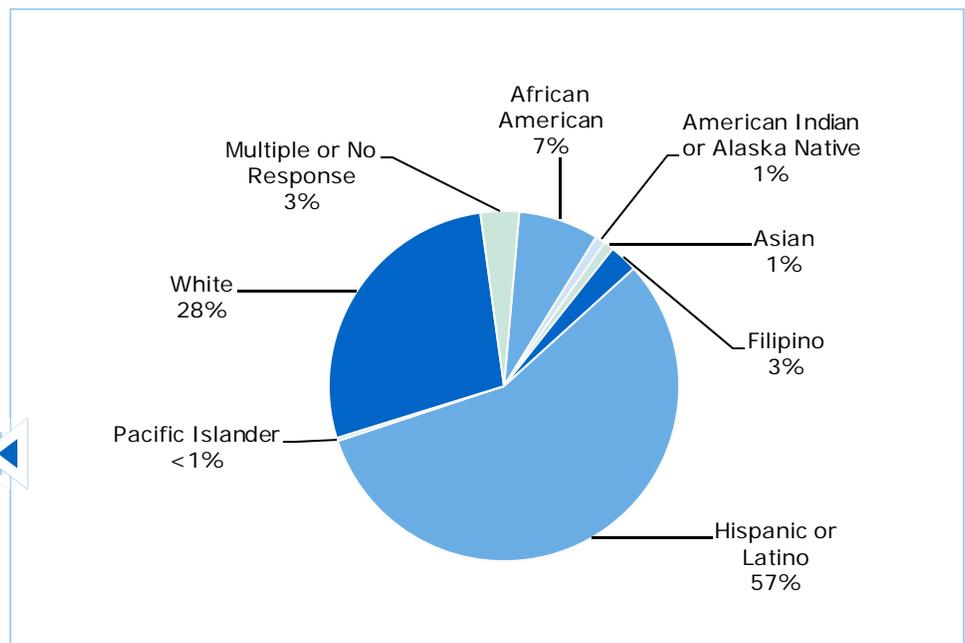
## Enrollment and Demographics

The total enrollment was 648 students for the 2007-08 school year.

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			4			4	
1	5			5			5		
2	5			5			4		
3	6			6			5		
4		2	1			3			3
5			3					4	
K-3	2						1		
4-5		1				4			

## Public 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 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.





## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on October 17, 2008, and the inspection form was most recently completed on October 17, 2008.

## School Facilities

Margaret White Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. School facilities are all up to date and provide adequate space for students and staff. Margaret White Elementary School was built in 1992; since that time, relocatable classrooms have been installed to accommodate growth in enrollment. School buildings and classrooms surround a large grass area that serves as the school's amphitheater and assembly area. In September 2007, gates and fencing were installed to surround the school's perimeter.

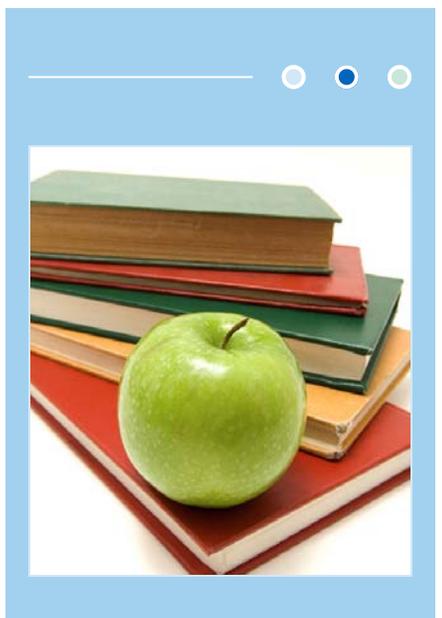
The school has 22 classrooms, 9 portables, cafetorium, media center, three playgrounds, and a large play field.

**Campus Maintenance:** The custodial staff and District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One full-time day custodian is assigned to Margaret White Elementary and meets regularly with the principal to discuss school maintenance and safety issues.

