

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

Executive Summary School Accountability Report Card, 2005-06

For McFarland High School

Address: 259 Sherwood Ave., McFarland CA
93250-1519

Phone Number: (661) 792-3126

Principal: Gabriel McCurtis

Grade Span: 9-12

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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

School Profile

McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a population of 9,837 and beyond Bakersfield, California northerly by twenty-three miles. McFarland's motto is "The Heartbeat of Agriculture" because of its major emphasis on agriculture production in almonds, grapes, oranges, roses, cotton, and dairy cattle in which most families are employed. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Approximately 3,041 students, K-12, are enrolled in the McFarland Unified School District, and McFarland High School educates 787 of these students. The school's ethnic diversity consists of 93% Hispanic and 7% Caucasian or others with 100% able to participate in the free lunch program. In addition, McFarland High School's migrant population

includes 33%, and 50% of these students are English Language Learners; the school does place an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a partnership with The College Board and Paramount Farming, and many other programs as well. **Over the last four years, McFarland High School has steadily witnessed an increase in student achievement, and their Academic Performance Index (API) and Adequate Yearly Progress (AYP) scores reflect this fact—McFarland High School met all 2004-2005 and 2005-2006 Phase I and Phase II AYP criteria. This significant growth provides positive evidence that MHS students continuously achieve state and federal mandates.**

Student Enrollment

Teachers

Group	Enrollment Indicators	Teachers
Number of Students	733	Teachers With Full Credential 27
African American	0.4 %	Teachers Without Full Credential 5
American Indian or Alaska Native	0.4 %	
Asian	0.7 %	Teachers Teaching Outside Subject Area of Competence
Filipino	0.0 %	
Hispanic or Latino	93.2 %	Misassignments of Teachers of English Learners
Pacific Islander	0.1 %	
White (Not Hispanic)	5.2 %	Total Teacher Misassignments
Multiple or No Response	0.0 %	
Socioeconomically Disadvantaged	78.6 %	
English Learners	24.0 %	
Students with Disabilities	8.0 %	

School Facilities

Summary of Most Recent Site Inspection

As part of the Williams Legislation, a team from the Kern County Superintendent of

Schools inspected McFarland High school on August 25, 2006

Repairs Needed

A Facilities Emergency notification was issued to the Principal. The Emergency Facilities needs were:

- Roof system failure in the back gym area above the coach's room
- Extreme dry rot in rear of stage area. Recommended blocking off area behind south curtain and entrance/exit

Corrective Actions Taken or Planned

Immediate action was taken to repair the roof above the coach's office. A licensed contractor completed the project. The stage area was blocked off so that students could not walk on it behind the curtain. The floors boards were removed and the entire stage area upgraded over the holidays.

Curriculum and Instructional Materials

School Finances

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials	Level	Expenditures Per Pupil (Unrestricted Sources Only)
Reading/Language		School Site	\$ 255
Arts	0 %	District	\$ 118
Mathematics	0 %	State	\$4,743

Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests	Indicator	Result
English-Language Arts	19	2006 API Growth Score (from 2006 API Growth Report)	615
Mathematics	7	Statewide Rank (from 2005 API Base Report)	2
Science	15	2006-07 Program Improvement Status	
History-Social Science	16		
School Completion		Postsecondary Preparation	

Indicator	Result	Measures	Percent of Graduates
Graduation Rate	92.5%	Completed a Career Technical Education Program	1
		Completed All Courses Required for University of California California State University Admission	13.2

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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 High	District Name	McFarland Unified School District
Street	259 Sherwood Ave.	Phone Number	(661) 792-3081
City, State, Zip	McFarland, CA 93250-1519	Web Site	http://www.mcfarlandusd.com
Phone Number	(661) 792-3126	Superintendent	James Schiffman
Principal	Gabriel McCurtis	E-mail Address	jschif@zeus.kern.org
E-mail Address	gamccur@zeus.kern.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission Statement

