

MARGARET WHITE ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES K-5
610 N Broadway Blythe, CA 92225
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Dr. Yul D. Whitney
Superintendent
Josie Koivisto
Principal

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 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 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 office or Josie Koivisto, Principal, at (760) 922-5159.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.



Palo Verde Unified School District

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"If We Believe ... We Can Achieve!"



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	0%
◇ Not applicable.	

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 20, 2009, 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 2009 and October 2009.

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

Note: This data was most recently collected and verified in September 2009.

Suspensions and Expulsions

This 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.

Suspension and Expulsion Rates

	Margaret White ES			Palo Verde USD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.6%	2.6%	3.9%	15.7%	21.0%	8.1%
Expulsion Rate	0.0%	0.0%	0.0%	0.9%	1.9%	0.4%



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repaired Needed:</u> Office: Workroom missing floor tiles, coverbase missing. <u>Action Taken:</u> Tiles replaced with new coverbase in December 2009.	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior) <u>Repaired Needed:</u> Library: Data wire needs surface conduit, TV conduit missing from ceiling lights needs replacing in rooms 7,9,3, 5. <u>Action Taken:</u> Wire covered, replaced TV conduit on ceiling, replaced lights. All work completed in December 2009.		✓		
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior) <u>Repaired Needed:</u> Rooms 1, 25, 27, 30, 31 need fire extinguisher monthly check sign off tags. <u>Action Taken:</u> Replaced check sign off tags on extinguishers in December 2009.		✓		
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on October 29, 2009, and the inspection form was most recently completed on October 29, 2009.

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, re-locatable 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.

The school has 22 classrooms, 9 portables, cafeteria, 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.

School Facilities

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One full-time day custodian is assigned to Margaret White Elementary.

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 is 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.

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School Facilities

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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 that completes 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, grounds keeping 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 District is working toward a new phone/VOIP system and it is scheduled to be installed in the future.

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Margaret White ES			Palo Verde USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	32%	30%	35%	28%	29%	29%	43%	46%	50%
Mathematics	41%	42%	49%	26%	29%	29%	40%	43%	46%
Science	43%	34%	45%	28%	33%	35%	38%	46%	50%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	34%	50%	41%
Female	37%	48%	53%
Economically Disadvantaged	20%	35%	36%
English Learners	14%	28%	❖
Students with Disabilities	17%	17%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	17%	30%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	26%	39%	40%
Pacific Islander	❖	❖	❖
White	49%	66%	57%

❖ 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.





Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	3	3	2
Similar Schools API Rank	1	2	1

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	12	-4	16	729
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	4	3	18	699
Pacific Islander	■	■	■	■
White	21	-1	11	787
Socioeconomically Disadvantaged	13	-12	-1	666
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

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	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

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

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Margaret White ES	Palo Verde USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Identified for Program Improvement	6	
Percent of Schools Identified for Program Improvement	85.7%	

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 2008-2009 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 Office of Education (RCOE) for the past year to help review its Single Plan for Student Achievement and ensure its alignment to State Frameworks and Content Standards. RCOE 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.

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

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Professional Development

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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.

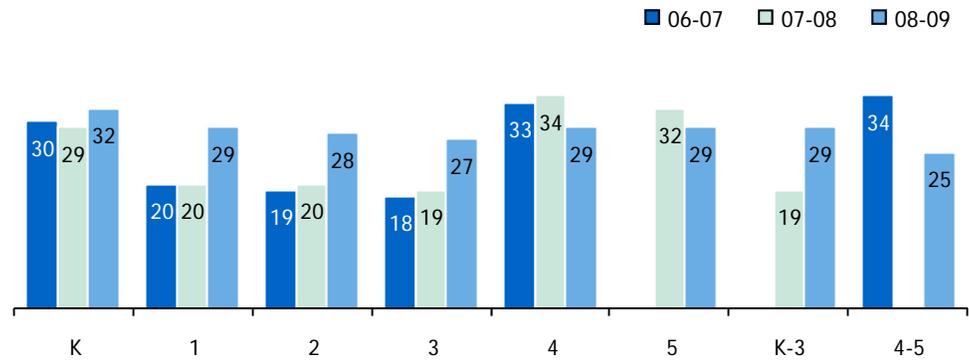
Staff members continue to learn new teaching concepts and strategies by attending trade conferences, seminars, professional workshops, and District-sponsored training throughout the year on their own time

