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School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

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Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/sa/definitions05.asp

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information
Information about school and district contacts.

School Information		District Information	
School Name	McFarland Middle School	**District Name**	McFarland Unified School District
Principal	David G. Diaz	**Superintendent**	Jim Schiffman
Street	405 Mast Avenue	**Street**	601 Second St.
City, State, Zip	McFarland, CA 93250-1125	**City, State, Zip**	McFarland, CA 93250-1121
Phone Number	(661) 792-3340	**Phone Number**	(661) 792-3081
FAX Number	(661) 792-5681	**FAX Number**	(661) 792-2447
Web Site	www.mcfarlandusd.org/schools/mms	**Web Site**	www.mcfarlandusd.org

E-mail Address	davdiaz@zeus.kern.org	E-mail Address	erozuna@zeus.kern.org
CDS Code	15-73908-6106306	SARC Contact	Ermelinda Ozuna, Assistant Superintendent

School Description and Mission Statement

Information about the school, its programs, and its goals.

Information About The School:

McFarland Middle School is a 6th – 8th grade school located in the southwest part of the predominately agricultural community of McFarland, California. Feeder schools are the two local elementary schools, Kern Avenue and Browning Road. This school is one of five schools in the McFarland Unified School District, which encompasses 32 square miles and services approximately 3,100 students. McFarland is a small rural community (10,780) characterized by a high percentage of English Language Learner children and families, extreme poverty, and geographic isolation from resources and services. McFarland is located 25 miles north of Bakersfield in the county of Kern.

The school is the newest complex in the district with nineteen permanent classrooms and fifteen portable classrooms. There is a multi-purpose building, a library, a band room, a chorus room, a physical education building with an attached fitness center, two computer labs, a woodshop room, a home economics room, and (3) science lab classrooms. The total school population is 722 students: 278 sixth grade, 230 seventh grade, and 214. The school population is 95% Hispanic with many students being English language learners.

Information about MMS School Programs:

The teaching staff consists of 34 teachers, plus an opportunity class teacher, 2 resource specialists, 1 special day teacher, and 1 librarian. The district provides additional support staff such as the district psychologist, a nurse, a mental health therapist, and a speech pathologist. A literacy coach is shared between the high school, and the middle school and a math coach is shared with all of the MUSD sites. In addition, a reading coach/EL coordinator, a computer resource person, and a computer tech person are shared within the district. There are five paraprofessional employees who are shared between the middle school mainstream and the special education department.

The total instructional minutes for each grade level are 57,370/year which is divided into 7 days over the 181 days as required by the state of California. Fourteen minimum days are scheduled per year with four scheduled before major holidays and ten scheduled to allow for parent conferences. All Math and Language Arts students are enrolled in SBE-adopted or approved content core with those scoring below proficient receiving extra instruction and/or intervention programs. McFarland Middle School also provides opportunities for students to take electives, such as woodshop, home ec., band, and computers, as well as to participate in after school sports.

The mission of McFarland Middle School is to insure that each student reaches the proficiency level as measured by the California Content Standards, with special attention given to each student's unique needs. All students will be provided differentiated instruction based on research of proven methods to support learning and to provide universal access to the California Standards through data driven instruction. Students, teachers, parents, and the community share in the responsibility to provide an environment that is conducive to academic success as measured by the California Content Standards.

Information about MMS Goals:

