

Margaret White Elementary School

School Accountability Report Card



GRADES K-6

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Josie Koivisto, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 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 Standards using state board adopted 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.

We have Student of the Month Assemblies. Students have the opportunity to be part of NEHS (National Elementary School Honor Society). Our school had the best attendance in the district for the 2010-11 school year.

Margaret White Bulldogs are working on BARK (Be A Respectful, Responsible, Resourceful Kid). Our scores continue to rise and we are even more standards focused each year. As students are more prepared each year our scores will continue to rise. Our goals for the 11-12 school year are to make AYP in ELA and Math as well as earn an API of 770 or more. Professional Learning communities and instructional choices made based on student data are two ways we are improving student achievement.

Parental Involvement

By volunteering in the classroom, library, or serving on a decision-making group, as well as fund-raising 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, fund-raisers, 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 email 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.

School Mission Statement

We at Margaret White will be respectful, responsible and caring citizens. We will be hard-working, productive, problem solvers at school, at home and in our community.



Palo Verde Unified School District

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In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

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 *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" 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	22.9%
Five of Six Standards	27.1%
Six of Six Standards	24%



Student Enrollment by Group

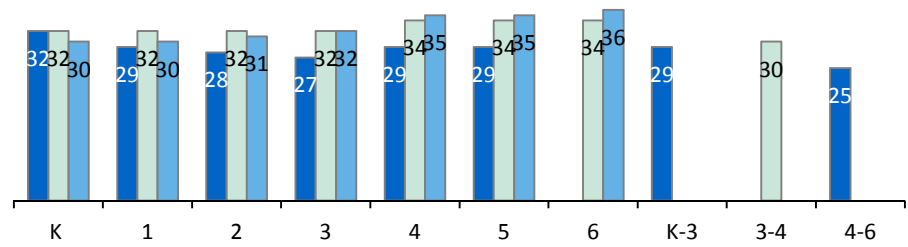
Margaret White ES

Socioeconomically Disadvantaged	52.1%
English Learners	11.1%
Students with Disabilities	6.2%

Class Size

08-09 09-10 10-11

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

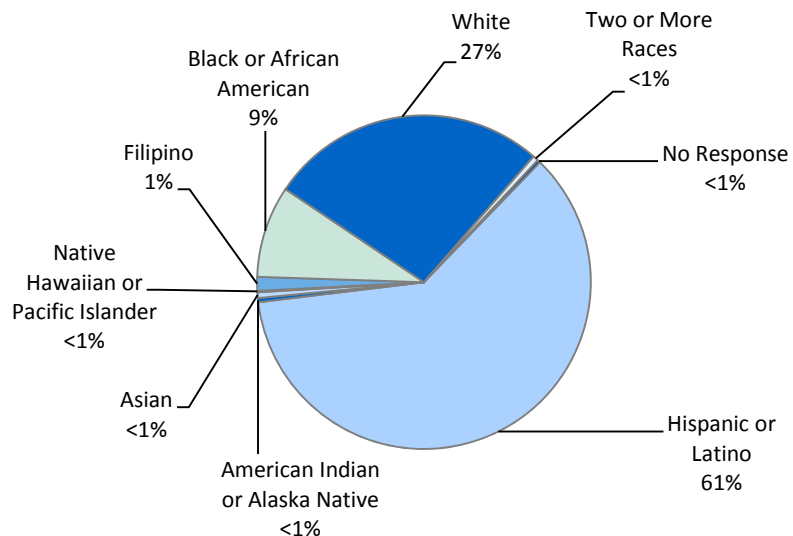


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3		1	3	
1		4			4			4	
2		3			3			3	
3		3			3			3	
4		3				3			3
5		3				3			3
6						3			3
K-3		1							
3-4					1				
4-6		1							

Enrollment and Demographics

The total enrollment at the school was 741 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/25/2011
Date of the Most Recent Completion of the Inspection Form			10/25/2011

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.

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.

School Facilities

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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.

Schools are required by State law to report the condition of their 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.



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Availability of Textbooks and Instructional Materials

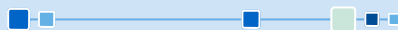
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Margaret White ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence. We expect every student to read, write, and calculate competently. We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion.

We expect every parent, student and district employee to support the mutual quest for excellence. We are unalterably committed to the infinite truth of student potential and the challenging truth of student performance.



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Margaret White ES	
Currency of Textbook Information	
Data Collection Date	10/2011

District Mission Statement:

Our Mission is to enrich, empower, and enhance our students' lives through education.

Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the 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. Instructional materials for grades 9-12 are approved by the Board of Trustees. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the State's adoption. Site level and District level committees meet to select textbooks and instructional materials. Every student including English Learners have access to their own textbooks and instructional materials.

On October 4, 2011, 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 October, 2011.

