A COPY OF THE SARC IS AVAILABLE UPON REQUEST AT THE SCHOOL OFFICE

Executive Summary School Accountability Report Card, 2005-06

For McFarland Middle School

Address: 405 Mast Avenue, McFarland CA 93250-1125   **Phone Number:** (661) 792-3340
Principal: Lori Schultz   **Grade Span:**   6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This 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 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 764 students: 255 sixth grade, 283 seventh grade, 226 eighth grade. The school population is 95% Hispanic with many students being English Language learners.

Student Enrollment

Group	Enrollment
Number of Students	764
African American	0.7 %
American Indian or Alaska Native	0.8 %
Asian	0.5 %
Filipino	0.5 %
Hispanic or Latino	94.2 %
Pacific Islander	0.1 %
White (Not Hispanic)	3.1 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	91.0 %
English Learners	40.0 %
Students with Disabilities	8.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	19
Teachers Without Full Credential	17
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

Narrative to be provided by LEA - This is already under School Facilities. Please check for these 3 areas.

Repairs Needed

Narrative to be provided by LEA

Corrective Actions Taken or Planned

Narrative to be provided by LEA

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	%
Mathematics	%
Science	%
History-Social Science	%
Foreign Language	%
Health	%
Science Laboratory Equipment (grades 9-12)	%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$
District	$
State	$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	21
Mathematics	19
Science	15
History-Social Science	12

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	615
Statewide Rank (from 2005 API Base Report)	1
2006-07 Program Improvement Status	

School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	
Completed All Courses Required for University of California California State University Admission	

School Accountability Report Card

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	**District Name**	McFarland Unified
Street	405 Mast Avenue	**Phone Number**	661-792-3081
City, State, Zip	McFarland, CA 93250-1125	**Web Site**	www.mcfarlandusd.org
Phone Number	661-792-3340	**Superintendent**	
Principal	Lori Schultz	**E-mail Address**	
E-mail Address		---	---

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

The teaching staff consists of 38 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 Categorical Program Administrator/Reading First Coordinator and a Special Projects Coordinator is shared with all of the MUSD sites. There are six 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 environmental 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

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

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

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	Grade Level	Number of Students
Kindergarten	0	Grade 8	226
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0

Grade 6	255	Ungraded Secondary	0
Grade 7	283	Total Enrollment	764

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	0.7	White (not Hispanic)	3.1
American Indian or Alaska Native	0.8	Multiple or No Response	0.0
Asian	0.5	Socioeconomically Disadvantaged	91.0
Filipino	0.5	English Learners	40.0
Hispanic or Latino	94.2	Students with Disabilities	8.0
Pacific Islander	0.1	---	---

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2003-04 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+	2004-05 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+	2005-06 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other					20.0	1			9.0	1		

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	2003-04 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+	2004-05 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+	2005-06 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+
English	30.1	3	28	13	26.8	6	22	3	26.0	10	40	1
Mathematics	25.6	8	13	4	26.5	6	17	3	27.2	2	45	1
Science	31.2	1	11	9	30.8		14	9	26.7	1	12	

Social Science	28.5	5	11	7	26.6	6	15	4	27.3		12	1

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten trough grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K			
1			
2			
3			

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 reviews and updates the School Safety Plan as needed throughout the 2005-2006 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 Discipline Practices

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

We have a Language Arts block schedule where all students are scheduled in a 100 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 Thursday, math and language arts work shops (8th grade proficiency), AVID, band, extra-curricular sports activities, quarterly Honor Roll assemblies, ASB activities, a spelling bee, 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

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	266	233	153	?	?	?
Expulsions	3	5	2	?	?	?

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.

The MMS facility opened during the 1997-1998 school year and has 33 classrooms, a multi-purpose room, library, band room, fitness center, two computer labs, P.E. locker rooms, 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 maintains, repair, and clean our facilities and campus on a daily basis. In the spring of 2006, MMS successfully passed the Williams Act visit.

School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action 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		

IV. Teachers

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	18	21	19	128
Without Full Credential	13	13	17	32
Teaching Outside Subject Area of Competence				---

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			3 - 7th Gr. Language Arts P.E.

Core Academic Classes Taught by NCLB 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 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	95.3	4.7
All Schools in District	87.0	13.0
High-Poverty Schools in District	85.0	15.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

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

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		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---

Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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.

