

# McSwain Elementary School

McSwain Union Elementary School District



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-8

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Stan Mollart  
Superintendent

Mrs. Terrie Rohrer  
Principal

## Principal's Message

McSwain School is best known for the high academic achievement standards, well trained and dedicated teachers, and parent and community involvement. McSwain Union Elementary School was once recognized for its rural location and the students' agricultural heritage. The school is still located in a rural location and the students certainly have gleaned from their heritage a strong work ethic as well as the drive to strive for academic excellence.

The McSwain School administration and staff hold the students to high academic and behavior goals. Additional goals include developing well-rounded young adults who are critical thinkers, lifelong learners, and will be the next generation of productive citizens and community leaders.

In order to prepare the students to attain these goals the rigorous academic curriculum is supplemented with music, art, technology, leadership, drama, and Spanish classes. Students are encouraged to participate in the local writing, speech, spelling, athletic, and academic competitions. Community sports and 4-H are available to all students and encouraged by the school.

The McSwain staff prides themselves in developing students who will become critical thinkers, responsible effective communicators, and technologically literate problem solvers. The staff is well trained in techniques of structured engagement and differentiated instruction which allows each student to be challenged to meet their individual potential.



## Parental Involvement

The McSwain School philosophy is to encourage the community and family members to become active partners in educating McSwain students. The involvement is not limited to the parents. Grandparents, extended family members, alumni students and families, and community business partners are welcomed at the school. The McSwain School volunteers fill many roles that include: volunteering in the classrooms, school libraries, and school office; assisting with enrichment and tutorial classes; and providing specialized services such as coaching. The community members serve on committees such as: McSwain Education Foundation, McSwain Community Club, the Gifted and Talented Education (GATE) Parent Advisory, District English Language Advisory Committee (DELAC) and School Site Council (SSC).

McSwain School administration and staff highly encourage all families to be involved in their child's education from the first day they enter the school. Research shows that the most consistent predictors of a child's success in academic achievement and social behavior are a parent's expectation. McSwain School personnel have found that the more parents are involved the greater expectation of success they will have for their child.

Communication between home and school is a priority at McSwain School. When parents are more aware of what is happening daily in the classrooms, the better job they can do of supporting the child's efforts. In fourth through eighth grades the families have computer access to the students' grades and assignments on a daily basis. Kindergarten through third grade families receive weekly classroom newsletters informing them of the current classroom activities. The school administration sends out a monthly newsletter while the McSwain District Office provides a quarterly newsletter to the community to inform them of current and future school news. Family and community involvement is an integral part of ensuring the continued academic excellence of the McSwain students.

For more information on how to become involved, contact Laurie Bazan at (209) 354-2721.

## Mission Statement

McSwain Union Elementary School District, in partnership with the community, is dedicated to excellence and the preparation of all students through a commitment to progressive and comprehensive education in a safe and positive learning environment.

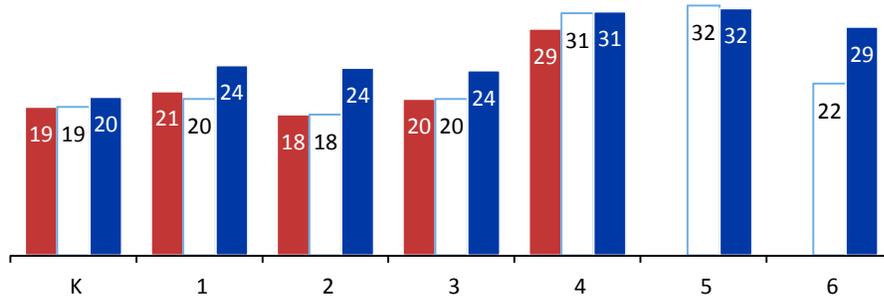


***"Success Starts Here"***

**Class Size**

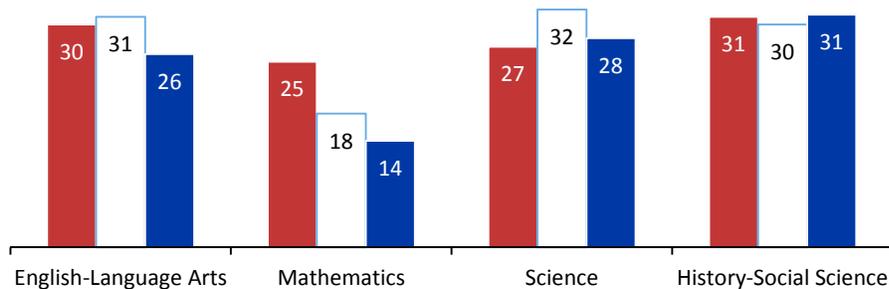
07-08 08-09 09-10

The bar graphs display the three-year data for average class size.