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

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	35%	32%	41%	29%	33%	34%	49%	52%	54%
Mathematics	49%	43%	53%	29%	32%	34%	46%	48%	50%
Science	45%	40%	40%	35%	39%	35%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	34%	34%	35%
All Students at the School	41%	53%	40%
Male	41%	54%	42%
Female	42%	54%	38%
Black or African American	16%	32%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	34%	47%	31%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	59%	71%	52%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	27%	43%	27%
English Learners	16%	37%	❖
Students with Disabilities	14%	21%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API 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 API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API 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

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	2	2	1
Similar Schools API Rank	1	1	1

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Margaret White ES — Actual API Change		
	Margaret White ES		Palo Verde USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	★	★	2,533	679	4,683,676	778	16	-23	★
Black or African American	★	★	203	597	317,856	696	■	■	★
American Indian or Alaska Native	★	★	17	750	33,774	733	■	■	★
Asian	★	★	18	753	398,869	898	■	■	★
Filipino	★	★	15	905	123,245	859	■	■	★
Hispanic or Latino	★	★	1,552	658	2,406,749	729	18	-20	★
Native Hawaiian or Pacific Islander	★	★	6	■	26,953	764	■	■	★
White	★	★	717	740	1,258,831	845	11	-32	★
Two or More Races	★	★	0	■	76,766	836	■	■	★
Socioeconomically Disadvantaged	★	★	1,786	643	2,731,843	726	-1	-20	★
English Learners	★	★	450	601	1,521,844	707	■	■	★
Students with Disabilities	★	★	284	463	521,815	595	■	■	★

★ This school (or the district on behalf of the school) has certified to the CDE that during the 2011 STAR testing an adult irregularity in testing procedure occurred at the school affecting 5 percent or more of pupils tested. Therefore, this school does not have a valid API for 2011.

■ Data are reported only for numerically significant groups.

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	4%	12%	1%	8%	19%	19%
Expulsion Rate	0%	0%	<1%	0%	1%	<1%

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 School's special education program is staffed by two special education teachers and 6 instructional aides. Students were serviced in the special education rooms or in their classrooms. 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 a 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 for English Language Development (ELD) instruction, which focuses on increasing vocabulary skills and language fluency.

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.

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.

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.

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 2010-2011 school year, Margaret White Elementary's training efforts focused primarily on the implementation of the Checking for Understanding, data analysis and English Learners. The training sessions took place 1 day in August, 1 day in January, and one day in June.

Margaret White Elementary has teamed up with the Riverside County Office of Education (RCOE) this year to help review its Single Plan for Student Achievement and ensure its alignment to State Frameworks and Content Standards. RCOE representatives participated review of the SPSA and alignment of budget.

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. Teachers must hold an emergency credential and are assigned to a veteran teacher who provides individualized mentoring and staff development.

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Professional Development

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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 2008-09, there were three days, and in 2009-10, there were seven days dedicated for professional development, in 2010-11 there were three dedicated days for professional development.



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 October 2011. 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.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, 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	No		Yes	
Graduation Rate	✘		No	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 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 3	Year 3
Number of Schools Identified for Program Improvement	5	
Percent of Schools Identified for Program Improvement	71.4%	

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.

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

◇ Not applicable.

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/>.

Teacher Credential Information				
	Palo Verde USD	Margaret White ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	149	24	24	25
Without Full Credential	5	0	1	1
Teaching Outside Subject Area of Competence		0	1	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		
	09-10	10-11	11-12
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 2010-11 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	95.65%	4.35%
All Schools in District	86.65%	13.35%
High-Poverty Schools in District	86.65%	13.35%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.15
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.25
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	0.15
Resource Specialist (non-teaching)	0.00



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.

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	\$3,752
Expenditures Per Pupil From Restricted Sources	\$400
Expenditures Per Pupil From Unrestricted Sources	\$3,352
Annual Average Teacher Salary	\$61,364



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Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. 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.

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.

District Salary Data		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,475	\$39,074
Mid-Range Teacher Salary	\$60,248	\$60,172
Highest Teacher Salary	\$77,703	\$78,468
Average Principal Salary (Elementary School)	\$88,785	\$95,926
Average Principal Salary (Middle School)	\$102,852	\$99,356
Average Principal Salary (High School)	\$109,735	\$107,041
Superintendent Salary	\$128,787	\$148,555
Teacher Salaries — Percent of Budget	36%	38%
Administrative Salaries — Percent of Budget	6%	6%

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	Annual Average Teacher Salary
Margaret White ES	\$3,352	\$61,364
Palo Verde USD	\$5,475	\$56,522
California	\$5,455	\$63,062
School and District — Percent Difference	-63.3%	+7.9%
School and California — Percent Difference	-62.7%	-2.8%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.