The faculty, staff, students, and community of McFarland Middle School are devoted to the goal of providing students with academic excellence, a quest for life-long learning, and the development of individual strengths and talents in a safe, supportive environment. We believe that school and community behavior should be guided by respect for individual differences and the rights of others. McFarland Middle School is committed to excellence in education. We will facilitate a partnership of educators, parents, and the community to provide a meaning-centered curriculum that includes high expectations in order to nurture each student's intellectual, physical, and moral capacities so that they are able to function responsibly, positively, and productively in our democratic society.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Organized Opportunity	Contact Person	Phone Number
School Site Council	Anna Macias, Principal's Secretary	(661) 793-3340
ELAC (English Language Advisory Committee)	Joel Lopez, Coordinator	(661) 793-3340
DELAC (District English Language Advisory Committee)	Teresa Arvizu, Coordinator	(661) 793-3081
Band Boosters	Gerry Perreault, Band Instructor	(661) 793-3340
AVID (Advancement Via Individual Determination) Parent Meetings	Jennifer Trzaska, Coordinator/Teacher	(661) 793-3340
Extra-Curricular and sports programs	Dario Diaz, Coordinator	(661) 793-3340
Field Trips – Chaperone / Planning	Anna Macias, Principal's Secretary	(661) 793-3340
PIQE (Parent Involvement for Quality Education)	Mayela Medina, Counselor	(661) 793-3340
6th Grade Parent/Student Orientation	David Diaz, Principal	(661) 793-3340
Back-to-School Night	David Diaz, Principal	(661) 793-3340
Open House	David Diaz, Principal	(661) 793-3340
Parent Conference Week or parent conferences as requested by parent/teacher	David Diaz, Principal and MMS Teachers	(661) 793-3340

II. Demographic Information

Student Enrollment -- Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	0
Grade 1	0	Grade 10	0
Grade 2	0	Grade 11	0
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	278		
Grade 7	230		
Grade 8	214		
Ungraded Elementary	0	Total Enrollment	722

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	3	0.0	Hispanic or Latino	687	0.95
American Indian or Alaska Native	6	0.0	Pacific Islander	0	0.0
Asian	3	0.0	White (Not Hispanic)	23	0.03
Filipino	0	0.0	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	December 2005	Date Last Discussed with Staff	August 2005

The Vice Principal and the MMS Safety Team continually reviews and updates the School Safety Plan as needed throughout the 2004 -2005 academic year. Team members periodically attend workshops provided by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the plan. The MMS Staff was updated regarding the latest changes and provided with a condensed flipchart of emergency procedures in February 2005. In addition, the School Safety Plan successfully passed the CCR Review conducted in May 2005.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The major change this year was the addition of the language arts block schedule. All students were scheduled in a 92-minute language arts block where the same teachers taught reading and language arts. Other programs offered during the school year are after-school tutorial classes in math and language arts, Monday through Thursdays, math and language arts work shops (8th grade proficiency), AVID, band, extra-curricular sports activities, quarterly Honor Roll assemblies, ASB activities, a spelling bee, cheerleading, migrant after-school and Saturday programs, as well as the Kern County Oral Language Festival participation.

Opportunity Class is available to provide a supportive environment with specialized curriculum, instruction, guidance, and tutorial assistance to help students overcome barriers to learning. The goal of Opportunity Education is not to be viewed as a holding place for resistant learners but as an intervention to ensure student success. It provides comprehensive academic programs that facilitate positive self-esteem, confidence, and personal growth with the goal of helping students return to traditional classes and programs.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
Number of Suspensions	266	233	153			
Rate of Suspensions						
Number of Expulsions	3	5	2			
Rate of Expulsions						

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The MMS facility opened during the 1997-1998 school year and has 30 classrooms, a cafeteria, library, band room, fitness center, two computer

labs, and a central office. Our custodial, teaching staff, and students take great pride in our facilities which are maintained in a manner that assures students have a clean, safe and functional environment in which to learn. In addition, our custodial and maintenance staff maintain, repair, and clean our facilities and campus on a daily basis. In the spring of 2005, MMS successfully passed the Williams Act visit.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other	x		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11.

Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	7	9	15	12	13	17	35	36	40
Mathematics	6	6	10	11	11	14	35	34	38
Science	0			12	5	16	27	25	27
History-Social Science	6	6	6	10	8	10	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	*		14		32
Mathematics	*	*	*		10		5
Science							
History-Social Science		*			6		*

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	12	18	2	15	0	12
Mathematics	12	9	2	10	0	8
Science						
History-Social Science	6	7	0	7	0	5

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	15	17	20	19	21	19	43	43	41
Mathematics	19	29	25	25	29	30	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*		18		*
Mathematics	*	*	*		24		*

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	19	21	3	20	0	17
Mathematics	26	23	13	25	0	22

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard. **Not Available**

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade	School	District	State

Level	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				20.9	26.8	14.3	24.5	26.7	22.3
7	10.6	5.8	15.0	10.6	5.8	15.0	28.8	30.9	26.8
9				13.8	11.0	16.2	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API -- Schoolwide
Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data	API Growth Data