The mission of the McFarland Unified School District is to provide each student with the

optimal opportunities and to ensure that learning takes place through the effective allocation of available resources. The McFarland Unified School District is committed to educational quality, emphasizing the following:

- A positive learning environment.
- Student achievement in reading, writing, and math.
- Parental involvement in their student's progress.
- Respect and appreciation of the individual.
- Intellectual, physical and emotional growth.
- Academic and social development.
- Preparing for a meaningful, goal-oriented, and productive future.
- Positive self-image through awareness and adoption of healthy lifestyles.
- Value personal integrity and responsibility.

Vision Statement

The goal and vision of McFarland High School, since its inception in 1928, has always been to create and foster an environment of optimal, parent-supported, student academic achievement and personal development. This tradition continues into the 21st century. Providing opportunities for student to develop intellectually, physically and emotionally lies at the heart of McFarland High School and in the heart of all its administrators, counselors, teachers and support personnel. As educational opportunity providers at the secondary level, we stand ready, through the passing of the years, to enlist and lead the students who pass through our doors on a mighty educational journey. The educator Mark Van Dooren has said: "The art of teaching is the art of assisting discovery." We here at McFarland High School stand ready to assist our students on this greatest mission of discovery: that of the discovering each one's true potential and true promise.

School Profile

McFarland High School is part of the McFarland School District located in the small rural

community of McFarland with a population of 9,837 and beyond Bakersfield, California northerly by twenty-three miles. McFarland's motto is "The Heartbeat of Agriculture" because of its major emphasis on agriculture production in almonds, grapes, oranges, roses, cotton, and dairy cattle in which most families are employed. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Approximately 2,741 students, K-12, are enrolled in the McFarland Unified School District, and McFarland High School educates 717 of these students. The school's ethnic diversity consists of 93% Hispanic and 7% Caucasian or others with more than 60% receiving free or reduced lunch subsidies. In addition, McFarland High School's migrant population includes 33%, and 50% of these students are English Language Learners; the school does place an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a partnership with The College Board and Paramount Farming, and many other programs as well. **Over the last four years, McFarland High School has steadily witnessed an increase in student achievement, and their Academic Performance Index (API) and Adequate Yearly Progress (AYP) scores reflect this fact—McFarland High School met all 2004-2005 Phase I and Phase II AYP criteria. This significant growth provides positive evidence that MHS students continuously achieve state and federal mandates.**

Opportunities for Parental Involvement

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

School Site Council

ELAC Parent Meetings

DELAC Parent Meetings

Back-To-School Night

Open House

Parent/Teacher Conference Night

AVID (Advancement Via Individual Determination) Parent Meetings

College Board 2nd semester Monthly Parent Meetings

College Night Parent/Student

9 th Grade Enrollment Parent/Student Conferences
9 th Grade Parent/Student Orientation
Sophomore Counseling Parent Conferences
Financial Aid Workshops
Career Center Senior Parent Financial Aid Conferences
Career Day
Awards Banquets
Agricultural Advisory Committee (FFA activities)
Field Trips - Chaperone
Extra-Curricular and Athletic Events
Parent Conferences as requested by parent/teacher
Parent portal on Infinite Campus

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	n/a	Grade 8	n/a
Grade 1	n/a	Ungraded Elementary	n/a
Grade 2	n/a	Grade 9	216
Grade 3	n/a	Grade 10	195
Grade 4	n/a	Grade 11	173
Grade 5	n/a	Grade 12	149
Grade 6	n/a	Ungraded Secondary	0
Grade 7	n/a	Total Enrollment	733

