

McSwain Elementary School

School Accountability Report Card



GRADES K-8

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Ms. Terrie Rohrer, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

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.

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.

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 quarterly newsletter while the McSwain District Office provides a quarterly newsletter to the community to inform them of current and future school news. The McSwain district has a webpage with the calendar of events and highlights of the school activities. 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 Terrie Rohrer, Principal at (209) 354-2700 option 1.

McSwain Union Elementary School District

Stan Mollart
Superintendent



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.

"Success Starts Here"



McSwain Union Elementary SD Governing Board

Tom Roduner, President
Scott Koehn, Clerk
Bill Halpin, Member
Todd Machado, Member
Joe Scoto, Member



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (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/.

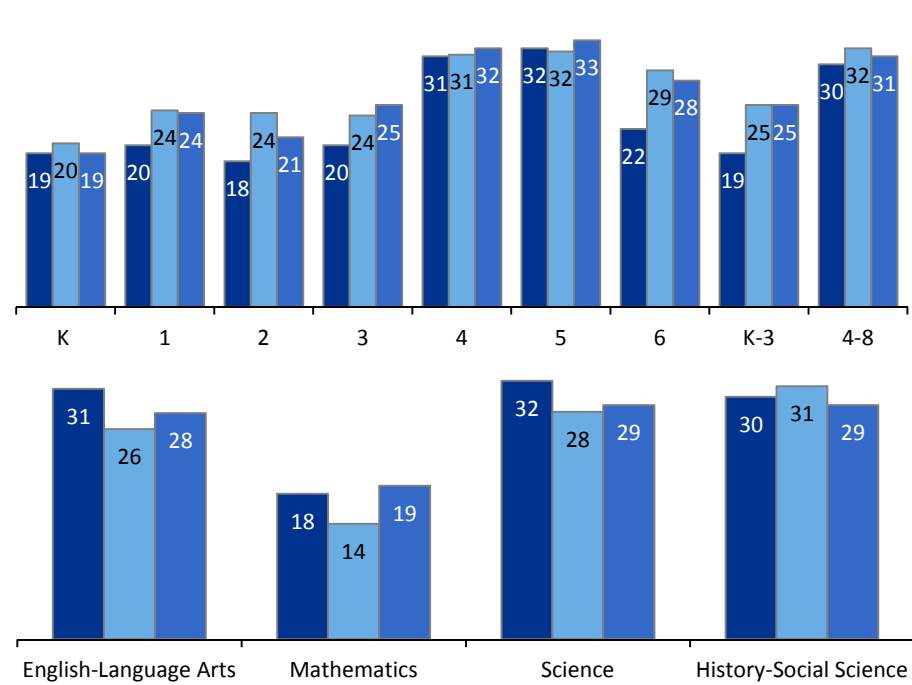
Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	25.3%
Five of Six Standards	20.3%
Six of Six Standards	34.2%
Grade 7	
Four of Six Standards	13.4%
Five of Six Standards	26.1%
Six of Six Standards	39.5%

Class Size

08-09 09-10 10-11

The bar graphs display 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	4			2	2		5		
1	3				3.5			3	
2	2				4			4.5	
3	2				3.5			3.5	
4		2			2.5			4.5	
5		2	1		2.5			5	
6		1			4			3	
K-3	11				2			5	
4-8		1			3	1		4	

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		12	4		7			7	
Mathematics	12	3		8	1		7	3	
Science		6	2		7			7	
History-Social Science	1	6	2		4	2		5	2

School Facility Items Inspected

The tables 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			10/05/2011
Date of the Most Recent Completion of the Inspection Form			10/05/2011

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. Last year we added two modular buildings which provide space for two science lab classrooms, library and computer lab. In addition, there are 10 relocatable classrooms and four state emergency portables, which house additional classes.

Two 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.

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.

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School Facilities

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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 the four existing state emergency 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 currently 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 2011-12 school year, the state has put this program on hold and therefore the district did not budget any new funds into this account. However, we are holding \$197,856 in our Special Reserve for Capital Projects Fund to support District Maintenance Needs.



Availability of Textbooks and Instructional Materials

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

McSwain 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%

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 2011 -12 school year includes: Positive Behavior Intervention Strategies, Common Core Standards, Strategies to Use with English Language Learners, 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 be receiving training on implementation steps for the 2012 Transitional Kindergarten classroom.

