

School Accountability Report Card

School Accountability Report Card

School Year 2004-2005

School Information		District Information	
School Name	Browning Road Elementary	District Name	McFarland Unified
Principal	Mr. Mario J. Torres	Superintendent	Mr. Jim Schiffman
Street	410 E. Perkins	Street	601 Second St.
City, State, Zip	McFarland, CA 93250-1230	City, State, Zip	McFarland, CA 93250-1121
Phone Number	661-792-2113	Phone Number	661-792-3081
FAX Number	661-792-5423	FAX Number	661-792-2447
Web Site	http://www.mcfarlandusd.com/schools/brs/	Web Site	http://www.iescentral.com/mcfarland/
Email Address	mtorres@zeus.kern.org	Email Address	
CDS Code	15-73908-6009757	SARC Contact	

School Description and Mission Statement

Browning Road School will provide an environment that fosters academic success, self-esteem and good citizenship. We will aid every child in developing and maintaining a positive self-image by recognizing his/her worth as an individual and every child will experience some measure of success every day. All children will have many opportunities for emotional, social, and physical growth.

We will provide a program which emphasizes the importance of basic skills and processes, and the ability to apply these learning's through a flexible program of instruction. We will create situations which make learning enjoyable, interesting, and meaningful for students, by tailoring learning tasks to the learning styles and interests to the student.

Opportunities for Parental Involvement

Contact Person Name	Contact Person Phone Number
Mr. Mario J. Torres, Principal 661-792-2113	

I. Demographic Information

Student Enrollment, by 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
Kindergarten	114
Grade 1	115
Grade 2	117
Grade 3	96
Grade 4	117
Grade 5	117
Grade 6	0
Grade 7	0
Grade 8	0
Total Enrollment	676

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	3	0.4	Hispanic or Latino	666	98.5
American Indian or Alaska Native	1	0.1	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	5	0.7
Filipino	1	0.1	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff
Reviewed and updated 2004-2005 school year	

School Programs and Practices that Promote a Positive Learning Environment

College Bound after school class, Homework club, GATE, library, computer labs, DARE

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result 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. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	48	67	62			
Rate of Suspensions						
Number of Expulsions	0	1	1			
Rate of Expulsions						

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

We are a K - 5 elementary school with a 30 station multi-media computer lab and 6 student computers in every classroom. We have a school library with a full time Library Media Specialist. School facilities are in good condition.

III. Academic Data

Standardized Testing and Reporting (STAR): Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually. 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 2-11, science in grades 5. The NRT tests reading, language, mathematics and spelling in grade 3.

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 scoring at the Proficient or Advanced level meet state standards in that content area.

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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	7	13	15	9	12	13	32	35	36
Mathematics	10	16	18	8	11	11	31	35	34

Science			4	10	12	5	30	27	25
History-Social Science				8	10	8	28	28	29

CST - Racial/Ethnic Groups

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

Subject	Hispanic or Latino
English-Language Arts	14
Mathematics	18
Science	4

CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	12	17	3	14	33	0	16	13
Mathematics	21	16	7	18	33	13	19	17
Science	6	3	0	4			4	6

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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/>. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	16	20	---	19	21	---	43	43
Mathematics	---	28	31	---	25	29	---	50	51

NRT - Racial/Ethnic Groups

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

Subject	Hispanic or Latino
Reading	20
Mathematics	31

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	17	24	8	20	32	3	22	18
Mathematics	30	32	15	29	63	15	32	28

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). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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 Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	18.5	20.3	16.4	13.3	12.9	13.6	24.8	26.7	22.9
7				12.8	3.1	21.9	29.1	31.3	27.0
9				22.2	13.3	31.3	26.3	25.3	27.2

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 Base API 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.

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 socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups.