	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	99	99	**Percent Tested**	99	99	100
API Base Score	525	542	561	**API Growth Score**	541	565	578
Growth Target	14	13	12	**Actual Growth**	16	23	17
Statewide Rank	1	1	1				
Similar Schools Rank	3	1	2				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				**African American**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Asian				**Asian**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Filipino				**Filipino**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Hispanic or Latino				**Hispanic or Latino**			
API Base Score	516	537	555	**API Growth Score**	536	559	575
Growth Target	11	10	10	**Actual Growth**	20	22	20
Pacific Islander				**Pacific Islander**			

API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				**White (Not Hispanic)**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API -- Socioeconomically Disadvantaged Subgroup
Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	**2003**	**2004**		**From 2002 to 2003**	**From 2003 to 2004**	**From 2004 to 2005**
API Base Score	509	533	551	**API Growth Score**	531	553	578
Growth Target	11	10	10	**Actual Growth**	22	20	27

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code*, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

Adequate Yearly Progress (AYP)
The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
All Students	No	No	No	No	Yes	No
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	No	No	No	No	Yes	No
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	No	No	No	No	Yes	No
English Learners	No	No	No	No	No	No
Students with Disabilities	N/A	N/A	N/A	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2003-2004	2004-2005
Year in Program Improvement (Implementation Level)	Year 3	Year 1

Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	50.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

No data are available for this section

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												

1												
2												
3												
4												
5												
6												
K-3												
3-4												
6-8	27.5	5.3	16.5	3.6	28.9	4.3	15.8	8.3	27.7	6	17	4.8
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	9	28		30.1	3	28	13	26.8	6	22	3
Mathematics	27.2	5	14	3	25.6	8	13	4	26.5	6	17	3
Science	28.0	2	7	2	31.2	1	11	9	30.8		14	9
Social Science	29.1		17	4	28.5	5	11	7	26.6	6	15	4

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	39.3
All Schools in District	45.2
High-Poverty Schools in District	40.7
Low-Poverty Schools in District	33.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	29	31	34
Teachers with Full Credential	16	18	21
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	2	1
Pre-Internship	4	3	3
Teachers with Emergency Permits	9	8	9

(not qualified for a credential or internship but meeting minimum requirements)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	8.8	4.6
Master's Degree	8.8	11.1
Bachelor's Degree plus 30 or more semester hours	47.1	47.7
Bachelor's Degree	35.3	36.0
Less than Bachelor's Degree	0.0	0.7

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions: **7th Grade Math**		Filled 1st Semester with Long Term Substitutes	

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Any teacher classified as probationary is evaluated at least twice a year. Permanent teachers are evaluated every other year.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

McFarland Unified School District provides qualified substitute teachers on a as-when needed basis. When there is a shortage of substitute teachers, then staff members are asked to substitute during their preparation period.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Intervention Specialist	1.0
Library Media Teacher (Librarian)	1.0
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other – Probation Officer provide by the Kern County Probation Dept.	.2

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff

persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

IX. Curriculum and Instruction

School Instruction and Leadership
Information about the structure of the school's instructional program and the experience of the school leadership team.

The leadership at McFarland Middle School consists of one principal, once vice principal, an intervention specialist and a six member leadership team. McFarland Middle School's instructional programs, textbooks, and curriculum are aligned with the California State Standards. Interventions are provided to help meet the needs of all students attending McFarland Middle School. The Special Education student population is placed in the least restrictive learning environment according to their Individualized Educational Plan. English Language students are placed in reading and language blocks according to their California English Language Development Test scores. Our schedule also provides extended learning opportunities for all students with addition of Learning 100 and tutoring after school.

At McFarland Middle School, the administration, staff, students, and parents function as a team. Students participate in leadership opportunities through Student Council (ASB) and School Site Council. These groups offer insight and/or suggestions to provide the best learning experience possible. The principal was assigned to attend AB75 training to learn about recent trends in interventions and practices.

Professional Development
Information about the program for training the school's teachers and other professional staff.