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	McFarland 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 8 2. Thomson/Heinle Visions 2004 3. Renaissance Learning Accelerated Reader 2005 4. Interact Publishers Basic Steps Writing Program 2005 MMS provides students access to a classroom set of the core curriculum textbooks, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2006.	
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 MMS provides students access to a classroom set of the core curriculum textbooks, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2006.	
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 MMS provides students access to a classroom set of the core curriculum textbooks, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2006.	
History-Social Science	Middle School will provide the State/Board-adopted core instructional programs in History-Social Science 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 MMS provides students access to a classroom set of the core curriculum textbooks, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2006.	
Foreign Language	Not applicable	
Health	MMS provides students access to a classroom set of the core curriculum textbooks, as well as with a home copy of each textbook. Note that MMS successfully passed the Williams Act inspection in Spring of 2006.	
Science Laboratory Equipment (grades 9-12)	Not applicable	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)
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 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	---	---		$52,616
Percent Difference - School Site and District	---	---		
State	---	---	$4,743	$54,823
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 2004-05)

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 can 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/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,944	$36,796
Mid-Range Teacher Salary	$54,367	$54,062
Highest Teacher Salary	$69,216	$68,679
Average Principal Salary (Elementary)	$87,357	$83,916
Average Principal Salary (Middle)	$93,580	$86,752
Average Principal Salary (High)	$98,036	$92,915
Superintendent Salary	$111,300	$121,387
Percent of Budget for Teacher Salaries	36.1	40.2
Percent of Budget for Administrative Salaries	4.1	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE 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.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	9	15	21	13	17	22	36	40	42
Mathematics	6	10	19	11	14	24	34	38	40
Science			15	5	16	13	25	27	35
History-Social Science	6	6	12	8	10	14	29	32	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	20	18	14	12
Pacific Islander				
White (Not Hispanic)	43	19	*	*
Male	18	20	20	14
Female	25	18	10	10
Economically Disadvantaged	20	18	12	10
English Learners	2	8	5	0
Students with Disabilities	0	3	0	0
Students Receiving Migrant Education Services	16	19	11	9

Norm-Referenced Test (NRT)
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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	17	20	27	21	19	22	43	41	42
Mathematics	29	25	26	29	30	30	51	52	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	26	26
Pacific Islander		
White (not Hispanic)	*	*
Male	21	24
Female	32	29
Economically Disadvantaged	26	26
English Learners	8	8
Students with Disabilities	0	5
Students Receiving Migrant Education Services	25	24

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6	?	?	?	?	?	?	?	?	?
7	?	?	?	?	?	?	?	?	?
8	?	?	?	?	?	?	?	?	?
9									
10									
11									
12									

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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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 Level			
	Grade 7		
Physical Fitness Tasks	**Total[1] Tested**	**% In HFZ**	**% Not in HFZ**
Aerobic Capacity	267	62.2	37.8
Body Composition	267	56.2	43.8
Abdominal Strength	267	81.6	18.4
Trunk Extension Strength	267	99.3	0.7
Upper Body Strength	267	77.2	22.8
Flexibility	267	50.2	49.8

	Grade 7		
Number of fitness standards achieved	**Number**	**Percent**	**Cum. Percent**
6 of 6 fitness standards	59	22.1	22.1
5 of 6 fitness standards	84	31.5	53.6
4 of 6 fitness standards	46	17.2	70.8
3 of 6 fitness standards	37	13.9	84.6
2 of 6 fitness standards	29	10.9	95.5
1 of 6 fitness standards	12	4.5	100.0
0 of 6 fitness standards	0	0.0	100.0
Total tested	267	100.0	

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	2003-04	2004-05	2005-06
Statewide	1	1	1
Similar Schools	1	2	5

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
	2003-04	2004-05	2005-06	2006
All Students at the School	23	17	37	615
African American				
American Indian or Alaska Native				
Asian				
Filipino				

Hispanic or Latino	22	20	36	611
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	20	27	31	609
English Learners	--	--	37	588
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

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		
First Year of Program Improvement	2003-2004	2004-2005

Implementation		
Year in Program Improvement	Year 4	Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	66.7

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

No data are available for this section

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

No data are available for this section

College Admission Test Preparation Course Program

This section provides 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.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can 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

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The leadership at McFarland Middle School consists of one principal, one vice-principal, one counselor, and a seven 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

This section provides information about the program for training the school's teachers and other professional staff.

There are eighteen scheduled 90-minutes 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 Superintendent of Schools Office. Staff members also provide mini-workshops during professional development sessions.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

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		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

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

Minimum Days in School Year

This section provides 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 14 minimum days scheduled for the 2005-2006 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.