**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			4			2	2	
1	2	1		3				3.5	
2	2			2				4	
3	1			2				3.5	
4		2			2			2.5	
5					2	1		2.5	
6					1			4	
K-3	6			5			2	3	
4-8		2	2		1				1



**Class Size Distribution — Number of Classrooms By Size**

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	12	6		12	4		7	
Mathematics	4	7	1	12	3		8	1	
Science	3	5	2		6	2		7	
History-Social Science	1	3	6	1	6	2		4	2

*“The McSwain School administration and staff hold the students to high academic and behavior goals.”*



**The Mustang Way**

We believe in a just and fair process of learning, therefore, all students and adults, being McSwain Mustangs are expected to:

- Be respectful of ALL people
- Respect all personal and school property
- Come to class with all materials and be prepared to learn
- Be on time
- Abide by school rules both in and out of the classroom
- Show school pride and spirit



### Textbooks and Instructional Materials

The checkout procedures for the textbooks are handled through the school library. Textbooks are checked out to each student for the entire school year. At this time students receive instructions on book handling and care procedures.

All students have access to their own copy of the Standards-aligned textbooks and instructional materials used in the core curricular subjects.

Local Assessments: The teachers work in grade level teams to develop chapter and benchmark tests. The tests are one measure of assessment as well as classroom participation and work, homework, class projects, and quizzes. In addition, the District assessments include Internet-based performance testing to benchmark the students' achievement in reading. District assessments are given three times per year in math, language arts, and writing.

Textbook Sufficiency: After a review of instructional materials, the Board adopted Resolution 2008-05 textbook sufficiency in accordance with *California Education Code* at their September 2008 board meeting.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin A Legacy of Literature	2002
English-Language Arts	(6-8) Holt <i>Literature &amp; Language Arts</i>	2002
Mathematics	(K-3) Sadlier / Oxford	2010
Mathematics	(4-7) Saxon Math	2010
Mathematics	Prentice Hall	2005
Mathematics	McDougal Littel	2008
Science	Houghton Mifflin	2007
Science	Pearson, Prentice Hall	2007
History-Social Science	(K-5) Harcourt Social Studies	2006
History-Social Science	(6-8) Holt, Rinehart & Winston	2006

Note: This data was most recently collected and verified in September 2010

### Availability of Textbooks and Instructional Materials

McSwain ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

◇ Not applicable.

### School Safety

The McSwain UESD Comprehensive Safety Plan is reviewed and updated each year by the staff. The McSwain UESD Comprehensive Safety Plan, the school calendar, and the student/parent handbook address the disaster procedures used by the school. Each family receives a student/parent handbook and the school calendar to reference the school procedures. Fire and lockdown drills are practiced on a regular basis. All visitors are required to check in at the office and are provided with a visitor's badge while on campus. The staff works closely with the Merced County Sheriff's Department and California Highway Patrol to review safety issues and procedures.

Teachers, instructional aides, and/or noon duty supervisors supervise the playground during all recesses and lunch breaks. The McSwain School staff and students take pride in keeping the campus safe, clean, and well maintained. The entire staff receives annual blood borne pathogens training; CPR and first aid training is also offered to staff members. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2010.



### Availability of Textbooks and Instructional Materials

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



### School Facility Items Inspected

The tables show 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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.

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
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			08/05/2010
<b>Date of the Most Recent Completion of the Inspection Form</b>			08/05/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### School Facilities

McSwain School is located on Scott Road in rural Merced County, approximately five miles outside the city of Merced. The school is situated on two properties located directly across the street from each other. The original school, now called East Campus, opened its doors in 1953 and is comprised of five classroom buildings containing 17 classrooms, a gym, cafeteria, and office space on approximately 18 acres. In addition, there are 18 relocatable classrooms which house additional classes, the library, and our computer lab. Two of these classroom wings were upgraded in the late 1980s, and the other two went through the modernization process in the summer of 2005. In the fall of 2001, a new gymnasium/performing arts center opened—providing a home for our music, physical education, and athletics programs. This facility is also used for all school gatherings, student musicals, and dramatic performances as well as athletic competitions between schools. The campus is Americans with Disabilities Act (ADA) compliant.

