

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

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

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	McFarland High School	District Name	McFarland Unified School District
Street	259 Sherwood Avenue	Phone Number	(661) 792-3081
City, State, Zip	McFarland, CA 93250	Web Site	www.mcfarlandusd.com
Phone Number	(661) 792-3126	Superintendent	Gabriel McCurtis
Principal	Martin Schmidt	E-mail Address	webmaster@mcfarlandusd.com
E-mail Address	mschmidt@mcfarland.k12.ca.us	CDS Code	15-73908-15341155

School Description and Mission Statement

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

District Vision and Mission

The Mission of McFarland Unified School District is to accelerate student performance through great teaching and great learning.

The District Goals are as follows:

- Goal #1: Accelerate gains in student achievement
- Goal #2: Recruit, hire and retain highly qualified teachers
- Goal #3: Provide quality staff development
- Goal #4: Provide quality staff development opportunities with an emphasis on great teaching and great learning
- Goal #5: Strengthen partnerships with parents and community
- Goal #6: Provide safe, secure and well maintained schools
- Goal #7: Maintain a balanced and fiscally responsible budget with emphasis on student achievement

McFarland High School's Vision and Mission

The mission of McFarland High School is to accelerate student performance through great teaching and learning, and to provide each student with the optimal academic, artistic, athletic, and social opportunities to ensure that learning takes place through effective allocation of available resources.

McFarland High School is committed to educational quality, emphasizing the following:

- A positive learning environment.
 - Student achievement in reading, writing, and math.
 - Parental involvement in student progress.
 - Appropriate respect and appreciation for the individual.
 - Intellectual, physical, and emotional growth.
 - Academic and social development.
 - Goal oriented focus—preparing for a meaningful, productive future.
 - Positive self-image through awareness and adoption of healthy lifestyles.
 - High standards of personal integrity and responsibility.
- School Profile

McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. 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 830 of these students. The school's ethnic diversity consists of 93% Hispanic and 7% 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 strong Agricultural program, a strong AP program, and a partnership with The College Board and Paramount Farming. Over the last four years, McFarland High School has witnessed three years of increase in student achievement, followed by last year seeing a slight decline in achievement.

Opportunities for Parental Involvement

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

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- 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
 - 9th Grade Enrollment Parent/Student Conferences
 - 9th 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 9	222
Grade 10	191
Grade 11	172
Grade 12	157
Total Enrollment	742

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 %	White (not Hispanic)	5.53 %
American Indian or Alaska Native	0.27 %	Multiple or No Response	0.13 %
Asian	0.54 %	Socioeconomically Disadvantaged	69 %
Filipino	0 %	English Learners	25 %
Hispanic or Latino	93 %	Students with Disabilities	11 %
Pacific Islander	0.13 %		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.5	18	17	1	26.9	10	26	12	22	25	18	4
Mathematics	27.7	3	14	3	26.7	4	16	3	22	12	12	3
Science	28.4	1	8	3	28.1	3	13	2	26	5	14	3
Social Science	26.9	5	8	5	30.4	1	9	7	28	4	10	5

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.

Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	32.5	7.6	29.2	15.2	12.6	15.7
Expulsions	0.6	0.4	1.8	0.3	0.4	0.5

III. School Facilities

School Facility Conditions and Improvements

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

The facilities at McFarland High School are clean, safe, and maintained in good repair as determined by the Office of Public School Construction. Every year, inspectors make scheduled and unscheduled visits to our school to check for compliance as per the Williams settlement legislation. McFarland is currently using its facility as efficiently as possible, considering the condition, size and age of the plant. The administration works closely with the district maintenance departments to maintain a positive school physical appearance. Personnel conduct in-depth inspections at least twice a year and clean hallways and classrooms on a daily basis.

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 district recently completed repairs by a licensed contractor to the roof over the administrative wing and adjacent classroom.

