School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	McFarland Middle School	**District Name**	McFarland Unified School District
Street	405 Mast Avenue	**Phone Number**	(661) 792-3081
City, State, Zip	McFarland, CA 93250	**Web Site**	www.mcfarlandusd.com
Phone Number	(661) 792-3340	**Superintendent**	Gabriel McCurtis
Principal	Roberta Burgh	**E-mail Address**	webmaster@mcfarlandusd.com
E-mail Address	rburgh@ mcfarland.k12.ca.us	**CDS Code**	15-73908-6106306

School Description and Mission Statement
This section provides information about the school's goals and programs.

VISION

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.

MISSION

The mission of McFarland Middle School is to insure that each student reaches his/her full potential academically and socially. We at McFarland believe that all students can learn at high levels of rigor and that it is our duty to set high standards for each student and provide intervention for those having difficulty meeting those standards. All students at McFarland will be provided SBE adopted curriculum and will receive 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.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

School Site Council: Anna Macias, Administrative Assistant - (661) 792-3340
ELAC (English Language Advisory Committee): Joel Lopez, Coordinator - (661) 792-3340
DELAC (District English Language Advisory Committee): Teresa Arvizu, Coordinator - (661) 792-3081
Band Boosters: Gerry Perreault, Band Instructor - (661) 792-3340
After-School Sports Coordinator: Dario Diaz, Coordinator - (661) 792-3340
AVID (Advancement Via Individual Determination) Parent Meetings: Amador Ayon, Coordinator - (661) 792-3340
Field Trips – Chaperone/Planning: Anna Macias, Administrative Assistant - (661) 792-3340
PIQE (Parent Involvement for Quality Education) : Mayela Medina, Counselor - (661) 792-3340
6th Grade Parent/Student Orientation: Roberta Burgh, Principal - (661) 792-3340
Back-To-School Night: Roberta Burgh, Principal - (661) 792-3340
Open House Night: Roberta Burgh, Principal - (661) 792-3340
Parent Conference Week/Parent Conferences as requested by parent/teacher: Roberta Burgh, Principal/MMS Teachers - (661) 792-3340

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
qGrade 6	229
Grade 7	246
Grade 8	284
Total Enrollment	759

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1%	White (not Hispanic)	3.69%
American Indian or Alaska Native	0.53%	Multiple or No Response	%
Asian	0.26%	Socioeconomically Disadvantaged	88%
Filipino	0%	English Learners	33%
Hispanic or Latino	94%	Students with Disabilities	10%
Pacific Islander	0.13%		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	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	26.8	6	22	3	26	10	40	1	25	5	32	
Mathematics	26.5	6	17	3	27.2	2	45	1	27	6	33	
Science	30.8		14	9	26.7	1	12		27	2	23	
Social Science	26.6	6	15	4	27.3		12	1	27	4	21	

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The vice-principal and the MMS Safety Team continually review and update the School Safety Plan as needed throughout the 2006-2007 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 2006. In addition, the School Safety Plan successfully passed the CCR Review conducted in May 2006.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	22	27.9	24.5	15.2	12.6	15.7
Expulsions	0.3	1.4	0.3	0.3	0.4	0.5

III. School Facilities

School Facility Conditions and Improvements
This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

McFarland Middle School was built in 1998. It consists of nineteen permanent classrooms and 20 portable classrooms. There is a multi-purpose room, a library, a band room, a chorus room, a physical education building with an attached fitnss center, two computer labs, a woodshop room, a home economics room and three science lab classrooms. The school is in excellent repair and passed the Williams Act review with no repairs needed. Three custodial staff keep the grounds and buildings neat clean and in good repair.

School Facility Good Repair Status
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[ ]	[ ]	[ ]

IV. Teachers

Professional Development
This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Staff Development
Staff development is an ongoing process. Staff are continually provided training and assistance at the district and site level through the use of the district reading and math coach and outside consultants. The schedule allows for 40 minutes each day for grade level teams to collaborate using Professional Learning Communities and Data Teams to monitor student progress and modify curriculum to fit the needs of each student. Writing is a focus this year as well and Step Up to Writing is being implemented across the curriculum. English Learner best practices through the use of SIOP is in place and an emphasis on vocabulary development through Marzano's strategies is being implemented as well.