There are eighteen scheduled 90-minute professional development sessions throughout the year. In addition, the district provides buy-back days as needed. Our site offers many opportunities for teachers to attend various workshops and seminars dealing with such topics as CLMS, AVID summer institute, CSLA Academy, CTA workshops, and other workshops coordinated by the Kern County Superintendents Office. Staff members also provide mini-workshops during professional development sessions.

Quality and Currency of Textbooks and Instructional Materials
Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Middle School will provide the most recent State/Board-adopted core instructional programs in Language Arts including the following: 1. Holt-Literature and Language 2002 edition for grades 6, 7, and 8th 2. Thomson/Heinle Visions 2004 3. Renaissance Learning Accelerated Reader 2005 4. Interact Publishers Basic Steps Writing Program 2005
Mathematics	McFarland Middle School will also provide the most recent State/Board-adopted core instructional programs in Mathematics including the following: 1. McDougal Littel Mathematics (Course 1, Course 2, and Algebra 1) Concepts and Skills, 2001 editions 2. McDougal Littel Intervention and Activities Workbook 3. California Planning and Policy Guide 4. Sopris West You Can Be Algebra Ready edition 2002
Science	Middle School will provide the most recent State/Board-adopted core instructional programs in Science including the following: 1. Holt-Science and Technology: Earth Science 2001 edition for grade 6 2. Holt-Science and Technology: Life Science 2001 edition for grade 7 3. Holt-Science and Technology: Physical Science 2001 edition for grade 8
History-Social Science	Middle School will provide the State/Board-adopted core instructional programs in Language Arts including the following: 1. Harcourt Brace Social Studies: Ancient Civilization 2002 for grade 6 2. Houghton Mifflin Social Studies: Across the Centuries 1999 for grade 7 3. Holt, Rinehart, and Winston: Call To Freedom 2000 for grade 8

	Next year is the adoption year for Social Studies Text.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	MMS provides students access to a classroom set of the core curriculum textbook, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2005
Mathematics	MMS provides students access to a classroom set of the core curriculum textbook, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2005
Science	MMS provides students access to a classroom set of the core curriculum textbook, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2005
History-Social Science	MMS provides students access to a classroom set of the core curriculum textbook, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2005
Foreign Language	Not applicable
Health	MMS provides students access to a classroom set of the core curriculum textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2005
Science Laboratory Equipment (grades 9-12)	Not applicable

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	57,370	54,000
7	57,370	54,000
8	57,370	54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	Not Applicable	180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are a total of 14 minimum days scheduled for the 2004-2005 school year. There are (4) minimum days scheduled before each major holiday and (2) week-long parent conferences scheduled where students are on a minimum-day schedule. Our district provides an opportunity to each site to "bank minutes" daily to provide bi-weekly staff development throughout the school year.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test.

Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

College Admission Test Preparation Course Program
Information about the school's college admission test preparation course program.

A targeted group of students are selected to take the PSAT to provide them with test-taking experience and link them with colleges and universities for ongoing information.

Workforce Preparation Programs
Information about the school's career technical education programs and classes.

McFarland Middle School provides opportunities for students to take computer classes, woodshop classes, band, and home economics classes at the middle school level.

Career Technical Education (CTE) Programs
Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students				Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate		Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)
Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures.*

The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,220	$35,309
Mid-Range Teacher Salary	$53,301	$53,828
Highest Teacher Salary	$67,859	$68,027
Average Principal Salary (Elementary)	$89,001	$82,530
Average Principal Salary (Middle)	$91,745	$85,123
Average Principal Salary (High)	$96,614	$91,421
Superintendent Salary	$101,286	$118,587
Percent of Budget for Teacher Salaries	36.8	40.4
Percent of Budget for Administrative Salaries	4.3	5.8

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	**Dollars Expended Per Student (ADA)**	**Dollars Expended Per Student (ADA)**	**Dollars Expended Per Student (ADA)**
$21,502,971	$7,565	$6,987	$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Student services funded are grade level (6th, 7th, and 8th) after-school tutors, an AVID coordinator, a GATE program, after-school sports programs, educational field trips, Oral-Language Festival coach, math and language arts mini-workshops for 8th grade students, migrant education after-school and Saturday tutoring.