At McFarland High School, the rooms are clean and well lit. There are a sufficient number of desks, tables and storage cabinets. All classrooms have internet access and a teacher computer work station. Many classrooms have one or more student computers. Fifteen Smart-Boards have been ordered for installation in classrooms with most being in English and Mathematics classes.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	Not applicable.
Mechanical Systems	[X]	[]	[]	Not applicable.
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Not applicable.
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Not applicable.
Hazardous Materials (interior and exterior)	[X]	[]	[]	Not applicable.
Structural Damage	[X]	[]	[]	Not applicable.
Fire Safety	[X]	[]	[]	Not applicable.
Electrical (interior and exterior)	[X]	[]	[]	Not applicable.
Pest/Vermin Infestation	[X]	[]	[]	Not applicable.
Drinking Fountains (inside and outside)	[X]	[]	[]	Not applicable.
Restrooms	[X]	[]	[]	Not applicable.
Sewer	[X]	[]	[]	Not applicable.
Playground/School Grounds	[X]	[]	[]	Not applicable.
Roofs	[X]	[]	[]	Not applicable.
Overall Cleanliness	[X]	[]	[]	Not applicable.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

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

IV. Teachers

Professional Development

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

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.

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	27	29	144
Without Full Credential	3	5	5	21
Teaching Outside Subject Area of Competence	1	1	1	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	1	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.5 %	8.5 %
All Schools in District	93 %	7 %
High-Poverty Schools in District	93 %	7 %
Low-Poverty Schools in District	100 %	0 %

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	371
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

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 2005-06)

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

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

Types of Services Funded

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

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

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,622	\$36,572
Mid-Range Teacher Salary	\$58,309	\$55,815
Highest Teacher Salary	\$74,234	\$70,985
Average Principal Salary (Elementary)	\$96,551	\$86,995
Average Principal Salary (Middle)	\$94,251	\$90,820
Average Principal Salary (High)	\$103,975	\$96,447
Superintendent Salary	\$117,916	\$128,495
Percent of Budget for Teacher Salaries	36 %	39 %
Percent of Budget for Administrative Salaries	5 %	6 %

VIII. Student Performance

California Standards Tests

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

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	20	19	21	17	22	22	40	42	43
Mathematics	5	7	10	14	24	25	38	40	40
Science	12	15	9	16	13	15	27	35	38
History-Social Science	15	16	15	10	14	17	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	*	*		*
Filipino	*	*		
Hispanic or Latino	19	10	7	14
Pacific Islander				
White (not Hispanic)	40	14	*	47
Male	21	12	13	19
Female	21	9	5	11
Economically Disadvantaged	20	10	8	16
English Learners	2	8	2	1
Students with Disabilities	3	0	0	0
Students Receiving Migrant Education Services	20	11	7	14

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	26.1	25	49	31	29	51	23	21	49
Mathematics	27.5	26	45	26	24	47	24	23	50

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	77	17	6	76	21	3
Male	82	15	3	70	26	4
Female	73	19	8	82	16	2
African American						
American Indian or Alaska Native	*	*	*	*	*	*
Asian						
Filipino						
Hispanic or Latino	79	15	5	78	20	2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	29	57	14	29	43	29
English Learners	84	12	4	77	21	2
Socioeconomically Disadvantaged	77	18	5	73	24	3
Students Receiving Migrant Education Services						
Students with Disabilities	100	0	0	100	0	0

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards
9	13

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2004-05	2005-06	2006-07
Statewide	2	2	2
Similar Schools	2	6	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
	2004-05	2005-06	2006-07	2007
All Students at the School	39	16	-3	613
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	38	16	-2	606
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	37	21	4	612
English Learners	N/A	1	-2	587
Students with Disabilities	N/A			

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)		0.4		2	0		3	3	4
Graduation Rate	99.2	98	100	95	96	98	85	85	83

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 in 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	48
Graduates Who Completed All Courses Required for UC/CSU Admission	19.1

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	Percent of Students
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	4	2