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



Class Size

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

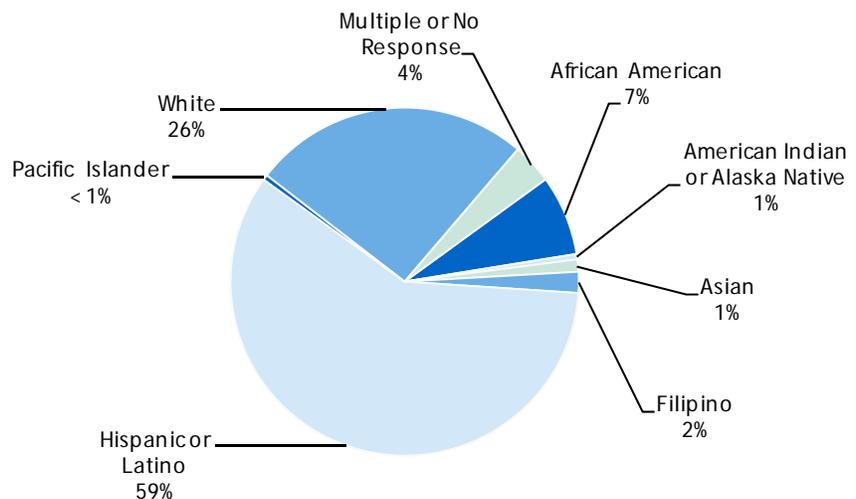


Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			3	
1	5			5				4	
2	5			4				3	
3	6			5				3	
4			3			3		3	
5					4			3	
K-3				1				1	
4-5			4					1	

Enrollment and Demographics

The total enrollment at the school was 616 students for the 2008-09 school year.



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 three special day class instructional aides who provide full-day instruction in a special day class. One resource specialist and one resource specialist aide 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 class work 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 curriculum 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.
- **In-class Intervention:** Small group and one-on-one instruction is provided by 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.



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	19.4%
Five of Six Standards	39.8%
Six of Six Standards	19.4%

Teacher Qualifications

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



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors

Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◇
◇ Not applicable.	

School Support Staff

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

School Support Staff

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

Teacher Qualifications

Teacher Credential Information

	Palo Verde USD	Margaret White ES		
	08-09	06-07	07-08	08-09
Teachers				
With Full Credential	164	29	27	24
Without Full Credential	11	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This 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		
	07-08	08-09	09-10
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

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 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Margaret White ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	◇	◇

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Information not available.

District Financial Data

District Salary Data		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,895	\$38,941
Mid-Range Teacher Salary	\$60,906	\$59,686
Highest Teacher Salary	\$78,552	\$77,828
Average Principal Salary (Elementary School)	\$99,677	\$94,258
Average Principal Salary (Middle School)	\$99,644	\$98,271
Average Principal Salary (High School)	\$110,631	\$104,869
Superintendent Salary	\$142,912	\$142,247
Teacher Salaries – Percent of Budget	35.1%	38.2%
Administrative Salaries – Percent of Budget	6%	5.9%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Margaret White ES
Total Expenditures Per Pupil	\$4,506
Expenditures Per Pupil From Restricted Sources	\$781
Expenditures Per Pupil From Unrestricted Sources	\$3,726
Average Teacher Salary	\$56,767

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Margaret White ES	\$3,726	\$56,767
Palo Verde USD	\$5,644	\$59,152
California	\$5,512	\$60,994
School and District – Percent Difference	-51.5%	-4.2%
School and California – Percent Difference	-47.9%	-7.4%

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 by the Safety Committee in August 2009. 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



Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal 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. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

MARGARET WHITE ELEMENTARY SCHOOL

Palo Verde Unified School District

GRADES K-5

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PUBLISHED BY: School Innovations and Advocacy | www.sia-us.com | 800.487.9234



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>. DataQuest 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 January 2010.