Percent Tested: In order to meet NCLB requirements at least 95 percent of students must be tested.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	99	100	Percent Tested	99	100	100

API Base Score	531	516	567	API Growth Score	529	572	591
Growth Target	13	14	12	Actual Growth	-2	56	24
Statewide Rank	2	1	1				
Similar Schools Rank	5	2	2				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Hispanic or Latino				Hispanic or Latino			
API Base Score	532	518	567	API Growth Score	530	572	590
Growth Target	10	11	10	Actual Growth	-2	54	23

API Subgroups – Socio-economically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	524	513	564	API Growth Score	526	569	586
Growth Target	10	11	10	Actual Growth	2	56	22

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools 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, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2003-2004	---
Year in Program Improvement	Year 2	---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Identified for Program Improvement	---	50.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	No	---	No	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
Hispanic or Latino	---	No	Yes	---	No	Yes
Socioeconomically Disadvantaged	---	No	Yes	---	No	No
English Learners	---	No	No	---	No	No
Students with Disabilities	---	n/a	n/a	---	No	No

V. 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	2002			2003			2004					
	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	20.0	6			19.7	6			19.0	6		
1	17.4	5			18.8	6			19.2	6		
2	19.2	5			17.0	5			19.3	6		
3	17.2	6			19.6	5			20.8	6		
4	26.3		3		27.7		3		29.3		4	
5	27.3		3		30.0		3		29.3		3	
6												
K-3	19.0	1			19.0	1						
3-4												
4-8	22.0		1		25.0		1					
Other												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the

size of K-3 classes to 20 or fewer students per certificated teacher. 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		
	2002	2003	2004
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not 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.

	School	District
This School	71.0	---
All Schools in District	---	74.1
High-Poverty Schools in District	---	73.9
Low-Poverty Schools in District	---	100.0

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 only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003
Total Teachers	35	34
Teachers with Full Credential	26	23
Teachers in Alternative Routes to Certification (district and university internship)	0	0
Pre-Internship	5	5
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	6
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	2.8	5.4
Master's Degree	11.1	8.7
Bachelor's Degree plus 30 or more semester hours	50.0	49.0
Bachelor's Degree	36.1	35.6
Less than Bachelor's Degree	0.0	1.3

Teacher Evaluations

Probationary teachers are evaluated two or more times per year. Tenured teachers are evaluated two times every other year.

Substitute Teachers

The school utilizes substitute teachers provided by our district office, as needed.

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/Office Teacher	1
Library Media Specialist	1
Psychologist	1
Social Worker	1
Nurse	20%
Speech/Language/Hearing Specialist	30%
Resource Specialist (non-teaching)	2
Reading First Specialist	1
Other	

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	Ratio of Students Per
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Counselors (FTE)	Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

The site has one principal, an office teacher/intervention specialist and an on-going nine member curriculum committee. The school is standards based and data driven.

Professional Development

There are eighteen scheduled, ninety minute, professional development sessions in addition to three scheduled professional development days.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks are adopted in accordance with the state's timeframe and standards. Other instructional materials are either teacher developed or purchased along with the textbook adoption.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned 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, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Each student has a book for Reading, Math, Social Science, Science and for English Language Development.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares 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	38,400	36,000
1	56,250	50,400

2	56,250	50,400
3	56,250	50,400
4	59,550	54,000
5	59,550	54,000
6		54,000
7		54,000
8		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		180 days
10		180 days
11		180 days
12		180 days

Total Number of Minimum Days

There are 18 scheduled minimum days per school year. We also have 12 scheduled Delay Days Which are 9/1/04, 9/15, 10/6, 10/20, 11/3, 11/17, 12/8, 1/19/05, 2/2, 3/9, and 4/6/05.

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary 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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,265	\$34,793

Mid-Range Teacher Salary	\$52,256	\$52,959
Highest Teacher Salary	\$66,528	\$67,258
Average Principal Salary (Elementary)	\$85,578	\$81,685
Average Principal Salary (Middle)	\$89,946	\$84,552
Average Principal Salary (High)	\$94,229	\$90,405
Superintendent Salary	\$97,850	\$115,648
Percent of Budget for Teacher Salaries	38.7	40.6
Percent of Budget for Administrative Salaries	4.5	5.9

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$20,067,689	\$7,318	\$6,882	\$6,822

Types of Services Funded

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The School Accountability Report Card is available from your school or district office.