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	0.4	White (not Hispanic)	5.2
American Indian or Alaska Native	0.4	Multiple or No Response	0.0
Asian	0.7	Socio-economically Disadvantaged	78.6
Filipino	0.0	English Learners	24.0
Hispanic or Latino	93.2	Students with Disabilities	8.0
Pacific Islander	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				2004-05				2005-06			
	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+
English	22.5	18	15	3	23.9	17	16	1	26.9	10	24	12
Mathematics	24.1	8	11		28.8	2	14	3	27.1	3	16	3
Science	30.3	1	5	3	30.0		8	3	28.1	3	13	2
Social Science	27.7	2	10	3	27.4	4	8	5	30.4	1	9	7

II. School Climate

School Safety Plan

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

McFarland High School completed a revised comprehensive safety plan outlining appropriate procedures for students, teachers, office staff, and administration. The areas covered in the Safe School Program include district and site communication systems, school site personnel duties and responsibilities, composition and role of the crisis intervention team, site communication procedures, pupil release and evacuation

procedures, parent notification and responsibilities, and specific emergency/disaster procedures. Local emergency agencies including Sheriff, Fire Department, Ambulance, and Police have access to school/campus map, emergency exits and fire alarm system.

McFarland High School revised the fire drill, school safety plan and evacuation procedures using a district wide school plan. Following the revisions, the Administration will work on the implementation process of the plan. The plan allows substitute teachers to easily follow safety regulations at any of the five schools. The school randomly conducts emergency fire and earthquake drills. The MUSD participated in a county wide Earthquake Disaster Drill.

McFarland High School's staff, administration, and students feel our campus is safe, orderly, friendly and as a result, enhances learning. The administration, counselors, teachers, and the staff make contact with parents regarding discipline, attendance, and student-related concerns. One campus supervisor assists in monitoring the safety of our campus, investigations, and security of our school site.

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.

The vice principal updated the discipline procedures and consequences for the student handbook. Discipline and attendance concerns are documented in computer-based records and in student files. A strong collaboration with Kern County Superintendent of Schools Truancy Probation department encourages timely intervention in our truancy reduction program. Kern County Probation staff contacts students and their parents to assist in correcting nonattendance and tardiness. The State of California provides the Educational Discipline Code that all McFarland High school students are obligated to follow. Appropriate measures such as after-school detention, lunch detention, counseling, suspension, transfer to Alternative Education, expulsion and other options are undertaken when necessary to assure the of all students

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	54%	31%	21%			
Expulsions	.01%	.01%	0%	.01%	.01%	.01%

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 High School is the cleanest school in the district. There are 34 classrooms, a multi-purpose room, gym, library/media center, 4 computer labs, counseling office, an athletic/activities office, metal shop, and an agriculture office. In addition, the athletic department and facilities includes a football stadium, two baseball fields, one softball field, and tennis courts. The administration works closely with the district maintenance departments to maintain a positive school physical appearance. Personnel conduct inspections at least twice a year and clean hallways and classrooms on a daily basis.

The School completed all emergency improvements indicated on the Williams report. This included a new section of roofing above the coach's office as well as renovating the school stage.

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	Roof over coach's room was repaired

			by a licensed contractor
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	29	29	27	128
Without Full Credential	3	3	5	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	0	0	0
Total Teacher Misassignments	1	3	2
Vacant Teacher Positions	0	2	2

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	77.4	22.6
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.

Substitute teachers meet state and district qualifications and are cleared through the Department of Justice. A larger pool of substitute teachers needs to be established.

Teacher Evaluation Process

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

The Board of Trustees has established standards of expected student achievement at each grade level. The evaluations are standards based evaluations. Tenured teachers are evaluated every two years. Administration trained in the evaluation process conduct these evaluations. Non-tenured and intern teachers are evaluated twice each school 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	2.0	366.5
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

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	New	0%
Mathematics	2002	0%
Science	2002	0%
History-Social Science	2001	0%

Foreign Language	New	0%
Health	New	0%
Science Laboratory Equipment (grades 9-12)	Continually Replacing	0%

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			\$255	
District	---	---	\$118	\$52,616
Percent Difference – School Site and District	---	---	46.2%	
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---	94%	4%

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.