*Continued on page 4*

## School Safety

A comprehensive School Site Safety Plan was initially developed for Margaret White Elementary in collaboration with local law enforcement and fire protection agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Margaret White Elementary's most current School Site Safety Plan was reviewed and updated by the Safety Committee in August 2007. A schoolwide staff meeting was held on October 10, 2007 to review the updated School Site Safety Plan and emergency procedures. An updated copy of the School Site Safety Plan is available to the public at the Palo Verde Unified School District office and the school office.





## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Library Media Teacher (Librarian)	0.0
• Library Media Services Staff (paraprofessional)	1.0
• Psychologist	0.3
• Social Worker	0.0
• Nurse	0.3
• Speech/Language/Hearing Specialist	0.2
• Resource Specialist (non-teaching)	0.0
• Other	0.0



## Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

## School Facilities

*Continued from page 3*

The day custodian is always available for emergency situations; daily responsibilities include preparing and cleaning the cafeteria for breakfast and lunch, restroom cleanliness, keeping the school office clean, setting up furniture and equipment for school events or assemblies, and routine maintenance projects. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving at school. Throughout the day, the custodian and noon supervisors survey the campus to ensure facilities remain safe and clean. During school hours, bathrooms are checked a minimum of three times as a proactive measure to keep facilities stocked, safe, and sanitary. The day custodian is qualified and equipped to handle most minor repairs that the school requires.

Evening custodial support is provided by a team of two custodians under the supervision of the District's Maintenance & Operations department (M&O). Staff meetings are held daily before custodians are dispatched to their respective site for the evening cleaning; topics of discussion cover general maintenance instructions and concerns. All M&O staff are required to follow District-approved cleaning standards which are available for public review at the Maintenance & Operations department.

Margaret White Elementary works closely with M&O for larger projects that may require third-party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at Margaret White Elementary took place on July 20, 2007. Schools are required by State law to report the condition of their facilities; the table on page 3 lists the State-required inspection areas and discloses the operational status and functionality of facilities.

M&O employs a work order system that enables Margaret White Elementary to communicate its maintenance needs. Teachers and school staff relay safety issues and general maintenance needs directly to school office staff who complete a work order request form. The request form is submitted to M&O who then determines whether site custodial staff or the maintenance staff will complete the project and how the project will be completed. Non-urgent requests are typically fulfilled within 24 hours. Emergency situations are regularly resolved in one hour or less by either site or District custodial staff, based upon the nature of the situation. All maintenance, custodial, groundskeeping personnel, and the principal carry handheld radios to facilitate efficient and effective communications for emergencies as well as day-to-day needs between M&O and school site administrators.

### Planned Improvement:

- The exterior of the school was painted during the summer.
- The District is working toward a new phone/VOIP system and it is scheduled to be installed in the future.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.3	0.0

## Suspensions and Expulsions

Suspension and Expulsion Rates						
	Margaret White ES			Palo Verde USD		
	05-06	06-07	07-08	05-06	06-07	07-08
<b>Suspension Rate</b>	2.9%	0.6%	2.6%	27.3%	16.0%	21.0%
<b>Expulsion Rate</b>	0.0%	0.0%	0.0%	0.5%	0.9%	1.9%



## Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout Palo Verde Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's seven-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On October 7, 2008, at 6:00 p.m., the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the district. The Board of Trustees adopted a resolution which certifies, as required by Education Code section 60119, that 1) each student in each school in the Palo Verde Unified School District has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired in September 2008 and October 2008.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2002
Mathematics	McGraw-Hill	2001
Science	Pearson	2007
History-Social Science	Houghton Mifflin	2006

## Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

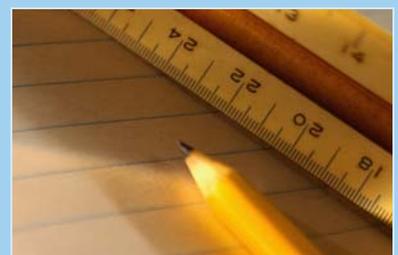
Note: This data was most recently collected and verified on September 18, 2008.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 15.1% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).