The new West Campus opened in the fall of 2008 to house students in grades K–3 and is comprised of five permanent structures, which include 14 classrooms, library, school office, and multi-purpose buildings. The 8.7-acre site has ample playground and field space available. The landscaping is new with lots of young trees and shrubs that will provide shade to our students as they grow over time.

This year, McSwain School – East Campus students moved into a new Science Wing with two classrooms and a central prep and storage area. At the same time, students are now enjoying the use of a new Library and Computer Lab. The Library includes educational space, library storage, textbook storage, a computer center and a multimedia presentation showcase. The computer lab is outfitted with 27 new computers and a multimedia capable presentation station.

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### School Facilities

*Continued from left*

In December of 2006, a new 3,503 square foot Maintenance and Operations building was opened on the existing site, to serve the needs of our Operations and Transportation departments.

The custodian/bus drivers and a director of maintenance and operations work diligently to maintain the campus, flower beds, classrooms, and provide routine maintenance for the facility.

McSwain School is well known and respected for its highly successful academic programs provided in a safe, clean, and wholesome environment where each student is encouraged to participate fully and enjoy the rewards of their efforts.

McSwain School is on the approved but unfunded list through the Office of Public School Construction to remove four existing portable classrooms from East Campus and build four new classrooms to take their place at West Campus. This will facilitate the transition to West Campus for the last two third grade classes still being taught at East Campus. Part of this modernization grant includes renovation money for the old East Campus Library which will be remodeled into administrative office space.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$5,000 for the Deferred Maintenance Program. This represents 0.09% of the District's general fund budget.



### Suspensions and Expulsions

Suspension and Expulsion Rates

	McSwain ES			McSwain UESD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.010	0.081	0.043	0.010	0.081	0.043
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

### 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

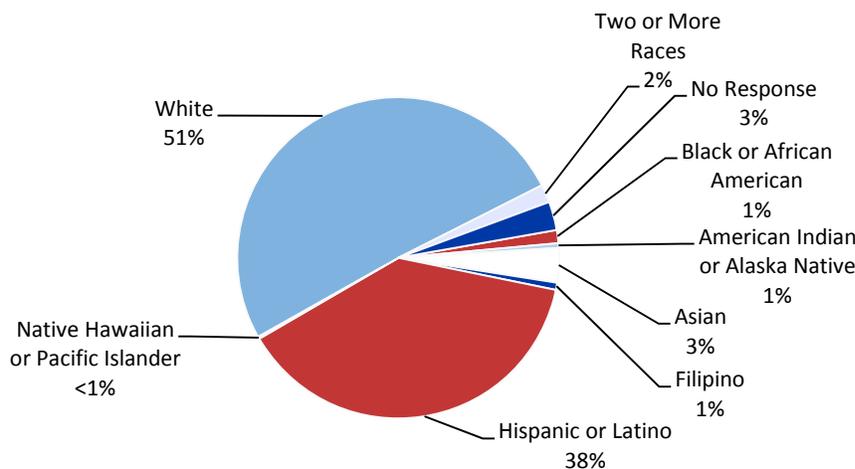
The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test

Percentage of Students Meeting Fitness Standards	McSwain ES	
	Grade 5	Grade 7
Four of Six Standards	16.5%	18.6%
Five of Six Standards	31.6%	33.7%
Six of Six Standards	41.8%	33.7%

### Enrollment and Demographics

The total enrollment at the school was 836 students for the 2009-10 school year.



### 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.



### Professional Development

The McSwain Union Elementary School District provides all teachers with ongoing opportunities for onsite staff development and collaboration time to enhance instructional strategies and techniques. The focus of the staff development is always student centered and aimed at helping students meet their academic potential. Monthly ongoing staff development is provided on the minimum student days. Teams of teachers are sent off to attend in-service trainings on specific grade level or curricular topics. The staff is required to return to campus and share the new instructional strategies with the other staff members. Teacher-needs assessments, student assessment data, and parent input are all used to determine the plan for professional development.

The professional development focus for the 2009-10 school year includes: data analysis, vocabulary development, building background knowledge for academic achievement, responding to student violence, differentiated instruction, strategies for students with Autism and Asperger Syndrome, and structured engagement. A team of teachers will attend Strategic Schooling Training to enrich their strategies for student achievement. These teachers will be the peer coaches for the balance of the staff. A leadership team has committed to the three-year training in Positive Behavior Intervention strategies beginning in the fall of 2010.

For the previous three school years, we had 3 days each year dedicated to staff and professional development.