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

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 Literature & Language Arts	2002
Mathematics	(K-3) Sadlier / Oxford	2010
Mathematics	(4-7) Saxon Math	2010
Mathematics	Prentice Hall	2005
Mathematics	McDougal Littell	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

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

Currency of Textbook Data

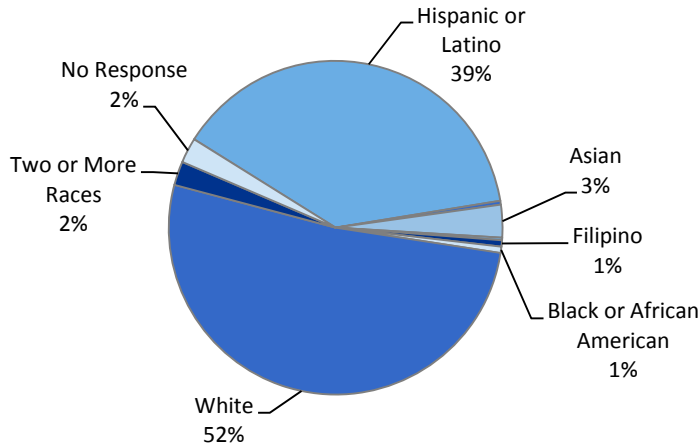
This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	09/2011

“McSwain School is best known for the high academic achievement standards, well trained and dedicated teachers, and parent and community involvement.”

Enrollment and Demographics

The total enrollment at the school was 820 students for the 2010-11 school year.*



Student Enrollment by Group

McSwain ES	
Socioeconomically Disadvantaged	36.2%
English Learners	17.3%
Students with Disabilities	7.6%



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					
	McSwain ES			McSwain UESD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.081	0.043	0.044	0.081	0.043	0.044
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

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.



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 August 2011.



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

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/>.

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, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	McSwain ES			McSwain UESD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	71%	71%	70%	71%	71%	70%	49%	52%	54%
Mathematics	65%	69%	69%	65%	69%	69%	46%	48%	50%
Science	75%	81%	80%	75%	81%	80%	50%	54%	57%
History-Social Science	62%	54%	66%	62%	54%	66%	41%	44%	48%

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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	70%	69%	80%	66%
All Students at the School	70%	69%	80%	66%
Male	62%	66%	76%	64%
Female	80%	72%	84%	69%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	77%	73%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	55%	57%	61%	55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	79%	76%	92%	70%
Two or More Races	88%	81%	❖	❖
Socioeconomically Disadvantaged	54%	56%	60%	62%
English Learners	37%	45%	42%	❖
Students with Disabilities	41%	41%	❖	17%
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.



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	9	8	8
Similar Schools API Rank	9	8	7

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.

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						McSwain ES — Actual API Change		
	McSwain ES		McSwain UESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	638	860	642	859	4,683,676	778	7	16	-10
Black or African American	5	■	5	■	317,856	696	■	■	■
American Indian or Alaska Native	3	■	3	■	33,774	733	■	■	■
Asian	21	877	23	881	398,869	898	■	■	■
Filipino	6	■	6	■	123,245	859	■	■	■
Hispanic or Latino	238	807	239	808	2,406,749	729	15	17	-17
Native Hawaiian or Pacific Islander	3	■	3	■	26,953	764	■	■	■
White	330	891	331	889	1,258,831	845	0	22	-9
Two or More Races	12	889	12	889	76,766	836	■	■	■
Socioeconomically Disadvantaged	215	804	218	802	2,731,843	726	-1	37	-23
English Learners	112	766	112	766	1,521,844	707	■	23	-56
Students with Disabilities	57	636	61	642	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

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 (ARRA - Technology)
- 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
- Education Jobs Bill Funding
- 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



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				
	McSwain ES		McSwain UESD	
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	✘		✘	

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		
	McSwain ES	McSwain UESD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	✧
Year in Program Improvement	Year 1	✧
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	100%	

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

✧ Not applicable.

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

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				
	McSwain UESD	McSwain ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	35	36	36	35
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence		1	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			
	McSwain ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	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
McSwain ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
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	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	0.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0



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	
McSwain ES	
Total Expenditures Per Pupil	\$6,765
Expenditures Per Pupil From Restricted Sources	\$1,704
Expenditures Per Pupil From Unrestricted Sources	\$5,061
Annual Average Teacher Salary	\$67,837



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

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	IlddII	Similar Sized District
Beginning Teacher Salary	\$42,348	\$38,744
Mid-Range Teacher Salary	\$62,236	\$55,509
Highest Teacher Salary	\$83,226	\$70,567
Average Principal Salary (Elementary School)	\$103,236	\$92,338
Average Principal Salary (Middle School)	◆	\$96,427
Superintendent Salary	\$115,418	\$109,381
Teacher Salaries — Percent of Budget	45%	37%
Administrative Salaries — Percent of Budget	8%	7%

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	\$5,061	\$67,837
McSwain UESD	\$5,061	\$67,837
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-7.8%	+15.9%

◆ The percent difference does not apply to single-site districts.

◆ Information not available.

School Accountability Report Card

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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.