## California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.



## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Margaret White ES			Palo Verde USD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
<b>English-Language Arts</b>	31%	32%	30%	27%	28%	29%	42%	43%	46%
<b>Mathematics</b>	44%	41%	42%	27%	26%	29%	40%	40%	43%
<b>Science</b>	28%	43%	34%	23%	28%	33%	35%	38%	46%

## CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
	Spring 2008 Results		
Group	English-Language Arts	Mathematics	Science
<b>Male</b>	27%	38%	34%
<b>Female</b>	34%	46%	33%
<b>Economically Disadvantaged</b>	20%	33%	23%
<b>English Learners</b>	7%	23%	❖
<b>Students with Disabilities</b>	8%	12%	❖
<b>Migrant Education Services</b>	❖	❖	❖
<b>African American</b>	18%	21%	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Filipino</b>	92%	92%	❖
<b>Hispanic or Latino</b>	21%	33%	19%
<b>Pacific Islander</b>	❖	❖	❖
<b>White</b>	42%	57%	64%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Margaret White ES		Palo Verde USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	4	3	3
Similar Schools API Rank	4	1	2

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	-6	12	-4	713
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-20	4	3	680
Pacific Islander	■	■	■	■
White	7	21	-1	776
Socioeconomically Disadvantaged	-9	13	-12	667
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Professional Development

As part of the growth process, supplemental training and staff development activities were provided at Margaret White Elementary based upon teacher input, student assessment data, feedback from professional conferences, and program improvement goals. During the 2007-2008 school year, Margaret White Elementary's training efforts focused primarily on the implementation of the Professional Learning Communities (PLC), Thinking Maps, and Common Assessments; training sessions took place on early release days.

Margaret White Elementary has teamed up with the Riverside County Achievement Team (RCAT) for the past year to help review its Single Plan for Student Achievement and ensure its alignment to State Frameworks and Content Standards. RCAT representatives participated in site-based professional development and coaching activities to help teachers create an environment of continuous learning and improve student proficiency levels in reading and math.

Margaret White Elementary supports the training of its instructional aides and non-teaching staff. Instructional aides are invited to participate in AB472 training, District staff development workshops, professional workshops, and Riverside County's paraprofessional training. Substitutes are invited to attend the District's back-to-school orientations. Non-teaching staff receive job-related training by vendors, professional consultants, or the Riverside County Office of Education.

New teachers receive intensive support and training through the district's New Teacher Induction Program [formerly known as Beginning Teacher Support and Assessment (BTSA)].

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## Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Palo Verde USD	Margaret White ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	157	32	29	27
Without Full Credential	13	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Margaret White ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Margaret White ES	77.8%	22.2%
All Schools in District	50.3%	49.7%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

◆ Information not available.



## Types of Services Funded

**Specialized Instruction:** Palo Verde Unified School District and Margaret White Elementary believe in early identification and intervention of underperforming students prior to testing for learning disabilities—ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, Individualized Education Plan (IEP), or Student Study Team guidelines. Instructional programs are aligned with State and District standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

Margaret White Elementary's special education program is staffed by one special day class teacher and two special day class instructional aides who provide full-day instruction in a special day class. One resource specialist and two resource specialist aides provide individual and small group instruction in the general education classroom or the resource room. For students who are mainstreamed, special education staff work closely with classroom teachers to provide instruction either on regularly assigned classwork or focused instruction in designated areas.

Individualized instruction for special education students is 1) based upon their IEP and 2) provided in the least restrictive environment. The student's parents and school staff meet annually to evaluate student performance and adjust the child's IEP to meet the student's academic needs.