### 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, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	McSwain ES			McSwain UESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	67%	71%	71%	67%	71%	71%	46%	50%	52%
Mathematics	67%	65%	69%	67%	65%	69%	43%	46%	48%
Science	69%	75%	81%	69%	75%	81%	46%	50%	54%
History-Social Science	50%	62%	54%	50%	62%	54%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	71%	69%	81%	54%
All Students at the School	71%	69%	81%	54%
Male	65%	65%	81%	56%
Female	76%	73%	82%	53%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	76%	71%	0%	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	58%	58%	66%	49%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	78%	76%	95%	62%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	60%	57%	69%	42%
English Learners	36%	42%	0%	❖
Students with Disabilities	32%	42%	❖	❖
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 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### 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 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). 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 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	8	9	8
Similar Schools API Rank	7	9	8

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	20	7	16
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	-3	15	17
Native Hawaiian or Pacific Islander	■	■	■
White	31	0	22
Two or More Races	■	■	■
Socioeconomically Disadvantaged	8	-1	37
English Learners	■	■	23
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



### 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 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.



### API Growth by Student Group

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



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	McSwain ES	McSwain UESD	California
All Students	871	869	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	824	822	715
Native Hawaiian or Pacific Islander	■	■	753
White	900	900	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	828	823	712
English Learners	822	817	692
Students with Disabilities	■	■	580

■ 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.

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 2010-11 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		
	McSwain ES	McSwain UESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

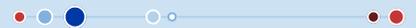
◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



*“The McSwain staff prides themselves in developing students who will become critical thinkers, responsible effective communicators, and technologically literate problem solvers.”*



### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	McSwain ES		McSwain UESD	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	No	Yes	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

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

### 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.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.50
<b>Ratio of Students Per Academic Counselor</b>	✧
Support Staff	FTE
<b>Counselor (Social Behavioral or Career Development)</b>	0.54
<b>Library Media Teacher (Librarian)</b>	1.00
<b>Library Media Services Staff (Paraprofessional)</b>	1.00
<b>Psychologist</b>	1.00
<b>Social Worker</b>	0.00
<b>Nurse</b>	1.00
<b>Speech/Language/Hearing Specialist</b>	1.00
<b>Resource Specialist (non-teaching)</b>	1.00
<b>Other</b>	0.00

✧ Not applicable.

### 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 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### 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).



### Teacher Qualifications

Teacher Credential Information				
	McSwain UESD	McSwain ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	36	36	36	36
Without Full Credential	0	3	2	0
Teaching Outside Subject Area of Competence		2	1	1

### 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			
	McSwain ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	0	1	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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://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
McSwain ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
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.

✧ Not applicable.

### Teacher Qualifications

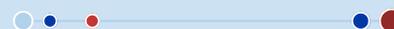
This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



### Types of Services Funded

The following is a list of Federal and State funded programs that are provided to McSwain Union Elementary School District students:

- Title I (Helping Disadvantaged Students Meet Standards)
- Title I (ARRA)
- Title II (Improving Teacher Quality)
- Title II, Part D (Technology)
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- IDEA, Part B
- SFSF Funds
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Lottery
- School Safety & Violence Prevention
- Special Education services
- Tobacco Use Prevention Education (TUPE)
- Home-to-school transportation
- Arts and music
- Supplemental school counseling
- School & Library Improvement
- Instructional Materials Grant



### 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	McSwain UESD	Similar Sized District
Beginning Teacher Salary	\$42,348	\$38,905
Mid-Range Teacher Salary	\$62,236	\$56,504
Highest Teacher Salary	\$83,226	\$71,750
Average Principal Salary	⊗	\$92,053
Superintendent Salary	⊗	\$111,055
Teacher Salaries — Percent of Budget	45.9%	37.9%
Administrative Salaries — Percent of Budget	8.8%	6.8%

⊗ Single-site districts are not required to display this data. (Education Code Section 41409.3).

### 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	
	McSwain ES
Total Expenditures Per Pupil	\$7,777
Expenditures Per Pupil From Restricted Sources	\$1,862
Expenditures Per Pupil From Unrestricted Sources	\$5,915
Annual Average Teacher Salary	\$66,888

### 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
McSwain ES	\$5,915	\$66,888
McSwain UESD	\$5,915	\$66,672
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	3.96%	16.63%

◆ Because McSwain Union ESD is a single-site district, the percent difference does not apply.

### Financial Data

The financial data displayed in the SARC is from the 2008-09 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



*“The McSwain School philosophy is to encourage the community and family members to become active partners in educating McSwain students.”*



### School Accountability Report Card

Data in this report are 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 February 2011.

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