MHS receives special funding for Special Education. Additional funding is provided through Title I, EIA/LEP, Carl Perkins, Ag Incentive, Advanced Placement, 10 th Grade Counseling, and Title V.

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	17	20	19	13	17	22	36	40	42
Mathematics	5	5	7	11	14	24	34	38	40
Science	10	12	15	5	16	13	25	27	35
History-Social Science	10	15	16	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	17	6	13	14
Pacific Islander	*	*		*
White (Not Hispanic)	48	19	*	42
Male	18	8	18	21
Female	21	7	12	11
Economically Disadvantaged	16	7	13	13
English Learners	2	3	0	3
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	15	8	17	16

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	33			21	19	22	43	41	42
Mathematics	31			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		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

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
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	Percent of Students Meeting Fitness Standards
5	n/a
7	n/a
9	15%

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	2	2	2
Similar Schools	6	2	6

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	4	39	14	615
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	3	38	15	607
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	9	37	20	608
English Learners	--	--	2	590
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.

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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	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	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 Implementation		2004-2005
Year in Program Improvement		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/>.

Indicator	School	District	State
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	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.3	0.0	0.4	0.6	1.9	0.4	3.2	3.3	3.1
Graduation Rate	98.6	99.2	98.0	98.3	95.1	96.0	86.7	85.3	84.9

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.

Group	Graduating Class of 2006		
	School	District	State
All Students	92.5%		---
African American	.01%		---
American Indian or Alaska Native	.01%		---
Asian			---
Filipino			---
Hispanic or Latino	91.46%		---
Pacific Islander			---
White (not Hispanic)	.02%		---
Socio-economically Disadvantaged	92%		---
English Learners	35%		---
Students with Disabilities	8%		---

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.

McFarland High School provides opportunities for students to enroll in computer courses, agricultural science, agricultural mechanics, home economics, independent living/child development, and food/nutrition courses. In addition to these course MHS students may enroll in the North Kern Vocational Training Center program which provides an array of vocational education courses including law enforcement, banking, nursing, construction, medical/dental reception, and auto body. Students enrolled in these courses are bused to Wasco and/or Delano for a two-hour block class. Transportation is provided by NKVTC. A full time Career Technician was housed on campus to provide additional information about future careers to MHS students. She was paid through NKVTC.

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/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	45.2
Graduates Who Completed All Courses Required for UC/CSU Admission	13.2

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/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science		---
Social Science		---
All courses	4	2.2

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

McFarland High School provides college prep sophomores and juniors the opportunity to take the PSAT.

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.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	32.5	29.3	40.3
Average Verbal Score	419	417	413
Average Math Score	394	393	409
Average Writing Score	---	---	442

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.

Most of the courses offered at MHS are aligned with the California State Frameworks and California Content Standards in Math, English, Science, and Social Studies. Numerous programs are in place to accommodate student needs including honors, AP, AVID, ELD, Title I, Special Education, Ag and tech prep classes. After-school tutoring is available Monday through Thursday from 2:45 pm to 3:30 p.m. The school and community realize that many of our students come to high school fluent in a language other than English. MHS has initiated many programs to increase our students' chances of success. MHS has implemented an Extended Day reading program and an Extended Day math program for students who are Far Below Basic, Below Basic or Basic in Math and/or Language Arts.

Both the Principal and Vice Principal have over 10 years experience in school administration on a High School level.

Professional Development

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

McFarland High School is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Twice a month each school site has a two-hour delay with time devoted to WASC, Standards Alignment, Advisory, and Staff Development. All teachers are required to take AB 466 training.

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
9	65,865	64,800
10	65,865	64,800
11	65,865	64,800
12	65,865	64,800

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.

The total number of minimum days at MHS for the 2005-2006 was eight. There were three (3) days scheduled before each major holiday, one for the last instructional day of the year, and four (4) were scheduled for semester finals.

There were 10 scheduled delay days for professional development.

There was one actual fog delay day.