Palo Verde Unified School District is a member of the multi-district Riverside County Special Education Local Plan Area (SELPA), which collaborates with 21 school districts and other public and private agencies to provide a full complement of special education services for Margaret White Elementary's students. Through the SELPA, students have access to an extensive pool of resources and expertise in the field of special education. English Learners (EL) are identified through the California English Language Development Test (CELDT) and home language survey. Students are placed in a classroom with a teacher who has been trained to teach second language skills to elementary students. During language arts instruction, Level 1 English learners (students at the very early stages of learning the English Language) are teamed up with qualified teachers and instructional aides for English Language Development (ELD) instruction, which focuses on increasing vocabulary skills and language fluency. After-school tutoring is provided for 60 minutes, three days a week; students work with qualified certificated teachers to increase their language fluency and acquisition. Margaret White Elementary uses the Houghton Mifflin series, Carousel of Ideas, and English in a Flash curricula for ELD and reading intervention instruction. English learners are assessed twice annually to measure English language acquisition and adjust reading level and ELD needs accordingly.

Students in grades 3-5 may qualify for the Gifted and Talented Education (GATE) program through District testing. GATE students are clustered in the general education environment and receive differentiated instruction from a GATE-trained teacher. Once a week, GATE students from Appleby Elementary, Margaret White Elementary, and Ruth Brown Elementary are brought together to participate in 180 minutes of thematic instruction.

Using various tools including State assessment results, teachers, and administrators can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies during and beyond regular school hours include:

- **After-school tutoring:** Teachers recommend students to participate based upon reading and math proficiency. Tutoring is offered in 30-minute sessions, three days a week.
- **Title I Reading Intervention:** Students in grades 1-5 participate in small group (seven students or less) reading during school hours. Teachers recommend student participation based on State assessment results. Students in grades 1-3 work with the reading intervention teacher four times a week, 30 minutes a day; students in fourth and fifth grade receive 60 minutes of intervention.
- **In-class Intervention:** Small group and one-on-one instruction is provided by instructional aides who collaborate with class teachers to support students in academic areas of need.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on chapter and end-of-unit tests to determine progress toward achieving proficiency levels, ongoing progress, and instructional needs.

## Professional Development

*Continued from page 8*

For beginning teachers and new teachers recruited from out of state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support.

Palo Verde Unified School District's Pre-intern and Intern Program provides support and assistance to aspiring teachers who seek classroom experience while completing their coursework. Pre-interns and interns must be concurrently enrolled in a District-approved college or university and working with a college-assigned mentor.

Teachers who do not qualify for the Induction Program or the Intern program may take advantage of the District's Buddy Program. Teachers must hold an emergency credential and are assigned to a veteran teacher who provides individualized mentoring and staff development.

Veteran teachers receive support and training through the District's Peer Assistance and Review program (PAR). The PAR program is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as consulting teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members continue to learn new teaching concepts and strategies by attending trade conferences, seminars, professional workshops, and District-sponsored training throughout the year on their own time.

For the previous three school years, we had three days each year dedicated to staff and professional development.



*“We are committed to teaching students state curriculum and helping them reach proficiency based on national and state tests.”*



**SARC:** Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. Data-Quest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2009.

## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Margaret White ES	Palo Verde USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2007-2008
Year in Program Improvement	✧	Year 2
Number of Schools Identified for Program Improvement		4
Percent of Schools Identified for Program Improvement		57.1%

✧ Not applicable.

## Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,895	\$37,916
Mid-Range Teacher Salary	\$60,906	\$58,151
Highest Teacher Salary	\$78,552	\$75,396
Average Principal Salary (Elementary School)	\$90,806	\$91,086
Average Principal Salary (Middle School)	\$94,321	\$95,220
Average Principal Salary (High School)	\$121,772	\$101,661
Superintendent Salary	\$150,000	\$136,091
% of Budget for Teacher Salaries	35.0%	38.5%
% of Budget for Administrative Salaries	5.7%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Margaret White ES	\$4,658	\$926	\$3,732	\$56,149
Palo Verde USD			\$5,754	\$59,227
California			\$5,300	\$59,271
% Difference Between School and District			-54.2%	-5.5%
% Difference Between School and California			-42.0%	-5.6%