Beginning Teacher Support and Assessment (BTSA)
Our new teachers are assisted by district BTSA support teachers. These are veteran teachers who assist our new teachers during their first two years in the profession.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	21	19	29	144
Without Full Credential	13	17	8	21
Teaching Outside Subject Area of Competence	0	0	0	N/A

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.9%	8.1%
All Schools in District	93%	7%
High-Poverty Schools in District	93%	7%
Low-Poverty Schools in District	100%	0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	759
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

McFarland Middle School follows state adoptions and provides students with the most up to date SBE adopted curriculum in core and intervention classes. A book is provided for each student to take home for homework and a classroom set is used for classroom instruction. Books are checked out through the library and are replaced on a regular basis to ensure they are in good repair. If books are lost or stolen, they are replaced immediately so that instruction is not interrupted.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Core Curriculum: 6th grade - Literature of Language Arts, Introductory Course Holt Rinehart & Winston 2003 7th grade - Literature of Language Arts, First Course Holt Rinehart & Winston 2003 8th grade - Literature of Language Arts, Second Course Holt Rinehart & Winston 2003 Intervention Curriculum: Language Exclamation Sopris West 2005	0%
Mathematics	Core Curriculum: 6th grade - Concepts and Skills, Course 1 McDougal Littell 2001 7th grade - Concepts and Skills, Course 2 McDougal Littell 2001 7th grade - PreAlgebra McDougal Littell 2001 8th grade - Algebra 1 McDougal Littell 2001 Intervention: 6th & 7th grade - Glencoe 2007 8th grade - Algebra Readiness UCLA Math 2007	0%
Science	Core Curriculum: 6th grade - Earth Science Holt Rinehart & Winston 2007 7th grade - Life Science Holt Rinehart & Winston 2007 8th grade - Physical Science Holt Rinehart & Winstron 2007	0%
History-Social Science	Core Curriculum: 6th grade - Ancient Civilization Prentice Hall 2006 7th grade - Medival and Early Modern Times Prentice Hall 2006 8th grade - American History of Our Nation Prentice Hall 2006	0%
Foreign Language	Not applicable	0%
Health		0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		$56,287
Percent Difference – School Site and District	---	---		
State	---	---	$4,943	$56,613
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,622	$36,572
Mid-Range Teacher Salary	$58,309	$55,815
Highest Teacher Salary	$74,234	$70,985
Average Principal Salary (Elementary)	$96,551	$86,995
Average Principal Salary (Middle)	$94,251	$90,820
Average Principal Salary (High)	$103,975	$96,447
Superintendent Salary	$117,916	$128,495
Percent of Budget for Teacher Salaries	36.2%	39.3%
Percent of Budget for Administrative Salaries	5.3%	5.8%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	**2006**	**2007**	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**
English-Language Arts	15	21	20	17	22	22	40	42	43
Mathematics	10	19	14	14	24	25	38	40	40
Science		15	20	16	13	15	27	35	38
History-Social Science	6	12	20	10	14	17	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	19	14	19	19
Pacific Islander	*	*	*	*
White (not Hispanic)	31	27	*	*
Male	15	15	23	21
Female	24	14	17	19
Economically Disadvantaged	19	13	20	20
English Learners	1	2	2	2
Students with Disabilities	1	1	5	5
Students Receiving Migrant Education Services	18	14	17	16

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	20	27	23	19	22	23	41	42	42
Mathematics	25	26	26	30	30	32	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino	*	*
Hispanic or Latino	22	24
Pacific Islander		
White (not Hispanic)	*	*
Male	14	23
Female	30	28
Economically Disadvantaged	22	25
English Learners	4	1
Students with Disabilities	0	0
Students Receiving Migrant Education Services	8	21

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	23

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	1	1	1
Similar Schools	2	5	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	17	37	-1	611
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	20	36	-3	605
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	27	31	0	606
English Learners	N/A	37	-20	564
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7